



## **REGULAR MONTHLY BOARD MEETING**

**March 28, 2017**

**7:00 PM**

**Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**

*This page intentionally left blank*



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

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
  - A. KUSD Elementary Spelling Bee Winners
  - B. KUSD Middle School Spelling Bee Winners
  - C. Future Business Leaders of America Regional Leadership Conference Award Winners (Bradford & Tremper)
  - D. Exchange Club of Kenosha A.C.E. Award Recipient
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by Board Members (Three Minute Limit)
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
  - A. Consent/Approve 4  
Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations
  - B. Consent/Approve 5  
Minutes of 2/23/17, 2/28/17 and 3/7/17 Special Meetings and Executive Sessions, 2/23/17, 3/6/17 and 3/7/17 Special Meetings, and 2/28/17 Regular Meeting
  - C. Consent/Approve 20  
Summary of Receipts, Wire Transfers and Check Registers

D. Consent/Approve	27
Changes to Building Permit Fees & Regulations and Board Policies 1330 & 1331 (Second Reading)	
E. Consent/Approve	45
School Board Policies Update - Employee Handbook (Second Reading)	
XII. Old Business	
A. Discussion/Action	134
Employee Health Clinic Cost Savings Option	
XIII. New Business	
A. Discussion/Action	138
Resolution No. 331 Authorizing a State Trust Fund Loan in the Amount of \$16,355,000 for Energy Efficiency Projects	
B. Discussion/Action	143
Head Start Federal Grant Request	
C. Discussion/Action	149
Policy 6610 - Procedures for Selecting and Using Supplementary Instructional Materials (First Reading)	
D. Discussion/Action	159
Adoption of Instructional Materials for Ninth Through Twelfth Grade World Language	
E. Discussion/Action	170
Adoption of Instructional Materials for Kindergarten Through Fifth Grade Science	
F. Discussion/Action	299
School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities	
G. Discussion	303
2017-2018 Employee Handbook - Revised Edition	
H. Discussion/Action	350
Donations to the District	
XIV. Other Business as Permitted by Law	352
Tentative Schedule of Reports, Events and Legal Deadlines For School Board (March-April)	
XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

Kenosha Unified School District  
Kenosha, WI  
March 28, 2017

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAM	FIRST NAM	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Baas	Noah	Facility Services	Night Custodian	Service	02/20/2017	1	\$20.35
Resignation	Erickson	Jeremy	Human Resources	Senior Fiscal Clerk (Benefits & Leaves)	Secretarial	02/28/2017	1	\$21.16
Early, Early Retirement	Payerl	Christine	Somers Elementary School	Speech Therapist	Instructional	06/12/2017	1	\$78,490.00
Retirement	Wyllie	Chuchanee	Information Services	Help Desk Technician	Administration	05/31/2017	1	\$68,139.00
Resignation	Kee	Thomas	McKinley Elementary School	Grade 4	Instructional	02/28/2017	1	\$73,898.00
Early Retirement	Huff	Jill	Prairie Lane Elementary School	Grade 5	Instructional	06/12/2017	1	\$78,490.00
Resignation	Wolbers	Charles	Dept of Sp Ed	C.D.S.	Instructional	06/12/2017	1	\$78,490.00
Resignation	Crittenden	Benjamin	Washington Middle School	Social Studies	Instructional	06/12/2017	1	\$39,153.00
Resignation	Azmus	Scott	Tremper High School	Science	Instructional	06/12/2017	1	\$65,083.00
Resignation	Radeck	Katherine	Grewenow Elementary School	Grade 4	Instructional	04/25/2017	1	\$40,939.00
Retirement	Scott	Julie	Reuther High School	Secretary 1 (10 Month)	Secretarial	05/31/2017	1	\$20.35
Early Retirement	Merow	Julie	Nash Elementary School	Multi Age 4/5	Instructional	06/12/2017	1	\$65,083.00
Early, Early Retirement	Young	Ramona	Somers Elementary School	Kindergarten	Instructional	06/12/2017	1	\$78,490.00
Resignation	Jones	Tyra	Brass Community School	Special Education	ESP	03/17/2017	1	\$15.35
Resignation	Wember	Patricia	Somers Elementary School	Special Education	ESP	03/19/2017	1	\$14.99
Appointment	White	Thomas	KTEC (East)	Maintenance Specialist	Service	03/13/2017	1	\$19.18
Early Retirement	Ratzka	Christiane	KTEC (West)	English	Instructional	06/14/2017	1	\$65,083.00

*This page intentionally left blank*

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 23, 2017

A special meeting of the Kenosha Unified School Board was held on Thursday, February 23, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:06 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman.

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

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation.

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

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

1. Litigation

Attorney Ronald Stadler from Mallery & Zimmerman, S.C. arrived at 5:07 P.M. and updated Board members on a pending legal matter.

Dr. Savaglio-Jarvis arrived at 5:10 P.M.

Attorney Stadler answered questions from Board members.

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

Meeting adjourned at 5:46 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 23, 2017

A special meeting of the Kenosha Unified School Board was held on Thursday, February 23, 2017, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and WASB Facilitation – How to Use Data to Guide Decision-Making and How to Improve Board Connectivity with the Community.

The meeting was called to order at 6:08 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis and Dr. Louis Birchbauer, WASB Director of Superintendent Search Services, Organizational Consultant, and Governance Consultant, were also present.

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

There was one view/comment made by the public.

Dr. Birchbauer gave a PowerPoint presentation which covered the following topics: meeting focus, politics of leadership, the arc of influence: influencers perspective, formal and informal power structures, brain theory in power structures, legislative connections, what causes us to lose our focus as a school board?, people, data, definition of accountability, problems, problem procedures, the panasonic foundation experience, communication, and the power of communication.

The Board recessed at 7:05 P.M. and reconvened at 7:17 P.M.

Dr. Birchbauer continued his PowerPoint presentation and covered the following topics: accountability, tools, four steps to creating a system of accountability, baseline data and goals, achievement data sets, student populations, environment, align resources, staffing, time, programs and policies, monitor progress, crucial conversations, and resources.

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

Meeting adjourned at 8:29 P.M.

Stacy Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 28, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 28, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:31 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

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

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Position Assignments.

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

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

1. Personnel: Position Assignments

Dr. Savaglio-Jarvis presented Board members with two position assignments.

Dr. Bethany Ormseth arrived at 6:33 P.M. and answered questions from Board members. Dr. Ormseth was excused at 6:46 P.M.

Ms. Susan Valeri arrived at 6:47 P.M. and answered questions from Board members. Ms. Valeri was excused at 6:52 P.M.

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

Meeting adjourned at 6:53 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 28, 2017

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 28, 2017, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Dr. Bethany Ormseth, Chief of School Leadership, presented recognition of the Cast and Crew of the KUSD Theatre Arts Production of West Side Story Selected for Performance on Main Stage at International Thespian Festival and recognition of Indian Trail Wind Ensemble Selected to Perform for Wisconsin Music Educators Association Conference and the Wisconsin Association of School Boards.

Dr. Savaglio-Jarvis presented two Administrative Appointments.

Ms. Stevens moved to approve Dr. Bethany Ormseth as the Director of LakeView Technology Academy. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Kunich moved to approve Ms. Susan Valeri as the Chief of School Leadership and Learning. Mrs. Snyder seconded the motion. Unanimously approved.

Mrs. Snyder introduced the student ambassador, Michael Gospodarek from Harborside Academy, and he made his comments.

Mr. Wade gave the legislative report.

Views and/or comments were made by the public.

Board members made their responses/comments.

Mrs. Coleman gave the Board President remarks.

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

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 1/24/17 Special Meeting and Executive Session, 1/24/17 Regular Meeting, and 2/13/17 Special Meeting.

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

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

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

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

Consent-Approve item XI-D – Policy 6700 – Extracurricular Activities and Programs presented by Mr. Bryan Mogensen, Coordinator of Athletics, Physical Education, Health, Recreation, and Senior Center; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

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

On November 17, 2016 Kenosha Unified School District received notification from the OCR that additional wording should be added to Policy 6700 to clarify that a request for additional levels of competition in an existing sport is made under this policy. Additionally the District is asked to submit a plan to OCR that explains how it will demonstrate compliance to ensure that the interests and abilities of students who are members of the underrepresented sex have been met by the present athletic program for the 2017-2018 school year. In order to meet this criterion the District has extended the October 1, 2016, deadline for submitting requests for new programs or requests for additional levels of competition in an existing program to February 1, 2017. This has been communicated to the high school students and their families via school newsletters and social media.

At its January 10, 2017, meeting, the Personnel/Policy Committee voted to forward revised Policy 6700 to the School Board for consideration. At its January 24, 2017, meeting, the School Board approved revised Policy 6700 as a first reading.

Administration recommends that the School Board approve revised School Board Policy 6700—Extracurricular Activities and Programs as a second reading on February 28, 2017.”

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

Mr. Hamdan introduced Mr. David Maccoux from Schenck, S.C. and he presented the Annual Financial Report for 2015-2016. There were no questions from Board members.

Dr. Savaglio-Jarvis introduced the 2017-2018 Capital Projects Plan submitted by Mr. John Setter, Project Architect; Mr. Patrick Finnemore, Director of Facilities; and Dr. Savaglio-Jarvis, excerpts follow:

“Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2017-18.

The overall major maintenance budget is \$2,000,000; however, \$500,000 will once again be used to continue to pay off the loan used to fund the Reuther masonry restoration project that was performed in 2009-2011. The current estimate is that the loan for that project will be completely paid off by the end of the 2019-20 fiscal year. That leaves \$1,500,000 available for major maintenance projects this coming fiscal year. In addition, we have a budget of \$500,000 within our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10 year period. Energy savings generated from projects the past couple of years have been placed back in the general fund for other district expenditures.

The 2017-18 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 16 years ago, and the energy savings project program started 14 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 16 years. One important thing to note in this year’s plan is that for the coming year, and the next 5 years that follow, a large portion of the capital funds will be used to support the major energy efficiency projects at Bullen and Lance Middle Schools, Tremper High School, and Bradford High School. This was discussed in great detail during the Committee and Board meetings that lead to the approval of those projects at the April 25, 2016, School Board meeting, and the selection of the performance contractors at the June 28, 2016, School Board meeting.

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

was taken. Administration recommends Board approval of the 2017-18 Capital Projects Plan as described in this report.”

Mr. Finnemore was present and answered questions from Board members.

Mr. Wade moved to approve the 2017-18 Capital Projects Plan as presented. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Changes to Building Permit Fees and Regulations and Board Policies 1330 and 1131 submitted by Mr. Finnemore and Dr. Savaglio-Jarvis, excerpts follow:

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

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

Administration recommends Board approval of the changes to the permit fees and regulations and Board Policy and Rules 1330 and 1331 as described in this report.”

Mr. Finnemore was present and answered questions from Board members.

Mr. Kunich moved to approve the Changes to Building Permit Fees and Regulations and approve a first reading of Board Policies 1330 and 1131 as presented. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Annie Petering, Chief Human Resource Officer, presented School Board Policies Update submitted by Mrs. Petering and Dr. Savaglio-Jarvis, excerpts follow:

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

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

Mr. Kunich moved to approve the revised policies as presented as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis and Mr. Hamdan presented the Building Our Future Partnership (Strive Together) submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“In 2016, Kenosha County created its own unique partnership Building Our Future using the StriveTogether framework to ensure the success of every child, from cradle to career.

Building Our Future is a partnership that works to align efforts, outcomes, and help all students attain academic excellence by providing an all-inclusive solution based on the StriveTogether Theory of Action. A collective impact approach centered around four principles:

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

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

This report was presented at the February 14, 2017, Audit/Budget/Finance Committee meeting. Due to lack of a quorum, no action was taken. Administration recommends that the School Board approve the partnership/funding (\$50,000 per year for five years) proposal for Building Our Future as presented.”

Mr. Kunich moved to approve the partnership/funding (\$50,000 per year for five years) proposal for Building Our Future as presented. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Patricia Demos, Community School Relations Coordinator, presented the Mary Frost Ashley Charitable Trust submitted by Mrs. Demos; Mrs. Tanya Ruder, Chief Communications Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“From 2012 to the current school year, the district has been invited to apply for funding from the Trust. Funds have been provided for back to school supplies, parent and student education and learning experiences, parent leadership training, the district’s recognition program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, as well as playground equipment for one elementary school.

During the 2017-18 school year, the district plans to initiate several new programs to further develop and strengthen the comprehensive parent education training and family interactive learning experiences, expand student learning

opportunities through support of high school student groups, strengthen the sustainability of the district's Recognition Program, and support the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch. This year's application will be titled "A Framework for Healthy Youth Development: Expanding Family and Student Learning Program," and will cover July 1, 2017 through June 20, 2018.

This report was presented to the joint Audit/Budget/Finance and Curriculum/Program Standing Committee on February 14, 2017. Since a quorum was not present, no action was taken. Administration recommends that the Board of Education approve this one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$117,125 for submission to the Mary Frost Ashley Charitable Trust."

Ms. Stevens moved to approve the one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$117,125 for submission to the Mary Frost Ashley Charitable Trust. Mr. Wade seconded the motion. Unanimously approved.

Mrs. Housaman presented the Information Technology Course Change Proposals for LakeView Technology Academy submitted by Mr. William Hittman, Director of LakeView Technology Academy; Mrs. Cheryl Kothe, Coordinator of Career and Technical Education; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

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

LakeView Technology Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the removal of three courses formerly approved for the 2017-18 school year and the addition of two courses as detailed below. These new courses, along with the formerly approved Web Programming 2 and Game Programming 1, will support LakeView's informational technology programming focus. The attached appendices include the Course/Program Change Proposal forms and recommended course schedules for the course additions. LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing that some of the previously approved (new) courses for the 2017-18 school year be eliminated in order to bring a better balance to the programming curriculum versus web development.

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

Mr. Wade moved to approve the eliminations from and additions to the information technology courses for the 2017-18 school year as presented. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Housaman presented the Engineering Course Change Proposals for LakeView Technology Academy submitted by Mr. Hittman, Mrs. Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

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

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

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

Ms. Stevens moved to approve the eliminations and additions to the engineering courses for the 2017-18 school year as presented. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Housaman presented the New Course Proposal: Computer Science 2 submitted by Mrs. Jennifer Lawler, Coordinator of Mathematics; Mrs. Kothe; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

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

For the 2016-17 school year, Computer Science Fundamentals has been offered as an elective option to seventh and eighth grade students in most middle schools based on the availability of staff. Due to space limitations on course registration forms, Computer Science Fundamentals will be renamed Computer Science 1 and offered to students in seventh grade. Pending School Board approval, a second middle school course, Computer Science 2, will be developed for grade 8. This course will provide an

opportunity for students to go beyond the exploration and expression of their new skills to the innovation of design and the ability to analyze the impact of their design. If approved this course would be added to the middle school schedule as a semester elective option in grade 8 for the 2017-18 school year.

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

Ms. Steven moved to approve the Computer Science 2 course for the 2017-18 school year as presented. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Falkofske presented the Donations to the District.

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

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

Meeting adjourned at 8:28 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MARCH 6, 2017

A special meeting of the Kenosha Unified School Board was held on Monday, March 6, 2017, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public, Discussion/Feedback/Possible Action Regarding Salary Structure Design Team's Philosophical Statement, Presentation/Discussion Regarding Elements Contained Within Teacher Compensation Models, and Discussion/Possible Action – Review Financial Impacts/Board Direction Regarding Monetary Target for Compensation Models.

The meeting was called to order at 5:34 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

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

Views and comments were made by the public.

Dr. Savaglio-Jarvis presented the meeting goals and then introduced Rena Somersan, Managing Principal of Newport Group.

Ms. Somersan gave a PowerPoint presentation regarding the elements contained within teacher compensation models which covered the following topics: understanding the possible elements of teacher compensation models, factors impacting compensation program design and implementation, evolution of teacher compensation, why change, potential components of teacher compensation, knowledge and skill, market-based incentives, student growth, teacher evaluations, and career ladders.

Mrs. Annie Petering, Chief Human Resource Officer, updated Board members on the work to date done by the Salary Structure Design Team.

Ms. Jennifer Navarro, Coordinator of Organizational Training and Development; Ms. Keri Heusdens, Instructional Coach and New Educator Induction; and Mrs. Amy Garrigan, Professional Learning Specialist; gave a PowerPoint presentation regarding the Salary Structure Design Team's philosophical statement which covered the following topics: why a philosophical statement, statement development, salary structure design team's draft philosophical statement, key beliefs and outcomes, clarifying questions from board members, and consensus of the draft philosophical statement.

Ms. Stevens moved to approve the Salary Structure Design Team's draft philosophical statement which reads as follows: "Kenosha Unified School District believes in recruiting and retaining highly qualified, diverse staff to ensure the success

of every student. This requires that we honor applicable experience, professional growth, advanced degrees and certifications through a competitive compensation structure that is consistent, transparent and sustainable.” Mr. Wade seconded the motion. Unanimously approved.

Mr. Tarik Hamdan, Chief Financial Officer, gave a PowerPoint presentation regarding financial impacts/board direction regarding monetary target for compensation models which covered the following topics: 2017 budget variables, historical teacher compensation, KUSD's former teacher salary structure, potential cost scenarios, total cost examples, best case scenario, worst case scenario - no state funds, and next steps.

Board members discussed the potential cost scenarios and cost examples.

Mr. Kunich moved to approve \$4.4 million to create a target compensation model for all full time equivalent employees. Mrs. Snyder seconded the motion.

Mr. Falkofske made a friendly amendment to the motion to remove the word “target”. Mr. Wade seconded the friendly amendment. Mr. Kunich and Mrs. Snyder accepted the friendly amendment.

Mr. Kunich’s motion to approve \$4.4 million to create a compensation model for all full time equivalent employees was unanimously approved.

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

Meeting adjourned at 7:16 P.M.

Stacy Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MARCH 7, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 7, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:30 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis and Attorney Shana Lewis, from Strang, Patteson, Renning, Lewis & Lacy, S.C., were also present.

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

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation.

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

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

1. Litigation

Attorney Lewis updated Board members on a potential litigation matter and then answered questions from Board members.

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

Meeting adjourned at 6:28 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MARCH 7, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 7, 2017, at 6:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Presentation/Discussion – Medical Insurance Update and Cost Savings Options by Hays Companies.

The meeting was called to order at 6:34 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

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

There were no views and/or comments by the public.

Mrs. Annie Petering, Chief Human Resource Officer, introduced Mr. Michael Neuberger and Mr. Chris Smessaert, both from Hays Companies, and they gave a PowerPoint presentation which covered the following topics: benefits 101: deductible, coinsurance, and out-of-pocket maximum (OOPM), current medical cost to KUSD, current medical premiums annualized, current medical plan options, benefit benchmarks - medical plan design and medical plan cost, state of healthcare, estimated medical cost for KUSD in 2017-2018, cost savings options, and questions.

Questions from Board members were answered by Mrs. Petering, Mr. Neuberger and Mr. Smessaert.

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

Meeting adjourned at 7:52 P.M.

Stacy Busby  
School Board Secretary

*This page intentionally left blank*

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

<b>CASH RECEIPTS</b>	reference	total
<b>February 2017 Wire Transfers-In, to Johnson Bank from:</b>		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 4,294,797.84
District Municipalities	<i>tax settlement - February payment</i>	22,419,652.54
Johnson Bank	<i>account interest</i>	169.86
US Treasury	<i>interest refund - various bond issues</i>	144,405.54
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	152,867.94
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	35.25
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	93,713.95
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	30,996.16
HHS	<i>head start grant</i>	150,604.51
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	30,998.11
Total Incoming Wire Transfers		27,318,241.70

**February 2017 Deposits to Johnson Bank - All Funds:**

General operating and food services receipts	<i>(excluding credit cards)</i>	509,256.02
--	---------------------------------	------------

**TOTAL FEBRUARY CASH RECEIPTS**

**\$ 27,827,497.72**

<b>CASH DISBURSEMENTS</b>	reference	total
<b>February 2017 Wire Transfers-Out, from Johnson Bank to:</b>		
<i>Payroll &amp; Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,109,493.67
WI Department of Revenue	<i>state payroll taxes</i>	717,715.28
WI Department of Revenue	<i>state wage attachments</i>	4,680.15
IRS	<i>federal payroll taxes</i>	2,699,503.83
Delta Dental	<i>dental insurance premiums</i>	236,397.17
Diversified Benefits Services	<i>flexible spending account claims</i>	27,977.33
Employee Trust Funds	<i>wisconsin retirement system</i>	1,497,451.28
NVA	<i>vision insurance premiums</i>	15,162.43
Various	<i>TSA payments</i>	303,915.60
<i>Subtotal</i>		12,612,296.74
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	216,960.00 *
Aegis	<i>workers' compensation payment</i>	200,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	596.24
Various	<i>returned checks</i>	297.00
<i>Subtotal</i>		434,519.91
Total Outgoing Wire Transfers		\$ 13,046,816.65

**February 2017 Check Registers - All Funds:**

Net payrolls by paper check	<i>Register# 01003DP, 01004DP 01904DP, 01704DP</i>	\$ 35,533.63
General operating and food services	<i>Check# 547005 thru Check# 548378 (net of void batches)</i>	11,481,626.84
Total Check Registers		\$ 11,517,160.47

**TOTAL FEBRUARY CASH DISBURSEMENTS**

**\$ 24,563,977.12**

\*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending February 15, 2017

<b>Merchant Name</b>	<b>Total</b>
AIRLINE	\$ 11,873.35
HOTEL	\$ 10,441.05
FLANNERY FIRE PROTECTION,	\$ 7,458.18
EXPEDIA1153830042139	\$ 7,029.62
WW GRAINGER	\$ 6,496.05
AIRGASS NORTH	\$ 5,723.85
3654 INTERSTATE	\$ 5,557.34
INDUSTRIAL CONTROLS	\$ 5,304.06
STERICYCLE	\$ 4,983.60
RESTAURANTS & CATERING	\$ 4,861.03
MENARDS KENOSHA WI	\$ 4,700.17
EDS ARCHITECTURAL OPENING	\$ 4,595.00
VEHICLE MAINT. & FUEL	\$ 4,182.62
SAKS DIRECT #689	\$ 4,159.44
BROADWAY IN CHICAGO	\$ 3,800.00
MARK S PLUMBING PARTS	\$ 3,743.23
VIKING ELECTRIC - KENOSHA	\$ 3,738.43
IN *GAPPA SECURITY SOLUTI	\$ 3,518.50
L AND S ELECTRIC	\$ 3,387.75
SQ *LAKELANDCOM-COM / BAR	\$ 3,145.22
HAJOCA KENOSHA PC354	\$ 2,762.47
FIRST SUPPLY LLC #2033	\$ 2,638.89
SHAPE AMER-CNV	\$ 2,520.00
1000BULBS.COM	\$ 2,478.07
PESI INC	\$ 2,379.88
CHESTER ELECTRONIC SUPPLY	\$ 2,363.99
HYDRO-FLO PRODUCTS INC	\$ 2,310.70
PROVANTAGE LLC	\$ 2,077.14
ASSOC SUPERV AND CURR	\$ 2,051.00
WISMATH	\$ 1,930.00
LAMERS BUS LINES, INC.	\$ 1,850.00
PAYPAL *WISCONSINED	\$ 1,770.00
CDW GOVERNMENT	\$ 1,742.98
IRIS USA INC	\$ 1,725.00
HALLMAN LINDSAY PAINTS	\$ 1,589.80
MPM ADMISSIONS	\$ 1,571.00
WATCO INDUSTRIAL FLO	\$ 1,525.00
CDP INC	\$ 1,494.24
EB TEACH LIKE A CHAMP	\$ 1,400.00
COLLEGEBOARDWORKSHOPS	\$ 1,350.00
JONES SCHOOL SUPPLY	\$ 1,291.50
GLENROY, INC.	\$ 1,285.98
KETTLE MORAINES HARDWOODS	\$ 1,279.11
GIH*GLOBALINDUSTRIALEQ	\$ 1,236.44
TRANE SUPPLY-116407	\$ 1,221.59
ULINE *SHIP SUPPLIES	\$ 1,202.15
VIKING ELECTRIC-MILWAUKEE	\$ 1,183.76

CLASS 1 AIR INC	\$	1,141.52
AMAZON MKTPLACE PMTS	\$	1,138.11
CINEMARK THEATRES 244	\$	1,122.00
PAYPAL *WISCONSINCO	\$	1,105.00
CONNEY SAFETY	\$	1,071.55
USPS.COM POSTAL STORE	\$	1,037.35
AED SUPERSTORE	\$	1,007.40
SPEEDY METALS - WEBSITE	\$	993.06
LAKE SIDE INTERNATIONAL	\$	991.30
JOHNSTONE SUPPLY	\$	955.87
DW DAVIES AND CO INC	\$	952.30
POSITIVE PROMOTIONS INC	\$	927.75
SQ *SHERIDAN LANES	\$	900.00
SHAPE AMER-WEB	\$	894.00
AMERICAN ASSOC OF SCHOOL	\$	885.00
SDE INC	\$	870.00
MCCOTTER ENERGY SERVICE L	\$	865.72
HIGHWAY C SVC	\$	857.39
DASH MEDICAL GLOVES	\$	828.00
ANYTHING IN STAINE	\$	820.82
WAL-MART #3322	\$	804.16
EB 2017 SPRING MIDWES	\$	795.00
IN *A BEEP, LLC	\$	792.90
BUS MGMT DAILY	\$	788.00
FESTIVAL FOODS	\$	782.70
WAL-MART #1167	\$	778.25
CARLETON COLLEGE WEB CRE	\$	750.00
DIANE SWEENEY CONSULT	\$	710.00
SIMPLEXGRINNELL	\$	705.89
CITY INFO EXPERTS, LLC	\$	700.00
AWSA	\$	694.00
FONTANA LITHOGRAPH, INC	\$	685.84
SOLUTION TREE INC	\$	669.00
MUSIC THEATRE INTN'L	\$	665.00
ACDA INTERNET	\$	658.00
SIEMENS INDUSTRY INC	\$	624.00
KUYPERS CONSULTING INC	\$	597.22
REI*GREENWOODHEINEMANN	\$	548.34
HALOGEN SUPPLY COMPANY	\$	544.20
AMAZON.COM	\$	526.19
KITCHEN CUBES LLC	\$	515.00
KROMER CO. LLC	\$	508.90
SIGNUPGENIUS.COM	\$	499.00
LIQUID COOLING	\$	493.90
ACME TOOLS #110	\$	479.99
MAYFAIR RENT A CAR KENO	\$	462.64
DSMARKETING	\$	439.00
SWANK MOTION PICTURES IN	\$	435.00
FASTENAL COMPANY01	\$	427.79
WISCONSIN ED...	\$	420.00
CAREERBUILDER	\$	419.00
RED CROSS STORE	\$	417.80
MCMMASTER-CARR	\$	402.11
WHOLE HOG JANITORIAL LLC	\$	390.99
NATL CCL TEACHERS OF MATH	\$	370.53

BEST BUY 00011916	\$	359.98
PIGGLY WIGGLY #004	\$	359.67
BIG K LIMO	\$	355.10
NCSM	\$	355.00
BUTTERS-FETTING	\$	352.89
DICKOW CYZAK TILE CARP	\$	349.65
JOHNSON CONTROLS SS	\$	335.50
PRO ACOUSTICS LLC	\$	333.91
GUTTORMSEN RECREATION CEN	\$	330.00
SHINERETROFITS.COM	\$	327.74
WALMART.COM 8009666546	\$	327.74
AUER STEEL - MILWAULKEE	\$	325.00
SMARTSIGN	\$	319.00
THE LEGO STORE	\$	311.68
SCHOLASTIC BOOK CLUB	\$	310.00
M.A.S.A. / SPORTSADV	\$	307.35
WASBO FOUNDATION INC	\$	305.00
SSI*DELTACPOFREYNEOSCI	\$	300.00
TIMBER-LEE CHRISTIAN CENT	\$	300.00
SOUTHPORT VACUUM	\$	297.30
ROGUE FITNESS	\$	285.00
JACKS SMALL ENGINES & GEN	\$	284.07
DISCOUNTMUGS.COM	\$	280.00
ONE HOUR TRANSLATION	\$	270.94
DOLLAR TREE	\$	269.09
OTC BRANDS, INC.	\$	268.95
BARGAINMUGSCOM INC	\$	263.80
SPOTLIGHT YOUTH THEATER	\$	261.60
POOLCENTER.COM,INC.	\$	260.94
BOYS & GIRLS CLUBS OF	\$	260.00
WELDINGSUPPLIESIOC WELD	\$	255.98
WM SUPERCENTER #1167	\$	245.34
SPARKFUN ELECTRONICS	\$	243.00
REALLY GOOD *	\$	239.16
FARM & FLEET STURTEVANT	\$	238.53
RESOURCES FOR EDUCATORS	\$	238.50
LOWES #02560*	\$	235.99
ZORO TOOLS INC	\$	233.74
BLAINE WINDOW HARDWARE IN	\$	231.27
SIGN A RAMA KENOSHA	\$	230.00
AT&T*BILL PAYMENT	\$	229.00
FCCLA	\$	225.00
NEVERWARE.COM	\$	225.00
BAUDVILLE INC.	\$	221.61
USPS PO 5642800260	\$	221.34
YOURMEMBER-CAREERS	\$	217.00
JBLPRO	\$	213.00
SHIFFLER EQUIPMENT	\$	212.15
HEAT & POWER PRODUCTS INC	\$	210.60
TCT*ANDERSON'S	\$	209.94
WM SUPERCENTER #2668	\$	202.03
GFS STORE #1919	\$	199.42
PAYPAL *SOUNDSENSAT	\$	196.85
IN *B AND L OFFICE FURNIT	\$	190.00
HARRINGTON INDUSTRIAL#46	\$	185.20

PLN*PRICELINE RENTAL	\$	183.15
STAR ROLLER RINK	\$	175.00
PICK N SAVE 00068742	\$	170.98
VOYAGER SOPRIS LEARN'G	\$	164.95
WASB	\$	153.00
STATE OF WI DPI REGONLINE	\$	150.00
BEACON ATHLETICS	\$	145.92
TPRS PUBLISHING INC.	\$	140.00
MUSIC IS ELEMENTARY	\$	138.85
SAN-A-CARE	\$	134.88
KENOSHA HISTORICAL	\$	132.00
UW STOUT CONTINUING EDUC	\$	130.00
TARGET.COM *	\$	129.90
PIGGLY WIGGLY #209	\$	127.66
SICKBIKEPARTS.COM	\$	126.95
PAYPAL *ISTE	\$	125.00
LEARNING FORWARD (LF)	\$	122.00
EDTECHTEAM PRESS	\$	121.70
EASYSOGLICENSING.COM	\$	120.98
OFFICEMAX/OFFICEDEPOT6358	\$	119.99
HOMEDEPOT.COM	\$	119.88
NAFME	\$	119.00
CROWN TROPHY	\$	117.15
AMAZON.COM AMZN.COM/BILL	\$	115.60
JOANN FABRIC #2468	\$	111.97
ALLPARTITIONS	\$	109.00
SUPERSHUTTLE EXECUCARSAN	\$	108.00
TRACKWRESTLING.COM	\$	103.00
SMILEMAKERS INC	\$	102.89
CAVE OF THE MOUNDS	\$	100.00
MOBYMAX	\$	99.00
WAL-MART #2668	\$	99.00
ERN WEBINARS	\$	97.00
DOLLAR TREE ECOMM	\$	95.73
WI ASCD	\$	90.00
VZWRLSS*MY VZ VN P	\$	89.48
NAMEBADGE.COM	\$	81.49
DG HARDWARE.	\$	81.43
SHERWIN WILLIAMS 703180	\$	80.35
MENARDS RACINE WI	\$	79.96
SAMSClub.COM	\$	72.80
MAMAC SYSTEMS INC	\$	70.61
MOTION INDUSTRIES WI04	\$	70.31
BILINGUAL DICTIONARIES	\$	65.84
E-CONOLIGHT	\$	64.99
THE HARRYFOX AGENCY	\$	61.50
COSTCO WHSE #1198	\$	59.94
SPELLCITY	\$	52.95
VIKING ELECTRIC-SHEBOYGAN	\$	51.12
NSPRA	\$	50.00
PAYPAL *ILHOLOCAUST	\$	50.00
TLF SUNNYSIDE FLORIST OF	\$	50.00
J&P*CYCLES 800-3974844	\$	48.99
HARBOR FREIGHT TOOLS 358	\$	44.99
SP * CUTRATEBATTERIES	\$	44.00

TARGET 00001529	\$	43.95
PICK N SAVE 00068502	\$	43.35
AWL*PEARSON EDUCATION	\$	38.76
YUTKA FENCE	\$	38.57
QUIZLET.COM	\$	34.99
PRAIRIE SIDE TRUE VALUE	\$	29.99
SMK*WUFOO.COM CHARGE	\$	29.95
MEIJER STORE #284	\$	27.89
WOODWORKS, LTD	\$	27.80
TEACHERSPAYTEACHERS.COM	\$	25.00
PICK N SAVE 00068718	\$	24.92
AMTRAK .COM 0330734035893	\$	24.00
THE UPS STORE 3860	\$	22.38
LE ESTHERS LAMP SHOP	\$	22.35
WALGREENS #3153	\$	21.98
MODERN APOTHECARY	\$	19.99
WALGREENS #9605	\$	15.52
ZOOM.US	\$	14.99
BARNES&NOBLE.COM-BN	\$	14.12
SKILLSUSA ORG	\$	13.00
TOWN & CNTRY GLASS CO	\$	10.13
APL* ITUNES.COM/BILL	\$	6.32
JEWEL #3466	\$	6.08
KENOSHA FRESH MARKE	\$	3.26
TARGET 00022517	\$	(25.00)
VIKING ELECTRIC-CREDIT DE	\$	(335.42)
ORBOTIX	\$	(519.96)
US Bank Purchasing Card Payment - Individuals	\$	216,960.00

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2017

**Administrative Recommendation**

It is recommended that the February 2017 cash receipt deposits totaling \$509,256.02, and cash receipt wire transfers-in totaling \$27,318,241.70, be approved.

