



2024-25 Student/Parent Handbook

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MISSION

KTEC High School engages students through partner driven, industry focused education preparing them to be technical workers and critical thinkers for high demand careers.

VISION

KTEC High School produces graduates that are qualified for high-skilled, high-demand careers.

GOVERNANCE BOARD POLICY AND MEMBERS

Please visit the KTEC High School 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 High School 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

Arthur Andersson – Board Member

Kathy Harmeyer – 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 the equal treatment of all individuals who access KTEC High School, 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 must move beyond the first step, the parent or student shall prepare a written statement of his/her complaint which shall 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

Students and parents can gain access to the most current work and progression on competencies on [Headrush](#), KTEC’s online competency gradebook system. The link above provides an overview of Headrush and how parents can utilize the system to understand student progress. Attendance and discipline reports can be accessed by logging into Skyward. A link can be found on KTEC’s website for both systems, www.ktecschools.org.

- It is important that students and parents/guardians regularly check attendance, discipline, and grades. The parent/school partnership is critical to the academic success of children. Please contact the school’s secretary if you have forgotten your login or password.

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 visitor's 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.

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 and upon entry to KTEC High School 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 High School students while on KTEC High School premises.

CARE OF PROPERTY

Students are responsible for the care of their own property. While KTEC High School 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.

CLOSED CAMPUS

KTEC High School 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 High School within a responsible amount of time to arrive safely at Gateway for their course. Non-students may NOT visit the campus nor attend school with KTEC High School students during the school day.

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.

DRIVING/PARKING AGREEMENT

Any use of a motorized or self-propelled vehicle on KTEC High School property is subject to the agreement below, regardless of whether the student parks at KTEC High School or not. 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 High School 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.

Driving/Parking Agreement

If a student drives and parks a vehicle at KTEC High School, this agreement must be read and signed by the student and the student's parent/guardian before a parking permit is issued. This constitutes an agreement between the student, parent/guardian, and the school. The student assumes the responsibility for his/her vehicle while on campus.

Driving/parking a vehicle at KTEC HS is a privilege that the administration reserves the right to allow or cancel at any time. The school does not assume any liability for student vehicles parked in the lot or for damages incurred by removal.

Driving/Parking Regulations

- All vehicles must have a school parking permit at a cost of \$50 per school year. Parking permits must be displayed daily and hang properly from the rear-view mirror. Loss of a parking permit is to be reported promptly to the administration. Students are required to display their parking pass at all times while on campus. Students agree to pay a \$5 replacement charge if they lose their parking pass.
- All traffic laws are to be obeyed and students are to drive in a safe manner, exercising great care for other students and property. Reckless driving will not be tolerated. Students must have a valid driver's license and current auto insurance coverage to drive and park on KTEC HS leased property.
- Students are to park in an appropriate manner within a marked parking stall in the lot located to the south of the school.
- Vehicles should be locked.
- Student vehicles are to remain in the student parking lot while classes are in session, and no one should be in the vehicle during class time.
- Students are not to transport other students during the time school is in session.
- Students are permitted to park on school premises as a matter of privilege, not a right. The school retains authority to conduct routine inspections of student parking lots and the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are present. Such inspections may be conducted without notice, without student consent and without a search warrant. This may include the use of local law environment and drug dogs.
- All school fees must be paid in full prior to obtaining a parking permit.

Consequences

- Failure to comply with the policies will result in one of the following parking consequences. KTEC High School administration may use their discretion when determining such consequences.
 - 5 days
 - 10 days
 - Remainder of the semester
 - Remainder of the school year
 - Towing of vehicle / referral to law enforcement for trespassing

Student Name

Parent Name

Student Signature

Parent Signature

Date Signed

Date Signed

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 therapeutic 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.

For the safety of the student, 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 requested 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.

If the medication is given "as needed," a good faith attempt will be made to contact the parent/guardian to help assure that the student was not given the medication before coming to school. The student's parent/guardian will receive written notification if the non-prescription medication is administered "as needed" at school.

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 will be absent. Attendance reporting can be made 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 to miss 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 does 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 High School 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 7:15 AM. A five (5) minute warning bell will ring at 7:10 AM alerting students to head to their first block 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 Principal or their designee will determine whether the reason for tardiness is valid. The following are not considered valid excuses for being tardy to school:

- Oversleeping
- Car problems
- Getting breakfast
- Motor vehicle violations
- Taking a sibling off to school

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

KTEC High School, 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. For the purposes of this handbook and record-keeping, a student who is truant for two (2) blocks will be considered truant for 0.5 day of school, and four (4) blocks will be considered truant for one (1) full day of school.

Parent/Guardian Notification

Parents/guardians will be notified of the unexcused absences of a student who is habitually or 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.
 - a. A copy of KTEC High School’s attendance policy will be sent with the notice.
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. The notice will include:
 - a. A statement of the parent/guardian’s responsibility under State law of the student to attend school regularly will be included, as well as a statement of the penalties, under State law or local ordinances that may be imposed on the parent if s/he fails to cause the child to attend school regularly as required by State law.
 - b. A statement that the parent, guardian, or child may request program or curriculum modifications for the child under s. 118.15 (1) (d). Wis. Stats., and that the child may be eligible for enrollment in a program for children at risk under s. 118.153 (3), Wis. Stats.
 - c. A copy of KTEC High School’s attendance policy
 - d. A request for the parent/guardian to meet with school staff. The request will include the name of the school personnel with whom the parent should meet, a date, time, and place for the meeting, and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except for when the parent/guardian grants consent for the date of the meeting to be extended an additional five (5) school days.
 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.
 - a) A statement of the parent/guardian’s responsibility under State law of the student to attend school regularly will be included, as well as a statement of the penalties, under State law or local ordinances that may be imposed on the parent if s/he fails to cause the child to attend school regularly as required by State law.
 - b) A statement that the parent, guardian, or child may request program or curriculum modifications for the child under s. 118.15 (1) (d). Wis. Stats., and that the child may be eligible for enrollment in a program for children at risk under s. 118.153 (3), Wis. Stats.
 - c) A copy of KTEC High School’s attendance policy.