Check numbers 547005 through 548378 totaling \$11,481,626.84, and general operating wire transfers-out totaling \$434,519.91, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2017 net payroll and benefit EFT batches totaling \$12,612,296.74, and net payroll check batches totaling \$35,533.63, be approved.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Lisa M. Salo, CPA  
Accounting Manager

*This page intentionally left blank*

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

March 28, 2017

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

**Background:**

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

**Outdoor Athletic Field Fee and Regulation Changes:**

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

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

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

### **Other Fee and Regulation Changes:**

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

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

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

### **Board Policy and Rule Changes:**

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

#### Policy & Rule 1330 – Facilities Use

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

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

- Minor terminology and wording changes for consistency purposes.

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

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

### **Administration Recommendation:**

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

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

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

**DRAFT**

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



## **Kenosha Unified School District**

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

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

**A \$20<sup>00</sup> PERMIT FEE MUST BE PAID FOR EACH PERMIT REQUESTED**

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

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

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

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

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

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

if organization collects fees from participants

**POOL REGULATIONS***In addition to the General Regulations*

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

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

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

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

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

**SWIMMING POOL FEES**

INCLUDES LOCKER &amp; SHOWER ROOMS

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

**GYMNASIUM REGULATIONS***In addition to the General Regulations*

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

**HIGH SCHOOL GYMNASIUM FEES**

LOCKER &amp; SHOWER ROOMS: ADD \$18.25 PER HOUR

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

**MIDDLE & ELEMENTARY GYMNASIUM FEES**

INCLUDES LOCKER &amp; SHOWER ROOMS, UNLESS NOTED

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

**AUDITORIUM REGULATIONS***In addition to the General Regulations*

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

**AUDITORIUM FEES**

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

**Indian Trail Auditorium**

## MISCELLANEOUS AREAS

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

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

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

## ATHLETIC FIELD & STADIUM REGULATIONS

*In addition to the General Regulations*

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

## Attachment 1

### AMECHE FIELD\* & JASKWHICH ATHLETIC FIELD & BRADFORD STADIUM FEES

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

#### Notes:

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

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

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

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



**Jaskwhich Field & Grandstand**

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

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

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

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

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

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

**BASEBALL/SOFTBALL FIELD FEES**

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

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

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

**Baseball & Softball Fields @ Indian Trail**

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

**DRAFT**

*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 1330  
 FACILITIES USE

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

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

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

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

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

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

LEGAL REF.: Wisconsin Statutes

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

Wisconsin Administrative Code

HSS 172.05 [Swimming pool staffing rules]

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

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

**DRAFT**

*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 1330  
 FACILITIES USE  
 Page 2

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

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

**DRAFT**

Kenosha Unified School District  
Kenosha, Wisconsin

School Board Policies  
Rules and Regulations

RULE 1330  
 FACILITIES USE

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

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

**DRAFT**

*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

RULE 1330  
 FACILITIES USE  
 Page 2

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

**DRAFT**

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

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

POLICY 1331

## CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

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

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

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

Classification of groups using District facilities shall be as follows:

1. School Activity Groups

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

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

2. Recreation Department Sponsored Groups

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

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

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

3. School Related Activity Groups

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

**DRAFT**

Kenosha Unified School District  
Kenosha, Wisconsin

School Board Policies  
Rules and Regulations

POLICY 1331

## CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Page 2

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

4. Non-Curriculum Related Student Groups

Non-Curriculum Related Student Groups have the following characteristics:

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

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

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

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

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

5. Kenosha Unified Community Youth Groups

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

**DRAFT**

*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 1331

## CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Page 3

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

6. Kenosha Unified Community Groups

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

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

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

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

7. For-Profit and Other Groups

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

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

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

**DRAFT**

*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 1331

## CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Page 4

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

## LEGAL REF.: Wisconsin Statutes

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

## Wisconsin Administrative Code

HSS 172.05 [Swimming pool staffing rules]

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

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

## CROSS REF.: 1310, Tobacco Use on School Premises

1330, Facilities Use

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

1812, Relations with Parent-Teacher Organizations

5436, Weapons

6570, Before and/or After School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

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

Kenosha Unified School District  
Kenosha, Wisconsin

March 28, 2017

**School Board Policies Update  
(Employee Handbook)**

**Background**

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

**Board Policies to be Updated**

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

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

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

Policy 4221 – Alcohol and Drug-free Workplace (see Attachment L)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4221 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4223 – Staff Misconduct Reporting (see Attachment M)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections.</p> <p>3. Font style change</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4223 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4224 – Employee Code of Ethics (see Attachment N)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4224 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4229 – Employee Dress and Grooming (see Attachment O)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.
Policy 4231 – Staff Physical Examinations	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee

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

Policy 4260 – Personnel Records (see Attachment T)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4260 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4270 – General Employee Complaints (see Attachment U)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4271 – Employee Complaint (Grievance) (see Attachment V)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4271 failed to include this cross reference and should henceforth for consistency.

<p>Policy 4280 – Employee Attendance (see Attachment W)</p>	<ol style="list-style-type: none"> <li>1. Strike cross-reference to Policy 4340, Substitute Personnel Employment</li> <li>2. Amend second paragraph of policy for clarification, to read <u>“Tardiness, unexcused absences, patterns of absenteeism (e.g. same days over a period of time), fraudulent use of paid or unpaid leave, and excessive excused absences (other than FMLA or ADA/WFEA-approved leave) are cause for progressive corrective actions including...”</u></li> <li>3. Cross reference corrections</li> </ol>	<ol style="list-style-type: none"> <li>1. Current Policy 4280 contains cross reference to old policy which no longer exists.</li> <li>2. The second paragraph needs to be clarified to define absence.</li> <li>3. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</li> </ol>
<p>Policy 4320 – Individual Employment Contracts (see Attachment X)</p>	<ol style="list-style-type: none"> <li>1. Strike cross reference to KEA Agreement</li> <li>2. Cross reference corrections</li> <li>3. Font style change</li> </ol>	<ol style="list-style-type: none"> <li>1. This policy references the KEA agreement. The KEA agreement, by law, can no longer reference any items beyond wages that are collectively bargained up to consumer price index (CPI).</li> <li>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</li> <li>3. Remove bold font style.</li> </ol>

<p>Administrative Regulation 4323.1 – Family and Medical Leave Notice of Rights (see Attachment Y)</p>	<p>1. Addition of required language regarding bone marrow and organ donation leave</p> <p>2. Update/change policy numeration to reflect addition of required language to policy</p> <p>3. Addition of applicable legal references, Board policy cross references, and Employee Handbook cross reference</p> <p>LEGAL REF: 29 USC Chapter 28 Sections 2601-2654 (Family and Medical Leave Act); 29 C.F.R. Part 825</p> <p>Wisconsin Statute Section 103.10 (Family or Medical Leave)</p> <p>Wisconsin Admin. Code Ch. DWD 225</p> <p>Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)</p> <p>CROSS REF: Policy 4280, Employee Attendance and Punctuality</p> <p>Employee Handbook</p>	<p>1. Wisconsin Statute Section 103.11 added inclusion of bone marrow and organ donation leave to coverage under family medical leave.</p> <p>2. Numeration of policy updated/changed to reflect addition of bone marrow and organ donation leave and its unique maximum leave allowance.</p> <p>3. Cross references to applicable legal references added to reflect state and federal laws governing family medical leave; Board policy cross reference added for consistency with past practice; practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4323.1 failed to include this cross reference and should henceforth for consistency.</p>
--	---	--

Policy 4331 – Conflicts of Interest (Nepotism) (see Attachment Z)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4331 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4332 – Criminal Background Checks (see Attachment AA)	<p>1. Remove reference to “miscellaneous employee(s)”</p> <p>2. Cross reference corrections</p>	<p>1. KUSD employees have been reclassified into other employee groups.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4351 – Staff Work Schedules (see Attachment BB)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>

Policy 4351.1 – Teaching Load (see Attachment CC)	<p>1. Remove cross reference to Policy 4351.1</p> <p>2. Remove cross reference to KEA agreement</p> <p>3. Cross reference corrections</p>	<p>1. This policy references a policy titled “Staff Cooperation” that no longer exists.</p> <p>2. This policy references the KEA agreement. The KEA agreement, by law, can no longer reference any items beyond wages that are collectively bargained up to consumer price index (CPI).</p> <p>3. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4361 – Employee Resignation/Retirement (see Attachment DD)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4361 failed to include this cross reference and should henceforth for consistency.
Policy 4362 – Employee Discipline (see Attachment EE)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4362 failed to include this cross reference and should henceforth for consistency.
Policy 4370 – Professional Learning (see Attachment FF)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.
Policy 4380 – Employee Evaluations (see Attachment GG)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4380 failed to include this cross reference and should henceforth for consistency.
Policy 5471 – Corporal Punishment/Use of Physical Force (see Attachment HH)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.

## **Administrative Recommendation**

These policy revisions were presented to the Personnel/ Policy standing committee on February 14, 2017. Due to lack of quorum no action was taken. These policy revisions were presented to the School Board for a first reading on February 28, 2017.

Administration recommends that the School Board approve the revised policies as presented this evening as a second reading on March 28, 2017.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Annie Petering, J.D.  
Chief Human Resource Officer

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

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

POLICY 1310  
TOBACCO USE

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

LEGAL REF.: Wisconsin Statutes

Sections 101.123 [Smoking prohibited]

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

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

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

ADMINISTRATIVE REGULATIONS: None

APPROVED: February 25, 2003

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

POLICY 3412

MILEAGE REIMBURSEMENT

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

LEGAL REF.: Wisconsin Statutes

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 22, 2000

REVISED: October 28, 2003

RULE 3412

MILEAGE REIMBURSEMENT

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

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

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

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

POLICY 3440  
 FIXED CHARGES

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

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

LEGAL REF.: Wisconsin Statutes

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

Chapter 102 [Worker's compensation]

Chapter 108 [Unemployment insurance]

CROSS REF.: 3311 Authorized Signatures

3430 Payment for Supplies, Equipment and Services

3900 Insurance Management

4231 Staff Physical Examinations

**Employee Handbook** ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 9, 1991

REVISED: October 28, 2003

December 18, 2007

---

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

---

---

*School Board Policies*  
*Rules and Regulations*

---

## POLICY 3623

## LOSS OR DAMAGE OF PERSONAL PROPERTY ON DISTRICT PREMISES

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

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

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

CROSS REF.: 5439 Property Damage/Theft  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

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

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

*School Board Policies*  
*Rules and Regulations*

POLICY 3631  
 ACCIDENT REPORTS

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

LEGAL REF.: Wisconsin Statutes

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

CROSS REF.: 1240 Access to Public Records

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: October 28, 2003  
 December 18, 2007

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

*School Board Policies*  
*Rules and Regulations*

POLICY 3643  
 EMERGENCY SCHOOL CLOSINGS  
 (Inclement Weather)

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

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

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

LEGAL REF.: Wisconsin Statutes

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

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

AFFIRMED: Sept. 24, 1991

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

RULE 3643  
EMERGENCY SCHOOL CLOSING  
(Inclement Weather)

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

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

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

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

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

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

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

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

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

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

RULE 3643  
EMERGENCY SCHOOL CLOSING  
(Inclement Weather)  
Page 2

**INCLEMENT WEATHER DAYS:**

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

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

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

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

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

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

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

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

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

**INDOOR/OUTDOOR GUIDELINES**

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

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

POLICY 3651  
HAZARDOUS CHEMICALS

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

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

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

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

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

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

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

POLICY 3651  
HAZARDOUS CHEMICALS  
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: October 28, 1997

REVISED: October 28, 2003  
December 18, 2007

RULE 3651  
HAZARDOUS CHEMICALS

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

POLICY 4110

EQUAL EMPLOYMENT OPPORTUNITY  
AND AFFIRMATIVE ACTION

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

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

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

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

LEGAL REF.:

Wisconsin Statutes

Sections 111.31-111.395 (Fair employment standards - employment discrimination)

118.195 (Handicapped teacher discrimination)

118.20 (Teacher discrimination, including sexual harassment)

Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)

Title IX, Education Amendments of 1972 (Sex discrimination)

Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975 (Age discrimination)

Pregnancy Discrimination Act (Pregnancy, childbirth, or related medical conditions discrimination)

Immigration Control and Reform Act of 1986 (Citizenship discrimination)

Americans with Disabilities Act of 1990 (Disability discrimination)

Civil Rights Act of 1991 (Penalties for discrimination law violations)

CROSS REF.:

Policy 4111, Employee Harassment

**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: January 26, 1993

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

**RULE 4110**

**EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE**

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

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

**INFORMAL PROCEDURE**

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

**FORMAL COMPLAINT PROCEDURE**

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

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

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

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

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

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

RULE 4110

EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE

Page 2

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

#### MAINTENANCE OF COMPLAINT RECORDS

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

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

POLICY 4111  
 EMPLOYEE HARASSMENT

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

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

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

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

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

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

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

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

POLICY 4111  
EMPLOYEE HARASSMENT  
PAGE 2

LEGAL REF: Wisconsin Statutes

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

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

RULE 4111  
EMPLOYEE HARASSMENT

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

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

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

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

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

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

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

POLICY 4112  
VIOLENCE IN THE WORKPLACE

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 23, 2014

REVISED: October 28, 2014

## POLICY 4211

## STAFF COMMUNICATIONS TO THE SCHOOL BOARD

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

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

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

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: June 27, 2000

RULE 4211

GUIDELINES FOR STAFF COMMUNICATIONS  
TO THE SCHOOL BOARD

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

## POLICY 4221

## ALCOHOL AND DRUG-FREE WORKPLACE

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

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

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

## LEGAL REF.: Wisconsin Statutes

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

125.09 (Alcohol possession prohibited on school grounds)

Chapter 961 (Controlled Substances Act)

Drug-Free Workplace Act of 1988

## CROSS REF.:

4223 - Staff Misconduct

4231 - Staff Physical Examinations

4233 - Employee Assistance Program

4362 - Employee Discipline

**Employee Handbook**

## ADMINISTRATIVE REGULATIONS: None

## REVISED:

June 27, 2000

September 23, 2014

October 28, 2014

RULE 4221

PROCEDURES FOR IMPLEMENTING  
ALCOHOL AND DRUG-FREE WORKPLACE POLICY

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

---

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

---

---

*School Board Policies*  
*Rules and Regulations*

---

POLICY 4223  
STAFF MISCONDUCT REPORTING

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

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

CROSS REF.: **Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 27, 2000

RULE 4223

GUIDELINES FOR REPORTING STAFF MISCONDUCT

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

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

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

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

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

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

POLICY 4224  
 EMPLOYEE CODE OF ETHICS

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

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

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

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

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

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

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

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

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

POLICY 4224  
EMPLOYEE CODE OF ETHICS  
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

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

*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 4229  
 EMPLOYEE DRESS AND GROOMING

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

LEGAL REF.: Wisconsin Statutes

Sections 103.14 [grooming requirement notification]

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

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

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

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

**Employee Handbook** ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: July 25, 2006

RULE 4229

EMPLOYEE PERSONAL APPEARANCE STANDARDS

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

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

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

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

POLICY 4231  
STAFF PHYSICAL EXAMINATIONS

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

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

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

LEGAL REF.: Wisconsin Statutes

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

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

RULE 4231

STAFF PHYSICAL EXAMINATION GUIDELINES

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

POLICY 4233  
EMPLOYEE ASSISTANCE PROGRAM

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

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

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

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

The program will operate within the following guidelines:

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

POLICY 4233  
EMPLOYEE ASSISTANCE PROGRAM  
Page 2

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

ADMINISTRATIVE REGULATIONS:   None

AFFIRMED:       April 21, 1991

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

RULE 4233

EMPLOYEE ASSISTANCE PROGRAM GUIDELINES

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

---

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

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

---

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

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

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

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

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

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

POLICY 4240  
STAFF GIFTS

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

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

LEGAL REF.:

Wisconsin Statutes  
Section 118.12 (Sales and solicitations at school)

CROSS REF.:

1500 Solicitations/Fundraising  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS:

None

AFFIRMED:

December 28, 1990

REVISED:

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

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

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

POLICY 4260  
PERSONNEL RECORDS

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

LEGAL REF.: Wisconsin Statutes

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

CROSS REF.:

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

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

**RULE 4260**

**GUIDELINES FOR MAINTENANCE OF PERSONNEL RECORDS**

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

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

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

POLICY 4270  
 GENERAL EMPLOYEE COMPLAINTS

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

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

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 9, 1999  
 June 27, 2000

## GENERAL EMPLOYEE COMPLAINT PROCEDURES

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

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

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

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

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

POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)

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

1. Definitions.

- a. “Days” as used in this policy is defined as any day that the district is open.
- b. “Employee Termination” as used in this policy section, shall not include the following:
  - Layoffs;
  - Workforce reduction activities;
  - Voluntary termination including, without limitation, quitting or resignation;
  - Job abandonment;
  - End of employment due to disability, lack of qualification or licensure or other inability to perform job duties;
  - Retirement; or
  - Any other cessation of employment not involving involuntary termination.
- c. “Employee discipline” as used in this policy shall include any employment action that results in disciplinary action, which typically involves any four (4) steps: verbal reprimand, written reprimand, suspension with or without pay, and termination of employment.
 

“Employee discipline,” as used in this policy, shall not include the following:

  - Plans of correction or performance improvement;
  - Performance evaluations or reviews;
  - Documentation of employee acts and/or omissions in an employment file;
  - Administrative suspension with pay pending investigation of alleged misconduct or nonperformance;
  - Non-disciplinary wage, benefit or salary adjustments;
  - Other non-material employment actions;
  - Counseling meetings or discussions or other pre-disciplinary action; or
  - Demotion for reasons other than discipline, transfer or change in assignment.

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

POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)  
PAGE 2

2. Time Limits

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

3. Procedure

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

POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)  
PAGE 3

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

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

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

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

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

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

POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)  
PAGE 4

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

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

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

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

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

- f. General Requirements:

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

LEGAL REF.: Wisconsin Statutes

Sections 19.81 – 19.88 [Open Meetings Laws]

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

CROSS REF.: 2810 Incident Reporting

3600 School Safety

3631 Accident Reports

**Employee Handbook**

AFFIRMED: October 25, 2011

REVISED: September 23, 2014

October 28, 2014

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

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

POLICY 4280

EMPLOYEE ATTENDANCE AND PUNCTUALITY

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

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

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

ADMINISTRATIVE REGULATIONS: None

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

RULE 4280

EMPLOYEE ATTENDANCE AND PUNCTUALITY

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

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

*School Board Policies*  
*Rules and Regulations*

POLICY 4320  
 INDIVIDUAL EMPLOYMENT CONTRACTS

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

LEGAL REF.: Wisconsin Statutes

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000  
 May 22, 2012

RULE 4320  
INDIVIDUAL  
EMPLOYMENT CONTRACTS

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

---

# *ADMINISTRATIVE REGULATION*

---

## ADMINISTRATIVE REGULATION 4323.1 FAMILY AND MEDICAL LEAVE NOTICE OF RIGHTS

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

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

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

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

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

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

1. ELIGIBILITY FOR LEAVE

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

2. TYPE AMOUNT OF LEAVE AVAILABLE

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

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

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

**B.2- Serious health condition of employee**

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

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

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

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

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

**D.4- Qualifying exigency**

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

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

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

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

3. INTERMITTENT OR REDUCED SCHEDULE LEAVE

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

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

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

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

6. **Fitness for duty.** If you are on medical leave because of your own serious health condition, you must provide the district with a medical release, "Fitness for Duty Certification" signed by your health care provider before you can return to work. If you fail to provide the district with a medical release, your reinstatement will be delayed until the required certification is provided or denied.
7. **Substitution.** **Accrued leave, as defined under the applicable District policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise unpaid leave period.** ~~You may be paid by the district, or you may request payment, for any paid leave to which you have a right to payment at the time of your leave under the district's applicable leave policies.~~ When paid leave is substituted for your unpaid leave, the paid leave will run concurrently with your family and medical leave and will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

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

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

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

**Wisconsin Bone Marrow and Organ Donation Leave Act**

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

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

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

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

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

POLICY 4331  
 CONFLICTS OF INTEREST  
 (Nepotism)

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

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

Positions of conflicting interest are defined as follows:

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

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

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

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

RULE 4331  
GUIDELINES FOR IMPLEMENTATION OF  
CONFLICTS OF INTEREST POLICY

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

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

## POLICY 4332

## CRIMINAL BACKGROUND CHECKS

A criminal background check shall be conducted for all persons recommended for employment as administrators, teachers, other certified employees, substitute teachers, and all other non-certified employees, including but not limited to substitutes, service employees, educational assistants, secretarial/clerical staff, educational interpreters, carpenters/painters, part-time/temporary, ~~miscellaneous~~, advisors and coaching assignments.

Likewise, a criminal background check shall be conducted on any persons who have District approved access to children in supervised or unsupervised settings before they will be allowed to come in contact with students. This includes, but is not limited to, chaperones, volunteers, tutors, mentors and independent contractors. A background check may be conducted on board- or administration-appointed standing committee or ad-hoc committee members who may come into contact with students in supervised or unsupervised settings.

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

Under the principle of federal supremacy and in accordance with the provisions of federal law requirements, all applicants recommended for employment with federally funded Head Start positions shall be required to disclose information regarding all prior arrests, in addition to convictions and pending charges.

LEGAL REF.: 42 U.S.C. 9843A  
 Wisconsin Statutes  
 Sections 111.335 (Arrest or conviction record discrimination; exceptions and special cases)  
 118.19 (Teacher licenses; limits on DPI issuance of license based on conviction record)

CROSS REF.: 2210 **Recruiting and Hiring - ~~ment and Appointment~~** of Superintendent  
 2211 **Recruiting and Hiring - ~~ment and Appointment~~** of Administrative, Supervisory, and Technical Staff  
 4110 Equal Employment Opportunity and Affirmative Action  
 4260 Personnel Records  
 4330 Staff Selection and Hiring Process  
 4333 Chaperone Requirements & Expectations  
 6530 Community Resources  
 Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 10, 1994

REVISED: June 27, 2000  
 May 14, 2002  
 July 23, 2002  
 February 23, 2010

March 22, 2016

RULE 4332  
CRIMINAL BACKGROUND CHECKS

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

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

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

POLICY 4351  
STAFF WORK SCHEDULES

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

RULE 4351  
GUIDELINES FOR DEDUCTIONS  
FOR HOURLY EMPLOYEES

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

---

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

---

---

*School Board Policies*  
*Rules and Regulations*

---

POLICY 4351.1  
TEACHING LOAD

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: June 2, 2000  
January 29, 2002

RULE 4351.1  
GUIDELINES FOR TEACHING LOAD

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

---

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

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

---

POLICY 4361  
EMPLOYEE RESIGNATION/RETIREMENT

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

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

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

CROSS REF.:       4223 Staff Misconduct Reporting  
                      **Employee Handbook**

ADMINISTRATIVE REGULATIONS:   None

AFFIRMED:         April 22, 1991

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

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

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

POLICY 4362  
 EMPLOYEE DISCIPLINE

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

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

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

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

LEGAL REF.: Wisconsin Statutes

Section 118.22 (Non-renewal of teacher contract)

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

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

RULE 4362  
EMPLOYEE DISCIPLINE PROCEDURES

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

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

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

POLICY 4370  
PROFESSIONAL LEARNING

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

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

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

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

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

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

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

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

The delivery of high quality professional learning:

POLICY 4370  
PROFESSIONAL LEARNING  
Page 2

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

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

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

LEGAL REF.: Wisconsin Statutes

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

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

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

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

AFFIRMED: September 24, 1991

REVISED: June 2, 2000

January 29, 2002

September 24, 2002

September 22, 2015

RULE 4370  
PROFESSIONAL LEARNING

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

---

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

---

---

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

---

POLICY 4380  
EMPLOYEE EVALUATIONS

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

LEGAL REF.: Wisconsin Statutes

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

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

CROSS REF.: 4260 Personnel Records  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

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

**RULE 4380**

**EMPLOYEE EVALUATION GUIDELINES**

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

POLICY 5471

CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

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

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

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

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

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

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

*Definitions*

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

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

*Seclusion - Wisconsin Act 125*

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

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

POLICY 5471  
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE  
Page 2

A room may not be used for seclusion unless:

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

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

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

Prohibits maneuvers or techniques that:

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

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

*Notification and Reporting Requirements*

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

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

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

POLICY 5471  
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE  
Page 3

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

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

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

*Authority Under Other Statutory Provisions*

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

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

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

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

AFFIRMED: August 13, 1991

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

*This page intentionally left blank*

Kenosha Unified School District  
Kenosha, Wisconsin

March 28, 2017

**Employee Health Clinic Cost Savings Option**

**Background**

On March 7, 2017 there was a working Board meeting to review the status of our health insurance. This status update was presented by our health insurance advisor, Hayes Companies. Mr. Michael Neuberger and Chris Smessaert presented on behalf of Hayes companies.

As part of this status update, they shared that currently our health insurance premiums will go up by 8% effective July 1, 2017. They also shared two cost-savings options, one of which is the elimination of the InHealth Clinic. Specifically, they shared that if the District were to eliminate the InHealth Clinic it would realize a cost savings of \$351, 234.

Mr. Neuberger and Mr. Smessaert shared that the clinic has been under-utilized throughout its duration. Mr. Neuberger and Mr. Smessaert shared some reasons behind the under-utilization. They shared that because the District offers such low deductibles, low co-pays, and plan designs, where there is no out of pocket maximum (\$250/\$500 plan), employees have no incentive to use the free clinic. Currently, 67.8% of our employees are enrolled in the \$250/500 deductible plan (Buy-up 2 plan).

The clinic has been open since December of 2013. It has been under-utilized for the past three years. As presented by Hayes, the District would realize a cost savings of \$351,234.

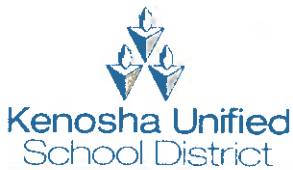
A survey was conducted in September of 2014, and several adjustments were made as a result of the survey. The following were the changes: hours of operation and in house clinician (see Attachment A).

**Administrative Recommendation**

After Board discussion and review of the presentation on March 7, 2017, it was concluded by the Board that administration would bring back as an action item for a vote on this cost savings reduction by eliminating the health clinic due to low usage. Therefore, Administration is recommending the elimination of the employee health clinic, as a cost savings total back to the District in the amount of \$351,234.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Annie Petering, J.D.  
Chief Human Resource Officer



# MEMORANDUM

**To:** Dr. Sue Savaglio-Jarvis, Superintendent of Schools

**From:** Annie Petering, Chief Human Resource Officer

**Cc:** Ms. Tamarra Coleman, Board President; Mrs. Mary Snyder, Board Vice President; Mr. Dan Wade Board Clerk; Mr. Gary Kunich Board Treasurer; Mr. Rebecca Stevens, Board Member; Mr. Mike Falkofske Board Member; Mr. Tony Garcia, Board Member,

**Re:** Elimination of InHealth Clinic

**Date:** March 8, 2017

---

On Tuesday, March 7, 2017 there was a special school board meeting to review updates on our WEA health insurance and cost savings options for 2017-2018 (effective July 1, 2017). Hayes our insurance advisor presented a power point presentation showing the District's current insurance rates, plan design options and employee contribution rates. Michael Neuberger and Chris Smessaert from Hayes presented.

Mr. Neuberger and Mr. Smessaert first provided the Board with definitions, of common terms used in health insurance, so that the Board can better understand discussions around plan designs and review of comparables with other school districts. In addition to sharing definitions, Mr. Neuberger and Mr. Smessaert shared our current premiums, current medical plan options offered to District employees, employee contribution rates and data on benchmarks (deductibles and employee contribution rates in other school districts). They then shared with the Board the current state of health care, i.e. reasons for rising cost of medical insurance and prescriptions.

Mr. Neuberger and Mr. Smessaert shared that the District's premium was going up by 8% effective July 1, 2017. They then offered two cost savings options. The first option was to eliminate the InHealth Clinic.

The InHealth Clinic was opened in December 2013. When it opened, the hours of operation for the clinic were the following: Monday, Wednesday, and Friday 6:30 am to 3 pm; Tuesday and Thursday 9:30 am

to 6pm. From its inception, the clinic was not being utilized. In an effort to increase utilization, we surveyed our employees in September of 2014.

One of the questions in the survey asked the “best time of day to visit the KUSD InHealth Clinic during the school year”. The majority of respondents stated “after 5 pm”. In response to the survey, we changed the clinic hours during the school year by offering extended evening hours: Monday, Tuesday and Thursday 10:00 am to 6:30 pm and Wednesday 7:00 am to 3:30 pm and Friday 7:00 am to 3:30 pm. Another question asked the “best time of day to visit the KUSD InHealth Clinic during summer break.” The majority of respondents shared that they preferred mornings (8 am to noon). In response to the survey, the District created summer hours: Monday, Wednesday and Friday open 7:00 am to 3:30 pm and Tuesday and Thursday open 10:00 am to 6:30 pm. Please see copy of most recent flier for the 2016/2017 school year attached as Attachment A.

As you can see, in response to the survey we did offer extended hours. Yet, despite offering extended hours the InHealth clinic continued to be under-utilized.

Mr. Neuberger and Mr. Smessaert shared some reasons behind the under-utilization. They shared that because we have such low deductibles, low co-pays, and plan designs where there is no out of pocket maximum (\$250/\$500 plan) employees have no incentive to use the free clinic. Currently, 67.8% of our employees are enrolled in the \$250/500 deductible plan (Buy-up 2 plan). Additionally, when there is no incentive to use the free clinic, employees prefer to continue seeing their regular practitioner with whom they have an established relationship.

Mr. Neuberger and Mr. Smessaert shared that if the District were to eliminate the InHealth Clinic it would realize a cost savings of \$351,234.



2016/2017 School Year

## InHealth Clinic™ Hours

### School Year Hours:

Starting September 1st

Monday: 10:00am-6:30pm

Tuesday: 10:00am-6:30pm

Wednesday: 7:00am-3:30pm

Thursday: 10:00am-6:30pm

Friday: 7:00am-3:30pm

### Summer Hours:

June 12th- August 31st

Monday: 7:00am-3:30pm

Tuesday: 10:00am-6:30pm

Wednesday: 7:00am-3:30pm

Thursday: 10:00am-6:30pm

Friday: 7:00am-3:30pm

### The Clinic will be closed on the following holidays:

Labor Day

Thanksgiving Day

Day after Thanksgiving

December 23rd in observance of Christmas Eve

December 26th in observance of Christmas Day

December 30th in observance of New Year's Eve

January 2nd in observance of New Year's Day

Memorial Day

Independence Day



**Kenosha Unified School District InHealth Clinic**

7201 Green Bay Road, Kenosha, WI 53142

[KUSDInHealthClinic@interrahealth.com](mailto:KUSDInHealthClinic@interrahealth.com)

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

March 28, 2017

**Resolution No. 331 Authorizing a State Trust Fund Loan in the Amount of  
\$16,355,000 for Energy Efficiency Projects**

At the April 25, 2016, regular School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy efficiency revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. On May 10, 2016, the Board held a special meeting where they unanimously approved an initial resolution authorizing general obligation bonds in an amount not to exceed \$74,990,000 in order to fund all of these projects. The initial resolution also called for a public hearing in connection with the debt issuance. A public hearing on the matter was held on May 24, 2016, with no objections to the projects or the debt issuance being expressed.

Phase 2 consists of a series of projects as detailed in the May 10, 2016, report presented by Mr. Patrick Finnemore, Director of Facilities. These projects are being performed over a six year time period and the administration is working closely with the District financial advisor, PMA Securities, Inc. to time the issuance of debt to align with project spending needs. The first bond sale was unanimously approved by the Board on June 28, 2016, in the amount of \$28,495,000 to provide the necessary funds to complete the first project which includes Bullen Middle School and Lance Middle School. Coinciding with project progression, administration is seeking to fund projects two and three with a combination of General Obligation School Improvement Bonds and a State Trust Fund Loan (attachment A). Together with PMA Securities, Inc., administration will continue to analyze the best possible funding options to support these projects as well as seek to refinance existing debt if deemed advantageous to the District.

**Administrative Recommendation**

Administration requests that the Board (1) approve the resolution provided for the authorization of a State Trust Fund Loan in the amount of \$16,355,000 for Energy Efficiency Projects (attachment B), and (2) authorize the Board officers and the District administration to execute all documents relating to the sale and/or issuance.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

# Kenosha Unified School District No. 1

## EXAMPLE ENERGY EFFICIENCY FINANCING PLAN - SECOND PHASE

LEVY YEAR	YEAR DUE	EXISTING FUND 39/EE DEBT SERVICE	EFFECT OF EXAMPLE 2017 REFINANCING	NET EXISTING FUND 39/EE DEBT SERVICE (Includes Phase I of EE)	\$28,155,000 G.O. SCHOOL IMPROVEMENT BONDS Dated June 15, 2017 (First interest 4/1/18)			\$16,355,000 STATE TRUST FUND LOAN Dated June 15, 2017 (First interest 3/15/18)			STATE AID IMPACT ON NEW DEBT (A)	LESS: EST. REOFFERING PREMIUM	NET COST (Factoring Aid)	NET MILL RATE (B)	FUND 39/EE DEBT LEVY EXISTING PLUS NEW	COMBINED MILL RATE (B)	YEAR DUE
					PRINCIPAL (4/1)	INTEREST (4/1 & 10/1) EST. TIC= 4.07%	TOTAL	PRINCIPAL (3/15)	INTEREST (3/15) EST. RATE= 3.50%	TOTAL							
2016	2017	Actual Levy \$13,220,582		\$13,220,582											\$13,220,582	\$1.54	2017
2017	2018	\$13,415,563	(\$1,804,033)	\$11,611,529		\$1,483,660	\$1,483,660	\$50,000	\$428,143	\$478,143	\$0	(\$79,127)	\$1,882,675	\$0.22	\$13,494,205	\$1.54	2018
2018	2019	\$10,440,169	\$1,295,525	\$11,735,694		\$1,146,175	\$1,146,175	\$50,000	\$570,675	\$620,675	(\$448,403)		\$1,318,447	\$0.15	\$13,502,544	\$1.54	2019
2019	2020	\$10,382,949	\$595,163	\$10,978,111		\$1,146,175	\$1,146,175	\$725,000	\$570,484	\$1,295,484	(\$604,969)		\$1,836,689	\$0.21	\$13,419,770	\$1.53	2020
2020	2021	\$10,333,699		\$10,333,699		\$1,146,175	\$1,146,175	\$1,475,000	\$543,550	\$2,018,550	(\$836,024)		\$2,328,701	\$0.27	\$13,498,424	\$1.54	2021
2021	2022	\$10,294,824		\$10,294,824		\$1,146,175	\$1,146,175	\$1,550,000	\$491,925	\$2,041,925	(\$1,083,602)		\$2,104,498	\$0.24	\$13,482,924	\$1.54	2022
2022	2023	\$10,302,061		\$10,302,061		\$1,146,175	\$1,146,175	\$1,600,000	\$437,675	\$2,037,675	(\$1,091,605)		\$2,092,245	\$0.24	\$13,485,911	\$1.54	2023
2023	2024	\$9,202,320		\$9,202,320		\$1,146,175	\$1,146,175	\$2,585,000	\$382,721	\$2,967,721	(\$1,090,150)		\$3,023,745	\$0.35	\$13,316,216	\$1.52	2024
2024	2025	\$9,197,698		\$9,197,698		\$1,146,175	\$1,146,175	\$2,680,000	\$291,200	\$2,971,200	(\$1,408,598)		\$2,708,777	\$0.31	\$13,315,073	\$1.52	2025
2025	2026	\$8,419,277		\$8,419,277		\$1,146,175	\$1,146,175	\$2,770,000	\$197,400	\$2,967,400	(\$1,409,789)		\$2,703,786	\$0.31	\$12,532,852	\$1.43	2026
2026	2027	\$8,373,748		\$8,373,748		\$1,146,175	\$1,146,175	\$2,870,000	\$100,450	\$2,970,450	(\$1,408,488)		\$2,708,137	\$0.31	\$12,490,373	\$1.43	2027
2027	2028	\$8,328,362		\$8,328,362	\$2,335,000	\$1,105,313	\$3,440,313				(\$1,409,532)		\$2,030,780	\$0.23	\$11,768,675	\$1.34	2028
2028	2029	\$8,277,882		\$8,277,882	\$2,425,000	\$1,015,950	\$3,440,950				(\$1,191,954)		\$2,248,996	\$0.26	\$11,718,832	\$1.34	2029
2029	2030	\$4,085,431		\$4,085,431	\$2,525,000	\$916,950	\$3,441,950				(\$1,194,788)		\$2,247,162	\$0.26	\$7,527,381	\$0.86	2030
2030	2031	\$4,086,200		\$4,086,200	\$2,630,000	\$813,850	\$3,443,850				(\$1,195,815)		\$2,248,035	\$0.26	\$7,530,050	\$0.86	2031
2031	2032	\$4,085,313		\$4,085,313	\$2,735,000	\$706,550	\$3,441,550				(\$1,197,185)		\$2,244,365	\$0.26	\$7,526,863	\$0.86	2032
2032	2033	\$4,084,063		\$4,084,063	\$2,845,000	\$594,950	\$3,439,950				(\$1,197,116)		\$2,242,834	\$0.26	\$7,524,013	\$0.86	2033
2033	2034	\$2,760,925		\$2,760,925	\$2,965,000	\$475,044	\$3,440,044				(\$1,197,321)		\$2,242,722	\$0.26	\$6,200,969	\$0.71	2034
2034	2035	\$2,764,463		\$2,764,463	\$3,095,000	\$346,269	\$3,441,269				(\$1,199,444)		\$2,241,824	\$0.26	\$6,205,731	\$0.71	2035
2035	2036	\$1,539,950		\$1,539,950	\$3,230,000	\$211,863	\$3,441,863				(\$1,200,810)		\$2,241,053	\$0.26	\$4,981,813	\$0.57	2036
2036	2037				\$3,370,000	\$71,613	\$3,441,613				(\$1,201,995)		\$2,239,617	\$0.26	\$3,441,613	\$0.39	2037
2037	2038										(\$1,202,928)		(\$1,202,928)				2038
					\$28,155,000	\$18,057,585	\$46,212,585	\$16,355,000	\$4,014,222	\$20,369,222	(\$22,770,518)	(\$79,127)	\$43,732,162	AVERAGE \$0.26	\$220,184,810	IMPACT \$0.00	

(A) State aid based on prior fiscal year debt service at the following aid levels (16-17 October certification):

Tertiary Aid Percentage..... 34.24%

(B) Mill rate based on 2016 Equalized Valuation (TID-OUT) of \$8,580,130,959 with annual growth as follows:

2017 2.00%  
thereafter 0.00%

## KENOSHA UNIFIED SCHOOL DISTRICT

## Preliminary Timeline for Energy Efficiency Financing, Projects 2 and 3

DATE	ACTION		
5/10/2016	KUSD Board Adopts Authorizing Resolution not to exceed \$74,990,000		
5/16/2016	Notice to Electors Published		
5/24/2016	Public Hearing held; 30-day Petition Period begins		
6/23/2016	On or about 6/23/16, Petition Period ends; District is duly authorized to issue debt		
7/26/2016	Funding for Project 1 complete = \$28,495,000; Remaining authorization = \$46,495,000		
		FINANCING PHASE	
DATE	ACTION	\$28,155,000 G.O. School Improvement Bonds, Series 2017	\$16,355,000 State Trust Fund Loan
3/13/2017	KUSD submits BCPL Loan Application Request which includes the minutes from the 5/10/16 Board meeting where Authorizing Resolution was approved <a href="http://bcpl.wisconsin.gov/docview.asp?docid=15311&amp;locid=145">http://bcpl.wisconsin.gov/docview.asp?docid=15311&amp;locid=145</a>		X
3/17/2017	On or about March 17...BCPL provides KUSD with loan application Loan application includes the resolution to be adopted by the KUSD Board on 3/28/17		X
3/28/2017 KUSD BOARD MTG	KUSD Board Adopts Resolution Authorizing the State Trust Fund Loan		X
3/31/2017	KUSD provides BCPL with completed loan application, along with minutes from the 3/28/17 Board meeting where the Resolution was approved <i>Note: Minutes will be preliminary at this time</i>		X
4/18/2017	BCPL Board meets to approve the loan application / KUSD has 4 months to draw funds		X
5/23/2017 KUSD BOARD MTG	KUSD Board Adopts Award Resolution for G.O. School Imp Bonds, Series 2017 (Sale Date)	X	
6/15/2017	Closing Date - G.O. Bonds School Imp Bonds, Series 2017 and State Trust Fund Loan	X	X
6/27/2017 KUSD BOARD MTG	KUSD Board Adopts Energy Efficiency Exemption Resolution for debt payments	X	X

NOTE: State Trust Fund loan procedure to be followed is Ten Year Term with Publishing [Wisconsin Statute 67.12 (12)(e)2 and 24.66(3)].

**Resolution No. 331 Authorizing a State Trust  
Fund Loan in the Amount of \$16,355,000 for  
Energy Efficiency Projects****Form A****RESOLUTION OF SCHOOL BOARD AUTHORIZING LOAN**

RESOLVED that we, the members of the School Board of the School District of **Kenosha Unified**, Wisconsin, duly assembled in meeting according to law this **28th** day of **March**, 20**17** approve and authorize that application be made by the President and Clerk of the School Board to the Board of Commissioners of Public Lands for a State Trust Fund loan in the amount of **Sixteen Million Three Hundred Fifty Five Thousand And 00/100** Dollars (\$16,355,000.00) for the purpose of **financing energy efficiency projects**. The loan is to be repaid within **10** years from the 15th day of March preceding the date the loan is made. The loan is payable in annual installments with interest at the rate of **3.50** percent per annum, from the date of making the loan to the 15th day of March next and thereafter annually as provided by law.

BE IT FURTHER RESOLVED that there is levied on all the taxable property within the School District of **Kenosha Unified** a direct, irrevocable annual tax sufficient in amount to pay the principal and interest on the loan as they become due.

BE IT FURTHER RESOLVED that we, the members of the School Board of the School District of **Kenosha Unified**, Wisconsin, **do not** intend to use our exemption authority within the purview of Section 67.12(12)(e)2g, Wisconsin Statutes, for the application of this loan.

(Please complete other side)

**RETURN THIS ORIGINAL. DO NOT RETURN PHOTOCOPY.**

The question being upon the adoption of the foregoing resolution, a vote was taken by ayes and noes, which resulted as follows:

President	_____	voted	_____
Treasurer	_____	voted	_____
Clerk	_____	voted	_____
Board Member	_____	voted	_____
Board Member	_____	voted	_____
Board Member	_____	voted	_____
Board Member	_____	voted	_____
Board Member	_____	voted	_____
Board Member	_____	voted	_____
Board Member	_____	voted	_____
Board Member	_____	voted	_____

A majority of the members of the School Board having voted in favor of the resolution, it was adopted.

\_\_\_\_\_  
School District Clerk (signature)

\_\_\_\_\_  
School District Clerk (print or type name)

School District of **Kenosha Unified**

This \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

RAS

**RETURN THIS ORIGINAL. DO NOT RETURN PHOTOCOPY.**

*This page intentionally left blank*

**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2017**

**HEAD START FEDERAL GRANT REQUEST**

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2017-2018 school year. The funding for this grant is \$2,025,018. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

**Grant Title**

Federal Head Start Grant

**Funding Source**

U.S. Department of Health and Human Services  
Administration for Children and Families

**Grant Time Period**

July 1, 2017 to June 30, 2018

**Purpose**

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2017. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

**Number of Students Served**

330 eligible Head Start Students

**Relationship to District Plan and Goals**

The Head Start approach to school readiness ensures that families have the resources and knowledge to support the development of their children, that children are healthy enough to learn, and that quality instruction is being provided to these children.

Readiness goals are defined as the expectations at children's developmental levels and progress across domains of language, literacy, cognition/general knowledge, approaches to learning, physical health, well-being, motor and social/emotional development. Success in these areas will support each child's readiness for kindergarten.

**Fiscal Impact Statement**

Attachment A

### **Changes in Program Service**

In previous years, the Self-Assessment process was completed in January which provided recommendations for the Management Team to consider for program implementation. With the guidance of the Head Start Grantee Specialist, the Self-Assessment process has been moved from January to April 2017 to be able to review a full year of program implementation data. Therefore, adjustments or recommendations for changes are based on the data reviewed by the Head Start Management Team. We will continue to make adjustments in program implementation as we move forward with this planning process.

The results of Head Start's annual self-assessment from January 2016 showed specific concerns in the progress of the program in the following areas:

- Head Start has not met its mandated enrollment for two years.
- Completion of physical exams and dental exams as well as follow up that may be identified as the result of these exams has been below 90% for two years.
- The impact Head Start is making with families has been minimized due to additional requirements that have been imposed on Family Service Providers. These additional requirements were following up on family medical and dental requirements, providing classroom support, sharing higher caseloads due to staff turnover and documenting health information in Child Plus.

#### **Current Status:**

- In February 2017 Head Start met its mandated enrollment for the 2016-2017 school year. The adjustments that have been made this year have been successful in meeting our enrollment. The compliance goal for the 2017-2018 school year is to meet the mandated enrollment by September's Third Friday Count Day.
- This year, Head Start has assisted 90% of our families in completing initial physical and dental exams. Adjustments made in this area have also been successful as the program has surpassed the percentages recorded for the past two years. Health follow ups continue to require time and effort from staff.
- The impact Head Start is making with families continues to be minimized due to the additional requirements mentioned above that absorb much of the Family Service Providers' time and effort.

#### **Head Start Management Team Recommendations:**

- It is recommended to increase the current Health Assistant position from .40 to 1.0 in order to relieve Family Service Providers from a bulk of the health responsibilities so that they can focus on family engagement. The additional hours will allow the Health Assistant to organize health and dental days, follow up on medical and dental referrals, and monitor health records for compliance.
- It is recommended to redesign the instructional coach position which is funded by the Head Start grant in order to provide intensive coaching of teaching staff. This is a requirement of the new Head Start Performance Standards (Standard 1302.92: Professional Training and Development).

Addition of Positions				
FTE	Classification	Position	Location	
1.0	ESP	Health Assistant	Chavez	Increases current position by .6

**Service Area:**

Head Start will continue to hold sessions at the same sites as the previous year. For the 2017-18 school year Head Start will serve children and families at:

Head Start Locations 2017-2018
Two Sessions (AM and PM)
Bose Elementary School
Brass Community School
C. Strange Elementary School
Cesar Chavez Learning Station
Edward Bain School of Language and Art – Creative Arts
Frank Elementary School
McKinley Elementary School
Wilson Elementary School
One Session (AM or PM)
Grewenow Elementary School
Jefferson Elementary
Jane Vernon Elementary School

**Evaluation Plan**

- The Head Start program meets a community need with the services that it provides. This will be evidenced through a Head Start waiting list for families that qualify.
- Student outcomes are monitored within the Head Start Child Development and Early Learning Framework in eight developmental domains. The progress of every child is reported to parents/guardians three times during the school year. The outcomes measured are aligned with Wisconsin Model Early Learning Standards and Common Core Standards.
- Semi-annual Program Reports are presented to the Policy Council and School Board to provide information to monitor the success of the program.
- A Program Plan Report is submitted to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) are shared with the Policy Council and School Board.
- Monthly informational calls are made to the Head Start Region V office in Chicago.
- The Head Start program conducts an annual self-assessment in April to determine strengths and areas that are in need of improvement.
- An annual report is available to the community and all stakeholders providing statistics, services and budget information.

**Staff Persons involved in preparation of the grant application:**

Luanne Rohde, Director of Early Education  
Lisa KC, Assistant Head Start Director, Chavez Learning Station  
Lynda Dower, Family & Community Coordinator  
Samantha McGovern, Education & Disabilities Coordinator  
Elizabeth Rebollar, Health Coordinator  
Alexandria Haubrich, ERSEA Coordinator  
Autumn Thomas, Policy Council President

**Administrative Recommendation**

Administration recommends that the school board approve the 2017-2018 Head Start Federal Grant.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Dr. Bethany Ormseth  
Chief of School Leadership

Ms. Luanne Rohde  
Director of Early Education

Ms. Lisa KC  
Assistant Director Head Start

# Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

**Title:** Head Start Federal Grant

**Budget Year:** 2017-2018

**Department:** Early Education

**Budget Manager:** Luanne Rohde

## REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2017-2018 school year. The funding for this grant is \$2,025,018. It is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

## RATIONALE/ INSTRUCTIONAL FOCUS

The Head Start program provides comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. The grant will service 330 high-risk children who will be three and four years of age on or before September 1, 2017. Funds will be utilized to serve the children and their families in all program component areas as required by the Head Start Act and through the Head Start Performance Standards.

## IMPACT

The Head Start Federal grant will provide:

- Funding for staffing (teachers, educational support personnel) to serve 330 children within the requirements of the Head Start Performance Standards and Head Start Act.
- Funding for Head Start support staff (Family Service Providers) for families of Head Start children.
- Funding for breakfast, lunch, and snacks for Head Start children
- Funding for bus monitors
- Funding for administrative support personnel (assistant director, head secretary, data specialist, health specialist, custodial)
- Funding for facilities (Chavez Learning Station)

## BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$1,018,512.00
200's	Fringes	\$758,504.00
300's	Purchased Services	\$134,595.00

400's	Non-Capital Objects	\$37,986.00
500's	Capital Objects	\$9,000.00
	Indirect Cost	\$66,421.00
	<b>TOTAL</b>	<b>\$2,025,018.00</b>

This is a ☐ one-time or a ☒ recurring expenditure

### FUNDING SOURCES

Select Funding Sources:

Head Start Federal Grant

**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2017**

**POLICY 6610—PROCEDURES FOR SELECTING AND  
USING SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

**Background**

School Board Policy 6610 includes a seven-year curriculum cycle that details the selection and purchase of updated curriculum materials in Phase 3 of the seven-year cycle. To be responsive to the continuously changing global community and academic expectations and standards, it is essential that the curriculum cycle is reviewed regularly. When necessary, updates to this cycle are brought to the School Board for approval to ensure the immediate needs of students and teachers alike are addressed through this process.

The revisions to the seven-year cycle in Policy 6610 are based on maximizing curriculum funding allocations as well as the addition of early education and kindergarten through eighth grade Spanish language arts curriculum. The following chart indicates the year an update is made and the rationale for this change:

<b>SEVEN-YEAR CURRICULUM REVIEW CYCLE UPDATES INCLUDING RATIONALE</b>		
<b>YEAR</b>	<b>PHASE</b>	<b>RATIONALE</b>
2016-17	<u>Phase 1</u>	
	Eliminate 9-12 science electives, and rename 11-12 science (fourth courses).	Update verbiage to maintain consistency with other content areas.
	Add K-8 Spanish language arts.	Vertical alignment of K-8 Spanish language arts will improve student outcomes in Spanish language proficiency.
	<u>Phase 3</u>	
	Eliminate 3-5 social studies, and expand 3-5 science to K-5 science.	Vendor pricing was more competitive when purchasing for K-5 as compared to a K-2 and then a 3-5 purchase the

SEVEN-YEAR CURRICULUM REVIEW CYCLE UPDATES INCLUDING RATIONALE		
YEAR	PHASE	RATIONALE
	Eliminate 9-12 social studies (Government, Psychology and electives), and add 6-12 social studies (U.S. History and Government).	following school year.  Potential realignment of 9-12 social studies courses is being considered to better align with Advanced Placement course offerings.
	<u>Phase 4</u>  Eliminate K-2 science and expand K-2 social studies to K-5 social studies.	  Vendor pricing was more competitive when purchasing for K-5 as compared to a K-2 and then a 3-5 purchase the following school year.
2017-18	<u>Phase 1</u>  Eliminate 6-8 social studies, and add 6-12 social studies (U.S. History/ Government).	  Expand curriculum development from grades 9-12 to grades 6-12 to support vertical alignment of U.S. History and Government courses.
2018-19	<u>Phase 1</u>  Add early education curriculum.  Add 9-12 social studies electives.	  Early education curriculum was inadvertently not included in the original policy.  Begin curriculum review process of final secondary social studies elective courses.

<b>SEVEN-YEAR CURRICULUM REVIEW CYCLE UPDATES INCLUDING RATIONALE</b>		
<b>YEAR</b>	<b>PHASE</b>	<b>RATIONALE</b>
	Add 6-8 world language.	In 2012-2013 Rosetta Stone was purchased to supplement the 6-8 World Language resources. A complete curriculum review process for middle school will begin in the fall of 2018.

### **Recommendation**

Due to the weather related cancellation of the March 14, 2017, Curriculum/Program Standing Committee meeting, Administration recommends that the Board of Education approve the revised Kenosha Unified School District Policy 6610—Procedures for Selecting and Using Supplementary Instructional Materials as a first reading on March 28, 2017, and second reading on April 24, 2017.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Mr. Che Kearby  
Coordinator of Educator Effectiveness and Social Studies

Ms. Christine Pratt  
Coordinator of Science

Ms. Sarah Smith  
Coordinator of Language Acquisition

Ms. Luanne Rhode  
Director of Early Education

## POLICY 6610

## SELECTION OF INSTRUCTIONAL MATERIALS

The selection of instructional materials, including required textbooks and supplementary books and materials, shall be recommended to the School Board by the Superintendent of Schools, in accordance with District rules and regulations. The Board shall make the final determination regarding selection of materials.

Textbooks and other materials which are required to be read by all students shall be evaluated and recommended to the Superintendent by the Assistant Superintendent of Teaching and Learning and the curriculum design team. This team is charged with the responsibility of screening materials and preparing recommendations for selection and adoption of instructional materials.

Supplementary materials which are to be used for particular programs in individual schools may be selected by teachers, teacher committees or departments with the approval of the principal, the Assistant Superintendent of Teaching and Learning, and the Superintendent/designee.

The Board shall adopt the required textbooks for the District.

The District shall not discriminate in the selection and evaluation of instructional and library materials or media on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

## LEGAL REF.: Wisconsin Statutes

	Sections 118.03(2)	[Purchase of textbooks]
	118.13	<del>{Student</del> <b>Pupil</b> discrimination prohibited}
	120.10(15)	<del>{Annual meeting power; authorize school to furnish }</del> Textbooks}
	120.12(11)	<del>{Board duty; provision of books and supplies to i</del> ndigent students
<b>children}</b>		
	120.13	<del>{School B</del> board powers to do all things reasonable for cause of
<b>education}</b>		
	120.13(5)	<del>{Board power to purchase b</del> Books, <b>material</b> and equipment and
<b>materials for use</b>		
	——— in schools}	
	121.02(1)(h)	<del>{Instructional materials standard}</del>
	Wisconsin Administrative Code	
	PI 9.03(1)	<del>{Non</del> discrimination statement required in instructional materials
		selection/evaluation policy <b>Prohibiting discrimination against pupils}</b>

## CROSS REF.: 1410, Free Materials

2110, Benchmarks

3280, Student Fees

5110, Equal Educational Opportunities/Discrimination Complaint

6300, Curriculum Development and Improvement

6430, Instructional Arrangements (The Learning Situation)

6620, Library Resources

6810, Teaching ~~a~~ About Controversial Issues

Board-Adopted Academic Standards

District Learning and Content Standards

AFFIRMED: September 24, 1991

REVISED: March 9, 1999  
January 29, 2002  
December 15, 2015  
**April 24, 2017**

**RULE 6610**

**PROCEDURES FOR SELECTING AND USING  
SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

1. No student shall be required to read supplementary books; or those on a required list; if the parent/guardian indicates there are reasons why a particular book should not be read by their child.
2. Movies/video clips can enhance the educational experience for students. Therefore, movies/videos must be directly relevant to the curriculum and be appropriate for all students within the classroom. Following careful evaluation, movies/video clips in various formats and other audio-visual materials may be used for instructional purposes in accordance with District Policy 3531.1—Copyrighted Materials.
3. Movies/video clips are defined as being less than 25 minutes in length and are to be used with classroom discussion or activities.
4. Commercial entertainment videos having obvious educational value may be included when appropriate to the subject being studied. Commercial videos that are unrated or rated PG or PG-13 shall not be shown to students in the District without advance written notice to the parents. Such notice shall contain an accurate description of the contents of the film. No videos having an R, NC-17, or X shall be shown to students at any school.
5. Parents/guardians not wishing to have their children participate in viewing a particular video may indicate this decision in a note to the principal. The decision of the parent/guardian will be respected, and an assignment of equal value may be given as an alternative to attending the showing of such a video. The parent/guardian shall be given an opportunity to review District-owned audio-visual materials as available; at no additional expense to the District.

RULE 6610  
 PROCEDURES FOR SELECTING AND USING  
 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

SEVEN-YEAR CURRICULUM REVIEW CYCLE

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
	Year 1—How does what we are doing now correlate with the research?	Year 2—What are we going to do?	Year 3—How are we going to do it?	Year 4—What does it look like in the classroom?	Year 5—How will we know we accomplished what we intended?	Year 6—How well is it working, and how can we make it better?	Year 7—Is what we set out to do happening—are students learning?
2016-17	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• <del>9-12 science electives</del></li> <li>• <b>11-12 science (fourth courses)</b></li> <li>• K-12 art</li> <li>• 9-12 career and technical education (business and family and consumer science)</li> <li>• <b>K-8 Spanish language arts (dual language)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <del>9-12</del> social studies (World History)</li> <li>• K-12 health</li> <li>• 6-12 theatre</li> <li>• 6-11 science</li> </ul>	<ul style="list-style-type: none"> <li>• <del>3-5 science</del></li> <li>• <del>3-5 social studies</del></li> <li>• <del>9-12 social studies (U.S. History)</del></li> <li>• 9-12 career and technical education (Exploring Health Occupations)</li> <li>• 9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12 math (fourth courses)</li> <li>• <del>K-2 science</del></li> <li>• <del>K-25</del> social studies</li> <li>• 9-12 English Language Development III</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 reading</li> <li>• 6-12 English</li> <li>• K-12 English Language Development I/II</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> </ul>	

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2017-18	<ul style="list-style-type: none"> <li><del>6-8 social studies</del></li> <li>9-12 social studies (U.S. History/ Government, Psychology, and electives)</li> <li>4-12 performance music</li> <li>Career and technical education (technology)</li> </ul>	<ul style="list-style-type: none"> <li>K-5 math</li> <li><del>9-12 science electives</del></li> <li>11-12 science (fourth courses)</li> <li>K-12 art</li> <li>9-12 career and technical education (business and family and consumer science)</li> <li>K-8 Spanish language arts (dual language)</li> </ul>	<ul style="list-style-type: none"> <li>9-12 social studies (World History)</li> <li>K-12 health</li> <li>6-12 theatre</li> <li>6-11 science</li> </ul>	<ul style="list-style-type: none"> <li>3-K-5 science</li> <li><del>3-5 social studies</del></li> <li><del>9-12 social studies (U.S. History)</del></li> <li>9-12 career and technical education (Exploring Health Occupations)</li> <li>9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>11-12 math (fourth courses)</li> <li><del>K-2 science</del></li> <li>K-2-5 social studies</li> <li>9-12 English Language Development III</li> </ul>	<ul style="list-style-type: none"> <li>K-5 reading</li> <li>6-12 English</li> <li>K-12 English Language Development I/II</li> </ul>	<ul style="list-style-type: none"> <li>6-10 math</li> </ul>
2018-19	<ul style="list-style-type: none"> <li>6-10 math</li> <li>K-5 music</li> <li>Early education</li> <li>9-12 social studies electives</li> <li>6-8 world language</li> </ul>	<ul style="list-style-type: none"> <li><del>6-8 social studies</del></li> <li>9-12 social studies (U.S. History/ Government, Psychology, and electives)</li> <li>4-12 performance music</li> <li>Career and technical education (technology)</li> </ul>	<ul style="list-style-type: none"> <li>K-5 math</li> <li><del>9-12 science electives</del></li> <li>11-12 science (fourth courses)</li> <li>K-12 art</li> <li>9-12 career and technical education (business and family and consumer science)</li> <li>K-8 Spanish language arts</li> </ul>	<ul style="list-style-type: none"> <li>9-12 social studies (World History)</li> <li>K-12 health</li> <li>6-11 theatre</li> <li>6-11 science</li> </ul>	<ul style="list-style-type: none"> <li>3-K-5 science</li> <li><del>3-5 social studies</del></li> <li><del>9-12 social studies (U.S. History)</del></li> <li>9-12 career and technical education (Exploring Health Occupations)</li> <li>9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>11-12 math (fourth courses)</li> <li><del>K-2 science</del></li> <li>K-2-5 social studies</li> <li>9-12 English Language Development III</li> </ul>	<ul style="list-style-type: none"> <li>K-5 reading</li> <li>6-12 English</li> <li>K-12 English Language Development I/II</li> </ul>

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE (dual language)	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2019-20	<ul style="list-style-type: none"> <li>• K-12 English language arts</li> <li>• K-12 English Language Development I/II</li> <li>• K-12 physical education</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> <li>• K-5 music</li> <li>• <b>Early education</b></li> <li>• <b>9-12 social studies electives</b></li> <li>• <b>6-8 world language</b></li> </ul>	<ul style="list-style-type: none"> <li>• <del>6-8 social studies</del></li> <li>• <b>9-12 social studies (U.S. History/ Government; Psychology, and electives)</b></li> <li>• 6-12 choir, orchestra, and band</li> <li>• Career and technical education (technology)</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• <del>9-12 science electives</del></li> <li>• <b>11-12 science (fourth courses)</b></li> <li>• K-12 art</li> <li>• 9-12 career and technical education (business and family and consumer science)</li> <li>• <b>K-8 Spanish language arts (dual language)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6-12 social studies (World History)</b></li> <li>• <b>K-12 health</b></li> <li>• 6-12 theatre</li> <li>• 6-11 science</li> <li>• <del>9-12 social studies (World History)</del></li> <li>• <del>K-12 health</del></li> </ul>	<ul style="list-style-type: none"> <li>• <del>3-5 science</del></li> <li>• <del>3-5 social studies</del></li> <li>• <del>9-12 social studies (U.S. History)</del></li> <li>• 9-12 career and technical education (Exploring Health Occupations)</li> <li>• 9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12 math (fourth courses)</li> <li>• <del>K-2 science</del></li> <li>• <del>K-25 social studies</del></li> <li>• 9-12 English Language Development III</li> <li>• World languages</li> </ul>

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2020-21		<ul style="list-style-type: none"> <li>• K-12 English language arts</li> <li>• K-12 English Language Development I/II</li> <li>• K-12 physical education</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> <li>• K-5 music</li> <li>• <b>Early education</b></li> <li>• <b>9-12 social studies electives</b></li> <li>• <b>6-8 world language</b></li> </ul>	<ul style="list-style-type: none"> <li>• <del>6-8 social studies</del></li> <li>• <del>9-12 social studies</del> (U.S. <b>History/</b> Government; psychology; and electives)</li> <li>• 6-12 choir, orchestra, and band</li> <li>• Career and technical education (technology)</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• <del>9-12 science electives</del></li> <li>• <b>11-12 science (fourth courses)</b></li> <li>• K-12 art</li> <li>• 9-12 career and technical education (business and family and consumer science)</li> <li>• <b>K-8 Spanish language arts (dual language)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6-12 social studies (World History)</b></li> <li>• <b>K-12 health</b></li> <li>• 6-12 theatre</li> <li>• 6-11 science</li> <li>• <del>9-12 social studies (World History)</del></li> <li>• <del>K-12 health</del></li> </ul>	<ul style="list-style-type: none"> <li>• <del>3-5 science</del></li> <li>• <del>3-5 social studies</del></li> <li>• <del>9-12 social studies (U.S. History)</del></li> <li>• 9-12 math (Financial Algebra)</li> <li>• Career and technical education (Exploring Health Occupations)</li> <li>• 9-12 world languages</li> </ul>

Throughout 2016-21 the Curriculum Review Cycle may need to be amended due to state and district curriculum and assessment guidelines and revisions.

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**March 28, 2017**

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR  
NINTH THROUGH TWELFTH GRADE WORLD LANGUAGE**

**Background**

The world language program in Kenosha Unified School District consists of five languages: Chinese, French, German, Italian, and Spanish. The high school world language program offers a variety of these five languages at various high schools as shown in the chart below.

<b>HIGH SCHOOL</b>	<b>WORLD LANGUAGE OPTIONS</b>
Bradford	<ul style="list-style-type: none"><li>• Italian</li><li>• Spanish</li><li>• Spanish for Spanish Speakers</li></ul>
Harborside	<ul style="list-style-type: none"><li>• Spanish</li></ul>
Indian Trail	<ul style="list-style-type: none"><li>• Chinese</li><li>• French</li><li>• Spanish</li><li>• Spanish for Spanish Speakers</li></ul>
Tremper	<ul style="list-style-type: none"><li>• French</li><li>• Spanish</li><li>• Spanish for Spanish Speakers</li></ul>
Kenosha eSchool	<ul style="list-style-type: none"><li>• Chinese</li><li>• French</li><li>• German</li><li>• Italian</li><li>• Spanish</li></ul>

The last purchase of materials for high school world language was in 2010, when materials were purchased for Chinese, French, German, Italian, and Spanish.

## **Rationale for Curriculum Update**

World language teachers have expressed the need for updates to the current curriculum and updated resources. With updates to technology in the past ten years, there are many interactive pieces that can be used for the curriculum, including new instructional approaches and classroom resources.

Phase 1 of the curriculum review process (Appendix A) for world language began in September 2013. A thorough analysis of current enrollment, student performance, and current instructional trends in world languages ensued (Appendix B).

In Phase 2 curriculum design team members (Appendix C) identified units of study, aligned the written and tested curriculum, and designed the assessment tools.

In the finals stages, team members working in groups by specific world languages (i.e., Chinese, French, German, Italian, and Spanish) reviewed existing resources to determine what, if any, gaps existed. At this time, German and Chinese teachers determined that the current curriculum resources would continue to effectively support the updates to the curriculum units.