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 High School is a closed campus. Administration has the right to deny students a walking or driving pass to go out to lunch, to run errands, or take care of other short-term 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. The note must include a parent/guardian signature and phone number where they can be reached to verify the note. Without proper notification, students will be marked "truant" on school attendance records. Students leaving early are required to sign out at the attendance office prior to leaving school property. Failure to do so will result in a marking of "truant" on school attendance records.

Leaving School

Dismissal of classes will be at the final bell of the day at 2:45 PM unless otherwise noted. Students not engaged in any supervised school activity must leave the school premises by 2:55 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

Disciplinary actions for unexcused absences include, but is not limited to:

Students outside of their assigned classroom without a staff issued pass:

** This includes students being 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 – 4th offenses: Parent notification; 30-minute after school detention assigned
- 5th offense: Parent meeting; 0.50 day in-school suspension
- > 6th offense: Progressive discipline

Tardy – to school and/or assigned classroom:

- 5th offense: Parent notification; 30-minute after school detention assigned
- 10th offense: Parent meeting; 2 30-minute after school detention assigned
- 15th offense: 0.50 day in-school suspension
- 20th offense: Referral to law enforcement for truancy violation; 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 High School Governance Board Policy 5002 for the complete school attendance policy.

STUDENTS WITH DISABILITIES

Individuals with Disabilities Education Act (IDEA)

KTEC High School is required to locate, identify, and evaluate all children with disabilities, regardless of the severity of their disabilities. KTEC High School 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 High School. Before referring 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 High School 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 High School procedures.

KTEC High School 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 High School. The Governance Board further assures that all KTEC High School 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 High School 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 High School 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 High School's programs, activities, and benefits in the same manner as individuals without disabilities.

For further information about how KTEC High School 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 High School is committed to providing a wide range of behavioral interventions and supports, 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 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 Student Code of Conduct outlines KTEC High School student and family responsibilities. It also contains responses for violations of behavior and discipline policies. Consequences may be modified if alternative or additional actions will serve the best interest of the student and/or school environment.

The KTEC High School 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 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, fieldtrips, 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 High School and the expenses for the return trip will be borne by the student's parent/guardian.
- Students are not permitted to leave a field trip location without permission and are forbidden from taking any form of public transportation while on a field trip without a chaperone present.

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 for permission before questioning a student.

Discipline of Students with a Disability

The disciplining 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 High School 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 High School 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 High School 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 be returned to their current placement and 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 Response to Behavior

Level 1	<p>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, re-teaching or modeling of desired behavior, restorative practices, written or oral reflections, confiscation of inappropriate items, etc.</p>
Level 2	<p>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.</p>
Level 3	<p>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 consequence. These behaviors require an 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 day), temporary removal from class, campus or community service, schedule changes, suspension from school-sponsored activities, etc.</p>
Level 4	<p>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.</p>
Level 5	<p>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 High School Governance Board, recommendation for Alternative Placement, recommendation for expulsion, etc.</p>

Definitions of Prohibited Behavior

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		
Academic Dishonesty, Plagiarism, Cheating	Academic dishonesty through cheating, copying, altering records, etc. Plagiarizing, by taking someone else's work or ideas; forgery, such as faking a signature of a teacher or parent.	<ul style="list-style-type: none"> • Copying from another student and turning it in as one's own work. • Cheating on a test. 		<ul style="list-style-type: none"> • Student forges parent name on school documents. • Repeated cheating or plagiarizing in class. • Claiming work from a published source as one's own. • Student uses artificial intelligence software (e.g., ChatGBT) to complete assigned work. 		
Assault and/or Battery on Student or Staff	<p>Assault – Any attempt/threat to inflict harm upon another person that gives a reasonable fear of physical harm. An assault may be communicated in a behavioral, oral, written, or electronic manner. Includes sexual assault, sexual harassment, or sexual misconduct.</p> <p>Battery – The touching of another person by an aggressor, some substance, or force put in motion by the aggressor, and results in a reasonable feeling of apprehension or discomfort.</p>	<ul style="list-style-type: none"> • Student throws elbow at another student he/she is upset with, with no resulting injury. • Roughhousing/too physical play fighting. • Endangering behavior such as pushing, pulling, grabbing another student. • Throwing items at another student, or across the classroom (no injury). 		<ul style="list-style-type: none"> • Non-verbal acts of physical violence. • Throwing any item with the intent to harm. • Any 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. 		
Destruction of Property/Vandalism	Causing accidental or intentional damage, destruction, or defacement (including graffiti) to school/other's property.	<ul style="list-style-type: none"> • Student writes on desk/table. • Student breaks school supplies. • Student unscrews desk legs, chairs, or tables. 		<ul style="list-style-type: none"> • Writing on walls or destroying paint on walls. • Intentionally breaking school technology equipment, furniture, walls, etc. • Deliberately clogging toilets or causing any form of damage or destruction to the bathroom. 		
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.	<ul style="list-style-type: none"> • Non-verbal/non-violent non-compliance (daydreaming, ignoring, doing other activities) • Acting out for peer attention ("class clown", goofing off, etc.) • Talking back to staff. • Non-compliance with classroom rules, norms, and procedures. • Temporary loss of focus, frustration, or anger. 		<ul style="list-style-type: none"> • Non-compliance with expectations. • Hostile, unfriendly, or disrespectful responses. • Deliberately annoying, provoking, or bothering peers. • Cursing, yelling, excessive use of criticism, blame, sarcasm, and accusations directed at someone. • Teasing, taunting, put-downs, and name calling. • Persistently rude or offensive speech, gesturing, or posturing during whole group instruction. • Deliberate acts and use of negative speech that sabotage the learning environment. • Persistent demands, argumentative, and adversarial speech, and "lawyering up". 		
Disruption	Intentionally engaging in behavior distracting from the learning environment or school activities including behavior that originates off campus and/or affects the safety of others. This includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior	<ul style="list-style-type: none"> • Unprepared for class/didn't bring necessary materials • Occasional interruption of instruction (talking with peers, yelling, screaming, etc.) • Out-of-seat behavior • Playing/goofing around with others • Distracting movement or noise 		<ul style="list-style-type: none"> • Interrupting others, blurting out inappropriate comments, or having to have the last word. • Persistent acts that seek teacher's attention or call attention to oneself. • Out-of-control emotional outbursts or rage that jeopardize safety/order. • Inability to work silently or independently without bothering others. • Refusal to work quietly & refusal to move seats within the classroom. 		

Dress Code Violation	Wearing attire that is not permissible per the KTEC High School dress code.	<ul style="list-style-type: none"> Failure to comply with board-approved dress code. 	<ul style="list-style-type: none"> Repeatedly failing to comply with dress code. Refusal to change into school appropriate clothing.
Technology Violation	Any unauthorized use of computers, software, internet, network, or other technology; accessing inappropriate websites; misuse of account credentials; disrupting the normal operation of a technology system.	<ul style="list-style-type: none"> Use of personal cell phone or any personal electronic device. Using school technology for unapproved matters. 	<ul style="list-style-type: none"> Behavior not in compliance with The Acceptable Technology Use Agreement and/or Handbook. Taking recordings/images of another person. Making/distributing, any recording of physical contact, regardless of whether the participants considered it “play fighting”. Any violation of the School’s Yondr policy.
Profanity, Inappropriate Language, Abusive Language	Verbal messages or gestures that are crude, offensive, insulting, or irreverent.	<ul style="list-style-type: none"> Disrespectful words/put downs (stupid, dummy, name calling, etc.). Occasional swearing 	<ul style="list-style-type: none"> Using racial slurs or other discriminatory words (retard, gay, lesbian, ‘n’ word, etc.) Disrespectful language directed at an adult (implicit or explicit). Continued profane language after several warnings.
Tardy/Truant	Failing to attend a class (class absence) or sign into a designated area, after arrival at school, without an excused reason.	<ul style="list-style-type: none"> Student is more than 5 minutes late to the beginning of a class. 	<ul style="list-style-type: none"> Student skips class without permission. Student comes to school, then leaves school grounds without permission.
The following behaviors fall on a smaller continuum. These behaviors are automatically subject to behavior responses under levels 4-5. <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 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.		
Bullying, Cyberbullying, Harassment, and Intimidation	<p>Bullying – Unwanted, demeaning behavior among students or employees that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. To be considered bullying, the behavior must be intentional and include: 1) an imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).</p> <p>Cyberbullying – Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another person. It can include sharing personal or private information about someone else causing embarrassment or humiliation.</p> <p>Harassment – 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.</p> <p>Intimidation – Any communication or action directed against another person(s) including students and staff that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation. Intimidation may be implicit or explicit.</p>		
Discrimination	Any act or omission due to an individual’s status or perceived status in a protected class that creates an intimidating, hostile, or offensive working or educational environment; or substantially interferes with an individual’s ability to work, learn, or otherwise is sufficiently serious to limit an individual’s employment opportunities, or to limit a student’s ability to participate in or benefit from the educational program.		
Drug or Tobacco Violation	Possession or use of, including possession with the intent to sell, deliver, or distribute, at school or any school-sponsored function, any inhalants, or other intoxicants; controlled substances including prescription drugs, over-the-counter medicines/products look-a-likes, and substances represented as controlled dangerous substances; or drug paraphernalia. Possession or use, or sale, of any tobacco or tobacco products, cigarette rolling papers, nicotine dispensing devices or electronic cigarette products, 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	Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device. Also includes possession of an object or implement capable of causing harm or used to cause harm to another. This includes all guns, knives, and any implement, visible or concealed, possessed under a circumstance that would reasonably lead a person to believe it was		