French, Italian, and Spanish curriculum design teams moved into Phase 3 of the curriculum development cycle. Design team members reviewed textbooks, leveled readers, and various other resources related to their respective languages. The French curriculum design team chose a variety of leveled readers that paired with each of the levels of French language instruction. The Spanish curriculum design team selected an online resource and leveled readers to guide the Spanish language acquisition process. Chromebooks and carts are recommended for purchase for Chinese, French, Italian, and Spanish to support online resources, culturally relevant language instruction, and preparation for Advanced Placement exams.

The following curriculum resources were selected:

<b>LANGUAGE</b>	<b>INSTRUCTIONAL RESOURCES</b>	<b>TECHNOLOGY</b>
Chinese	NA	Chromebooks
French	Leveled readers	Chromebooks
German	NA	Chromebooks are not needed for the Kenosha eSchool on-line curriculum
Italian	NA	Chromebooks
Spanish	<i>Somos</i> by Martina Bex Leveled readers	Chromebooks

## **INSTRUCTIONAL MATERIALS**

Appendix D provides a list of instructional materials.

## NEW MATERIAL BENEFITS

- Updated instructional resources to enhance world language curriculum
- Use of Teaching Proficiency Through Reading and Storytelling (TPRS) methodology, an approach to language learning allowing students to play an active role in the language acquisition process
- Access to technology for cultural and communication projects in the target language
- Common leveled readers base aligned to world language standards and American Council on the Teaching of Foreign Languages language levels
- Access to a larger variety of novels for student voluntary reading

### Implementation

The instructional materials selected to support the Kenosha Unified School District world language curriculum would be put into place for the start of the 2017-18 school year.

Planning is in progress for the following professional learning sessions:

<b>PROFESSIONAL DEVELOPMENT WORKSHOPS IN SUMMER 2017 AND BEYOND</b>			
<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Provider</b>
August 30, 2017	TPRS in upper level language classes	High school Spanish world language teachers	Bryce Hedstrom Comprehensible Input and TPRS consultant
Fall 2017	Establishing meaning in multisensory and comprehensible ways	World language teachers	Haiyun Lu Comprehensible Input consultant
Spring 2017	Reading strategies, differentiation, class activities, and assessment design	World language teachers	Haiyun Lu Comprehensible Input consultant

High school world language will begin Phase 4 of the curriculum development process in September 2017. Throughout the school year, the coordinator of language acquisition will work with teachers and principals to monitor the impact of the instructional resources. The Phase 4 work will include:

- Assessing student progress using assessments embedded in the program
- Planning and activating the ongoing program evaluation design
- Collecting teacher feedback

### **Recommendation**

Due to the weather related cancellation of the March 14, 2017, Curriculum/Program Standing Committee meeting, this report is being forwarded directly to the Board of Education. Administration recommends that the Board of Education grant approval to purchase Spanish and French instructional resources along with Chromebooks and Chromebook carts as outlined in this report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Sarah Smith  
Coordinator of Language Acquisition

## POLICY 6300

## CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

## LEGAL REF: Wisconsin Statutes

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

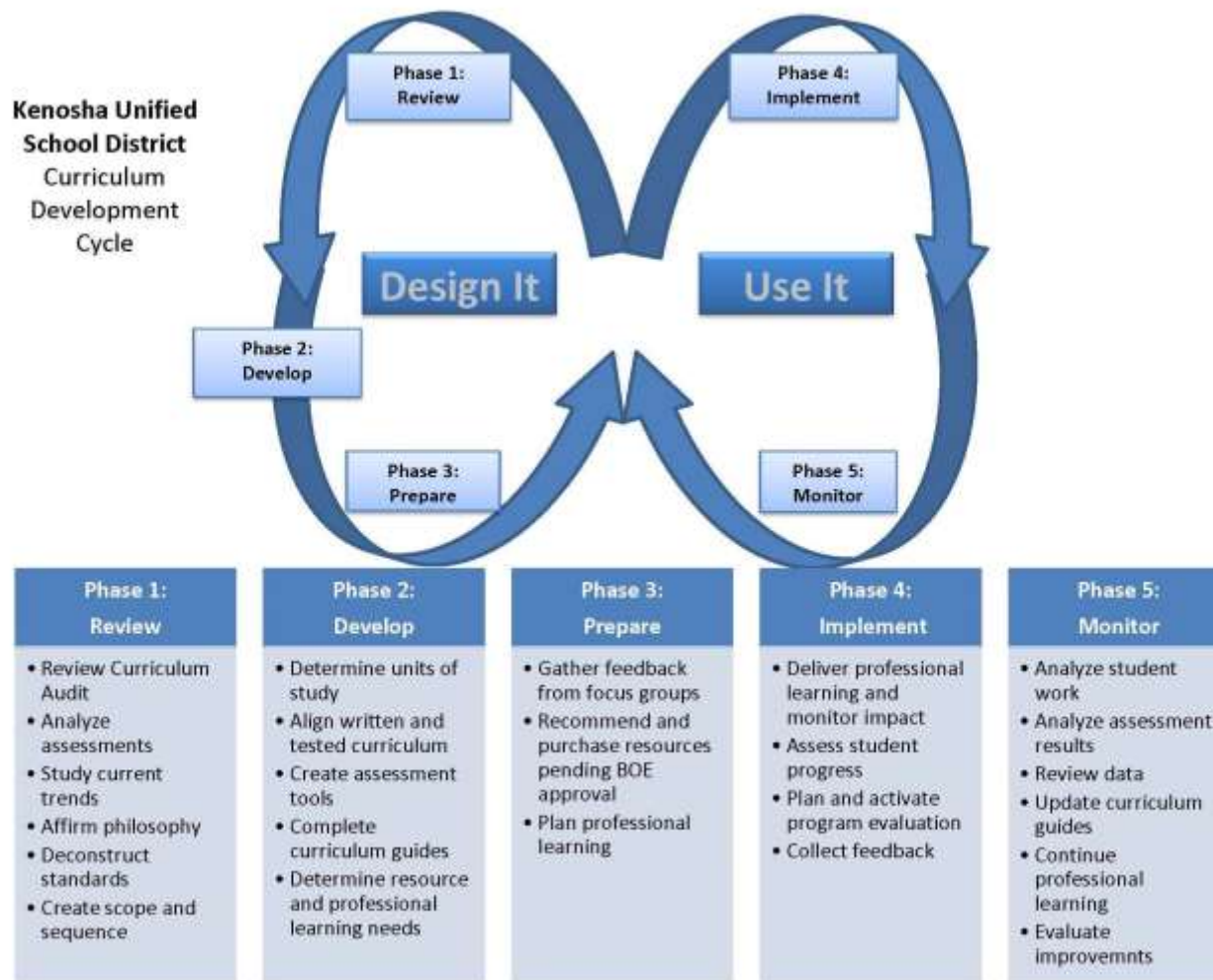
## CROSS REF:

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

AFFIRMED: September 24, 1991

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

RULE 6300  
 CURRICULUM DEVELOPMENT AND IMPROVEMENT





**WORLD LANGUAGE CURRICULUM DEVELOPMENT TIMELINE  
JANUARY 2017**

<b>TIME FRAME</b>	<b>CURRICULUM DEVELOPMENT PHASE</b>	<b>ACTIVITY</b>	<b>DESCRIPTION OF ACTIVITY</b>	<b>OUTCOME</b>
September 2013 to February 2014	Phase 1	Initial review	Initial observations of world language program at individual building sites	Assessed current high school world language program
Spring 2014	Phase 1	Initial needs assessment with world language teachers and administrators	Meeting with superintendent, chief academic officer, and world language teachers	Prioritized a list of needs
Summer 2014	Phase 1	Reviewed curriculum audit, studied current trends, began scope and sequences	Initial meeting with department chair and leaders to align world language curriculum for Levels 1, 2, 3, and Advance Placement, presentation of findings from curriculum audit  Solidified dates for future work	Reviewed and prioritized needs, reviewed curriculum audit, and set dates for initial language alignment work
2014-15 school year	Phase 1	Deconstructed standards	Reviewed the national world language standards and began the curriculum design process	Aligned standards with overall themes in all language areas

<b>TIME FRAME</b>	<b>CURRICULUM DEVELOPMENT PHASE</b>	<b>ACTIVITY</b>	<b>DESCRIPTION OF ACTIVITY</b>	<b>OUTCOME</b>
Summer 2015	Phase 2	Aligned written and tested curriculum	Determined key themes and units of study	Created units based on research of best instructional practices in world language classroom settings
2015-16 school year	Phase 2	Determined resources and professional learning needs of language groups	Adjusted curriculum and followed recommendations of partner-language colleagues and reviewed language learning resources	Decided on recommendations for instructional materials
2016-17 school year	Phase 3	Finalized curriculum work for French and Spanish	Continue to meet to align existing instructional resources to the curriculum and select additional materials if needed	Recommended leveled novels for use in French and Spanish classrooms  Recommended Chromebooks for use in Chinese, French, Italian, and Spanish classrooms



**WORLD LANGUAGE INSTRUCTIONAL  
RESOURCE REVIEW COMMITTEE**

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>LOCATION</b>
Antczak	Sarah	Indian Trail High School and Academy
Belanger-Gonzales	Lee	Bradford High School
Carbajal	Jean	Bullen Middle School
Chase	Julie	Tremper High School
Droessler	Lisa	Indian Trail High School and Academy
Hessenthaler	Chera	Indian Trail High School and Academy
Hsiao	Sandra	Indian Trail High School and Academy
Ishmael	Michelle	Kenosha eSchool
King	Christine	Indian Trail High School and Academy
Kuel	Ashley	Harborside Academy
Laurent	Jeffrey	Indian Trail High School and Academy
Moore	Katie	Tremper High School
Notarianni	Patrizia	Tremper High School
Padlock	Colleen	Tremper
Peregrini	Nelly	Tremper
Simmons	Elizabeth	Indian Trail High School and Academy
Smith	Sarah	Office of Language Acquisition
Tovar	Olga	Bradford High School
Towers	Mary	Mahone Middle School
Zicarelli	Marianne	Tremper High School



## WORLD LANGUAGE RECOMMENDATIONS

### Instructional Materials

<b>MARTINA BEX</b>			
<b>Location</b>	<b>Class</b>	<b>Materials</b>	<b>Cost</b>
Bradford High School	• Spanish	• Licenses for supplementary Spanish curriculum	\$1,000
Indian Trail High School And Academy	• Spanish	• Licenses for supplementary Spanish curriculum	\$2,000
Tremper High School	• Spanish	• Licenses for supplementary Spanish curriculum	\$1,000
Harborside Academy	• Spanish	• Licenses for supplementary Spanish curriculum	\$250
<b>TOTAL</b>			<b>\$4,250</b>

<b>TEACHING PROFICIENCY THROUGH READING AND STORYTELLING</b>			
<b>Location</b>	<b>Class</b>	<b>Materials</b>	<b>Cost</b>
Bradford High School	• Spanish	• Leveled readers	\$5,025
Indian Trail High School And Academy	• Spanish	• Leveled readers	\$7,550
Indian Trail High School And Academy	• French	• Leveled readers	\$1,525
Tremper High School	• Spanish	• Leveled readers	\$6,000
Tremper High School	• French	• Leveled readers	\$1,925
Harborside Academy	• Spanish	• Leveled readers	\$2,275
<b>TOTAL</b>			<b>\$24,300</b>

### Professional Learning

<b>Location</b>	<b>Class</b>	<b>Materials</b>	<b>Cost</b>
Professional Learning	• Spanish teachers	• Consultant to train Spanish teachers on instructional strategy	\$6,000
<b>TOTAL</b>			<b>\$6,000</b>

### Technology

LOCATION	CLASS	MATERIALS	COST
Bradford High School	<ul style="list-style-type: none"> <li>• Italian</li> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Cart</li> <li>• Headphones</li> </ul>	\$11,500
Indian Trail High School And Academy	<ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Cart</li> <li>• Headphones</li> </ul>	\$23,000
Tremper High School	<ul style="list-style-type: none"> <li>• French</li> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Cart</li> <li>• Headphones</li> </ul>	\$11,500
Harborside Academy	<ul style="list-style-type: none"> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Cart</li> <li>• Headphones</li> </ul>	\$11,500
<b>TOTAL</b>			<b>\$57,500*</b>

---

\* A request to purchase document is not required because the district already has a contract in place through Information Services with Paragon, the provider of the Chromebooks and Chromebook carts.

*This page intentionally left blank*

*This page intentionally left blank*

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**March 28, 2017**

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR  
KINDERGARTEN THROUGH FIFTH GRADE SCIENCE**

**Background**

The Kenosha Unified School District Board of Education was provided updates on the national release of new science standards, known as the Next Generation Science Standards (NGSS), in July and November 2013. A Kenosha Unified School District Science Curriculum Committee was created to conduct an in-depth review of the new standards. The committee met seven times from January through May 2014. In June 2014 the Office of Teaching and Learning brought a recommendation to adopt the NGSS to the Board of Education. The recommendation was approved unanimously at the June 24, 2014, Board of Education Meeting; and the work of implementing the new standards began.

On May 12, 2015, an update on implementation goals and accomplishments aligned with the Curriculum Audit Recommendations was shared with the Curriculum/Program Standing Committee of the Board of Education. The following points were listed in the implementation update as goals and next steps:

- Reconvene the Kenosha Unified School District Science Curriculum Committee, and add any additional interested staff to begin a thorough review of new instructional resources based on the NGSS as released by publishers.
- Develop a plan, including projected budget amounts, for obtaining and implementing high quality NGSS-based instructional resources as appropriate based on availability.
- Bring a budget assumption recommendation to the Board of Education for approval.

**Philosophical Statement for Science**

Kenosha Unified School District science teachers believe that all students must have high quality opportunities to learn the practices, core ideas, and concepts of science from early childhood education through graduation. Science instruction must integrate technology, mathematics, and engineering.

Effective instruction in the practices, core ideas, and concepts of science provides students with sufficient skills and knowledge to:

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

In order to achieve success with the practices, core ideas, and concepts of science, Kenosha Unified School District science students will engage in collaborative, inquiry-based investigations through questioning, modeling, analyzing data, applying mathematics, solving problems, and constructing evidence-based explanations.

Students will graduate ready to continue learning beyond the school setting, enter careers of their choice, and engage in public discussions of science related issues.

### **Rationale for Curriculum Update**

This request to adopt and purchase science instructional materials for kindergarten through fifth grade aligns with Phase 3 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement (Appendix A).

### **Instructional Materials Review Process**

The instructional materials review process began in February 2016. An Elementary Science Instructional Materials Review Team (Appendix B) met six times from February 2016 through July 2016. They accomplished the following tasks:

- Reviewed and revised the Kenosha Unified School District Philosophical Statement for Science
- Examined the current state of elementary science curriculum and instruction and developed a list of priorities to consider when searching for elementary science instructional resources

Priorities included:

- Aligned to the NGSS

- Grounded in hands-on inquiry- and engineering-based activities with materials provided by the district
- Allowed for logical progressions of concepts and skills from grade to grade
- Used the list of priorities to review an extensive and comprehensive list of elementary science instructional materials
- Selected seven instructional programs to review in depth

The team members also worked to increase their understanding of the NGSS and the instructional shifts required to successfully implement them by attending the following professional learning opportunities:

- February 5, 2016—A workshop presented by Wisconsin Education Innovations titled: What the Next Generation Science Standards Look Like in the Classroom
- March 30, 2016 through April 3, 2016—The National Science Teachers Association’s Conference on Science Education
- April 21 through 23, 2016—The Wisconsin Society of Science Teacher’s Conference.

Team members who attended the professional learning opportunities also conducted research on the availability of instructional resources aligned to the NGSS.

Representatives from each of the seven instructional programs chosen for in-depth review were invited to present their program to the members of the Elementary Science Instructional Materials Review Team. These presentations occurred between September 2016 and January 2017. The team used a Vendor Presentation Review and Feedback form to gather information and submit comments (Appendix C). After all presentations were complete, the team met twice to analyze its findings using the Wisconsin Instructional Resources Review Tool for Science (Appendix D). As a result of these meetings, the team chose two finalists.

Instructional materials and resources from both finalists were on display at the Educational Support Center from February 1 through 10, 2017. Instructional staff and community members were invited, via the Kenosha Unified School District media outlets, website, and the Kenosha News, to peruse the materials and provide feedback (Appendix E).

As a result of the in-depth review process described in this report, *Amplify Science* was selected as the core instructional program for Kenosha Unified School District kindergarten through grade 5 science. The new Amplify science curriculum is based on the Next Generation Science Standards. It was developed through a partnership between the Lawrence Hall of Science, a public science museum and research center at the University of California—Berkeley,

and Amplify, a digital educational products company. The Amplify science curriculum blends digital experiences with hands-on lessons, and the units have been extensively field-tested. It is currently in use in over 55 districts in the United States, including districts in Wisconsin, California, New Jersey, and Pennsylvania.

## **INSTRUCTIONAL MATERIALS**

The Purchase/Contract Rationale form includes a list of teacher resources and instructional materials (Appendix F).

## **NEW MATERIAL BENEFITS**

- *Amplify Science* is a new generation science curriculum that connects science instruction to literacy and math standards and engineering concepts.
- *Amplify Science* was written from the ground up to align with the NGSS. It addresses 100 percent of the standards.
- *Amplify Science* uses a pedagogy that invites students to explore phenomena with the purpose of solving authentic problems (sample teacher resources in Appendix G).
- The teacher resources for each unit list assume prior knowledge and experience. This is especially helpful for planning prekindergarten instruction to ensure students enter kindergarten with appropriate foundational experiences.
- Students are inspired to read, write, and argue like scientists and design solutions like engineers (sample lesson in Appendix H).
- The program's mission is to help educators create the next generation of scientific innovators as well as citizens who are skeptical, curious, and evidence-based thinkers.
- Teachers will receive a complete and ready-to-use curriculum with detailed lesson plans, embedded formative assessments, hands-on kits and manipulatives, digital simulations, and a variety of effective teacher supports.

## **Implementation**

Purchase of the kindergarten through fifth grade *Amplify Science* curriculum in April 2016 will allow teachers on-line access to materials before leaving for the summer.

Planning is in progress for the following professional learning sessions:

DATE	TOPIC	AUDIENCE	PROVIDER
June-August 2017	Grade level workshops, NGSS and the Amplify philosophy, connecting Unit 1 to the grade level curriculum	Kindergarten-grade 5 teachers and administrators	Science coordinator, Teaching and Learning staff, Amplify staff
August 2017	Mandatory professional learning using the program and background knowledge for Unit 1	Kindergarten-grade 5 teachers and administrators	Science coordinator, Teaching and Learning staff, Amplify staff
September 2017	Workshops using the program and background knowledge for Unit 1	English-as-a-second-language teachers and special education teachers	Science coordinator and Amplify staff
September 2017-April 2018	Friday professional learning and workshop opportunities: background knowledge and pedagogy for remaining units	Elementary instructional staff and administrators	Science coordinator and Amplify staff
Summer 2018	Grade level workshops: connections to grade level curriculum	Elementary instructional staff and administrators	Science coordinator and Amplify staff

Kindergarten through fifth grade science will begin Phase 4 of the curriculum development process in September 2017. Throughout the school year, the coordinator of science will work with lead teachers, instructional coaches, and principals to monitor the impact of the *Amplify Science* instructional resources. The Phase 4 work will include:

- Assessing student progress using assessments embedded in the program
- Planning and activating the ongoing program evaluation design
- Collecting teacher feedback

Phase 5 of the curriculum review cycle will be conducted from September 2018 through June 2021. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing student work on end-of-unit assessments
- Analyzing state assessment results
- Reviewing data to determine the extent to which curriculum alignment is present
- Reviewing and updating curriculum guides and assessments as necessary

- Continuing professional learning and monitoring impact
- Evaluating the improvements made

### **Recommendation**

Due to the weather related cancellation of the March 14, 2017, Curriculum/Program Standing Committee meeting, this report is being forwarded directly to the Board of Education. Administration recommends that the Board of Education grant approval to purchase kindergarten through fifth grade *Amplify Science* curriculum materials as outlined in this report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Christine Pratt  
Coordinator of Science

## POLICY 6300

## CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

## LEGAL REF: Wisconsin Statutes

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

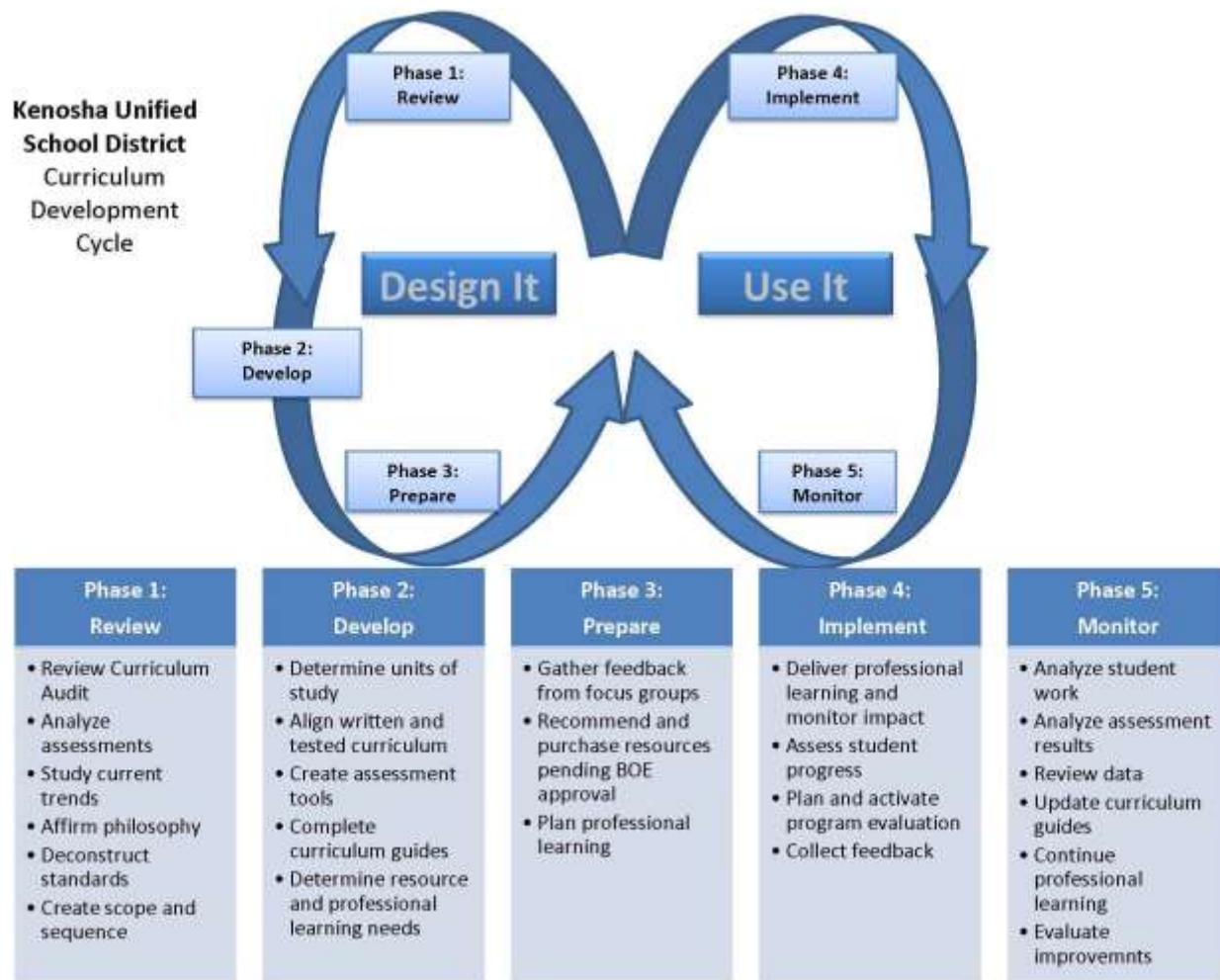
## CROSS REF:

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

AFFIRMED: September 24, 1991

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

RULE 6300  
 CURRICULUM DEVELOPMENT AND IMPROVEMENT





### ELEMENTARY SCIENCE INSTRUCTIONAL MATERIALS REVIEW TEAM

LAST NAME	FIRST NAME	SCHOOL/DEPARTMENT
Arnold	Rebecca	Library Media and Instructional Technology
Escobedo**	Mariano	Edward Bain School of Language and Art—Dual Language
Gentz	Barbara	Stocker Elementary School
Gombar	Monica	Strange Elementary School
Hall	Brittany	Grewenow Elementary School
Hughes**	Janet	Nash Elementary School
Hutchins**	Judy	Whittier Elementary School
Jones	Heidi	Grant Elementary School
Keckler	Stacey	Lincoln Middle School
Krone	Carla	Dimensions of Learning Academy
Limbach*	Mary	Brass Community School
Micelli	Amy	Edward Bain School of Language and Art—Dual Language
Miller	Amie	Prairie Lane Elementary School
Roscioli	Jessica	Strange Elementary School
Ruggaber**	Christine	Pleasant Prairie Elementary School
Schmitt**	Kimberly	Nash Elementary School
Walls**	Ruth	Stocker Elementary School
Whyte	Pamela	Lance Middle School
Wood	Diane	Roosevelt Elementary School
Wright	Steven	Indian Trail High School and Academy
Yee*	Sarah	McKinley Elementary School

\*Members of the district English/Language Arts Curriculum Team provided start-up guidance only.

\*\*Team leaders

## VENDOR PRESENTATION AND REVIEW FEEDBACK

Date: January 11, 2017 Vendor:		
Criteria	YES (provide comments)	NO (provide comments)
It was written from the ground up after the NGSS were released and/or is fully aligned with the NGSS. It must show evidence of all three dimensions of the NGSS.		
Hands-on, inquiry based lessons including opportunities for experiences with engineering design are a core part of the curriculum.		
Materials and supply kits are available or easily created to support the lessons.		
Spanish Language student materials are available.		

## VENDOR PRESENTATION REVIEW AND FEEDBACK

Date: January 11, 2017 Vendor:		
Criteria	YES (provide comments)	NO (provide comments)
The curriculum supports <b>common core</b> literacy and math skill development		
Teacher and student resources are available in a <b>web-based</b> digital format.		
Bonus: The curriculum contains content and activities for teaching <b>computer science coding</b> .		

Additional Notes:

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

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

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

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

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

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



Title of Instructional Resources Reviewed:

Characteristic	Less Like...	More Like...	Questions, Examples/Evidence, & Comments
<b>A) Approach to Phenomena</b>	<ul style="list-style-type: none"> <li>Organized by big content ideas, each section/chapter has lab idea(s) that largely confirm learning about that content.</li> <li>Student work confirms theories and equations and/or generally follows a set procedure.</li> <li>Student learning is centered on facts; content is an end in itself.</li> <li>Learning has limited explicit connection to students' day-to-day lives and questions.</li> <li>Learning may be difficult, but is not conceptually rigorous.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is organized around essential questions and investigating meaningful phenomena within a storyline.</li> <li>Students have opportunities to design investigations and build evidence for scientific models that explain phenomena.</li> <li>The primary goals are making sense of the world and solving problems, <b>not covering</b> content.</li> <li>Students have opportunities to initiate explorations linked to what they think is important, what they wonder about, and what is happening in their local context.</li> </ul>	
<b>B) Three Dimensional</b>	<ul style="list-style-type: none"> <li>Instructional resources emphasize the use of <b>a</b> scientific method.</li> <li>Students make predictions but have little grounding for them or the outcomes are obvious.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in multiple <b>scientific and engineering practices</b> (no longer “a scientific method”) to learn about the world around them and solve problems.</li> <li>Learning is framed by <b>crosscutting concepts</b> (cross-disciplinary science ideas).</li> <li>A blend in practices, <b>disciplinary core ideas</b>, and crosscutting concepts is evident in how material is presented, not just what students are asked to do.</li> </ul>	
<b>C) Crosscutting Concepts</b>	<ul style="list-style-type: none"> <li>Concepts are not intentionally connected from unit to unit; they tend to be presented in silos.</li> <li>Big ideas of science are treated as a separate chapter or lesson.</li> </ul>	<ul style="list-style-type: none"> <li>As an integral part of their work, students make sense of and ask questions of phenomena across disciplines using the lens of crosscutting concepts.</li> <li>Crosscutting concepts frame scientific inquiry and illustrate connections across scientific disciplines, with consistent,</li> </ul>	

Title of Instructional Resources Reviewed:

		explicit use of that language (i.e., cause and effect, scale, systems, etc.).	
<b>D) Clear Learning Objectives Linked to Essential Questions</b>	<ul style="list-style-type: none"> <li>Each lesson has objectives for student learning. The objectives are typically about learning particular content.</li> <li>Content-based questions begin and/or end each lesson, unit, and/or chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple lessons work together towards objectives/enduring understandings that include practices, core ideas, and crosscutting concepts. Performance expectations inform objectives.</li> <li>Lessons include essential and additional questions that prompt sense-making of phenomena and means for doing so.</li> <li>Students understand how objectives and questions connect to big ideas of the unit.</li> </ul>	
<b>E) Clear Progression Across and Within Grades with Focused Content</b>	<ul style="list-style-type: none"> <li>Content and use of the scientific method gets progressively more advanced from grade to grade.</li> <li>Instructional resources provide details on a broad range of content at each grade level.</li> <li>Information is scientifically accurate.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear progression of disciplinary core ideas, practices, and crosscutting concepts within a grade and from grade to grade.</li> <li>Instructional resources focus on narrow, coherent, and developmentally appropriate sets of content at each grade level, supporting a vertical progression of conceptual understanding.</li> <li>Information is scientifically accurate.</li> </ul>	
<b>F) Teacher Supports</b>	<ul style="list-style-type: none"> <li>Instructional resources include guidance on how to teach the lessons and use the resources as a whole.</li> <li>Specifies instructional resources to be used and provides instructional resources when kit-based.</li> <li>Potential safety concerns are listed.</li> <li>Demonstration ideas are provided.</li> </ul>	<ul style="list-style-type: none"> <li>Embedded professional development provides tailored supports at ES, MS, and HS, such as additional content background information, learning progressions, coherent storylines, and guidance on conducting three-dimensional investigations.</li> <li>Supports research-based instructional practice.</li> <li>Student preconceptions are identified with guidance for how to work with them.</li> </ul>	

Title of Instructional Resources Reviewed:

		<ul style="list-style-type: none"> <li>• Specifies materials to be used; provides quality, durable equipment if kit-based. Potential safety concerns are listed and explained.</li> </ul>	
<b>G) Dialogue and Communication, Links to CCSS ELA</b>	<ul style="list-style-type: none"> <li>• Instructional resources provide for group work and written lab reports.</li> <li>• Whole-class and individual questions are provided.</li> <li>• Students respond to formative and summative questions that are largely content-based.</li> <li>• Text presents vocabulary to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports for structured whole-class and small group communication and dialogue are part of every lesson and investigation.</li> <li>• Notebooking supports are provided.</li> <li>• Investigations ask students to formally and informally present and defend their claims with evidence, attending to audience and using proper vocabulary.</li> <li>• Argumentation is an expectation.</li> </ul>	
<b>H) Links to CCSS Math</b>	<ul style="list-style-type: none"> <li>• Students use formulas and make calculations.</li> <li>• Students graph their data and make sense of various displays of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Students create and evaluate mathematical models in their explanations and understanding of scientific phenomena.</li> <li>• Instructional resources focus on a conceptual understanding of simulations and models, allowing for students to manipulate, evaluate, and create such models through computational thinking.</li> <li>• Students create, interpret, use, and evaluate graphical displays of data, ensuring accurate explanations.</li> </ul>	
<b>I) Engineering</b>	<ul style="list-style-type: none"> <li>• Instructional resources provide some examples of engineering as applications of science knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Students engage in engineering design (defining problems with criteria and constraints, designing and testing solutions, etc.) to solve meaningful problems.</li> <li>• Engineering work extends and deepens student understanding of science content and practice, and students see how</li> </ul>	

Title of Instructional Resources Reviewed:

		science and engineering function together.	
<b>J) Nature of Science and Diversity of Perspective</b>	<ul style="list-style-type: none"> <li>Students only learn about the nature of science (how science is practiced and discussed) in one chapter.</li> <li>Students learn about the work of significant scientists from history.</li> </ul>	<ul style="list-style-type: none"> <li>The nature of science is embedded throughout student learning from a current and historical context.</li> <li>Instructional resources connect students to the content and practice of actual scientists and engineers, including current and past work by a diverse group of scientists and engineers. Students see people like themselves.</li> <li>Students are given real-world opportunities to work like scientists and engineers, emphasizing that STEM fields require perseverance and a growth mindset.</li> </ul>	
<b>K) Differentiation: Meet Needs of All Learners</b>	<ul style="list-style-type: none"> <li>Instructional resources provide some ideas to differentiate learning processes, required products, and/or content; examples might include an easier version of an assessment or less complicated project options.</li> <li>Writing is the primary response mode.</li> <li>Resources are provided in Spanish or other languages as needed.</li> <li>Concepts learned and lab activities are largely presented in one way with one pathway through them.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional resources include specific strategies for engaging and supporting <i>all</i> students.</li> <li>Students consistently have multiple pathways/modalities for showing their understanding of concepts, and have choices in learning that allow them to connect to meaningful aspects of their culture and community.</li> <li>Instructional resources emphasize high standards for learning and the products that represent learning.</li> <li>Connecting to and supporting diverse interests and learning needs are infused throughout, including other languages and reading levels.</li> </ul>	
<b>L) Formative Assessment</b>	<ul style="list-style-type: none"> <li>Instructional resources provide student questions related to each</li> </ul>	<ul style="list-style-type: none"> <li>Provide structured supports for ongoing assessments linking to practices, core</li> </ul>	

Title of Instructional Resources Reviewed:

	<p>lesson and quizzes across multiple lessons. Assessments largely focus on understanding the content, but may connect to some areas of practice such as interpreting graphs.</p> <ul style="list-style-type: none"> <li>● Assessments are related to learning objectives.</li> </ul>	<p>ideas, and crosscutting concepts, with guidance for using the data to determine next steps.</p> <ul style="list-style-type: none"> <li>● Provide specific strategies for how to support students struggling with concepts and skills.</li> <li>● Comes in several formats, related to learning objectives and progressions, with examples of how students might demonstrate proficiency in multiple modes.</li> </ul>	
<b>M) Summative Assessment</b>	<ul style="list-style-type: none"> <li>● Summative tests include lengthy lists of content-based questions, with some open-ended explanation and reasoning required.</li> <li>● Typically provided at the end of each chapter or unit.</li> </ul>	<ul style="list-style-type: none"> <li>● Emphasizes authentic assessments such as portfolios, projects, performance tasks, and hands-on work, where the line between assessment and typical learning activities is blurred.</li> <li>● Allows for student work across the three dimensions, not just working with each separately.</li> <li>● Includes differentiated assessment options with multiple means for expressing understanding.</li> <li>● Provides quality rubrics that emphasize a true progression of learning, not relying on such categories as sometimes, never, or always to differentiate levels of learning.</li> </ul>	
<b>N) Technology and Instructional Resources Connections</b>	<ul style="list-style-type: none"> <li>● Includes links to related websites.</li> <li>● Ideas for integrating technology are provided.</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional resources guide students' use of technological tools for research, data collection and analysis, modeling, collaboration, communication, etc.</li> <li>● Technology tools and connections support depth of learning and other benefits that could not be accomplished otherwise.</li> </ul>	

Title of Instructional Resources Reviewed:

		<ul style="list-style-type: none"> <li>Students have opportunities to determine when and how to best use technology tools.</li> </ul>	
<b>O) Other Characteristics Determined Locally</b>			

## Final Analysis

It is critical for districts to conduct this evaluation thoroughly and thoughtfully. A superficial review of texts and instructional resources will likely have long-reaching consequences for teachers and students. Notably, all characteristics may not be equally weighted in your analysis. Teams of educators will have to determine which characteristics and evidence are most important based on their context and needs.