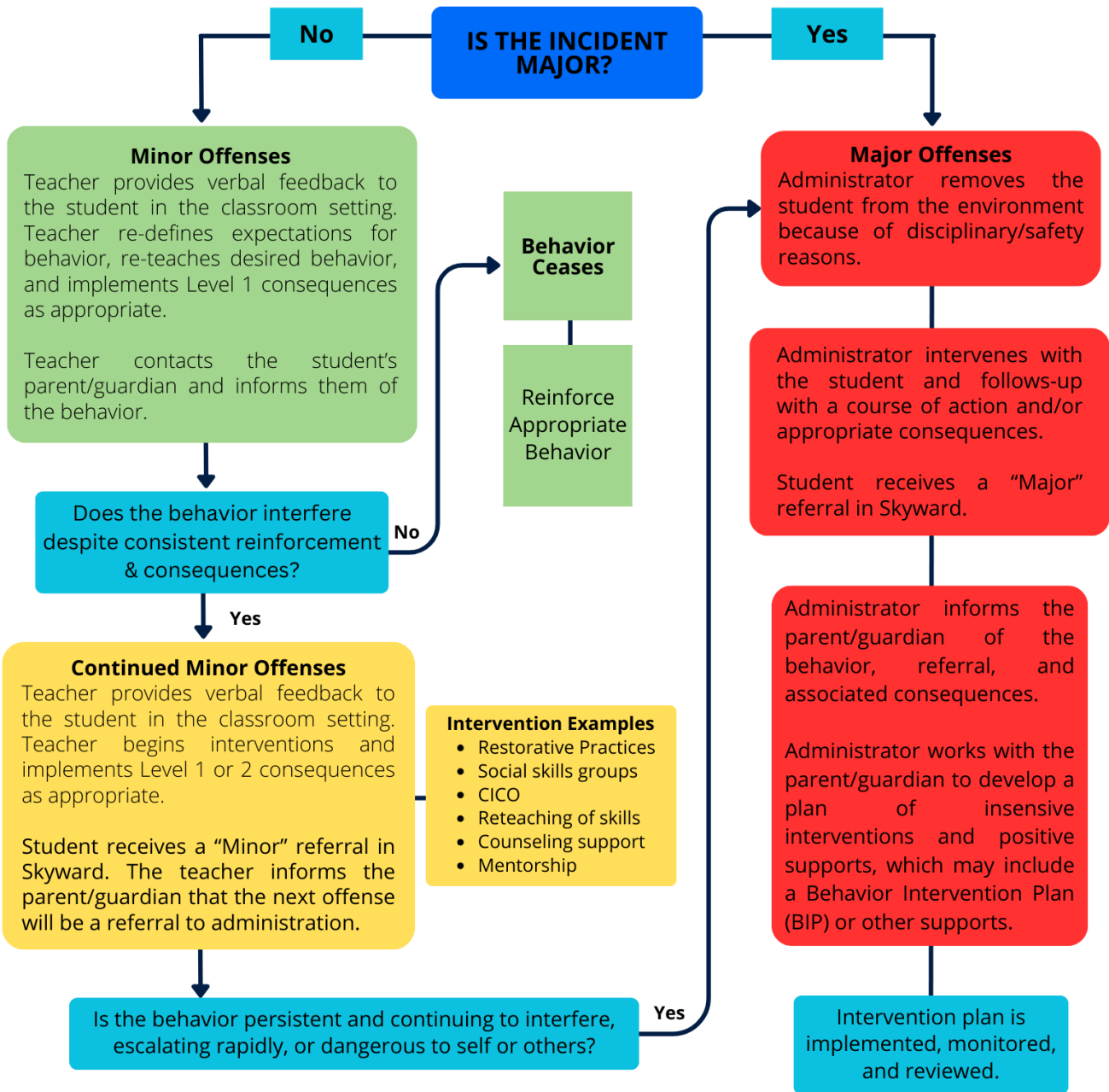
Violation (Firearms, Other Guns, Other Weapons)	a weapon or would be used as a weapon. Weapons are prohibited on school property, school buses, vehicles on school property and at school-sponsored functions. This further includes the following: making a bomb threat; possessing, displaying, or selling 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	The process of obtaining property from another, with or without that person's consent, by wrongful use of fears; threat; or physical force, including the use of an object, directly against or affecting any adult who is legitimately exercising authority at the school or during any school activity.
Failure to Serve Assigned Consequence	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	To urge or direct others by words or actions to engage in any prohibited behavior listed in this handbook or otherwise. A student commits this offense by actively urging, directing, advising, encouraging, aiding, or assisting others to take part in the prohibited behavior or by causing the prohibited behavior to occur or shares in the purpose of the act (to commit the offense). Students committing this offense should be disciplined in the same manner as those students physically engaging in the fight, assault, theft, or other prohibited behavior.
Physical Attack/Fighting	Unwelcome, aggressive action, with hostile physical contact, directed at another person or student on school grounds or at a school-sponsored function; or substantially disrupts the orderly operation of a school or workplace. This may include repeated roughhousing/physical contact with another person after several corrections or other physical conduct that threatens harm. Physical attack/fighting 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 the function of a bodily member, organ, or mental faculty. In this definition, self-defense is described as an action taken to restrain or 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.
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 or written/electronic; implicit or explicit) or physical gestures directed toward another student, group of students, or staff member. This also includes coercing, threatening, planning, or instigating an act of violence, injury, or harm to other(s).
Trespassing Violation	Entrance onto school property or participation in a school-sponsored function by an individual who is not an authorized user of the property or who has been given prior legal notice that entry onto or use of the property has been denied and remains on the property once notified of the request to leave. This includes entering school grounds/property during an assigned out-of-school suspension (without administrative permission) and entering school property before or after school hours without administrative permission.

Disciplinary Referrals

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.

KTEC High School 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 drawing undue attention of other students or school personnel, by posing as a potential safety hazard to themselves or others or by being interpreted by school personnel to be offensive in either the 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.

Bottoms

- May not be see-through.
- Must fit appropriately.
- Must be at the waist and appropriately fastened with belts when needed.
- Holes and/or rips below mid-thigh are permissible, but holes and/or rips above mid-thigh cannot show skin.
- Must always cover undergarments.
- No skin may show between bottoms and tops when seated or standing.
- Dresses, leggings, skirts, skorts, shorts, and pants should always be at least mid-thigh length and over all private body parts.

Tops

- May not be see-through.
- Must fit appropriately.
- No skin may show between bottoms and tops when seated or standing – student midriffs are not permitted to show.
- Must always cover all private body parts.
- Must always cover undergarments.
- Must have straps and backs.

Footwear and Accessories

- Shoes must always be worn. No house slippers or shoes with cleats are allowed.
- 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.
- No head coverings/hats unless for religious reasons.

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

LOCKERS

- Lockers and locks are assigned by school staff at the beginning of the school year.
- Lockers will be inspected for any damage at the beginning and end of the school year.
- Students are responsible for the contents and the interior of their locker and 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.
 - 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.
 - Students are given the temporary privilege to use a locker but have no expectation of privacy therein.
- All lockers are the property of KTEC High School. 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.
- Impersonation of another user, anonymity, and pseudonyms.
- Disruption of 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.
3. Removal of computer or other technology, supervised technology usage, protected 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.

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.
- Students are given an individual district email account which is monitored.

CELL PHONES/ELECTRONIC DEVICES

Personal electronic devices and associated equipment such as cell phones and earbuds cause a serious distraction to the learning environment and as such should not be visible during class time.

- “Electronic devices” are defined as anything with an “on/off” button.
- “Class time” is defined as the time between the start and end of a block as dictated by the bell schedule.

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 office and students will call home from the office. 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 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. The student will be required to repouch their phone before returning to the classroom.

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 with Ms. Lili.

Violations

- 1st offense:
 - The student's phone will be confiscated and placed in the office.
 - Refusal to hand over the electronic device at the request of the staff will be deemed as insubordination and the student will receive in-school suspension for the remainder of the day for the first offense. Subsequent refusals will be issued discipline in a progressive fashion.
 - The student's parent/guardian will be notified and 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 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 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 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 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 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 \$20 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 pins; pin and button not fully recessing, due to pin damage, etc.

Pouch Expectations

- Phones should be TURNED OFF before being put in the pouch.
- 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**.
- All earbuds and smart watches must be kept off and away.

The school reserves the right to confiscate any electronic device from students who violate technology policies. Any adult in the building is authorized to confiscate a cell phone, smart watch, earbuds, or any other electronic device deemed to violate technology policies. Refusal to turn over electronic devices will be deemed as insubordination and result in progress disciplinary action.

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 High School staff members in a private location.
- Students may be asked to open/empty their book bags, backpacks, pockets, remove shoes and/or coats, sweatshirts, sweaters, or jackets.
- Metal detectors (wands) may be used to scan the person.

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, welfare, and safety of all school students.
- Students should have no expectation of privacy.
- The high 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 a search by the school administration and/or law enforcement.

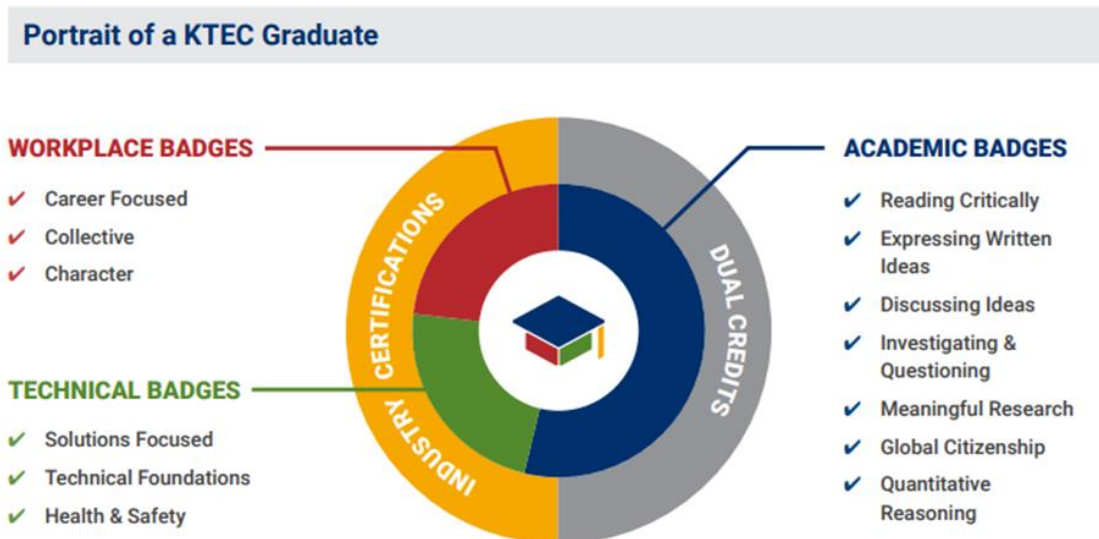
Search of Electronic Devices

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.

WHAT SETS US APART?

The jobs of tomorrow are not yet defined. Therefore, it is more important than ever to go beyond STEM education; for students to have a foundational knowledge of Industry 4.0 and the Internet of Things. By incorporating industry identified foundational skills, KTEC has developed interdisciplinary, project-based learning that will allow students to earn competency focused on Industry 4.0. A singular career pathway will not allow students to build the interconnected, transferable skills necessary for high skilled careers. By having foundational knowledge and industry awareness gained in their first two years, KTEC students will be uniquely prepared to move beyond isolated knowledge of one industry sector and broaden their employability.



COMPETENCY BASED GRADING

Not only does competency-based learning raise the bar for all students, but it also improves clarity and equity. Have you ever been in a class and wondered, “What am I supposed to be learning?” Or have you ever been in a class and wondered, “What does the teacher want me to do?” Competency-based instruction makes the learning goals and the methods of assessment more explicit. By increasing clarity, the learning goals become more accessible to all students. In so doing, flexible, personalized approaches to skills and content as well as the pacing of learning are created, which contributes to increased equity for access to learning and excellence.

Content Courses (Seminar)

Seminar content courses are approximately one quarter of instruction, around one or more specific content areas. Students will use teacher developed experiences to produce evidence that is used to demonstrate competency proficiency.

Competencies

Competencies are a specific group of skills of which students are assessed to demonstrate proficiency. Each semester, students will take content courses where they will demonstrate their understanding of specific skills in the subject matter. Students will choose which competencies they will work towards to ensure all our met prior to graduation. Throughout their four years of high school, students will collect evidence in Headrush that will be used to demonstrate proficiency in each of the competencies. Competencies will be assessed at the end of each semester class through a final skill component assessment. Students must obtain a 3 (proficient) or higher in each competency to graduate.

Reading Critically	
Skill Component	Skill Component Statement
RC.1 Comprehension	I can comprehend increasingly complex texts.
RC.2 Main Ideas and Themes	I can summarize the main idea(s) and theme(s) of a variety of texts.
RC.3 Evaluate context, point of view, and purpose	I can analyze and evaluate texts using a variety of strategies.
RC.4 Make Meaning	I can make meaning of text to achieve my purpose.

- 1 **READING CRITICALLY** is the **Competency**: 1 of 11 competencies identified as essential to the post-secondary success of our KTEC students.
- 2 **RC.1 Comprehension** is one of the **skill components** that define key subskills and strategies that learners need to develop in order to be able to become proficient in that competency.
- 3 The **Skill Component Statement** describes the skill or strategy that needs to be demonstrated by the student to ensure they are able to meet the competency.

Credits

To receive credit in a content class, students must complete and turn in teacher directed tasks to provide evidence of learning. Each quarter of a seminar content course will earn 0.50 credits if the student earns a 3 (proficient) or higher on the work completion competency in the final assessment at the end of the semester. Students will complete a combination of seminar courses in content areas to meet the graduation credit requirements. The Work Completion Competency will be assessed in each content course, rather than over the four years.