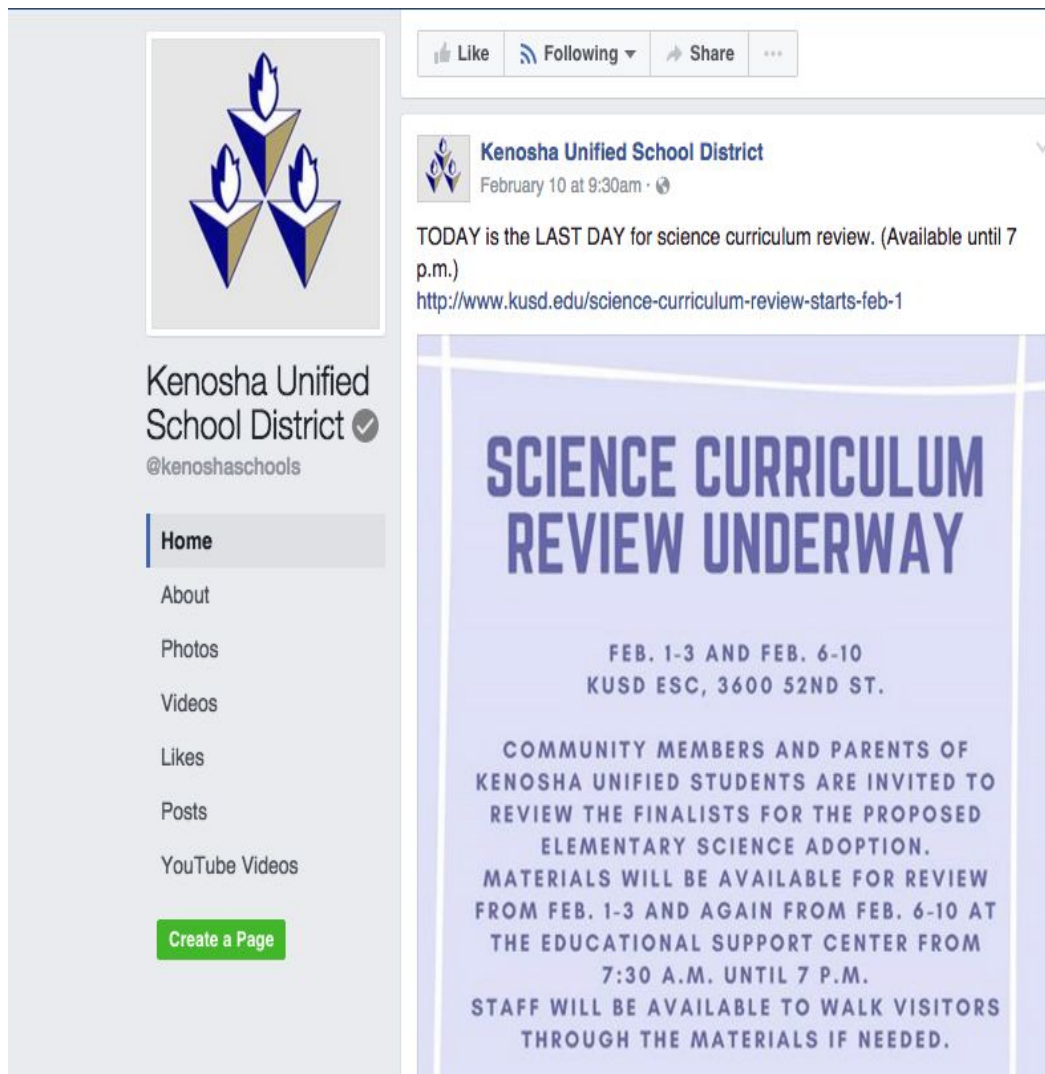
- Recommendation(s) for these resources:**

Examples: pilot, adopt, adopt at grade(s) \_\_\_\_, do not adopt, use but not as core material for unit, return to publisher, etc.

- Our evidence-based reasoning for how this resource aligns with our school's/district's vision for science education includes:**

Example: "To engage students and empower them to make science-based decisions in their life after formal schooling, they need to investigate and make sense of real-world phenomena at a deep level. In these instructional resources, students do that in the investigations noted on pages 30, 72, 112, and 152 of the reviewed resource. This type of student engagement appears to be a consistent element of these instructional resources."

- Additional comments/questions:**



Media posts were made on the following dates:

2:30 p.m. Thursday, Feb. 2 – Twitter  
 2:30 p.m. Thursday, Feb. 2 – Facebook  
 7:30 a.m. Friday, Feb. 3 – Facebook  
 12 p.m. Saturday, Feb. 4 – Facebook  
 6:45 p.m. Sunday, Feb. 5 – Facebook  
 10 a.m. Monday, Feb. 6 – Facebook  
 2:45 p.m. Tuesday, Feb. 7 – Facebook  
 5 p.m. Wednesday, Feb. 8 – Facebook  
 8:30 a.m. Thursday, Feb. 9 – Facebook  
 9:30 a.m. Friday, Feb. 10 – Facebook  
 10:30 a.m. Friday, Feb. 10 – Twitter



## ELEMENTARY SCIENCE CURRICULUM REVIEWERS

LAST NAME	FIRST NAME	SCHOOL	ROLE
Allen	Theresa	Forest Park Elementary School	Fifth grade teacher
Bakula	Jen	Nash Elementary School	Parent
Bell-Myers	Andrea	Brass Elementary School	Fifth grade teacher
Cascio	Jody	Forest Park Elementary School	Principal
Contreras-Howe	Aurora	Bradford High School	Parent
Fennama-Jansen	Sally	Special Education and Student Support	Assistive technology teacher consultant
Hutchins	Judy	Whittier Elementary School	Kindergarten teacher
Jagel	Maggie	Whittier Elementary School	Kindergarten teacher
Knudtson	Diane	Whittier Elementary School	Fifth grade teacher
LaLonde	Wendy	Somers Elementary School	Principal
Lowen	Suzanne	The Brompton School	Principal
Medina	Brunilda	Edward Bain School of Language and Art—Dual Language	Third grade teacher
Padjen	Naomi	Whittier Elementary School	Special education teacher for visually impaired students
Torres	Maggie	Roosevelt Elementary School	English-as-a-second-language teacher
Valeri	Susan	Special Education and Student Support	Chief of special education and student support
Wood	Diane	Roosevelt Elementary School	International Baccalaureate® coach
Anonymous	--	Southport Elementary School	English-as-a-second-language teacher
Anonymous	--	Kenosha, Wisconsin	Community member
Group Feedback		Special Education and Student Support	Program support teachers

**AMPLIFY SCIENCE**  
**SAMPLE RESPONSES FROM COMMUNITY REVIEW OPPORTUNITIES**

<b>STRENGTHS</b>	<b>QUESTIONS AND CONCERNS</b>
It is tied to the standards.	It is a brand new curriculum.
It is a hands-on curriculum.	Will there be braille access?
It is visually appropriate for elementary students.	There are no word boxes on the writing pages.
The materials are teacher friendly.	This is a new way of engaging students in learning so training and support will be critical.
The engineering notes are age appropriate.	Will the on-line simulations be available for students to use at home?
Student inquiry and metacognition are evident throughout the curriculum.	The materials and concepts may be difficult for teachers without a science background.
It has a science, technology, engineering, and mathematics focus with step-by-step instructions.	There are not enough pictures to help engage students.
Focusing on understanding all of the science concepts within one project helps students.	Strong training will be needed.
It is inquiry based.	The strategies for supporting English language learners and the differentiated instruction strategies were hard to find.
It requires thinking and defending reasoning and has a real-world approach to solving problems.	On some days technology does not cooperate, so we might need to have a back-up plan for accessing the web-based materials.
There are simulations for students to help understanding.	
Strong writing and speaking components encourage cross-curricular opportunities.	
The investigations are great and will provide opportunities for enrichment.	
The unit at a glance is very helpful.	
Hands-on and partner work provide multiple ways of learning.	
It has layers of creativity and creates an authentic experience.	
It incorporates the arts.	
The student materials have good thought-provoking questions.	
It allows instruction to occur in authentic, expeditionary, and culturally relevant ways.	

## PURCHASE/CONTRACT RATIONALE

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

Vendor: Amplify.

Purchased Good/Program: Amplify Science Curriculum Kindergarten – Fifth Grade

Start Date/Date Needed: May 1, 2017

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

The purchase of these materials will provide kindergarten through fifth grade science instructional materials aligned to the district's science standards.

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

The quote for materials and services is \$899,047 and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, license for digital courseware, training for instructional staff.

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

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

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

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

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

August 29, 2017

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

Appropriate Leadership Signature Julie Furman Date 2-21-17

**Amplify Science Materials for Kindergarten - Fifth Grade**

GRADE	DESCRIPTION	QUANTITY	COST	TOTAL
	<b>Teacher Instructional Guides Annual License/Digital Teacher Guide</b>			
K	Amplify Science Elementary School: Kindergarten Physical Science Unit - Pushes and Pulls ONE YEAR License	90	\$22.50	\$ 2,025.00
K	Amplify Science Elementary School: Kindergarten Life Science Unit - Needs of Plants and Animals ONE YEAR License	90	\$22.50	\$ 2,025.00
K	Amplify Science Elementary School: Kindergarten Earth Science Unit - Sunlight and Weather ONE YEAR License	90	\$22.50	\$ 2,025.00
1	Amplify Science Elementary School: First Grade Physical Science Unit - Light and Sound ONE YEAR License	90	\$22.50	\$ 2,025.00
1	Amplify Science Elementary School: First Grade Life Science Unit - Plant and Animal Defenses ONE YEAR License	90	\$22.50	\$ 2,025.00
1	Amplify Science Elementary School: First Grade Earth Science Unit - Spinning Earth ONE YEAR License	90	\$22.50	\$ 2,025.00
2	Amplify Science Elementary School: Second Grade Physical Science Unit - Properties of Materials ONE YEAR License	90	\$22.50	\$ 2,025.00
2	Amplify Science Elementary School: Second Grade Earth Science Unit - Changing Landforms ONE YEAR License	90	\$22.50	\$ 2,025.00
2	Amplify Science Elementary School: Second Grade Life Science Unit - Plant and Animal Relationships ONE YEAR License	90	\$22.50	\$ 2,025.00
3	Amplify Science Elementary School: Third Grade Physical Science Unit - Balancing Forces ONE YEAR License	90	\$22.50	\$ 2,025.00
3	Amplify Science Elementary School: Third Grade Life Science Unit A - Inheritance and Traits ONE YEAR License	90	\$22.50	\$ 2,025.00
3	Amplify Science Elementary School: Third Grade Life Science Unit B - Environments and Survival ONE YEAR License	90	\$22.50	\$ 2,025.00
3	Amplify Science Elementary School: Third Grade Earth Science Unit - Weather and Climate ONE YEAR License	90	\$22.50	\$ 2,025.00
4	Amplify Science Elementary School: Fourth Grade Physical Science Unit A - Energy Conversions ONE YEAR License	90	\$22.50	\$ 2,025.00
4	Amplify Science Elementary School: Fourth Grade Physical Science Unit B - Waves, Energy, and Information ONE YEAR License	90	\$22.50	\$ 2,025.00
4	Amplify Science Elementary School: Fourth Grade Life Science Unit - Vision and Light ONE YEAR License	90	\$22.50	\$ 2,025.00
4	Amplify Science Elementary School: Fourth Grade Earth Science Unit - Earth's Features ONE YEAR License	90	\$22.50	\$ 2,025.00
5	Amplify Science Elementary School: Fifth Grade Physical Science Unit - Modeling Matter ONE YEAR License	90	\$22.50	\$ 2,025.00
5	Amplify Science Elementary School: Fifth Grade Life Science Unit - Ecosystem Restoration ONE YEAR License	90	\$22.50	\$ 2,025.00
5	Amplify Science Elementary School: Fifth Grade Earth Science Unit A - Patterns of Earth and Sky ONE YEAR License	90	\$22.50	\$ 2,025.00
5	Amplify Science Elementary School: Fifth Grade Earth Science Unit B - The Earth System ONE YEAR License	90	\$22.50	\$ 2,025.00
		SUB-TOTAL teacher materials		\$ 42,525.00
	<b>Lesson Equipment Kits Support 36 Students X 2 uses. Kits include student texts: 5 books X 18 of each book.</b>			
K	Amplify Science Elementary School: Kindergarten Physical Science Unit - Pushes and Pulls Kit	45	\$1,275.00	\$ 57,375.00
K	Amplify Science Elementary School: Kindergarten Life Science Unit - Needs of Plants and Animals Kit	45	\$1,095.00	\$ 49,275.00
K	Amplify Science Elementary School: Kindergarten Earth Science Unit - Sunlight and Weather Kit	45	\$1,095.00	\$ 49,275.00
1	Amplify Science Elementary School: First Grade Physical Science Unit - Light and Sound Kit	45	\$1,615.00	\$ 72,675.00
1	Amplify Science Elementary School: First Grade Life Science Unit - Plant and Animal Defenses Kit	45	\$1,095.00	\$ 49,275.00
1	Amplify Science Elementary School: First Grade Earth Science Unit - Spinning Earth Kit	45	\$1,095.00	\$ 49,275.00
2	Amplify Science Elementary School: Second Grade Physical Science Unit - Properties of Materials Kit	45	\$1,300.00	\$ 58,500.00
2	Amplify Science Elementary School: Second Grade Earth Science Unit - Changing Landforms Kit	45	\$1,095.00	\$ 49,275.00
2	Amplify Science Elementary School: Second Grade Life Science Unit - Plant and Animal Relationships Kit	45	\$1,095.00	\$ 49,275.00
3	Amplify Science Elementary School: Third Grade Physical Science Unit - Balancing Forces Kit	25	\$1,015.00	\$ 25,375.00
3	Amplify Science Elementary School: Third Grade Life Science Unit A - Inheritance and Traits Kit	25	\$1,095.00	\$ 27,375.00
3	Amplify Science Elementary School: Third Grade Life Science Unit B - Environments and Survival Kit	25	\$1,095.00	\$ 27,375.00
3	Amplify Science Elementary School: Third Grade Earth Science Unit - Weather and Climate Kit	25	\$1,095.00	\$ 27,375.00
4	Amplify Science Elementary School: Fourth Grade Physical Science Unit A - Energy Conversions Kit	25	\$1,070.00	\$ 26,750.00
4	Amplify Science Elementary School: Fourth Grade Physical Science Unit B - Waves, Energy, and Information Kit	25	\$1,050.00	\$ 26,250.00
4	Amplify Science Elementary School: Fourth Grade Life Science Unit - Vision and Light Kit	25	\$1,095.00	\$ 27,375.00
4	Amplify Science Elementary School: Fourth Grade Earth Science Unit - Earth's Features Kit	25	\$1,095.00	\$ 27,375.00
5	Amplify Science Elementary School: Fifth Grade Physical Science Unit - Modeling Matter Kit	25	\$1,205.00	\$ 30,125.00
5	Amplify Science Elementary School: Fifth Grade Life Science Unit - Ecosystem Restoration Kit	25	\$1,175.00	\$ 29,375.00
5	Amplify Science Elementary School: Fifth Grade Earth Science Unit A - Patterns of Earth and Sky Kit	25	\$1,095.00	\$ 27,375.00
5	Amplify Science Elementary School: Fifth Grade Earth Science Unit B - The Earth System Kit	25	\$1,095.00	\$ 27,375.00
		SUB-TOTAL student materials		\$ 813,700.00
	<b>Shipping/Handling 50% discount provided of \$(42,822)</b>	1		\$ 42,822.00
	<b>TOTAL</b>			<b>\$ 899,047.00</b>

## Amplify Science Elementary School Unit Summaries

## Physical Science

Name and Summary	NGSS Performance Expectations Addressed
<p><b>Pushes and Pulls:</b>  <b>Designing a Pinball Machine</b>            Students play the role of pinball machine engineers as they explore the effects of pushes and pulls on the motion of an object. They conduct tests in their own prototypes (models) of a pinball machine contributing to the design of a class pinball machine.</p>	<p>K-PS2-1: Pushes and Pulls            K-PS2-2: Change Speed and Direction</p> <p>K-2-ETS1-1: Defining the Problem            K-2-ETS1-2: Developing Possible Solutions            K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Light and Sound:</b>  <b>Puppet Theater Engineers</b>            In their role as light and sound engineers, students investigate cause and effect relationships to learn about the nature of light and sound. They apply what they learn to design shadow scenery and sound effects for a puppet show.</p>	<p>1-PS4-1: Sound and Vibration            1-PS4-2: Seeing Requires Light            1-PS4-3: Light Interaction with Materials            1-PS4-4: Light and Sound for Communication</p> <p>K-2-ETS1-1: Defining the Problem            K-2-ETS1-2: Developing Possible Solutions            K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Properties of Materials:</b>  <b>Designing Glue</b>            As glue engineers, students use engineering design practices to create a glue for use at their school. They conduct tests that yield quantifiable results, graph their data, analyze and interpret results, and then use that evidence to iteratively design a series of glue mixtures, each one better than the one before.</p>	<p>2-PS1-1: Properties of Materials            2-PS1-2: Materials for Specific Purposes            2-PS1-3: Pieces Can be Made Into New Objects            2-PS1-4: Changes Caused by Heating and Cooling</p> <p>K-2-ETS1-1: Defining Problems            K-2-ETS1-3: Developing Possible Solutions</p>
<p><b>Balancing Forces:</b>  <b>Investigating Floating Trains</b>            In their role as consulting scientists, students are challenged to figure out how a floating train works in order to explain it to the citizens of the fictional city of Faraday. They apply ideas about non-touching forces as well as balanced and unbalanced forces.</p>	<p>3-PS2-1: Balanced and Unbalanced Forces            3-PS2-2: Predicting Motion            3-PS2-3: Non-Touching Forces            3-PS2-4: Solve Problem with Magnets</p>

<p><b>Energy Conversions: Blackout in Ergstown</b></p> <p>Students play the role of systems engineers for Ergstown, a fictional town that experiences frequent blackouts. They explore reasons why an electrical system can fail, choose new energy sources and energy converters for the town, and use evidence to explain why their choices will make the town's electrical system more reliable.</p>	<p>4-PS3-1: Relationship Between Speed and Energy 4-PS3-2: Energy can be Transferred 4-PS3-3: Collisions 4-PS3-4: Design an Energy Converter</p> <p>4-ESS3-1: Energy and Fuels</p> <p>3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions</p>
<p><b>Waves, Energy, and Information: Investigating How Dolphins Communicate</b></p> <p>In their role as marine scientists, students work to figure out how mother dolphins communicate with their calves. They investigate how sound travels and learn about how to look for and to create patterns of communication.</p>	<p>4-PS3-2: Energy Can Be Transferred 4-PS3-3: Collisions 4-PS4-1: Waves 4-PS4-3: Patterns to Transfer Information 4-LS1-2: Info, Senses and the Brain 4-ESS3-2: Reduce Impacts of Earth Processes 3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions</p>
<p><b>Modeling Matter: The Chemistry of Food</b></p> <p>As food scientists working in a lab for a large food production company, students take on two work assignments, one related to food safety and one related to creation of a new food product. In so doing, they figure out that the properties of materials are related to the properties of the nano-particles that make up those materials.</p>	<p>5-PS1-1: Matter is made of Particles 5-PS1-3: Properties of Materials 5-PS1-4: Mixing Substances</p>

## Earth and Space Science

Name and Summary	NGSS Performance Expectations Addressed
<p><b>Grade K</b>  <b>Sunlight and Weather:</b>  <b>Solving Playground Problems</b></p> <p>In their role as weather scientists, students look into why one fictional schoolyard is too cold in the morning, while another, which is nearby, is too hot in the afternoon. They use physical models and firsthand investigation to figure out the impact of sunlight on Earth's surface.</p>	<p>K-PS3-1: Sunlight on Earth's Surface  K-PS3-2: Reducing Warming  K-ESS2-1: Weather Patterns  K-ESS3-2: Preparing for Severe Weather</p> <p>K-2-ETS1-1: Defining the Problem  K-2-ETS1-2: Developing Possible Solutions  K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Grade 1</b>  <b>Spinning Earth:</b>  <b>Investigating Patterns in the Sky</b></p> <p>As emerging space scientists, students figure out how to explain why it is never the same time of day for a grandmother who lives in Asia, as it is for her grandson in the United States when she calls him. Students record, organize and analyze observations of the Sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime.</p>	<p>1-ESS1-1: Observable Patterns of Sky Objects  1-ESS1-2: Amount of Daylight</p>
<p><b>Grade 2</b>  <b>Changing Landforms:</b>  <b>The Disappearing Cliff</b></p> <p>Students play the role of Earth scientists, as they attempt to figure out what caused a rock cliff to change shape over time. They use models to investigate the erosion of rock and the formation of sand.</p>	<p>2-ESS1-1: Fast and Slow Earth Events  2-ESS2-1: Slowing the Erosion of Land Forms  2-ESS2-2: Landforms and Bodies of Water  2-ESS2-3: Water on Earth</p>

<p><b>Grade 3</b>  <b>Weather and Climate:</b>  <b>Establishing an Orangutan Colony</b></p> <p>As weather scientists for a nature conservation group, students determine which of four fictional islands will be the best location for an orangutan reserve. They analyze and interpret weather data in order to compare and construct arguments about the weather patterns for a particular location in the world over a given span of time.</p>	<p>3-ESS2-1: Represent Weather Patterns  3-ESS2-2: Describe Climates  3-ESS3-1: Reducing Impact of Weather Hazards    3-5-ETS1-2: Developing Possible Solutions</p>
<p><b>Grade 4</b>  <b>Earth's Features:</b>  <b>Mystery in Desert Rocks Canyon</b></p> <p>Playing the role of geologists, students help the National Park Service to explain what a particular boney-looking rock is, how it formed, and how it came to be in its current location at the bottom of Desert Rocks National Park. Then they explain how the canyon where they are doing their research formed to park visitors.</p>	<p>4-ESS1-1: Landscape Changes  4-ESS2-1: Evidence of Weathering or Erosion  4-ESS2-2: Patterns of Earth's Features  4-ESS3-1: Energy and Fuels  4-ESS3-2: Reduce Impacts of Earth Processes</p>
<p><b>Grade 5</b>  <b>Patterns of Earth and Sky:</b>  <b>Analyzing Stars on Ancient Artifacts</b></p> <p>In their role as astronomers, students investigate an artifact found on an archeological dig that seems to show patterns in the daytime and nighttime sky. Using a computer simulation of stars, physical models, and a reference text, students figure out how the position of stars around the Earth, and the spin and orbit of the Earth cause us to see daily and yearly patterns of stars.</p>	<p>5-PS2-1: Gravity  5-ESS1-1: Apparent Brightness of Stars  5-ESS1-2: Patterns of Daily and Seasonal Changes</p>

<p><b>Grade 5</b>  <b>The Earth System: Investigating Water Shortages</b></p> <p>As water resource engineers, students figure out what caused a water shortage on the east side of a fictional island, East Ferris, and work to design a solution to the problem. Applying their knowledge of water distribution and analyzing the flow of water between the hydrosphere, atmosphere, and geosphere, students communicate the nature of the problem and possible solutions to the people of East Ferris.</p>	<p>5-ESS2-1: Interaction of Spheres  5-ESS2-2: Distribution of Water on Earth  5-ESS3-1: Protecting Earth</p> <p>5-PS1-1: Matter is Made of Particles  5-PS1-2: Conservation of Matter  5-PS1-3: Properties of Materials  5-PS1-4: Mixing Substances</p> <p>3-5-ETS1-1: Defining Problems  3-5-ETS1-2: Developing Possible Solutions  3-5-ETS1-3: Improving Solutions</p>
--	---

## Life Science

Name and Summary	NGSS Performance Expectations Addressed
<p><b>Grade K</b>  <b>Needs of Plants and Animals: Milkweed and Monarchs</b></p> <p>Students take on the role of scientists in order to figure out why there are no monarch caterpillars in the Garden since the vegetables were planted. In so doing, they investigate how plants and animals get what they need to live and grow, and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to vegetables for humans.</p>	<p>K-LS1-1: Survival Needs  K-ESS2-2: Impacting Environment  K-ESS3-1: Qualities of a Habitat  K-ESS3-3: Reducing Impacts</p> <p>K-2-ETS1-1: Defining the Problem  K-2-ETS1-2: Developing Possible Solutions</p>
<p><b>Grade 1</b>  <b>Animal and Plant Defenses: Spikes, Shells, and Camouflage</b></p> <p>Students play the role of marine scientists. In their role, students apply their understanding about plant and animal defense structures to explain to concerned visitors to an aquarium how a sea turtle at</p>	<p>1-LS1-1: Mimicking Organisms' Structures  1-LS1-2: Parents Promote Survival of Offspring  1-LS3-1: Young Organisms Resemble Parents</p>

the aquarium, can be released and will be able to defend herself and her offspring from predators in the ocean.	
<p><b>Grade 2</b>  <b>Plant and Animal Relationships:</b>  <b>Investigating Systems in a Bengali Forest</b></p> <p>In their role as plant scientists working at the Bengal Tiger Reserve, students work to figure out why there are no new Chalta trees growing in this part of the forest. Students investigate what the Chalta tree needs to survive, and collect and analyze qualitative and quantitative data to solve the mystery.</p>	<p>2-LS2-1: Sunlight and Water for Plants  2-LS2-2: Animals' Role in Seed Dispersal  2-LS4-1: Diversity of Life in Different Habitats</p> <p>K-2-ETS1-1: Defining the Problem  K-2-ETS1-2: Developing Possible Solutions  K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Grade 3</b>  <b>Inheritance and Traits:</b>  <b>Variation in Wolves</b></p> <p>Students play the role of wildlife biologists working in Greystone National Park, as they study two wolf packs and are challenged to figure out why an adoptive wolf in one of the packs, has the traits it does. Students investigate variation between and within different species, inherited and acquired traits, and conclude the unit by writing an explanation of the origin of the adoptive wolf's traits for the visitors in Greystone National Park.</p>	<p>3-LS1-1: Life Cycles and Life Stages  3-LS2-1: Animals' Social Interactions  3-LS3-1: Traits are Inherited and Vary  3-LS3-2: Traits can be Influenced by Environment</p>
<p><b>Grade 3</b>  <b>Environments and Survival:</b>  <b>Snail Trait Biomimicry</b></p> <p>As engineers that specialize in biomimicry, designing structures that are modeled on organisms in the natural world, students investigate the adaptive traits of the Grove Snail population, and use what they learn to design a protective shell to transport endangered sea turtle eggs.</p>	<p>3-LS2-1: Animals' Social Interactions  3-LS4-1: Fossils and Evidence of Environment  3-LS4-2: Adaptive and Non-Adaptive Traits  3-LS4-3: Survival Impact of Different Environments  3-LS4-4: Solutions to Environmental Changes</p> <p>3-5-ETS1-1: Defining the Problem  3-5-ETS1-2: Developing Possible Solutions  3-5-ETS1-3: Improving Designs</p>

<p><b>Grade 4</b>  <b>Vision and Light: Investigating Animal Eyes</b></p> <p>As wildlife biologists, students work to figure out why a local population of geckos has decreased since the construction of a new stadium. Students consider the bright lights of the stadium and use a computer simulation to investigate the relationship of light and vision, specifically the sensitivity of different animals' eyes to light and make a recommendation for mitigating the situation.</p>	<p>4-PS4-2: Light is Necessary for Sight  4-LS1-1: Internal and External Structures  4-LS1-2: Patterns to Transfer Information  4-PS4-3: Information, Senses and the Brain</p> <p>3-5-ETS1-1: Defining the Problem  3-5-ETS1-2: Developing Possible Solutions  3-5-ETS1-3: Improving Designs</p>
<p><b>Grade 5</b>  <b>Ecosystem Restoration: Matter and Energy in a Rainforest</b></p> <p>Students engage as ecologists as they figure out why the plants and animals in a failing Costa Rican rainforest ecosystem aren't growing and thriving. Growing a terrarium, using physical models, and investigating how matter and energy flow with a computer model, students solve the mystery and create a plan for rainforest restoration.</p>	<p>5-PS3-1: Use and Origin of Energy in Food  5-LS1-1: Plant Materials from Air and Water  5-LS2-1: Matter Flows  5-ESS3-1: Protecting Earth  5-PS1-1: Matter is Made of Particles</p> <p>3-5-ETS1-1: Defining the Problem  3-5-ETS1-2: Developing Possible Solutions</p>

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

## Unit at a Glance

### Chapter 1: How do we make a pinball start to move?

1.1 Pre-Unit Assessment: Students' Initial Explanations	1.2 Talking About Forces	1.3 Forces Happen Between Two Objects	1.4 We Are Engineers	1.5 Writing About Forces
---	--------------------------------	--	----------------------------	--------------------------------

### Chapter 2: How do we make a pinball move as far as we want?

2.1 Exploring Shorter and Longer Distances	2.2 Strong and Gentle Forces	2.3 Designing a New Launcher
--	------------------------------------	------------------------------------

### Chapter 3: How do we make a pinball move to a certain place?

3.1 Movement in Different Directions	3.2 Building with Forces	3.3 Direction and Strength	3.4 Targets in the Box Model	3.5 Applying Strength and Direction
---	--------------------------------	----------------------------------	------------------------------------	--

### Chapter 4: How do we make a moving pinball change direction?

4.1 Changing Directions	4.2 Forces Change an Object's Direction	4.3 Flippers and Bumpers
-------------------------------	--	--------------------------------

## Chapter 5: How can we make the pinball machine do all the things we want it to do?

5.1 Room 4 Solves a Problem	5.2 Testing and Improving Our Box Models	5.3 Showcasing Our Box Models
-----------------------------------	---	--

## Chapter 6: Where are forces around us?

6.1 Searching for Forces	6.2 A Busy Day in Pushville	6.3 End-of-Unit Assessment: Students' Culminating Explanations
--------------------------------	-----------------------------------	---

### Unit Question

Why do things move in different ways? (1.1)

### Chapter Questions

**Chapter 1:** How do we make a pinball start to move? (1.1)

**Chapter 2:** How do we make a pinball move as far as we want? (2.1)

**Chapter 3:** How do we make a pinball move to a certain place? (3.1)

**Chapter 4:** How do we make a moving pinball change direction? (4.1)

**Chapter 5:** How can we make the pinball machine do all the things we want it to do? (5.1)

**Chapter 6:** Where are forces around us? (6.1)

### Investigation Questions

#### Chapter 1

- What makes an object start to move? (1.1, 1.2, 1.3)

#### Chapter 2

- What makes an object move shorter or longer distances? (2.1, 2.2, 2.3)

#### Chapter 3

- What makes an object start moving in a certain direction? (3.1, 3.2)
- What makes an object move to a certain place? (3.3, 3.4, 3.5)

## **Chapter 4**

- What can make a moving object change direction? (4.1, 4.2)

## **Chapter 5**

- How do engineers make their solutions do all the things they want them to do? (5.1)

## **Chapter 6**

- Where are forces in the world? (6.1)

## **Key Concepts**

### **Chapter 1**

- An object starts to move when another object exerts a force on it. (1.3)
- Forces happen between two objects. (1.3)

### **Chapter 2**

- An object moves a long distance when a strong force is exerted on it. (2.2)
- An object moves a short distance when a gentle force is exerted on it. (2.2)

### **Chapter 3**

- An object starts to move in the same direction as the force that starts the motion. (3.2)
- Every force has a strength—gentle or strong—and a direction. (3.3)
- Every force has a strength—gentle or strong—and a direction, which makes the object move a certain distance and direction. (3.4) (Revised from 3.3)

### **Chapter 4**

- A moving object changes direction when another moving object exerts a force on it. (4.2)
- A moving object changes direction when a still object in its way exerts a force on it. (4.2)

### **Chapter 6**

- Whenever we see an object start to move, stop moving, or change direction, that is evidence that something exerted a force on it. (6.1)

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

## Overview of Standards and Goals

The *Pushes and Pulls: Designing a Pinball Machine* unit will help students master disciplinary core ideas in physical science while supporting students' development of key science practices such as planning and carrying out investigations, analyzing and interpreting data, designing solutions to problems, and making explanations. The unit incorporates an explicit focus on the crosscutting concept of Cause and Effect, with opportunities to address the crosscutting concept of Structure and Function. The unit provides substantial experience with Common Core State Standards (CCSS) for English Language Arts (ELA) as they relate to reading and writing informational text. The unit includes opportunities to address some CCSS for Mathematics, with optional extensions that allow further standards coverage. The remainder of this document explains how the unit addresses Next Generation Science Standards (NGSS) and CCSS, how the unit fits into a K–12 science curriculum program, and the prerequisite knowledge that students are expected to bring.