Graduation Requirements

1. Students need to meet 100% of competencies at the end of four years to graduate*. Competency completion is calculated by earning a 3 or higher on at least 75% of the skill components in a competency.
 - a) Note: 100% of the skill components in Technical Foundations must be met for graduation.
2. Students need to earn 26 credits to ensure they are college and career ready. An outline of needed credits is below.

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 transferring to KTEC High School in their 12th grade year will only need to meet the credit requirements for graduation. Competencies will still be assessed to determine KTEC High School GPA.

**C3 will be waived for the number of years of attending KTEC.

Learning Targets

Teachers will use learning targets that combine skill (competency) and content (Wisconsin Standard) in each lesson. Learning targets address what skill component is being assessed by the teacher.

Evidence (Tasks and Checkpoint Evidence)

Evidence (assignments) are teacher assigned “tasks” that allow students to demonstrate their skill level in the content they are learning. This also includes observation and performance assessments. Tasks can range from in class discussions, tests, projects, research papers, or other authentic learning experiences.

Formative evidence is a moment in time learning experience that provides students with timely feedback on content knowledge and skill development. Formative evidence is meant to help the student increase their skills and knowledge, to improve their performance on future evidence. Skill Components are attached to formative evidence in Headrush.

Checkpoint Evidence is a piece of evidence that specifically assesses a competency as a whole and is used as a benchmark of learning. Students will have at least three pieces of checkpoint evidence per quarter of instruction. Checkpoints assess all skills components in a competency that is being assessed during that quarter to ensure students know where they are in the learning continuum. Teachers will use tasks and assignments to guide their final skill component score at the end of the semester.

Content Course (Seminar) Grading

Course Grading

①

Tasks/Evidence

Formative evidence (assignments) are learning experiences that provide students timely feedback on content knowledge and skill development. Examples of formative evidence include in class discussions, tests, projects, research papers, or authentic learning experiences.



②

Checkpoint Evidence

Checkpoint Evidence is a piece of evidence that specifically assesses a competency. Checkpoint evidence is used as benchmark of learning and is assessed 3 times per quarter.



③

Final Skill Component Assessment

Teachers will use both formative and checkpoint evidence to determine the student's final proficiency score at the end of the semester.

Across 4 years

④

Skill Component

Each competency is comprised of skill components, or key skills that must be developed to show proficiency in that competency.



Work Completion Skill Component

Each class will have a Work Completion Skill Component. Students will be assessed on their completion of formative evidence and checkpoint evidence.



End of Quarter

⑤

Competency

Competencies are met by achieving a 3 or better on 80% of the skill components in that area. All 11 competencies need to be met for graduation.



Credit

Credit is issued at the end of each quarter if the student has met a 3 or higher in the work completion competencies for that class.

KTEC HS GRADING PROCESS

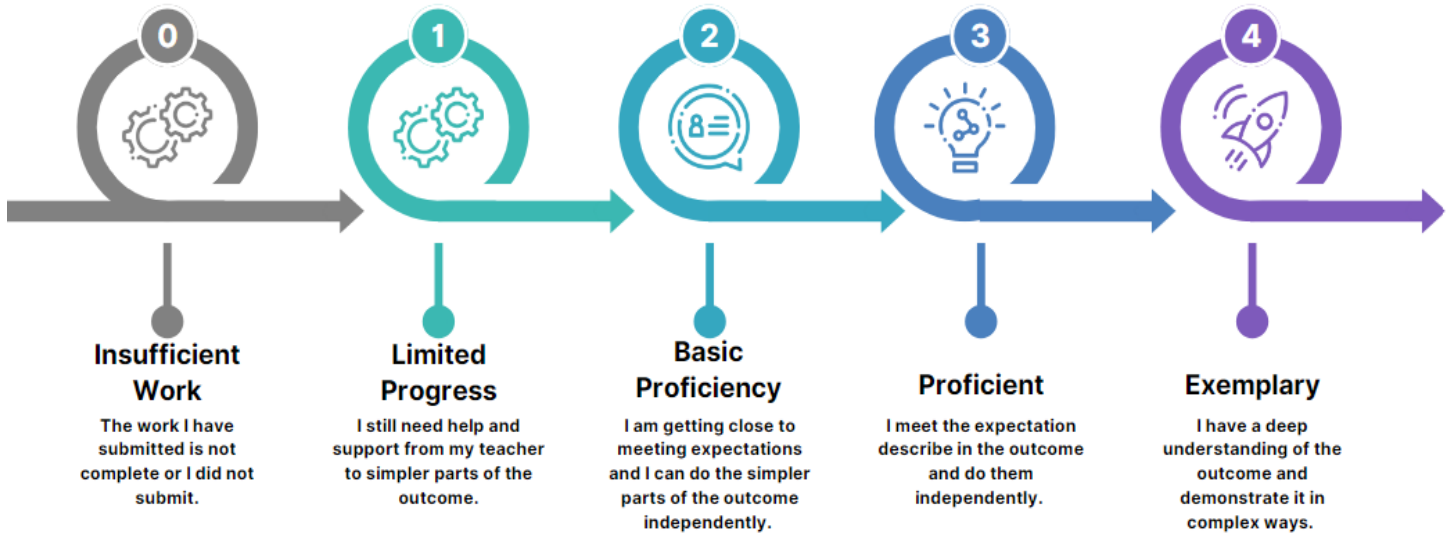
How grades are processed and recorded in Headrush.

Teachers will provide feedback on the formative task evidence completed throughout the course to give students the opportunity to improve their performance before the checkpoint evidence is collected. Students will be assessed with checkpoint evidence at least three pieces of checkpoint evidence per quarter of instruction. Teachers will use these assignments to guide their final skill component assessment at the end of the semester by utilizing a preponderance of evidence in that skill component. Students need to be proficient at a 3 (proficient) to earn that skill component in that class.