## Next Generation Science Standards (NGSS)

### Performance Expectations

Students' experiences with the *Pushes and Pulls* unit will support progress toward the five Performance Expectations listed below, with a particular focus on the first four. In the unit, students take on the role of pinball engineers as they explore the effects of forces on the motion of an object. Students conduct tests with their own prototypes (models) of a pinball machine and use what they learn to contribute to the design of a Class Pinball Machine. Note that students will get experience with the practices and crosscutting concepts represented in these Performance Expectations across many units in the Amplify Science K–8 curriculum program.

### Performance Expectations Addressed

- **K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
- **K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could

include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

- **K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.**
- **K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**
- **K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**

## Science Practices

As with all Amplify Science units, the *Pushes and Pulls* unit provides students with exposure to most of the eight science and engineering practices described in the NGSS. This unit emphasizes the following practices (listed in order of particular emphasis), providing students with explicit instruction and expectations for increasing independence over the course of the unit.

- **Practice 6: Constructing Explanations and Designing Solutions.** Working as pinball engineers, students engage in all stages of an iterative cycle of design cycle as they learn, plan, make, and test. Then, based on the evidence they gather, they repeat the cycle. As students engage in these practices to design solutions for the Class Pinball Machine, they stop at various points throughout the unit to reflect on how they have participated in different engineering practices.
- **Practice 8: Obtaining, Evaluating, and Communicating Information.** Students read and search for evidence in a variety of books that are custom written for this unit. They receive explicit instruction and have multiple opportunities to use the reading comprehension strategy of visualizing as they engage with the five texts in the unit. This strategy promotes active engagement with ideas in each book.
- **Practice 4: Analyzing and Interpreting Data.** Students have multiple opportunities to analyze the data they collect from firsthand investigations with their Box Models as they test their ideas about how to exert forces on the pinball to cause it to move a certain way.
- **Practice 3: Planning and Carrying Out Investigations.** Students carry out multiple investigations to determine how to exert forces on the pinball to cause it to move a certain way.
- **Practice 2: Developing and Using Models.** Students use their Box Models to test ideas.
- **Practice 7: Engaging in Argument from Evidence.** Students make claims about what will work best for the Class Pinball Machine. Students support their claims with evidence they got while working with their Box Models.
- **Practice 1: Asking Questions and Defining Problems.** As students work with their Box Models, they refine their understanding of what a good pinball machine would need.

In all Amplify Science units, practices from the NGSS, CCSS-ELA, and CCSS-Math are linked. For instance, when students work to design the Class Pinball Machine; better understand the problems as they work; and make progress, piece by piece, they are engaging with the CCSS-Math Practice 1: Make sense of problems and persevere in solving them. When students visualize and explain the causal relationships between ideas in the investigations and/or science texts, they are developing the foundational capacity to build knowledge about a phenomenon through research and to respond analytically to informational sources, as called for by the CCSS-ELA Anchor Standards.

## **Disciplinary Core Ideas**

Through students' focus on designing a pinball machine and explaining why the ball moves the way it does, students gain deep experience with the following core ideas:

### **PS2.A: Forces and Motion:**

- Pushes and pulls can have different strengths and directions. (K-PS2-1) (K-PS2-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1) (K-PS2-2)

### **PS2.B: Types of Interactions:**

- When objects touch or collide, they push on one another and can change motion. (K-PS2-1)

### **PS3.C: Relationship Between Energy and Forces:**

- A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)

### **ETS1.A: Defining Engineering Problems:**

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)

### **ETS1.B: Developing Possible Solutions:**

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)

### **ETS1.C: Optimizing the Design Solution:**

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)

## Crosscutting Concepts

The crosscutting concept emphasized in the *Pushes and Pulls* unit is Cause and Effect. In their role as pinball engineers, students delve deeply into investigating the relationship between force and motion and use that information to design and build a Class Pinball Machine. Students conduct simple tests to gather evidence to support or refute their ideas about causes. Students return to the idea of cause and effect again and again throughout the unit, through a variety of modalities.

- **Do.** Students have multiple opportunities to investigate connections between observable causes and effects, such as seeing the effect of exerting a strong force or gentle force on a ball.
- **Talk.** Each investigation is followed by opportunities for student-to-student talk through which students develop an understanding of the mechanisms that connect those causes to their effects—exerting a gentle force results in moving the ball a shorter distance than exerting a strong force.
- **Read.** In *Forces in Ball Games*, the unit's reference book, students read about forces in different games that involve balls. Students analyze what caused a force to be exerted and the effect of that force.
- **Write.** Students write a mini-book that explains why the pinball moves the way it does. Students' explanations include a description of the effect of a specific kind of force that is exerted.
- **Visualize.** Throughout the unit, students focus on visualizing the movement that one might expect after a specific kind of force is exerted.

There are also opportunities to emphasize the crosscutting concepts of Structure and Function (e.g., students plan a pinball machine that will function in a certain way); Scale, Proportion, and Quantity (e.g., students compare the strength of the force they exert on the pinball); and Stability and Change (e.g., students figure out different ways to change the motion of the pinball in their Box Models).

## How This Unit Fits Into the Amplify Science Program

The *Pushes and Pulls* unit is one of 3 20-lesson units for kindergarten. (Each unit also includes a pre-unit-assessment lesson and an end-of-unit-assessment lesson.) The 3 kindergarten units were designed to be taught in the following order:

- *Needs of Plants and Animals*
- *Pushes and Pulls*
- *Sunlight and Weather*

## Trajectory of Core Ideas

Across the K–8 grade span, units are designed to support increasingly complex reasoning about forces and their interactions and the role that forces play in explaining phenomena.

In the kindergarten unit *Pushes and Pulls*, students develop an understanding of contact forces and the idea that when an object starts to move or changes direction, that is evidence that there

was a force on that object.

In the grade 3 unit *Balancing Forces*, students expand their understanding of force to include non-touching forces. Students learn that more than one force can act on an object at a time and that forces can be acting on an object even when the object is stationary. Students also expand their understanding of forces by learning that any change in motion, including an object coming to rest, can be evidence of a force.

This broader, foundational understanding of forces sets up students for middle school when they begin to look at forces in a more relational way. In the *Force and Motion* unit, students look at forces through the relationship between force and the mass of an object and the change in velocity in a collision. In the *Magnetic Fields* unit, students look at forces through the relationship between force, potential energy, and position.

### Focal Practice Trajectory: Engineering Design

*Pushes and Pulls* is one of the Amplify Science Elementary design units. Each unit in the elementary curriculum program focuses on a key practice of science or engineering. At each grade K–5, there is one investigation unit, one modeling unit, and one design unit. At each grade 3–5, there is also one unit that focuses on argumentation. The selected focus for a given unit depends on how the science content presents opportunities for students to conduct experiments, use models to investigate or represent their ideas, or apply knowledge to develop solutions. In designating a particular practice focus, we are not setting aside the other practices of science and engineering; rather, we are making some practices a more explicit focus with students. Students will still engage in other practices in this unit, but they are less explicitly called out. For example, while a design unit explicitly focuses students on creating solutions to problems, students also learn through scientific investigation, and they develop explanations that support solutions to the unit’s problem.

Each Amplify Science unit that is focused on design also focuses on a specific aspect of the engineering-design practice, which we call a focal practice, and supports students in learning about and using that practice. For the *Pushes and Pulls* unit, that focal practice is **constructing a solution to a problem**. Engineers plan and construct solutions based on what they have learned. They test and evaluate their solutions and, based on their evaluations, they iterate, revising their solutions to better meet their goals. In each chapter of the unit, students revisit the problem of how to make a pinball machine. As students move up the elementary grades, they focus on important aspects of engineering practice in an intentional sequence. The *Pushes and Pulls* unit focuses students, in particular, on iteratively learning, constructing, and reconstructing a solution to a problem.

Engineering design involves a combination of applying science principles in order to design functional solutions and iteratively testing those solutions to determine how well they meet the design goals set by users or stakeholders. Design units make developing these solutions the central focus. Students construct an understanding of science ideas from investigation and text and apply those science ideas in designing solutions to an engineering problem. Students then test and/or

evaluate their solutions to see how well they meet a set of design goals.

## Prerequisite Knowledge

It is not required that students have any prerequisite knowledge coming into the *Pushes and Pulls* unit.

## Common Core State Standards for English Language Arts (CCSS-ELA) Addressed in This Unit

The *Pushes and Pulls* unit includes many opportunities for students to address CCSS-ELA kindergarten standards focused on reading informational text, writing, speaking and listening, and language. The Amplify Science curriculum program engages students with the literacy practices they need in order to learn about science ideas, communicate their understanding, and engage in science practices. Through reading informational text, writing about science ideas, and discussing scientific concepts by using domain-specific vocabulary, students learn to use evidence from a variety of sources to build strong content understanding. Following is a list of those CCSS-ELA standards that are addressed multiple times throughout this unit.

### Reading: Informational Text

- **CCSS.ELA-LITERACY.RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **CCSS.ELA-LITERACY.RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCSS.ELA-LITERACY.RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **CCSS.ELA-LITERACY.RI.K.5:** Identify the front cover, back cover, and title page of a book.
- **CCSS.ELA-LITERACY.RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **CCSS.ELA-LITERACY.RI.K.10:** Actively engage in group reading activities with purpose and understanding.

### Writing

- **CCSS.ELA-LITERACY.W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- **CCSS.ELA-LITERACY.W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **CCSS.ELA-LITERACY.W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening

- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - **CCSS.ELA-LITERACY.SL.K.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - **CCSS.ELA-LITERACY.SL.K.1.B:** Continue a conversation through multiple exchanges.
- **CCSS.ELA-LITERACY.SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CCSS.ELA-LITERACY.SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## Language

- **CCSS.ELA-LITERACY.L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **CCSS.ELA-LITERACY.L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Common Core State Standards for Mathematics (CCSS-Math) Addressed in This Unit

The *Pushes and Pulls* unit includes opportunities for students to engage in CCSS-Math standards. Additionally, you will find Going Further: Mathematical Thinking notes (located in the Teacher Support tab in the instructional guide) at selected spots in the unit that provide ideas for extension activities. Extension activities will allow students to further develop mathematical language related to describing, counting, classifying, and comparing measurable attributes of objects as well as identifying various shapes.

## Math Practices

- **CCSS.MATH.PRACTICE.MP1:** Make sense of problems and persevere in solving them.
- **CCSS.MATH.PRACTICE.MP2:** Reason abstractly and quantitatively.
- **CCSS.MATH.PRACTICE.MP4:** Model with mathematics.

- **CCSS.MATH.PRACTICE.MP6:** Attend to precision.

## Math Content

### Counting and Cardinality

- **CCSS.MATH.CONTENT.K.CC.5:** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

### Measurement and Data

- **CCSS.MATH.CONTENT.K.MD.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **CCSS.MATH.CONTENT.K.MD.2:** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **CCSS.MATH.CONTENT.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

### Geometry

- **CCSS.MATH.CONTENT.K.G:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- **CCSS.MATH.CONTENT.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **CCSS.MATH.CONTENT.K.G.4:** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

## Overview of the Progress Build

A Progress Build describes the way in which students' explanations of the central phenomenon should develop and deepen over the course of a unit. It is an important tool in understanding the design of the unit and in supporting students' learning. A Progress Build organizes the sequence of instruction, defines the focus of the assessments, and grounds inferences about students' understanding of the content, specifically at each of the Critical Juncture Assessments found throughout the unit. A Critical Juncture is the differentiated instruction designed to address specific gaps in students' understanding. This overview document will serve as an overview of the *Pushes and Pulls: Designing a Pinball Machine* Progress Build. Since the Progress Build is an increasingly complex yet integrated explanation, we represent it below by including the new ideas for each level in bold. Depending on the standards for a given grade level, a unit may include additional supporting content; however, the Progress Build serves as the conceptual core of the unit.

In the *Pushes and Pulls* unit, students will learn to construct scientific explanations that describe the different ways that an object moves as caused by different forces exerted on the object. In particular, students will focus on investigating and explaining the different distances and directions that a pinball can be made to move in a pinball machine.

**Assumed prior knowledge and experience:** There is no significant prior knowledge assumed. Students will certainly have experience with observing moving objects, including rolling balls, as well as making objects move in different ways. Students will have experience moving objects by pushing or pulling, but they likely have not thought carefully about how those objects do so. Students will have opportunities to explore these kinds of actions more carefully over the course of the unit.

**Progress Build Level 1: An object starts moving when a force is exerted on it.**

When an unmoving object starts to move, it is because another object exerted a force on it.

**Progress Build Level 2: Stronger force causes an object to move a longer distance.**

When an unmoving object starts to move, it is because another object exerted a force on it. **A strong force will cause the object to move a long distance, while a gentle force will cause the object to move a short distance.**

**Progress Build Level 3: An object starts to move in the direction of the force exerted on it.**

When an unmoving object starts to move, it is because another object exerted a force on it. A strong force will cause the object to move a long distance, while a gentle force will cause the object to move a short distance. **The object starts moving in the same direction as the force that was exerted on it.**

**Progress Build Level 4: Moving objects can change direction because of a force from a moving or still object.**

When an unmoving object starts to move, it is because another object exerted a force on it. A strong force will cause the object to move a long distance, while a gentle force will cause the object to move a short distance. The object starts moving in the same direction as the force that was exerted on it. **If the object changes the direction it is moving, it is because a moving or still object exerted a force on it.**

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

## Overview of Unit Assessments

The Assessment System in the Amplify Science curriculum prioritizes the formative role that assessment may play in gathering actionable information about students' progress toward meaningful learning goals. The learning goals include constructing conceptual understanding (disciplinary core ideas and crosscutting concepts) and developing dexterity with targeted science and engineering practices. Assessments are grounded in the unit's Progress Build, which describes the way students' understanding of the unit's content should develop and deepen over the course of the unit's learning experiences. (For more detail about the Progress Build for the *Pushes and Pulls* unit, see Overview of the Progress Build in Unit Overview in the instructional guide.)

Each unit in the Amplify Science K–1 curriculum program includes a discussion-based opportunity to gain insight into students' incoming ideas in the first lesson and another opportunity to assess their understanding at the end of the unit. The Assessment System also includes a range of assessment opportunities embedded in instruction throughout the unit. On-the-Fly Assessments help teachers monitor students' learning progress on a lesson-by-lesson basis. Foremost among the on-the-fly opportunities are those that inform the Critical Juncture decision points in each chapter, as indicated in the Critical Junctures at a Glance table on page 3. Critical Juncture decision points draw on multiple sources of information about students' learning, including identified On-the-Fly Assessments, to inform a decision about whether and how to adapt instruction to address gaps in students' understanding before proceeding with instruction.

Also included in each K–1 unit is the Clipboard Assessment Tool. The Clipboard Assessment Tool is intended to offer teachers a support for conducting brief, talk-based checks that reveal students' thinking and correspond to the level of the Progress Build. The Clipboard Assessment Tool is provided at least once in each chapter (in Digital Resources) and includes tailored sets of questions and the specific activities that present an opportunity to ask those questions. Also included is space to write notes about students' ideas.

## Pre-Unit and End-of-Unit Assessments

### Pre-Unit Assessment: Explaining Why the Pinball Moves in Different Ways

In Lesson 1.1, students view a video of a homemade pinball machine in which the pinball moves in different directions with different amounts of force around the pinball machine. Students share their ideas—first in pairs and then as a class—about what made the pinball move in different ways. This pre-unit assessment is an opportunity for students to articulate their initial ideas. This will allow the teacher to draw connections to students' experiences and to watch for alternate conceptions that might get in the way of students' understanding.

In Guide to Interpreting Students' Pre-Unit Explanations: Explaining Why the Pinball Moves in Different Ways (in Digital Resources for Lesson 1.1), guidance is provided to help the teacher draw insights into students' initial thinking about the content. Included are examples of students' experiences that the teacher can connect to activities in the unit, ideas students may have about forces on which they can build, and alternate conceptions to address or watch out for.

## **End-of-Unit Assessment: Explaining the Movement of the Pinball in the Class Pinball Machine**

In Lesson 6.3, the teacher sits with students, one at a time, and prompts them to explain how the ball moves to various locations in the Class Pinball Machine. These one-on-one assessment conversations are an opportunity to assess students' progress toward the core learning goals of the unit as specified in the Progress Build and to provide evidence of students' growth over time when compared with their responses from the pre-unit assessment. These conversations also reveal students' developing facility with the Next Generation Science Standards' (NGSS) practice of constructing solutions (based on design goals) and students' application of the crosscutting concept of cause and effect.

In the Guide to Assessing Students' Culminating Explanations: Explaining the Movement of the Pinball in the Class Pinball Machine (in Digital Resources for Lesson 6.3), rubrics are provided for assessing students' responses along several dimensions. These dimensions include attention to students' knowledge of how an object moves in a particular way due the force exerted, as well as students' understanding of the crosscutting concept of cause and effect and their developing facility with supporting an explanation with evidence.

## **Critical Juncture Assessments**

Critical Junctures signify points in the unit at which it is especially important that all students understand the content before continuing. Critical Junctures are structured according to the levels of the Progress Build. Students should be able to demonstrate understanding at:

- Level 1 of the Progress Build by the end of Lesson 1.5.
- Level 2 of the Progress Build by the end of Lesson 2.3.
- Level 3 of the Progress Build by the end of Lesson 3.3.
- Level 4 of the Progress Build by the end of Lesson 4.3

However, there are many reasons that this may not be the case (from differences in students' background knowledge to students missing class). Therefore, Critical Juncture Assessments are designed to provide formative information about the actual level at which each student understands the content by the end of each of the lessons indicated above. These embedded assessments are opportunities to talk with students about their work and ideas by using questions associated with specific activities; these questions are included in the Clipboard Assessment Tool in the appropriate lessons. Each Critical Juncture Assessment includes specific suggestions for how to tailor instructional opportunities so they are targeted to a student's current level of understanding.

The goal of the suggested instructional activities is to ensure that all students reach a level on the Progress Build from which they can all continue on together. The at-a-glance table below indicates when in the unit each Critical Juncture Assessment occurs and its focus. The second table, Critical Junctures in Depth (pages 4–7), offers a more detailed look at how students’ progress is assessed and how instruction may be tailored to support the learning of all students.

### Critical Junctures at a Glance

Critical Juncture	Assessment focus
Critical Juncture Assessment 1: Students’ Understanding of Movement as Caused By a Force (Lesson 1.5, Activity 4)	<ul style="list-style-type: none"> <li>understanding the cause–and–effect relationship between force and motion</li> <li>modeling scientific phenomena</li> </ul>
Critical Juncture Assessments 2a and 2b: Students’ Understanding That a Stronger Force Moves an Object a Longer Distance (Lesson 2.3, Activities 1 and 2)	<ul style="list-style-type: none"> <li>understanding how varying the strength of a force impacts an object’s motion</li> <li>constructing oral explanatory accounts of phenomena</li> </ul>
Critical Juncture Assessment 3: Students’ Understanding of Movement in a Direction as Caused by a Force in That Direction (Lesson 3.3, Activity 3)	<ul style="list-style-type: none"> <li>cause and effect</li> <li>understanding the causal relationship between the direction of a force on an object and the direction of that object’s movement</li> </ul>
Critical Juncture Assessment 4: Students’ Understanding of Redirection as Caused By Forces (Lesson 4.3, Activity 2)	<ul style="list-style-type: none"> <li>developing a unified understanding of the relationship between force and motion</li> <li>understanding how still or moving objects can apply forces to cause an object’s motion to change</li> </ul>

## Critical Junctures in Depth

Lesson	Critical Junctures in <i>Pushes and Pulls</i>
Lesson 1.5, Activity 4	<p><b>Critical Juncture Assessment 1: Students’ Understanding of Movement as Caused By a Force</b></p> <p><b>Assess understanding:</b> Questioning students as they talk is an additional opportunity for you to assess their understanding that an object starts moving because a force was exerted on it by another object. The questions included with the Chapter 1: Clipboard Assessment Tool for this lesson (<i>What is the object that started to move in the picture? Why did it start to move?</i>) are available as a reference. There is also a space to record notes about several students’ responses. In general, students who understand these ideas should be able to explain that the moving object in the picture started to move because the other object exerted a force on it.</p> <p><b>Tailor instruction:</b> Review your notes about students’ responses from this activity and from On-the-Fly Assessment 3 in Lesson 1.4. If many of your students are not showing evidence of understanding that an object starts moving because a force was exerted on it by another object, we recommend offering additional instruction in Lesson 2.1. In the first activity of Lesson 2.1, you can take time for more focused instruction by using the objects from the Investigating Forces activity in Lesson 1.3. You can create three or four stations, each featuring a pair of objects where one is used to move the other. (See the Augmenting Instruction: Differentiating in Response to Critical Juncture Assessment 1 note in the Teacher Support tab in that activity for details.) If a smaller number of your students are not showing evidence of understanding those ideas, you can lead a similar discussion with just those students, before or during Lesson 2.1.</p>
Lesson 2.3, Activity 1	<p><b>Critical Juncture Assessment 2a: Students’ Understanding That a Stronger Force Moves an Object a Longer Distance</b></p> <p><b>Assess understanding:</b> Questioning students as they work on their Box Models in Activity 1 (and as they complete their diagrams in Activity 2) provides an opportunity for you to assess their understanding that a strong force causes an object to move a long distance, and a gentle force causes an object to move a short distance. The Chapter 2: Clipboard Assessment Tool is available as a reference for the key questions you can ask students during Activity 1 (<i>How does your Box Model make the ball go different distances? What is the force like when it goes a long distance? What is the force like when it goes a short distance?</i>). It is also a place to record notes about students’ responses. In general, students who understand these ideas should describe what they do to make the ball move a short or long distance. They should also explain that the force is strong when the ball moves a long distance and gentle when the ball moves a short distance.</p>

Lesson	Critical Junctions in <i>Pushes and Pulls</i>
Lesson 2.3, Activity 1	<p>(continued)</p> <p><b>Tailor instruction:</b> Wait to review your notes about students' responses from this activity and from On-the-Fly Assessment 5 in Lesson 2.2 until you have gathered additional notes about students' responses from Activity 2 in this lesson. (See Critical Junction Assessment 2b: Students' Understanding That a Stronger Force Moves an Object a Longer Distance.)</p>
Lesson 2.3, Activity 2	<p><b>Critical Junction Assessment 2b: Students' Understanding That a Stronger Force Moves an Object a Longer Distance</b></p> <p><b>Assess understanding:</b> Questioning students as they complete their diagrams in Activity 2 provides additional opportunities for you to assess their understanding that a strong force causes an object to move a long distance, and a gentle force causes an object to move a short distance. The Chapter 2: Clipboard Assessment Tool is available as a reference for the key question you can ask students during Activity 2 (<i>What was the force like when the ball went a short or long distance?</i>). In general, students who understand these ideas should say that the force was strong when the ball went a long distance and gentle when it went a short distance.</p> <p><b>Tailor instruction:</b> Review your notes about students' responses during Activities 1 and 2 and On-the-Fly Assessment 5 from Lesson 2.2. If many of your students are still not showing evidence of understanding that a stronger force moves an object a longer distance, we recommend offering additional instruction in Lesson 3.3, Activity 1. In that lesson/activity, take time for targeted instruction about strong and gentle forces. (See the Augmenting Instruction: Differentiating in Response to Critical Junction Assessments 2a and 2b note in the Teacher Support tab in that activity for more information.) If a smaller number of students are not showing evidence of understanding those ideas, you can lead a similar discussion with a smaller group.</p>

Lesson	Critical Junctures in <i>Pushes and Pulls</i>
Lesson 3.3, Activity 3	<p><b>Critical Juncture Assessment 3: Students’ Understanding of Movement in a Direction as Caused by a Force in That Direction</b></p> <p><b>Assess understanding:</b> Listening to and questioning students as they make predictions and try to hit the targets is an opportunity for you to assess their understanding of movement in a direction as caused by a force in that direction. The questions included with the Chapter 3: Clipboard Assessment Tool for this lesson (<i>You want the ball to go _____. What will the force you exert need to be like to make it move that way? The ball went _____. What was the force that you exerted on it like to make it move that way?</i>) are available as a reference. There is also a space to record notes about several students’ responses. In general, students who understand should say that the force should be in the direction that they want the ball to go. They should also say that the force was in the direction that the ball moved.</p> <p><b>Tailor instruction:</b> Review your notes about students’ responses from this activity and from On-the-Fly Assessment 7 from Lesson 3.2. If many of your students are not showing evidence of understanding movement in a direction as caused by a force in that direction, we recommend offering additional instruction in Lesson 3.4, Activity 3. In that lesson/activity, you will take time to coach students in thinking about the direction of forces by modeling how to diagram making the ball move to a certain place. (See the Augmenting Instruction: Differentiating in Response to Critical Juncture Assessment 3 note in the Teacher Support tab in that activity for more information.) If a smaller number of your students are not showing evidence of understanding those ideas, you can lead a similar discussion with a small group while the class is working on their diagrams.</p>
Lesson 4.3, Activity 2	<p><b>Critical Juncture Assessment 4: Students’ Understanding of Redirection as Caused By Forces</b></p> <p><b>Assess understanding:</b> Students’ marking forces in their diagrams is an opportunity for you to assess their understanding that when a moving object changes direction, it is because a moving or still object exerted a force on it. The Chapter 4: Clipboard Assessment Tool is available as a reference for the relevant questions (<i>Where was the force exerted on the ball? Why do you think that is a place where a force was exerted? What is your evidence?</i>) are available as a reference. There is also a space to record notes about several students’ responses. In general, students who understand should draw an “X” on their diagrams to represent the place in their Box Models that touched the ball. They should say that they know a force was exerted there because the ball started to move or changed direction (e.g., launcher/ball started to move, flipper/ball changed direction, bumper/ball changed direction).</p>

Lesson	Critical Junctures in <i>Pushes and Pulls</i>
Lesson 4.3, Activity 2	(continued) <b>Tailor instruction:</b> If many of your students are not showing evidence of understanding redirection caused by a force from a moving or still object, we recommend offering additional instruction in Lesson 5.2, Activity 3. In that lesson, you will take time to highlight the two design goals focused on changing direction and prompt students to think about how forces are involved in changing direction. (See the Augmenting Instruction: Differentiating in Response to Critical Juncture Assessment 4 note in the Teacher Support tab in that activity for more information.) If a smaller number of your students are not showing evidence of understanding those ideas, you can lead a similar discussion with a small group.

## On-the-Fly Assessments

On-the-Fly Assessments are quick checks for understanding designed to help the teacher monitor and support students' progress throughout the unit. On-the-Fly Assessments are provided for multiple lessons in each chapter and represent the most opportune moments for a glimpse into students' developing conceptual understanding and their facility with the practices. Each On-the-Fly Assessment indicates the specific concepts and practices to look for or listen for as students engage with the learning experiences, followed by suggestions to the teacher of what to do, based on what was observed. These formative assessments are embedded in the instruction and do not require formal scoring of students' work. The at-a-glance table (pages 7–9) provides information about the focus of each On-the-Fly Assessment in order to support teachers in selecting the formative assessment opportunities that make the most sense for their situations. The second table, On-the-Fly Assessments in Depth (pages 10–19), offers a more detailed look at what to look for and next steps.

### On-the-Fly Assessments at a Glance

On-the-Fly Assessment	Assessment focus
On-the-Fly Assessment 1: Students' Initial Use of Visualizing Scientific Phenomena (Lesson 1.2, Activity 2)	<ul style="list-style-type: none"> <li>visualizing scientific phenomena</li> <li>making careful observations</li> </ul>
On-the-Fly Assessment 2: Using Scientific Language While Investigating Forces (Lesson 1.3, Activity 2)	<ul style="list-style-type: none"> <li>using scientific language</li> <li>investigating force and motion</li> </ul>
On-the-Fly Assessment 3: Identifying the Cause of Movement in Students' Box Models (Lesson 1.4, Activity 4)	<ul style="list-style-type: none"> <li>cause and effect</li> <li>identifying the force that causes an object's motion</li> </ul>

On-the-Fly Assessment	Assessment focus
On-the-Fly Assessment 4: Systematically Investigating Force and Motion (Lesson 2.1, Activity 2)	<ul style="list-style-type: none"> <li>conducting systematic investigations</li> <li>varying one thing at a time</li> <li>understanding how varying the strength of a force impacts an object's motion</li> </ul>
On-the-Fly Assessment 5: Understanding That Different Size Forces Have Different Effects on an Object's Movement (Lesson 2.2, Activity 3)	<ul style="list-style-type: none"> <li>understanding how varying the strength of a force impacts an object's motion</li> <li>constructing oral explanatory accounts of phenomena</li> </ul>
On-the-Fly Assessment 6: Visualizing Direction of Movement By Using Images (Lesson 3.1, Activity 3)	<ul style="list-style-type: none"> <li>visualizing scientific phenomena</li> <li>making careful observations</li> </ul>
On-the-Fly Assessment 7: Understanding the Causal Relationship Between the Direction a Force Is Applied and the Direction of Movement (Lesson 3.2, Activity 3)	<ul style="list-style-type: none"> <li>cause and effect</li> <li>understanding the causal relationship between the direction of a force on an object and the direction of that object's movement</li> </ul>
On-the-Fly Assessment 8: Students' Exploration of Hitting a Certain Target (Lesson 3.4, Activity 2)	<ul style="list-style-type: none"> <li>conducting systematic investigations</li> <li>using test data about an object's movement to adjust application of force</li> </ul>
On-the-Fly Assessment 9: Visualizing and Discussing Both Direction and Force (Lesson 3.5, Activity 3)	<ul style="list-style-type: none"> <li>visualizing scientific phenomena</li> <li>engaging in scientific discourse about force and motion, cause and effect</li> <li>constructing oral explanatory accounts of observed phenomena</li> </ul>
On-the-Fly Assessment 10: Visualizing and Discussing Change of Direction (Lesson 4.1, Activity 3)	<ul style="list-style-type: none"> <li>visualizing scientific phenomena represented in photographs and texts</li> <li>applying science ideas to interpret visual and textual information</li> </ul>
On-the-Fly Assessment 11: Connecting Reading to Rugby to Explain Force and Motion (Lesson 4.2, Activity 2)	<ul style="list-style-type: none"> <li>making connections between reading and hands-on investigations</li> <li>constructing oral explanations of force and motion</li> </ul>
On-the-Fly Assessment 12: Making Planned Changes to the Box Model (Lesson 5.1, Activity 4)	<ul style="list-style-type: none"> <li>designing solutions</li> <li>iterating on a design based on test data</li> <li>using diagrams to guide model designs</li> </ul>

On-the-Fly Assessment	Assessment focus
On-the-Fly Assessment 13: Evaluating Solutions Based on Pinball Machine Design Goals (Lesson 5.2, Activity 3)	<ul style="list-style-type: none"> <li>evaluating solutions based on design goals</li> </ul>
On-the-Fly Assessment 14: Using Scientific Language During the Showcase (Lesson 5.3, Activity 1)	<ul style="list-style-type: none"> <li>using scientific language to describe student models</li> </ul>
On-the-Fly Assessment 15: Providing Evidence of Forces (Lesson 6.1, Activity 3)	<ul style="list-style-type: none"> <li>understanding of motion as evidence of a force being exerted</li> <li>applying science ideas to new contexts</li> </ul>

## On-the-Fly Assessments in Depth

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 1.2, Activity 2	<p><b>On-the-Fly Assessment 1: Students’ Initial Use of Visualizing Scientific Phenomena</b></p> <p><b>Look for:</b> The focal comprehension strategy in this unit is visualizing by using information read or seen in books. As students are talking about the movements they visualize based on the projected images, listen for and make note of individual students or partners who are attending to particular elements in an image and using talk or gestures to describe how they imagine the elements moving. For example, a student might say something such as <i>I think the cow is pulling the wagon and making the wagon move on the road. The cow’s legs look like the cow is taking a step. The cow is hooked to the wagon, so it pulls the wagon, and the wheels are turning round and round.</i></p> <p><b>Now what?</b> As you reflect on the activity with the class, repeat one or two accurate examples of visualizing that you noticed in students’ talk. Highlight the way that students took what could be seen in the images and then went beyond it in describing movement. For example, you might say something such as <i>I noticed Rosa’s example of visualizing with this picture. She noticed how the cow’s legs were forward and imagined the cow taking a step. She saw that the cow is hitched to the wagon, so she imagined the wagon rolling forward on its wheels as the cow walked. Good visualizing takes what is in a picture or words and uses those things to imagine something more.</i> If students generally had difficulty visualizing, pick another image and model visualizing particular movement based on specific elements in the image.</p>
Lesson 1.3, Activity 2	<p><b>On-the-Fly Assessment 2: Using Scientific Language While Investigating Forces</b></p> <p><b>Look for:</b> Students’ exploration of forces between objects in this activity is an opportunity to assess their initial efforts to incorporate two new terms that will be useful in discussion throughout the unit—<i>force</i> and <i>exert</i>. As partners are exploring, listen to their talk or prompt them to share their ideas about why an object is starting to move. In general, students should explain that one object exerts a force on the other object to make it move (e.g., <i>The metal thing moves when the string exerts a force on it.</i>) Students who are still developing a proficiency with the words <i>force</i> and <i>exert</i> may give more colloquial descriptions (e.g., <i>The metal thing moves when the string pulls it.</i>) or hybrid versions (e.g., <i>The metal thing moves when the string exerts a pull.</i>).</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 1.3, Activity 2	<p>(continued)</p> <p><b>Now what?</b> If you notice many students who are not incorporating the words <i>force</i> and <i>exert</i> into their talk, you can take a few minutes to explicitly model and then support students in revising the way they talk about the interactions between the objects. Select two or three interactions that you noticed students trying out in their explorations (e.g., the shoelace pulling the metal nut, the wooden stick pushing the flat marble). Demonstrate an interaction where students can see it and narrate what you are doing in colloquial terms (e.g., <i>I am looping the shoelace through the hole in the metal nut and pulling on the lace. The metal nut slides across the table.</i>). Remind students that this is a fine way to talk about what is going on here, but scientists and engineers use different words. Explain that it is important for scientists and engineers to think about how things that might seem different are actually the same in some way. Also explain that, for example, pushes, pulls, and hits look different from one another, but they are also the same because they can all make something start to move. As scientists and engineers, when we see one object push, pull, or hit another object, we say that one object exerted a force on another object. Using those words shows that we know they are all the same kind of thing. Revise and restate your original description of the interaction by using <i>force</i> and <i>exert</i> (e.g., <i>The metal nut moves across the table when the lace exerts a force on it.</i>) Demonstrate another interaction and give a colloquial description. Ask partners to revise what you said by using the words <i>force</i> and <i>exert</i>. Invite a student to share with the class. Repeat with other interactions if you want to provide additional practice.</p>
Lesson 1.4, Activity 4	<p><b>On-the-Fly Assessment 3: Identifying the Cause of Movement in Students' Box Models</b></p> <p><b>Look for:</b> Students' creation of their Box Model diagrams is an opportunity to assess their understanding that something starts to move when something else exerts a force on it. The questions included with the Chapter 1: Clipboard Assessment Tool for this lesson (<i>What are you showing in your diagram? Why did the ball start to move?</i>) are available as a reference. There is also a space to record notes about several students' responses. In general, students who understand should explain how the ball started at one point and moved to another point. Students should explain that because they pulled the rubber band and let it go, the rubber band exerted a force.</p> <p><b>Now what?</b> If you notice students who do not show evidence of understanding movement as caused by a force from another object, be sure to note which students and how many. These observations will help you make a decision about whether to tailor instruction after the Critical Juncture in Lesson 1.5.</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 2.1, Activity 2	<p><b>On-the-Fly Assessment 4: Systematically Investigating Force and Motion</b></p> <p><b>Look for:</b> Even in exploratory investigations, an important part of science is intentionally changing one thing at a time in order to observe its effect on another thing. As students are exploring, pay attention to the things they are doing or saying that indicate a level of intentionality in their exploration. You may notice that students are paying careful attention to the ball's movement as a result of their pushes or hits and that they are intentionally changing their actions in future trials as a result of what they noticed. For example, you might see a student hit the ball sharply, observe that it substantially overshoots the shoelace that is marking the short distance, and then nudge the ball much more gently in her second attempt. Or, you might see a student trying to replicate the motion of a successful push from a previous turn by himself or his partner. You may also hear students say things that reflect this kind of thinking (e.g., <i>It went long. This time, I'm going to just touch it a little.</i>). If students are not being intentional, the distances the ball travels may appear repetitive or random, and they may not appear to be trying to regulate the way that they push the ball. It's important to keep in mind that students may not yet have the physical motor control to be very precise in adjusting or replicating their movements. What is important is that they are thoughtful in their attempts.</p> <p><b>Now what?</b> If it seems that students are not being intentional in their explorations, you can guide more intentional thinking with a few students as they are exploring. For example, you can support a student in attending to the distance the ball traveled and how she might change how she pushes it (e.g., <i>That time the ball went a long distance, it went far past the string. How will you change what you do this time so it does not go so far?</i>) Additionally, when you gather for Rugby in Activity 3, you can highlight what students were doing well or invite them to share how they tried to change what they did to make the ball move a shorter or longer distance (e.g., <i>I noticed that some students were looking carefully at how far the ball moved and then trying to do something different that would make it move a longer or shorter distance. That's an important part of science and engineering—carefully exploring how one thing changes another—what she does to the ball changes how far the ball moves.</i>)</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 2.2, Activity 3	<p><b>On-the-Fly Assessment 5: Understanding That Different Size Forces Have Different Effects on an Object’s Movement</b></p> <p><b>Look for:</b> The Forces card-sort activity is an opportunity to assess students’ understanding that an object moves a long distance when a strong force is exerted on it, and an object moves a short distance when a gentle force is exerted on it. The question included with the Chapter 2: Clipboard Assessment Tool for Lesson 2.2 (<i>Why did you decide to put this card under the Strong Force or Gentle Force header?</i>) is available as a reference. There is also a space to record notes about several students’ responses. In general, students who understand should point out the distance that the object moved in each example. They should explain that the force was strong when it went a long distance and that the force was gentle when it went a short distance.</p> <p><b>Now what?</b> If you notice students who do not show evidence of a stronger force moving an object a longer distance, be sure to note which students and how many. These observations will contribute to the Critical Juncture decision in Lesson 2.3.</p>
Lesson 3.1, Activity 3	<p><b>On-the-Fly Assessment 6: Visualizing Direction of Movement By Using Images</b></p> <p><b>Look for:</b> The focal comprehension strategy in this unit is visualizing by using information read or seen in books. In the Partner Read, students are specifically asked to use the still photographs in the book to visualize the different directions of movement in which the construction workers would be engaging. As you circulate, observe students as they pantomime or talk about directions: up, down, left, right, and toward and away from themselves. Note if students are able to use clues from the pictures as well as their prior knowledge, (e.g., how to use a hammer) to visualize the movement and the direction of the movement that would happen.</p> <p><b>Now what?</b> If students are unsure of the movement indicated in the picture, ask them to describe what they see in the picture (e.g. <i>I see a hammer. I see a nail. She is holding the hammer.</i>) and then ask “What do you think is moving?” “What is the construction worker doing to make it move?” “What would it look like if you were doing what she is doing?” If students do not have the language to describe the direction in which the movement is happening, note the difficulty and encourage students to point in the direction they think the movement is happening or show the direction with a movement of their hands.</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 3.2, Activity 3	<p><b>On-the-Fly Assessment 7: Understanding the Causal Relationship Between the Direction a Force Is Applied and the Direction of Movement</b></p> <p><b>Look for:</b> Making the ball move in different directions in the Box Models is an opportunity to assess students' understanding of movement in a specific direction as caused by a force in that direction. The questions included with the Chapter 3: Clipboard Assessment Tool for this lesson (<i>How do you make the ball go in one direction or another direction? What is the force like when it goes to the ___?</i>) are available as a reference. There is also a space to record notes about several students' responses. In general, students who understand should demonstrate how they pull on the launcher string to make the ball go a particular direction. They should also say that the force is in the same direction that the ball moves.</p> <p><b>Now what?</b> If you notice students who do not demonstrate understanding of movement in a specific direction as caused by a force in that direction, be sure to note which students and how many. These observations will help you make a decision about whether to tailor instruction after the Critical Juncture in Lesson 3.3.</p>
Lesson 3.4, Activity 2	<p><b>On-the-Fly Assessment 8: Students' Exploration of Hitting a Certain Target</b></p> <p><b>Look for:</b> Students' efforts to make the pinball hit a certain target provide an opportunity to informally assess how they intentionally modify their launches based on their observations of how the ball moves. Revising a solution based on analysis of its performance is an important aspect of engineering practice. In general, students who use this practice will observe how close their balls are to hitting the targets and then make changes to how they launch the balls to improve their accuracy. This may mean that students will need to make several launches that go in the general direction of the target and get successively closer with each launch. You may want to ask students what they think they could do to make the next launch more accurate than the previous launch.</p> <p><b>Now what?</b> If you notice that few students are doing these kinds of intentional modifications, you may want to briefly pause the activity and provide some guidance about how to make intentional modifications. Demonstrate a launch toward a particular target that is to one side or that overshoots or undershoots the target. Share with students that one thing that good engineers do is make changes by thinking about what they want and what actually happens. Model this process by thinking aloud: <i>I wanted the ball to hit the target, but it went off to the side. I will have to change the direction of the force so the ball moves in the right direction. Maybe pulling the launcher back to a different side will help.</i> You can also call attention to any things you noticed students doing that did reflect this kind of intentional modification.</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 3.5, Activity 3	<p><b>On-the-Fly Assessment 9: Visualizing and Discussing Both Direction and Force</b></p> <p><b>Look for:</b> Students visualize movement as they synthesize and apply a number of new ideas in order to describe or explain movement of the ball to a certain place. Listen as students describe what they noticed in the photographs in order to visualize movement. Support their ideas of how the ball moves to a certain place. For example, students may note that the ball is moving far, based on the ball looking blurry in the photograph. They may also note that the ball is being hit hard, based on the way the batter is moving his body. Or, they may notice impact, based on prior knowledge of a heavy bowling pin that can knock down pins. Also note if students are able to describe both the strength and direction of forces when talking about the ball games.</p> <p><b>Now what?</b> If you notice that students need additional support to synthesize all these ideas, consider using any of the following supports during the activity or as students revisit the book at other times during the day.</p> <ul style="list-style-type: none"> <li>• Gather a small group for more guided work.</li> <li>• Create a checklist that mirrors the images on the What We Know About Forces chart to remind students to consider both strength and direction.</li> <li>• Call for students' attention after a few minutes of work time and ask volunteers to share examples they found.</li> <li>• Flag (with sticky notes) one or two clear examples in students' books ahead of time.</li> </ul>
Lesson 4.1, Activity 3	<p><b>On-the-Fly Assessment 10: Visualizing and Discussing Change of Direction</b></p> <p><b>Look for:</b> The focal comprehension strategy in this unit is visualizing by using information read or seen in books. In the Partner Read, students are specifically asked to refer to the photographs in <i>Forces in Ball Games</i> to visualize how and why the balls changed direction. As you circulate, observe students as they pantomime or talk about how and why the ball started to move in one direction and then changed to move in a different direction. Note if students are able to use clues from the pictures, as well as their prior knowledge, to help them as they discuss.</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 4.1, Activity 3	<p>(continued)</p> <p><b>Now what?</b> If students are unsure of the how the ball changed direction or how to describe how it changed direction, ask them to describe what they see in the photograph and invite them to pantomime how the ball started to move. Then, ask students in what direction the ball moved and have them trace (on the photograph) that direction. Continue with this line of questioning, asking what happened next to change the direction in which the ball moved and to specify the direction in which it moved. If students do not have the language to describe how the ball changed direction, note the difficulty and encourage students to pantomime playing each step of the game.</p>
Lesson 4.2, Activity 2	<p><b>On-the-Fly Assessment 11: Connecting Reading to Rugby to Explain Force and Motion</b></p> <p><b>Look for:</b> The Rugby discussion presents an opportunity to informally assess students making connections between the examples of changing direction that the class read about in <i>Forces in Ball Games</i> and the examples they see during Rugby. After discussing a moving object that exerted a force and changed the ball's direction, notice if students share any similar examples they remember from their reading (e.g., the man hitting the foosball or the table-tennis paddle hitting the table-tennis ball). Again, after discussing a still object that exerted a force, note the examples that students share from the reading that relate (e.g., the basketball hitting the floor and bouncing back up).</p> <p><b>Now what?</b> If you notice students having difficulty thinking of examples from the reading, you can pause the Rugby discussion to retrieve the book and look back at each example more carefully. Turn to the pages you read previously and briefly describe what happened. Alternatively, you can invite a volunteer to do it. Ask students to evaluate the example as the same or different: <i>Does this example describe a ball changing direction because of a force exerted by a moving object? Why do you think so?</i> If students are unsure, you can model one evaluation for them: <i>I think this is an example of a ball changing direction because of a force by a moving object. Just as the Rugby changed direction when the moving clipboard exerted a force on it, this ball changed direction when the moving foosball man exerted a force on it.</i></p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 5.1, Activity 4	<p><b>On-the-Fly Assessment 12: Making Planned Changes to the Box Model</b></p> <p><b>Look for:</b> Students’ revisions of their Box Models present an opportunity to informally assess the construction of their solutions based on their initial plans. While engineers’ solutions evolve as they test and revise them, constructing solutions based on a plan is a crucial engineering practice. As students construct their final Box Models, look for evidence that they are attending to their planning diagrams as they do so. In general, students should be looking to their plans as they add components to their Box Models and placing components in roughly the same place as they drew them in their diagrams. You may also want to ask students how they are using their plans to construct their models—differences that seem like departures from the plan to you may seem identical to them.</p> <p><b>Now what?</b> If you notice that students are mostly building their Box Models without attention to their diagrams, you can briefly pause the activity to reaffirm the importance of building from a plan when designing a solution. You might model troubleshooting a solution that is different than your plan and relocating a component that is in a different place than the one shown in your plan.</p>
Lesson 5.2, Activity 3	<p><b>On-the-Fly Assessment 13: Evaluating Solutions Based on Pinball Machine Design Goals</b></p> <p><b>Look for:</b> Students’ testing of their Box Models presents an opportunity to informally assess their evaluations of their solutions’ performances in relation to the design goals. In general, students should produce a particular movement in their models and then check (or not check) the corresponding design goal as appropriate. If students do not understand the purpose of evaluating or the function of the checklist, students might check off design goals regardless of whether the movement met the goal. Or, they might check off goals without doing anything in their Box Models.</p> <p><b>Now what?</b> If many students are having difficulty, you may want to pause the activity and test a single design goal. Have students work with you as you all try to create a particular movement at the same time. Then, decide if it met the design goal. If you notice a few students having difficulty evaluating, take a minute to coach them by testing and evaluating a single design goal before having them continue on their own.</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 5.3, Activity 1	<p><b>On-the-Fly Assessment 14: Using Scientific Language During the Showcase</b></p> <p><b>Look for:</b> Students' interactions with their Box Models during the showcase present an opportunity to informally assess students' use of various engineering practices and scientific language. As they are talking about one another's Box Models, pay attention to whether or not students are asking and answering questions that help them clarify concepts. Also note if students are using causal language (<i>___ because ___</i>), the language of forces (<i>exert, force, gentle, strong</i>), and direction words (<i>long/short, left/right</i>).</p> <p><b>Now what?</b> If you notice that many students are not using the kind of scientific language they have been practicing, pause the activity to offer explicit feedback and support. Pointing out visual supports (e.g., diagrams or images from classroom charts) or the explanation language frames may be good reminders for many students. You may also choose to highlight exemplary language used by students to explain their Box Models. Or, you can pair students with different language-proficiency levels so one partner can provide examples of appropriate scientific language. If you notice that a few students are not using the kind of scientific language they have been practicing, you can intervene individually or convene a small group to direct their attention to the classroom resources (e.g., explanation language frames, vocabulary cards, class charts).</p>
Lesson 6.1, Activity 3	<p><b>On-the-Fly Assessment 15: Providing Evidence of Forces</b></p> <p><b>Look for:</b> Your questions during the School Forces Tour present an opportunity to informally assess students' understanding of motion as evidence of a force being exerted. In general, when you ask students for evidence of a force they've identified as exerted on an object, they should describe the movement of the object. They may also identify a more specific aspect of the force (e.g., strength, direction) and support it with evidence (e.g., distance traveled, direction moved), but it is most important that they describe movement as evidence of a force.</p>

Lesson	On-the-Fly Assessments in <i>Pushes and Pulls</i>
Lesson 6.1, Activity 3	<p>(continued)</p> <p><b>Now what?</b> If you notice that students do not know how to respond when you invite them to offer evidence, you can do some prompting in the moment, scaffolding their responses. For example, you might say, <i>We know that when we see something start moving, stop moving, or change direction, that is evidence of a force. What do you see happening to the cart that is evidence that a force is exerted on it?</i> If students describe something other than movement as evidence (e.g., <i>I can see him pushing it.</i>), acknowledge their thinking and redirect their responses. For example, you could say, <i>Right. We have learned that pushing is one way that forces are exerted, and, in general, we know what a push looks like. What is most important to look for as evidence of a force is whether something moves—starts moving, stops moving, or changes direction. What do you see moving?</i> If you notice that a few students are not sure how to respond, you may want to pause in a place where you can see many moving objects, model identifying a force based on movement as evidence for the class, and invite students to identify others forces based on movement as evidence.</p>

## Student Self-Assessments

An important part of students' learning to learn well is developing a sense of their own ideas and thinking. Providing regular opportunities for even young students to assess their own learning can help develop students' habits of self-reflection, as well as support the development of their own theories of mind. Included toward the end of each chapter is a prompt for partners to verbally share at least one idea they have learned that they didn't know before. For example, in Lesson 1.5, the teacher summarizes the ideas students have learned about forces and then directs them in a paired self-assessment.

- *Our writing shows that we have figured out many new ideas about how things start to move. We have learned that the things we can see, touch, and move are called objects. We have learned that an object starts to move because a force is exerted on it. And we have learned that there are many different ways that forces can be exerted, such as pushing, pulling, throwing, and kicking.*
- *What is one idea that you know now that you did not know before? Take a moment to talk about this with a partner.*

This quick yet important activity asks students to reflect on how their own ideas have changed as a result of their learning activities. This lays an important foundation for students' thinking about ideas as things that can grow and change over time, based on their interactions with books, their peers, and the world around them.

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

## Science Background

The information in this section is for adults teaching the unit and expressly not meant as student-facing material. The *Pushes and Pulls: Designing a Pinball Machine* unit encompasses wide-ranging and sometimes complex physical science content, and the information provided in this document is far from a complete discussion of the topic. Within the limitations of this relatively brief summary, we strive for accuracy and clarity. For a summary description of what students are expected to learn about forces, see Overview of the Progress Build (in Unit Overview in the instructional guide).

### The Nature of Forces

#### A Force Is a Push or a Pull Between Objects

The concept of force is central to the study of physics because forces govern the motion of objects. The definition of *force* can be stated very simply—a force is a push or a pull between objects. This simplicity of description is not shared by the concept of momentum (which must be described in terms of measurable quantities and mathematical relationships) or the concept of energy (which requires prolonged experience for students to make sense of it). However, there are some ideas about force that can be a bit tricky for students, as well as adults, to understand.

**Note:** It can be confusing for students to categorize every force as either a push or a pull. In practice, many examples of forces (e.g., people pulling one another's hands) involve multiple sets of forces, including pulls (e.g., bodies pulling apart) and pushes (e.g., fingers pushing together). Students draw from experiences like these as they formalize their knowledge of forces during this unit. It can be difficult to decide if something is a push or a pull when the objects neither get closer together nor get farther apart. For this reason, we do not ask students to classify forces as pushes or pulls, but focus rather on the movement caused by forces being exerted.

#### Forces Always Occur in Pairs

A force as an interaction between objects, a push or a pull that one object exerts on another as the two objects interact. In this unit, students apply forces onto still objects and moving objects to move them in specific ways. A force exerted on an object has both a strength and a direction, affecting the distance and direction the object travels. Forces always occur in pairs. Whenever an object exerts a force, it is always met by an equal and opposite force. This is the essence of Newton's Third Law of Motion.

**Note:** Forces exerted by moving objects are more immediately obvious to young students. Their experience exerting a force by performing an action (such as hitting, kicking, or pushing) supports a concrete understanding that a force from a moving object can make an object start to move, stop moving, or change direction. Forces exerted by still objects are more abstract, and can be surprising to some students. However, students have had direct experience with this idea. A ball bouncing off a wall or a floor is a familiar example of a force exerted by a still object on a moving one. When the ball hits the surface, it exerts a force on the surface while the surface exerts an equal and opposite force on the ball, causing it to change direction.

## Forces Can Cause Changes in the Motion of an Object

While we cannot see forces, we can tell when a force is exerted by its observable effect. Forces change the way things move—or, in other words, when an object changes the way it is moving, that is evidence that a force is at work. If an object slows down, speeds up, or changes direction, then we know there was a force exerted on that object. This is often observed as a change in how something moves.

**Note:** Students spend time in this unit searching for and identifying evidence of forces. When students look for evidence of forces being exerted (mainly in the form of pushes and pulls by other students and adults) they cite that objects' movement as evidence that forces have been exerted. In the majority of examples, the force is still being exerted as students observe the motion. For example, as they watch another student push a marker, they are watching a force exerted in that moment. Students may find other examples, such as that same marker rolling across a table after being pushed by a person, that are evidence of a force being recently exerted. Young students are still developing the relational vocabulary that facilitates describing the past, and the nuance between these examples is often challenging for them to describe. Furthermore, as students work within their early conceptions of science ideas, identifying when a force is currently being exerted versus when it was recently exerted is not necessary. A foundational understanding of the relationship between movement and force prepares students to explore this distinction more deeply in later grades.

## Friction and Inertia

For many years, scientists made the reasonable assumption that, without the exertion of a force, a moving object would slow down and come to rest. Many people still erroneously make this assumption. It is now recognized that if a moving object slows down and comes to rest, it is because of a force (friction), not because of a lack of force. Friction—the force between the moving object and the surface on which it is traveling (or the medium through which it is traveling)—is usually the force that slows down moving objects until they come to rest. When there is no friction (such as when an object is coasting through outer space), moving objects will keep moving without slowing down. When there is friction (such as when a wheel rolls on the ground), it takes a force that is equal and opposite to the force of friction to keep the object moving. In this unit, students have a variety of experiences rolling balls varying distances. As the balls slow and roll to a stop, students are observing the effect of friction.

Newton's First Law of Motion describes how objects move, as paraphrased here: *An object at rest stays at rest, and an object that is moving keeps moving in the same direction at the same speed, unless acted upon by an unbalanced force.* It can be helpful to think of objects as being "lazy," in the sense that an object resists changing its motion whether it is traveling at 100 mph or merely sitting at rest. This tendency of objects to keep doing what they are doing is referred to as *inertia*. A common example of inertia in everyday life is when you are riding in a car—moving at the same speed and direction of the car—and the driver suddenly puts on the brakes. As the car slows down, you feel the tendency of your body to keep moving forward until it is restrained by your seat belt. The seat belt provides the force to safely slow down your forward movement. While this interaction is advanced for kindergarteners to understand, it is helpful to understand when considering the idea that when an object is moving, this does not always indicate a force is being exerted on it.

**Note:** Typically, students think of a force only as something that makes things happen or creates a change. They believe forces only cause motion but do not stop it, and they often think there is no force acting on something if it is not moving. Since you cannot see forces, they are inherently abstract to kindergarten students. However, acting to make an object move and seeing its movement are concrete to young students. In an effort to reach a robust understanding of how forces start movement and change a moving object's direction, this unit's scope does not thoroughly address forces working to stop an object's motion.

## Gravity

Forces happen between two objects. When an object rolls down a ramp or falls, it may seem as though the object moves without another object exerting a force on it. The force of gravity, however, is responsible for the movement. The object is moving down because a second object, Earth, is exerting a force on it. Gravity's effect on an object varies based on the object's properties. The strength of the force between two objects is greater when the mass (how much matter something is made of) of each object is greater. The strength of the force is also greater when the distance between the two objects is less. The way an object responds to the force of gravity depends on the object's mass and velocity (the speed of the object and the direction in which it is traveling). Gravity is different from the other forces explored in this unit. Gravity is a noncontact force, which means that objects experience the force of gravity even when they are not touching the object that is exerting the force (i.e., Earth). Contact forces (such as a foot kicking a ball or a ball bumping into a wall) end when the two objects are no longer touching. The force of gravity on an object, however, is always being exerted by Earth—when the object is being held up, when it is falling, and when it is resting on the ground. Noncontact forces, such as gravity, are more abstract and are not introduced in this unit.

# Cause and Effect: Mechanism and Explanation

Cause and effect is a crosscutting concept called out by the Next Generation Science Standards (NGSS) as one of seven ideas that are widely useful across scientific topics and disciplines. Events in the natural world have causes. Some of these causes are simple, while others are multifaceted. A fundamental part of scientists' work is developing an understanding of the causes that lead to observable effects. This understanding often starts by linking observable events together, recognizing that one leads to the other. For example, in London in the 1800s, English scientist John Snow used careful data collection and analysis to realize that cases of cholera were caused by people's use of a particular water pump for their drinking water.

However, scientists try to go beyond what is easily observable to describe the mechanism that connects the cause to the effect. Snow, while unsatisfied with the theories at the time, was not sure why drinking water from that pump caused cholera. It was not until the germ theory of disease was developed that scientists could propose a mechanism for the cause-and-effect relationship. Microorganisms that entered the water from a nearby cesspit infected people who drank the water from that particular water pump. The microorganisms multiplied inside people and caused their symptoms.

When scientists and engineers describe how causes lead to observable effects through particular mechanisms, they are constructing explanations. Understanding and explaining the causal mechanisms involved in one situation often allows them to explain or make predictions about new but related situations. For example, scientist Robert Koch, in his studies of anthrax, first established that a particular microorganism caused a particular disease, which led him to predict and identify the specific bacteria that causes cholera.

In this unit, students will have direct experience with cause and effect as they make objects move in different ways. Developing an understanding of forces lays the foundation for students to go beyond the observable and describe the connection between an effect and its cause. For example, students learn through hands-on activities that pushing an object causes the object to move, and then they deepen their understanding through reading about the mechanism that explains the cause-and-effect relationship—forces.

# Engineering Design

Each unit in the Amplify Science: Elementary sequence focuses on one of four key practices of science or engineering: investigation, modeling, design, or argumentation. While all units include elements of all four practices, focusing more explicitly on one allows us to create multiple opportunities for students to experience that practice more fully. It also allows for the teacher to model that practice and support students' efforts so they can develop awareness and skill. Design units provide students with the opportunity to take on and understand a particular engineering problem, developing new knowledge that helps them to design, evaluate, and revise a solution.

## What Is Engineering Design?

We live in designed societies. The cities and buildings that we live in, as well as the devices we use on a daily basis, are all the products of engineering. They have been designed using scientific knowledge, with an awareness of the criteria they are expected to meet related to function, cost, and aesthetics. Ironically, we are probably most aware of this design when it has been done poorly (e.g. when stairs in a building are spaced too widely or the buttons on a device are not intuitive). Design units are intended to invite students into the process of engineering design, and to help them recognize the designed parts of the world around them.

## What Do Engineers Do?

**Engineers define problems and design solutions.** The connotations of *problem* and *solution* in engineering are different from the everyday meanings we are more likely to encounter. We often think of problems as negative, such as emotional problems. Or, we think of problems and their corresponding solutions as well-specified—with a single correct solution, as is often experienced in math classes. In engineering, a problem is an unmet want or need. Sometimes unmet needs do have negative repercussions if not addressed, such as the need for clean drinking water. Other times, a problem is a desire that is unsatisfied; in this case, its absence is less dire, such as wanting a more exciting roller coaster. Regardless, an unmet want or need is an engineering problem if knowledge of how the world works can be applied to create something that will address that want or need.

In engineering, problems are initially identified by an unmet want or need. Developing a solution to that problem, however, requires that the problem be further defined. What expectations do the people who will use the solution have for its performance? What constraints are imposed on the solution by the materials and money available or the circumstances in which the solution will be used? What are additional effects that a solution could have? In answering these questions, engineers define the criteria for success that the solution will have to address in order to solve the problem. The work required to better define and understand the nature of the problem distinguishes engineering problems from more straightforward or well-specified problems.

Once the problem is initially defined, engineers work to design a solution. Creating a solution is a design process because it involves intentionally applying scientific knowledge to create something functional, as well as considering the needs and expectations of the target users to make something useful. There is seldom a single “correct” solution to an engineering problem; rather, multiple possibilities could address the criteria for success in different ways.

**Engineers iteratively test and revise solutions.** A fundamental aspect of the engineering process is that it is iterative, which leads to the successive improvement of a solution. Engineers test aspects of their solutions through many phases of development—exploring and testing possible materials to choose the best options, creating and testing models or prototypes to inform the construction of the actual solution, and testing a version of the solution itself in realistic conditions. Often this process of iteration informs their understanding of the problem, as well as informs the design of the solution. Testing materials can identify the constraints those materials create. Testing prototypes or early solutions with users can clarify the criteria with which users evaluate a solution. Testing also provides the engineers with information about the performance of a solution compared to their goals and expectations, which allows them to make changes that will improve its performance.

## Design Cycle

Scientists use multiple practices to figure out how the natural world works. They ask questions, plan and carry out investigations, analyze and interpret data, construct explanations, etc. While scientists work to figure out how the natural world works, engineers use design practices (and their knowledge of established science) to develop solutions to problems. Engineers’ design practices include defining problems, identifying design goals, planning and constructing solutions to address those goals, testing solutions to see how well they meet those goals, and iterating on their previous designs to better meet their design goals.

While there are differences in solving problems between engineer’s approach and the scientific approach, both approaches have much in common. There are eight practices outlined in the NGSS for scientific investigation and engineering design. Of these, six are shared between both approaches:

- Developing and Using Models
- Planning and Carrying out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Engaging in an Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

There are two NGSS practices in which the approaches of engineers and scientists differ:

- Asking Questions [Science] and Defining Problems [Engineering]
- Constructing Explanations [Science] and Designing Solutions [Engineering]

Scientists work to figure out how the natural world works, and then they explain it to others. Engineers define a problem based on something that people want or need; build any new knowledge they will need to solve the problem; and then design, test, and revise solutions to that problem.

Just as there is no single linear scientific method, there is no single design cycle. While science practices often follow a particular path (e.g., asking questions before investigating), just as often, the results of an investigation lead to new questions. This iterative process of wondering and investigating may repeat several times before a scientist is ready to move on to constructing explanations in an effort to answer an initial question.

Likewise, engineering practices often follow a particular path, or cycle, in which engineers first conduct research to better define a problem, identify design goals (or criteria), plan and make a design solution, and then test that solution to see if it meets the design goals. The cycle repeats as an engineer seeks to create improved design solutions. The simplest version of a design cycle can be as straightforward as Plan–Make–Test. Often, however, engineers will move back and forth between the different phases, learning more about ideas that are relevant to the problem, developing a better plan for a solution, refining a solution they have created, or testing an aspect of a solution. The Amplify Science curriculum program introduces students to a design cycle of Learn–Plan–Make–Test.

In this unit, students work toward an understanding of the design cycle by first focusing on a simplified cycle of Learn–Make in the early chapters. In the first four chapters, students learn about forces and motion, and then use their learning to inform changes to their designs. In the last two chapters, Plan and Test are introduced, and then students use this expanded design cycle to create final versions of their designs.

- **Learn.** In the Learn phase, sometimes considered a research phase, engineers work to understand and define the problem they are trying to solve, better understand the needs of users, establish design goals (or design criteria), identify constraints, and learn relevant information. In the *Pushes and Pulls* unit, students engage in the Learn phase as they explore making tennis balls move in small groups, as they obtain information from images and text, and when they discuss their observations from the Rugby game. Exploring with the tennis balls contains various elements of the design cycle, such as planning and testing ideas. For simplicity, however, we describe these smaller preparatory cycles as all part of the Learn phase.
- **Plan.** This is when engineers use what they have learned through their research to plan a solution they hope will meet their design goals. Students engage in the Plan phase in Chapter 5, when they plan and draw diagrams of their Box Models (their prototype pinball machines) that can reach every design goal. In previous chapters, students also engaged in the Plan phase, without it being introduced or formalized, by using what they designed in their Box Models to inform the construction of the Class Pinball Machine. They plan solutions throughout the unit.
- **Make.** Depending on what's being designed, the Make phase (actually making the proposed solution) can vary in length. If problems are encountered during the Make phase, it is not uncommon for engineers to return to the Plan phase before moving on to the Test phase. Students engage in the Make phase each time they work with their Box Models.

- **Test.** Engineers test the solutions they make. Testing can involve something as simple as a taste test or something as involved as trying out a new design over the course of a year. Students test their solutions during Chapter 5, when they use a checklist to assess whether they have met their design goals. In previous chapters, students also engaged in the Test phase, without it being introduced for formalized, when they worked with their Box Models to meet smaller design goals. They moved the Box Model components around, testing their solutions against the design criteria and making changes as necessary.