Competency completion is calculated by meeting at least 75% of the skill components in that competency. 100% of the skill components of the Technical Foundations competency needs to be met.

All submitted evidence will be assessed on the work completion competency. All student completed tasks will be used to determine the work completion competency score during that semester to determine credit issued.

KTEC HS Comptency: Grading Scale



What needs to be different when we use a 4-point scale?

Implementing a 4-point proficiency scale is not just a switch in assessment; it's a switch in instruction. KTEC HS wants to develop our students to be motivated and curious learners who are developing skills that reach beyond the classroom. By incorporating learning targets and a 4-point proficiency scale in courses, the focus shifts to individual skill proficiency. Skills are defined at four levels of complexity that students can demonstrate in many ways. This shift necessitates adjustments in teaching methods and assessment practices. To help students learn specific skills, learning experiences must be aligned with learning targets, allowing students to practice the skill at all complex levels. Frequent assessment opportunities are essential to allow students to demonstrate evidence of the skill and receive feedback that helps them progress toward or beyond the target.

When evaluating student work using the 4-point scale, it is important to view it as a body of evidence rather than individual questions or tasks. The student's assessment evidence will determine their position on the 4-point scale. Assessments often reveal evidence of various skills practiced during learning experiences. In such cases, the evidence must be considered for each skill being assessed, and separate scores for each skill should be documented.

Once skill-based evidence has been documented for students, it will be used to inform upcoming instruction, aiming to move every student forward on the scale. This intentional instruction often involves flexible grouping or providing target-aligned practice opportunities at different complexity levels to enhance proficiency. Utilizing skill evidence in this manner guarantees that students engage in appropriately challenging work, fostering additional learning.

GPA Calculation

GPA will be calculated as an average score of the Skill Components at that moment in time and will be running average over the 4 years.

Dual Credits

Students can earn dual credits with Gateway Technical College through a variety of ways: transcribed credit, advanced standing, Start College Now, distance learning, youth apprenticeship, contract for service, and High School Academies. KTEC HS utilizes these options as a way for students to earn high school credit while simultaneously earning college credit. While in these classes, students are both KTEC and Gateway students, therefore, KTEC HS will follow Gateway's grading policies and student handbook to guide grading of Gateway courses. To receive both Gateway and KTEC credit a student must meet Gateway's course grading requirements per the Gateway syllabus. Prerequisite classes require a C or higher to earn credit and move onto the higher-level class.

If a student fails a Gateway dual credit course that is offered through the KTEC HS course catalogue, they will be offered a second opportunity to take the course. Upon second failure, the student will be offered a comparable e-learning opportunity to earn high school credit only. If the parent or guardian wishes for the student to take the dual credit course a third time, they may do so at their expense. The parent or guardian will be charged KTEC High School's agreed upon rate with Gateway Technical College of approximately \$169 per credit. If a student wishes to retake a Gateway course in the summer, they may do so at their own expense. The parent or guardian will be charged Gateway's standard credit rate. If the student passes the summer course, the credit will be applied towards their graduation requirements.

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

Start College Now & Gateway High School Academies

Junior and senior year students may have the option to take specific courses that provide them with the opportunity to experience additional college-level coursework, save on college tuition, and accelerate their educational trajectory. The following describes additional important information for students and parents enrolled in a Gateway High School Academy or Start College Now courses. It is the responsibility of the student and the parent/guardian to be knowledgeable about the program. Please review the information below. A signed and submitted contract must be on file each school year for students to participate in an Academy or Start College Now.

- The student is responsible for completing all required registration and application paperwork and submitting it. Failure to do so will result in the student being dropped from the college course.
- If a student drops a course after the course deadline or if they fail the course, they will be responsible for the tuition cost. The cost of the course is approximately \$169 PER CREDIT (for a 3-credit course, this equates to a cost of approximately \$507).
- Dual enrollment is a privilege that requires adherence to the KTEC High School Student Code of Conduct. Any major or repetitive behavioral infractions may lead to the loss of dual enrollment privileges. If this occurs, the student and parent will be responsible for the tuition costs.

Other Requirements

- Civics requirements – Students must pass the Wisconsin Civics test to graduate.

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.

C3 Course

Students at every grade level at KTEC High School will take an advisory course that focuses on the C3 Principles and competency recovery.

C-3 Principles		
Character Development:	Collective Work:	Career-focused:
Mental and 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 for others/Trust Fluency of ideas Cognitive flexibility Leadership skills Negotiation	Focus on: Proficiency in academic skills Earned technical competencies Financial literacy Originality Contribution to employers Professionalism Learning strategies

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 nurse will work with the student and family to create a health plan if needed to support the student and the short-term accommodation needed.

COURSE CATALOG 24-25

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. Accuplacer, Gateway's placement test, may be used to assess students' academic placement when transferring to our school.

English

Writing Foundations – KTEC: 1.0 Credit | Gateway Technical College: 1.0 Credit

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

In this course, students will develop the writing skills needed in Intro to College Writing. Students will learn to structure effective sentences and compose unified, coherent paragraphs using the writing process. This course is a dual credit course with Gateway Technical College and students can earn both GTC and KTEC credit.

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

Prerequisite: Foundations or appropriate Accuplacer score | **NC3 Certifications:** None

Introduces basic principles of composition, including organization, development, unity, and coherence in paragraphs and multi-paragraph documents. This course is a dual credit course with Gateway Technical College and students can earn both GTC and KTEC credit.

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

Prerequisite: College Writing, Intro or appropriate Accuplacer score | **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: Introduction to College Writing | **NC3 Certifications:** None

This course explores the fundamentals of effective oral presentation to small and large groups. Topic selection, audience analysis, methods of organization, research, structuring evidence and support, delivery techniques, and other essential elements of speaking successfully, including the listening process, form the basis of the course. This course is a dual enrollment course with Gateway Technical College and students can earn both GTC and KTEC credit.

Math

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. This course is a dual enrollment course with Gateway Technical College and students can earn both GTC and KTEC credit.

College Pre- Algebra – KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credit

Prerequisite: Applied Math | **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. This course is a dual enrollment course with Gateway Technical College and students can earn both GTC and KTEC credit.

Quantitative Reasoning – KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credit

Prerequisite: College Pre-Algebra or appropriate Accuplacer score | **NC3 Certifications:** None

This course is intended to develop analytic reasoning and the ability to solve quantitative problems. Topics to be covered may include construction & interpretation of graphs; descriptive statistics; geometry & spatial visualizations; math of finance; functions and modeling; probability; and logic. Appropriate use of units and dimensions, estimates, mathematical notation, and available technology will be emphasized throughout the course. This course is a dual enrollment course with Gateway Technical College and students can earn both GTC and KTEC credit.

Science

Integrated Physical Science – KTEC: 1.0 Credit

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

The specific content of Integrated Physical Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme. Units of study will include electricity, bionics, mechanisms, motion, and electronic systems. Students may earn an NC3 Mechatronics certification.

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. Students may earn an NC3 AC/DC certification.

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.

History

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. Students may earn an NC3 Fundamentals of Industry 4.0 certificate.

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.

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 experiences 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. Students may earn NC3 Dremel 3D printing, Laser Cutting, and Tormach CNC certificates.

Technical Foundations I – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** Starett Precision Measurement, Snap-On Advanced Tool Identification, Snap-On Multimeter, and Snap-On Torque

This course teaches the skills to read and interpret a variety of instruments used in numerous technologically driven industries. Students will understand how to utilize properly and identify tools used in most skilled trades. Students will focus on utilizing precision instruments, drawing views, dimensioning, tolerances, symbols, and notes to better understand how to precisely measure to determine if parts are to print specifications. Students will also learn how to use and interpret a Multimeter and electronic and mechanical torque tool. Students may earn NC3 Starett/Snap-On Industrial Certifications.

Technical Foundations II – KTEC: 1.0 Credit

Prerequisite: Technical Foundations I | **NC3 Certifications:** Festo Intro to Process Engineering, Festo Mechanisms, and Trane Data Analytics

Students will be learning a variety of introductory topics that include process engineering, mechanical systems, aerodynamics, and data analytics. These topics will help students have a better understanding of mechanical systems. Students will have the opportunity to earn the NC3 Data Analytics, Process Engineering, and Mechanisms certifications.

Physical Education

Industrial Safety – KTEC: 0.5 Credit

Prerequisite: None | **NC3 Certifications:** 3M Personal Protective Equipment and OSHA (if available)

Industrial Safety/First Aid courses immerse students in the study of safe operating procedures related to various industrial environments, as well as more general training in emergency first aid and CPR. Course topics may include the importance of standard operation procedures, appropriate use of equipment, agencies and regulations related to occupational safety and hazard prevention, and the dangers of materials.

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.

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. 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.

Dual Enrollment

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 High School. 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.

Revised: 07/30/2024

Approved: 08/28/2023

STUDENT/PARENT HANDBOOK ACKNOWLEDGEMENT

I, _____, have read the KTEC High School Student/Parent Handbook. I understand that all students and parents need to read and abide by all policies within. I therefore agree to do my part to implement these policies and thereby aid in the educational process at KTEC High School.

Further, I understand that as a student, I have a set of rights that cannot be impeded upon. However, I also recognize that my rights do not give me the ability to impede other students' rights. Therefore, I agree to respect the rights of others and have my rights respected in turn.

Student Rights	Student Responsibilities
<p>As students, we have the right to.....</p> <ol style="list-style-type: none"> 1. Participate in a school environment that is free from harassment, intimidation, and bullying from peers or adults. 2. Learn in a school that is physically safe from threats or violence. 3. Be respected and valued by our peers and educators. 4. Be educated in an environment that recognizes and supports our individual learning styles. 5. Express our opinions in a respectful and responsible manner using speech that is not harmful to other students or staff. 6. Know the rules and expectations for appropriate school behavior. 7. Be educated in classrooms that are free from distractions, disruptions, and other behaviors that interfere with students' ability to learn or interfere with the teacher's ability to provide instruction. 	<p>As a student, I agree that my personal conduct and behavior will.....</p> <ol style="list-style-type: none"> 1. Support the establishment of a positive school culture that is a good representation of KTEC High School to the community. 2. Build positive and supportive relationships with students and staff and accept individual differences in race, gender, gender identify, sexual orientation, language, disability, etc. 3. Avoid participating in any behavior or activity that causes real or perceived harm to myself or others. 4. Respect the property of KTEC High School, including all school materials, as well as the property of my peers and staff members. 5. To use appropriate language that is respectful towards my peers or staff, does not "talk down" on them, is not aggressive, nor profane. 6. Keep the learning environment free from distractions or disruptive behavior that affects other students or staff. 7. Be compliant with staff directives, follow expectations, and participate in my education. 8. Support the success of KTEC High School and I will report any knowledge of violations that negatively impact the school culture, safety, or well-being of others. 9. Follow all expectations for behavior or otherwise, as listed in the Student Handbook.
Parent/Guardian Responsibilities	
<p>As a parent/guardian, I acknowledge and agree that....</p> <ol style="list-style-type: none"> 1. My student is expected to abide by the KTEC expectation as defined above and in the Student Handbook. Refusal to comply with this Code of Conduct can and will result in the progressive discipline measures outlined in the Student Handbook. 2. I will be active in my student's education and partner with the school to best support my student. 3. I will work with faculty and staff in their decisions regarding my student's education. 4. I will work with school staff in a positive, respectful manner to support the success of KTEC High School. 	

By signing this contract, I acknowledge that I will adhere to the Student Responsibilities and/or Parent Responsibilities listed above and understand that any violation of this contract can and will result in progressive levels of varying consequences.

Student Signature

Parent Signature

Date

Date