As engineers cycle back through the phases of the design cycle, they may return to the Plan (or research) phase to develop additional background knowledge. They may also return to the Learn phase after evaluating results from the Test phase, learning from and using those results to revise their solutions.

## References

- American Association for the Advancement of Science. 1993. *Benchmarks for Science Literacy*. New York: Oxford University Press.
- Bar, V., Zinn, B., Goldmuntz, R., and Sneider, C. 1994. Children's concepts about weight and free fall. *Science Education*, 16(2), 149–170.
- Barrow, L.H. 1987. Magnet concepts and elementary students' misconceptions. In J. Novak (Ed.), *Proceedings of the second international seminar on misconceptions and educational strategies in science and mathematics*, Ithaca, NY: Cornell University Press.
- Driver, R., A. Squires, P. Rushworth, and Wood-Robinson, V. 1994. *Making sense of secondary science: Research into children's ideas*. New York: Routledge.
- Dykstra, D., Boyle C., and Monarch I. 1992. Studying conceptual change in learning physics. *Science Education*, 76, 615–652.
- Gunstone, R. and Watts, M. 1985. Force and motion. In *Children's ideas in science*, eds. R. Driver, E. Guesne, and A. Tiberghien, 85–104. Milton Keynes, UK: Open University Press.
- Hazen, R. M. and Trefil, J. 1991. *Science matters: Achieving scientific literacy*. New York: Doubleday.
- Jung, W., Wisener, H., and Engelhard, P. 1981. *Vorstellungen von Schuelern ueber Begriffe der Newtonschen Mechanik*. Bad Salzdetfurth: Didaktischer Dienst Franzbecker.
- Osborne, R. 1985. Building on children's intuitive ideas. In *Learning in science*, eds. R. Osborne and P. Freyberg, 5–14. Auckland, NZ: Heinemann.
- Sneider, C. I., and Ohadi, M. M. 1998. Unraveling students' misconceptions about the Earth's shape and gravity. *Science Education*, 82(2), 265–284.

Stead, K., and Osborne, R. 1980a. Gravity, Learning in Science Project (LISP). Working paper 20. Hamilton: Science Education Research Unit (SERU), University of Waikato, New Zealand.

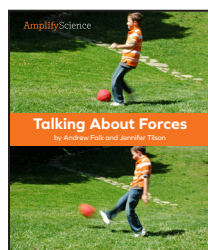
Stepans, J. 1994. *Targeting students' science misconceptions, physical science concepts using the conceptual change model*. Washington, D.C.: National Science Teachers Association.

Watts, M. 1983b. A study of school children's alternative frameworks of the concept of force. *European Journal of Science Education*, 5, 217–230.

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

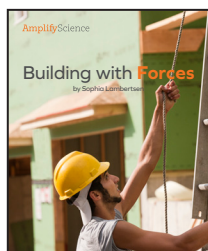
## Book Summaries

Here are short descriptions of the five full-color *Pushes and Pulls* student science books.



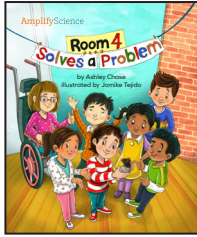
### Talking About Forces

*Talking About Forces* introduces students to several foundational concepts for the unit, including the idea that forces make things move. The book also introduces key scientific language for explaining what is happening when a force makes something move. Students learn that scientists and engineers say that when one thing is making another thing move, it is exerting a force on it. Relatable examples and photographs help students connect the concepts they are learning in the unit with what they see in the world around them. The book helps students view the world through a scientific lens and see how forces are being exerted all the time. *Talking About Forces* is used as a Read-Aloud book at the beginning of the unit to introduce the content and help students connect movement with the forces that cause it to happen.



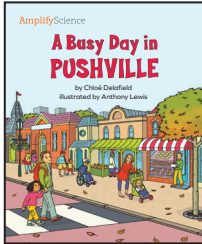
### Building with Forces

*Building with Forces* features construction workers who are building houses and stores. The book highlights forces being exerted in different directions: up, down, to the left, to the right, toward, and away. Students learn that construction workers must exert forces in the correct directions so everything ends up where it belongs. *Building with Forces* is used as a Shared Reading midway through the unit to help students visualize how forces exerted in different directions make things move in those directions. Construction photographs and simple text engage students in learning this foundational concept.



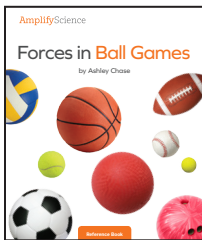
## Room 4 Solves a Problem

In *Room 4 Solves a Problem*, a group of kindergartners encounter a problem: Their class pet, Ratty, needs to get more exercise. Students jump into action, designing solutions that use pushes and pulls to alleviate Ratty's problem. They test out several solutions and then refine and improve their solutions until they have designed the perfect push-and-pull exercises for Ratty. *Room 4 Solves a Problem* is a Read-Aloud book that models the design process that students are using to create their pinball machines in the unit.



## A Busy Day in Pushville

*A Busy Day in Pushville* is written from the perspective of a young girl who sees people using pushes and pulls in their jobs and activities all around town as she goes to the library with her dad. After she and her dad come home, she also notices pushes and pulls as they paint and draw, make dinner, and more. Students are encouraged to look for evidence of forces throughout the book. *A Busy Day in Pushville* is used as a Shared Reading at the end of the unit to help students synthesize information and explain all the different kinds of forces they have learned about in the unit. The book provides a bridge to an activity in which students search for evidence of forces in and around the school.



## Forces in Ball Games

*Forces in Ball Games* is the reference book for this unit. It explores the types of forces in many different ball games, both familiar and new. Showing how forces are exerted in the context of games helps solidify the connection between the physics content that students are learning and the pinball machines they are creating. The reference book is used during a Partner Read and in Read-Alouds throughout the unit and offers an opportunity to look for changes of direction, stopping and starting motion, and strong and gentle forces.

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

## Managing the Unit

Teaching a science class that integrates hands-on activities and technology with reading, writing, and discussion can be challenging—especially the first time. However, if you have taught activity-based science before, you'll find managing this unit easier than units comprised of a higher percentage of firsthand activities. Lessons involving reading and writing take less preparation and management—and they are rarely messy! There are also some basic strategies and practices you can employ that will help make things go smoothly.

### Before You Present the Lessons

**Read about the Amplify Science curriculum approach.** You can find important information about aspects of our approach in our program overview documents. Reading these in advance will help the lessons make more sense. Also provided are several unit overview documents that explain our approach within the context of a particular unit. You can find these with the Unit Overview in the digital instructional guide.

**Read the instructional guide.** Be sure to read the instructional guide for each lesson before you present that lesson. If you can, reading through an entire chapter will give you the best sense of where the unit is moving. However, if you aren't able to do that, rely on the chapter summaries provided in the Unit Overview about what students do and learn in each chapter.

**Read the student books.** Read each student book before you present it to students. This should take just a few minutes and will enable you to better anticipate your students' reading needs and to prepare for using the big book in Read-Aloud or Shared Reading activities.

**Get to know your materials kit.** The materials kit includes nearly everything you will need to present this unit. Items not included in the unit's materials kit are general supplies that are used across many different units (e.g., trays, dish tubs), which can be purchased in the Amplify Science starter kit. There are also some materials that you will need to supply, including typical school supplies (e.g., chart paper, markers, rulers) and, for some units, food items (things that are perishable and, therefore, cannot be included in the kit). Familiarize yourself with the kit materials, including the printed materials, before beginning the unit. Refer to the Materials and Preparation at a Glance document (with the Unit Overview in the instructional guide) for a complete list of the materials provided in the kit, materials that are teacher provided and/or provided in the starter kit, and the lessons that will require extra preparation time.

**Set aside time to prepare before each lesson.** Before presenting each lesson, review the Materials and Preparation sections in the instructional guide. The Materials section lists the items that will be used in the lesson and how many of each will be needed for the class, pairs of students, and each student. The Preparation section details specific instructions for preparing before the day of the lesson and immediately before the lesson.

**Plan ahead.** Reading the Preparation at a Glance section of the Materials and Preparation at a Glance document (with the Unit Overview in the instructional guide) will give you a sense of the lessons in which extra preparation time is needed. Roughly half the lessons will require only 15 minutes or less of advance preparation. There are some lessons that will require more preparation time, especially the first time you teach them. By planning ahead, you will not only be able to make preparation more efficient, you will also be able to consolidate and schedule the preparation tasks at times that are most convenient for you.

**Involve adult volunteers in helping to prepare class materials.** Learning to ask for adult assistance can be an important time-saving strategy. The Preparation at a Glance section of the Materials and Preparation at a Glance document (with the Unit Overview in the instructional guide) indicates which lessons have self-contained tasks that can be handed off to adult volunteers. Some of these tasks can be sent home with an adult to be completed in the evenings or on weekends.

**Purchase or make copies of the Investigation Notebook ahead of time.** You can purchase a printed Investigation Notebook for each student, or you can print out the PDF of the Investigation Notebook (in Digital Resources in Lesson 1.4 and in Unit Overview) and copy and bind one notebook for each student. Surprisingly, purchasing printed Investigation Notebooks can be cheaper than paying to duplicate enough copies for your class. You can also ask for adult volunteers who are willing to make copies of the Investigation Notebook at their workplaces. Many workplaces have sufficiently large copy volumes that they are happy to make such an in-kind contribution.

**Make a plan for how students will move between individual and partner work.** Most lessons involve students working individually as well as working with and discussing with a partner. If you already have table groups, this will be relatively easy. If students sit at individual desks, decide how they will work with and talk to partners and how they will reorient their seats to work individually again.

**Make a plan for how you will project.** Many lessons involve projecting images, prompts, and notebook pages for students. At times, you will also project and model different activities. Whenever possible, it is recommended that you project these class references by using an interactive whiteboard, a document camera, projecting onto a whiteboard, or whatever system you typically use that can allow you to also record responses. **Note:** If you are not able to see the instructional guide while you are projecting, you may want to have two different digital devices, if possible—one connected to a projector and one for referring to the instructional guide. Alternatively, in each lesson, a PDF of all projections for that lesson is provided (in Digital Resources)—you can open this in a separate tab and toggle between the instructional guide and the projections (as well as the PDF of the Investigation Notebook).

**Make paper posters, charts, and tables ahead of time.** This unit relies on the use of chart paper to create visual records of data and ideas in lessons when what's recorded needs to be revisited in later lessons. You will find models of completed class posters/charts in Digital Resources (in the appropriate lessons). These can be printed out for easy reference as you prepare for each lesson. Detailed instructions for creating these on chart paper are provided in the Preparation section for each lesson in the instructional guide. If you have limited wall space in your classroom, you might consider creating class charts and leaving the sheets of chart paper intact on the pad, placing the pad on a chart stand, and flipping through the individual charts when needed.

**Get to know the structure and features of the digital instructional guide.** See Amplify Academy for more resources to help familiarize yourself with how to use the digital instructional guide.

## While You Present the Lessons

**Set up separate work areas and discussion areas.** You will find that the lessons go more smoothly if you set up your classroom with a work area that is separate from a discussion area. Sitting in a circle on a carpet makes a wonderful discussion area. This can be where you start and end each lesson. Although students will be working individually or with partners, a table for every four students might make the best work area, as long as you define each pair's workspace.

**Set up distribution stations for materials.** The most efficient way to distribute trays of materials or other materials that need to be distributed during an activity is to set up distribution stations from which you or students can obtain materials as needed. If space in your classroom is limited, you may have room for only one station. If you have more space, we recommend setting up two or three distribution stations to relieve student traffic at each station.

**Prepare and set out materials on trays.** The cafeteria-style trays provided in the starter kit are wonderful management devices for the materials you will use in the inquiry science lessons in the unit. For each hands-on investigation activity, set out as many trays of materials as needed for each pair. This can be especially efficient if the materials will be needed for more than one lesson, since this allows you to leave the materials set up. Economize space by stacking the trays in a corner of your classroom. Often, trays can be stacked with the materials still on them.

**Provide instructions before distributing materials.** Don't try to talk to the class when students have materials in front of them. If you do, keep your message very brief. The temptation for students to handle the materials when they are in front of them is overwhelming. You will find that waiting to distribute materials until after everyone knows what they are to do will make a huge difference. Likewise, collecting materials before you have a reflection discussion is recommended.

**Establish routines.** Set up consistent routines for getting students' attention, distributing materials, collecting materials, and cleaning up. Students will come to expect these routines, and cleaning up will be more efficient. You can assign cleanup duties to students as needed. If you already have rotating classroom jobs, integrate cleanup during science class into your existing system.

**Invite adult volunteers or older students to help during the lessons.** Having an extra pair of hands (or more) during the firsthand science lessons can help a great deal with class and materials management. Often, teachers ask older students to come in to help during the science lessons—everyone enjoys and benefits from these interactions. An extra person to help individual students with reading and writing during the literacy lessons is also helpful, although not necessary.

## **After You Present the Lessons**

**Keep the materials kit organized.** Each time you present the unit, it will get easier and easier. It's worth the effort to keep your kit tidy and organized so the next time you use it, it will be in good shape. Putting sticky notes inside the kit to remind you of items that need to be restocked will save you time when you use the kit again.

**Write notes about lessons learned and things to improve next time.** Use the My Notes feature in the instructional guide to record your reflections on how you might want to do things differently the next time you teach the unit. You can record notes about the unit as well as about individual lessons.

# Grade K: *Pushes and Pulls: Designing a Pinball Machine*

## Materials and Preparation at a Glance

### Materials at a Glance

This is a complete list of all the materials needed to present the entire *Pushes and Pulls: Designing a Pinball Machine* unit twice. For reordering information, call Amplify: 1 (800) 823-1969.

**Note:** Check and follow your district's safety regulations pertaining to the use of safety goggles for students participating in hands-on science activities.

### Items Provided in the *Pushes and Pulls* Kit

Quantity	Description	Used in lesson
93	baggies, plastic, quart size with zip*	1.3, 1.4, 2.3, 3.2, 3.4, 4.3, 5.1, 5.2, 5.3
1	ball, foam, 6"	1.2, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2
73	balls, table-tennis*	1.4, 2.3, 3.2, 3.4, 4.3, 5.1, 5.2, 5.3
73	binder clips, large*	1.3, 1.4, 2.3, 3.2, 3.4, 4.3, 5.1, 5.2, 5.3
1	cardboard box, 12" x 24" x 2"	1.2, 1.5, 2.3, 3.5, 4.3, 5.3
73	cardboard box, 11" x 17" x 2", with slots*	1.4, 2.3, 3.2, 3.4, 4.3, 5.1, 5.2, 5.3
16	dowels, 2" long	1.5, 4.3
18	marbles, flat	1.3
2 rolls	masking tape*	throughout
18	nuts, large, metal	1.3
1	peg board, 1' x 2'	1.2, 1.5, 2.3, 3.5, 4.3, 5.3
81	rubber bands (large)*	1.4, 1.5, 2.3, 3.2, 3.4, 4.3, 5.1, 5.2, 5.3
160	rubber bands (medium)*	4.3, 5.1, 5.2, 5.3
24	rubber bands (small)*	4.3, 5.3

\*consumable item

### Items Provided in the *Pushes and Pulls* Kit (continued)

Quantity	Description	Used in lesson
73	shoelaces, 12"*	1.3, 2.1, 2.3, 3.2, 3.4, 4.3, 5.1, 5.2, 5.3
19	tennis balls	2.1, 3.1, 3.3, 3.4, 4.1
200	wooden sticks (tongue depressors)*	1.3, 4.3, 5.1, 5.2, 5.3
	<b>Print materials</b>	
1	<i>Pushes and Pulls: Designing a Pinball Machine</i> Investigation Notebook	throughout
1 set	Explanation Language Frames Cards: Set 1 (7 cards)	1.3
1 set	Explanation Language Frames Cards: Set 2 (4 cards)	2.2
1 set	Explanation Language Frames Cards: Set 3 (8 cards)	3.2
1 set	Explanation Language Frames Cards: Set 4 (2 cards)	3.4
1 set	Explanation Language Frames Cards: Set 5 (4 cards)	4.2
1 set	Forces Cards: Large (8 cards)	2.2
18 sets	Forces Cards: Small (8 cards)	2.2
18 sets	Forces Cards Set: Headers (2 cards)	2.2
1 set	Pinball Machine Design Goals Chart: Diagrams 1–9 (9 cards)	1.5, 2.3, 3.5, 4.3
1 set	What We Know About Forces Chart: Icons 1–6 (5 cards)	1.3, 2.2, 3.2, 4.2
73	Box Model Mat 1: Long/Short*	2.3
73	Box Model Mat 2: Left/Right*	3.2
73	Box Model Mat 3: Targets*	3.4
	<b>Print materials for the classroom wall</b>	
6	Chapter Questions	throughout
1	Unit Question	throughout
2	section headers: Key Concepts, Vocabulary	throughout
9	vocabulary cards	throughout

\*consumable item

### Items Provided in the *Pushes and Pulls* Kit (continued)

Quantity	Description	Used in lesson
	<b>Student books</b>	
18 + 1 big book	<i>A Busy Day in Pushville</i>	6.1, 6.2
18 + 1 big book	<i>Building with Forces</i>	3.1, 3.2
18 + 1 big book	<i>Forces in Ball Games</i>	2.2, 3.5, 4.1, 4.2
18 + 1 big book	<i>Room 4 Solves a Problem</i>	5.1, 5.2
18 + 1 big book	<i>Talking About Forces</i>	1.2, 1.5

Amplify Science Elementary also offers a starter kit available for purchase. This kit includes general science materials needed to conduct most hands-on activities and experiments for all units in the Amplify Science Elementary curriculum program. Items in the starter kit can fulfill some of the teacher-provided kit materials needed for each unit.

### Items Provided in the Starter Kit

Quantity	Description
2	dish tubs, medium size
2	gloves, latex free, boxes (100 pairs/box)*
36	goggles, safety, child size
18	lenses, hand, plastic
1	sticky notes, yellow, 3" x 3", pack (12 pads/pack, 100 notes/pad)*
2	tape, masking, rolls*
19	trays, plastic

\*consumable item

### Items to Be Provided by the Teacher

Quantity (1 class)	Description	Used in lesson
18	cardboard tube (optional)	1.3
18	clothespins (optional)	1.3
18	cotton balls (optional)	1.3
36	crayon, black	1.3 (optional), 2.3, 3.4, 4.3, 5.1
36	crayon, blue	1.3 (optional), 4.3, 5.1

\*consumable item

\*\*provided in starter kit

## Items to Be Provided by the Teacher (continued)

Quantity (1 class)	Description	Used in lesson
36	crayon, brown	1.3 (optional), 4.3, 5.1
36	crayon, orange	1.3 (optional), 4.3, 5.1
36	crayon, red	3.4, 5.1
39	cubes, small interlocking plastic or wooden	1.2, 1.3
18	dice (optional)	1.3
18	erasers (optional)	1.3
10	magnets, whiteboard (optional)	1.2, 1.5
1	marker, wide tip, black	throughout
1	marker, wide tip, brown	4.3, 5.1
1	marker, wide tip, orange	1.4, 2.3, 3.4, 4.3, 5.1
1	marker, wide tip, red	3.4, 5.1
1	marker, wide tip, blue	4.3, 5.1
18	math manipulative (such as small interlocking plastic cubes, counting bears, or small blocks)	1.3
1 box	paper clips*	throughout
18 sheets	paper towel or tissue*	1.3
18	paper, any size, crumpled into a ball (optional)*	1.3
1 pad	paper, chart*	1.1, 1.3, 1.4, 1.5, 2.3, 3.5, 4.3
57 sheets	paper, regular or construction, 8.5" x 11"	3.3, 5.1, 5.2
18	pipe cleaners, any color	1.3
100	sentence strips	throughout
2 pads	sticky notes, square, 3x3* **	3.5, 5.2
1	whiteboard or pocket chart	1.3, 1.5, 2.4
18	wooden blocks (optional)	1.3

\*consumable item

\*\*provided in starter kit

## Preparation at a Glance

The information provided here is an overview of the amount of time we estimate it will take you to prepare the materials for each lesson of the *Pushes and Pulls* unit. This does not include the time you will need to spend reading the instructional guide, previewing the student activities and student books, or reviewing students' work.

The Materials and Preparation sections in the Lesson Brief of each lesson (in the instructional guide) include detailed preparation steps to be completed before the day of each lesson as well as steps to be done immediately before each lesson. This preparation time is summarized in the tables on the following pages to assist in your planning. We suggest actually calendaring your lessons, taking particular note of the lessons that require more preparation time.

Asterisks in the tables denote that preparations for those lessons have self-contained tasks that are easily handed off to adult volunteers. Doing so can reduce or eliminate prep time in those instances. Plan ahead by inviting adult volunteers to come in a few days before these lessons. **Note:** Amount of time listed for each lesson is the total estimated amount of preparation time needed and not just the time for any self-contained task(s) listed.

### Chapter 1

Lesson	Title	Preparation time frame (in minutes)
1.1	Pre-Unit Assessment: Students' Initial Explanations	30–60: Preview unit overview documents. Create all class charts and key concepts for unit.* (Alternatively, you can create class charts and key concepts before each lesson in which they are needed.)  30–60 (optional): Make copies of the Investigation Notebook rather than purchase additional copies.*
1.2	Talking About Forces	15: Build the Class Pinball Machine.*
1.3	Forces Happen Between Two Objects	20: Assemble bags of Forces Investigation materials.*
1.4	We Are Engineers	60: Build Box Models.* Assemble bags of Box Model materials.* Locate orange and black crayons.*
1.5	Writing About Forces	5

## Preparation at a Glance (continued)

### Chapter 2

Lesson	Title	Preparation time frame (in minutes)
2.1	Exploring Shorter and Longer Distances	5
2.2	Strong and Gentle Forces	10
2.3	Designing a New Launcher	10: Add shoelaces to bags of Box Model materials.* Locate orange and black crayons.*

### Chapter 3

Lesson	Title	Preparation time frame (in minutes)
3.1	Movement in Different Directions	5
3.2	Building with Forces	10
3.3	Direction and Strength	10
3.4	Targets in the Box Model	10: Locate orange, black, and red crayons.*
3.5	Applying Strength and Direction	5

### Chapter 4

Lesson	Title	Preparation time frame (in minutes)
4.1	Changing Directions	10
4.2	Forces Change an Object's Direction	10
4.3	Flippers and Bumpers	20: Add wooden sticks and rubber bands to bags of Box Model materials.* Locate orange, black, brown, and blue crayons.*

## Preparation at a Glance (continued)

### Chapter 5

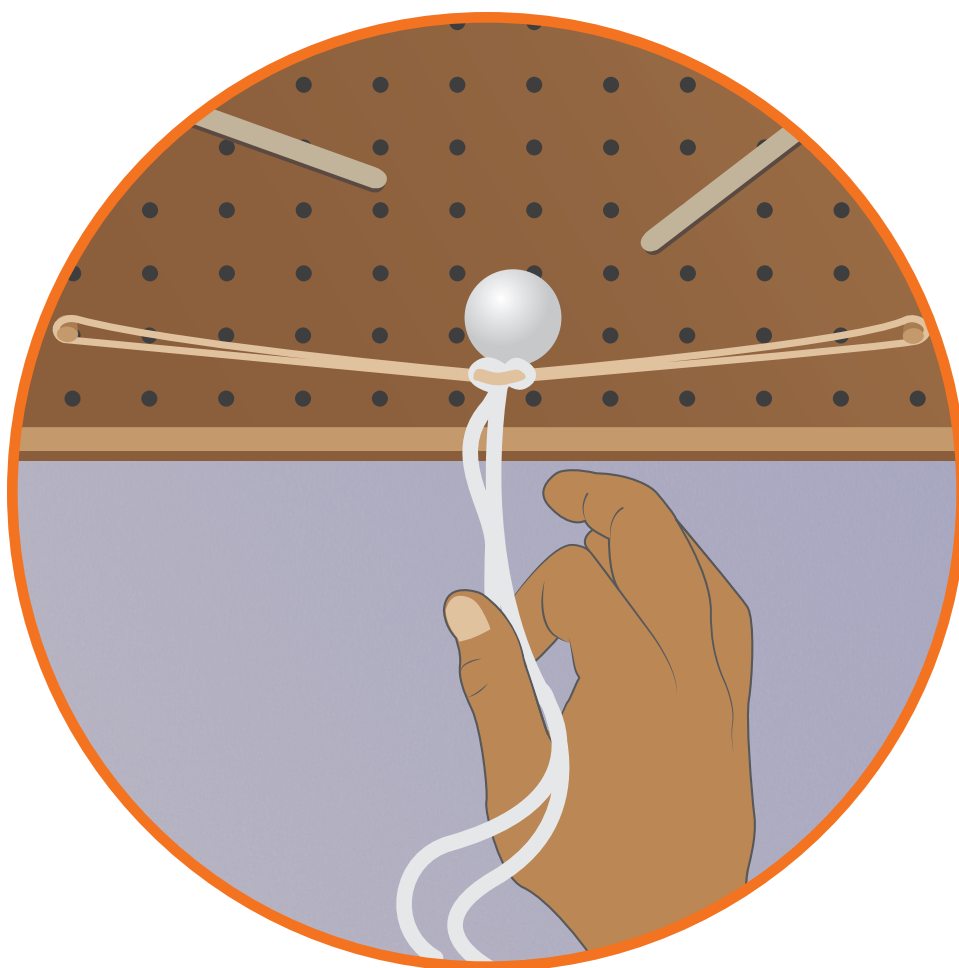
Lesson	Title	Preparation time frame (in minutes)
5.1	Room 4 Solves a Problem	5: Locate orange, black, brown, blue, and red crayons.*
5.2	Testing and Improving Our Box Models	45: Assemble mini-books.*
5.3	Showcasing Our Box Models	5

### Chapter 6

Lesson	Title	Preparation time frame (in minutes)
6.1	Searching for Forces	5
6.2	A Busy Day in Pushville	20
6.3	End-of-Unit Assessment: Students' Culminating Explanations	5

# Pushes and Pulls:

## Designing a Pinball Machine





© 2016 by The Regents of the University of California. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

Teachers purchasing this Investigation Notebook as part of a kit may reproduce the book herein in sufficient quantities for classroom use only and not for resale.



These materials are based upon work partially supported by the National Science Foundation under grant numbers ESI-0242733, ESI-0628272, and ESI-0822119. The Federal Government has certain rights in this material. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

These materials are based upon work partially supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A130610 to The Regents of the University of California. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



Developed by the Learning Design Group at the University of California, Berkeley's Lawrence Hall of Science.

Amplify Science Elementary is based on the *Seeds of Science/Roots of Reading*® approach, which is a collaboration between a science team led by Jacqueline Barber and a literacy team led by P. David Pearson.

[www.scienceandliteracy.org](http://www.scienceandliteracy.org)

**Amplify.**

Amplify.  
55 Washington Street, Suite 900  
Brooklyn, NY 11201  
1-800-823-1969  
[www.amplify.com](http://www.amplify.com)

*Pushes and Pulls: Designing a Pinball Machine*  
ISBN: 978-1-943228-86-7

# Table of Contents

<b>Safety Guidelines for Science Investigations .....</b>	<b>1-2</b>
<b>Chapter 1</b>	
Box Model Diagram: Drawing the Launcher .....	4-5
<b>Chapter 2</b>	
Box Model Diagram:	
Drawing the Ball Moving a Short Distance .....	6-7
Box Model Diagram:	
Drawing the Ball Moving a Long Distance .....	8-9
<b>Chapter 3</b>	
Box Model Diagram:	
Drawing the Ball Moving to Targets .....	10-11
<b>Chapter 4</b>	
Box Model Diagrams: Drawing a Bumper .....	12-13
Box Model Diagrams: Drawing Flippers .....	14-15
<b>Chapter 5</b>	
Box Model Diagram: Planning Our Box Models .....	16-17
<b>Chapter 6</b>	
School Forces Tour .....	18
<b>Glossary .....</b>	<b>20-21</b>



# Safety Guidelines for Science Investigations

1. **Follow instructions.** Listen carefully to your teacher's instructions. Ask questions if you do not know what to do.
2. **Do not taste things.** No tasting anything or putting it near your mouth unless your teacher says it is safe to do so.
3. **Smell substances like a chemist.** When you smell a substance, do not put your nose near it. Instead, gently move the air from above the substance to your nose. This is how chemists smell substances.
4. **Protect your eyes.** Wear safety goggles if something wet could splash into your eyes, if powder or dust might get in your eyes, or if something sharp could fly into your eyes.
5. **Protect your hands.** Wear gloves if you are working with materials or chemicals that could irritate your skin.
6. **Keep your hands away from your face.** Do not touch your face, mouth, ears, eyes, or nose while working with chemicals, plants, or animals.
7. **Tell your teacher if you have allergies.** This will keep you safe and comfortable during science class.
8. **Be calm and careful.** Move carefully and slowly around the classroom. Save your outdoor behavior for recess.

## **Safety Guidelines for Science Investigations (continued)**

- 9. Report all spills, accidents, and injuries to your teacher.**  
Tell your teacher if something spills, if there is an accident, or if someone gets injured.
- 10. Avoid anything that could cause a burn.** Allow your teacher to work with hot water or hot equipment.
- 11. Wash your hands after class.** Make sure to wash your hands thoroughly with soap and water after handling plants, animals, or science materials.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

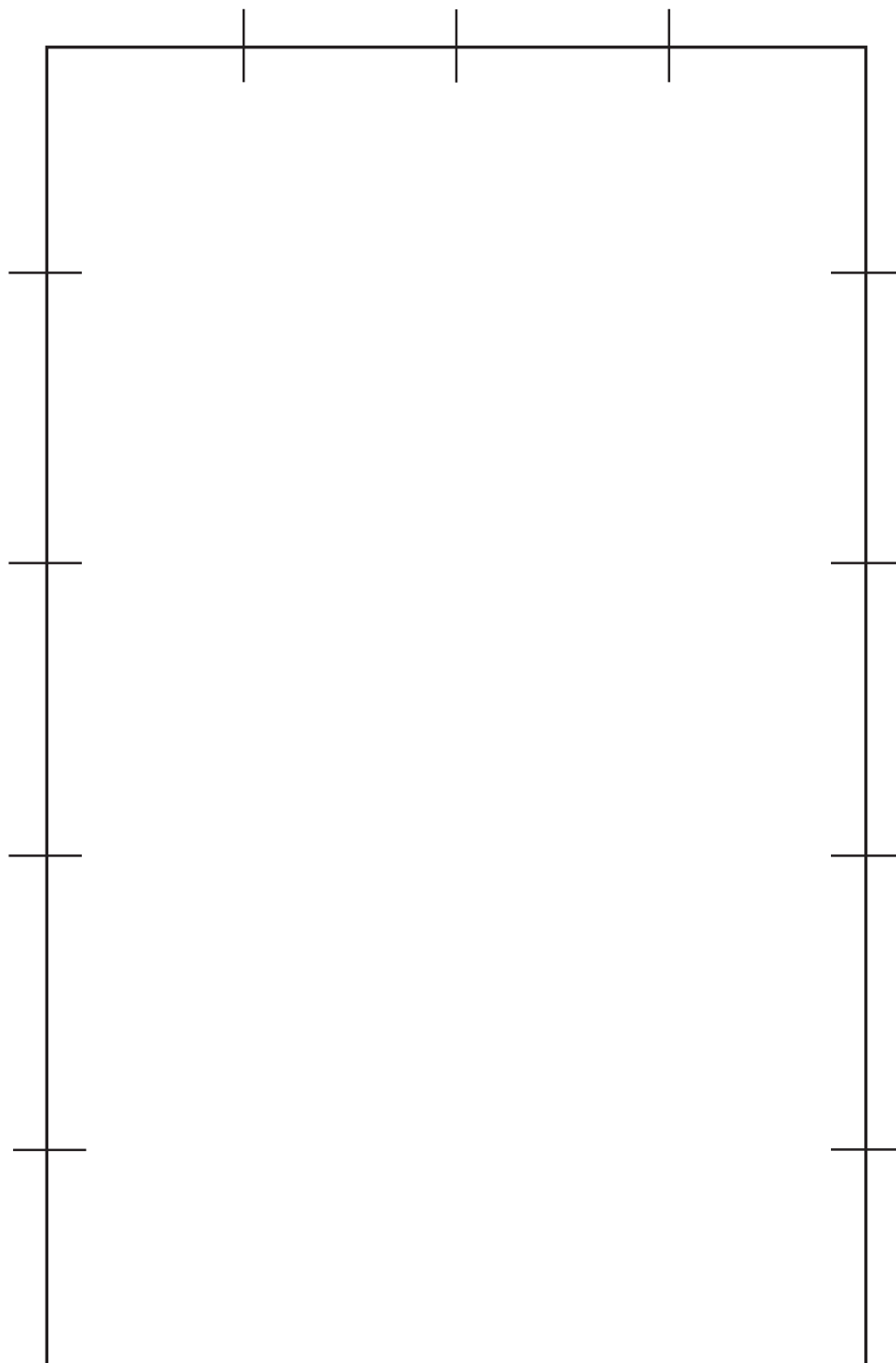
## **Box Model Diagram: Drawing the Launcher**

Directions:

1. Draw the launcher in orange.
2. Draw the ball.
3. Draw how the ball moved.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Box Model Diagram: Drawing the Launcher (continued)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

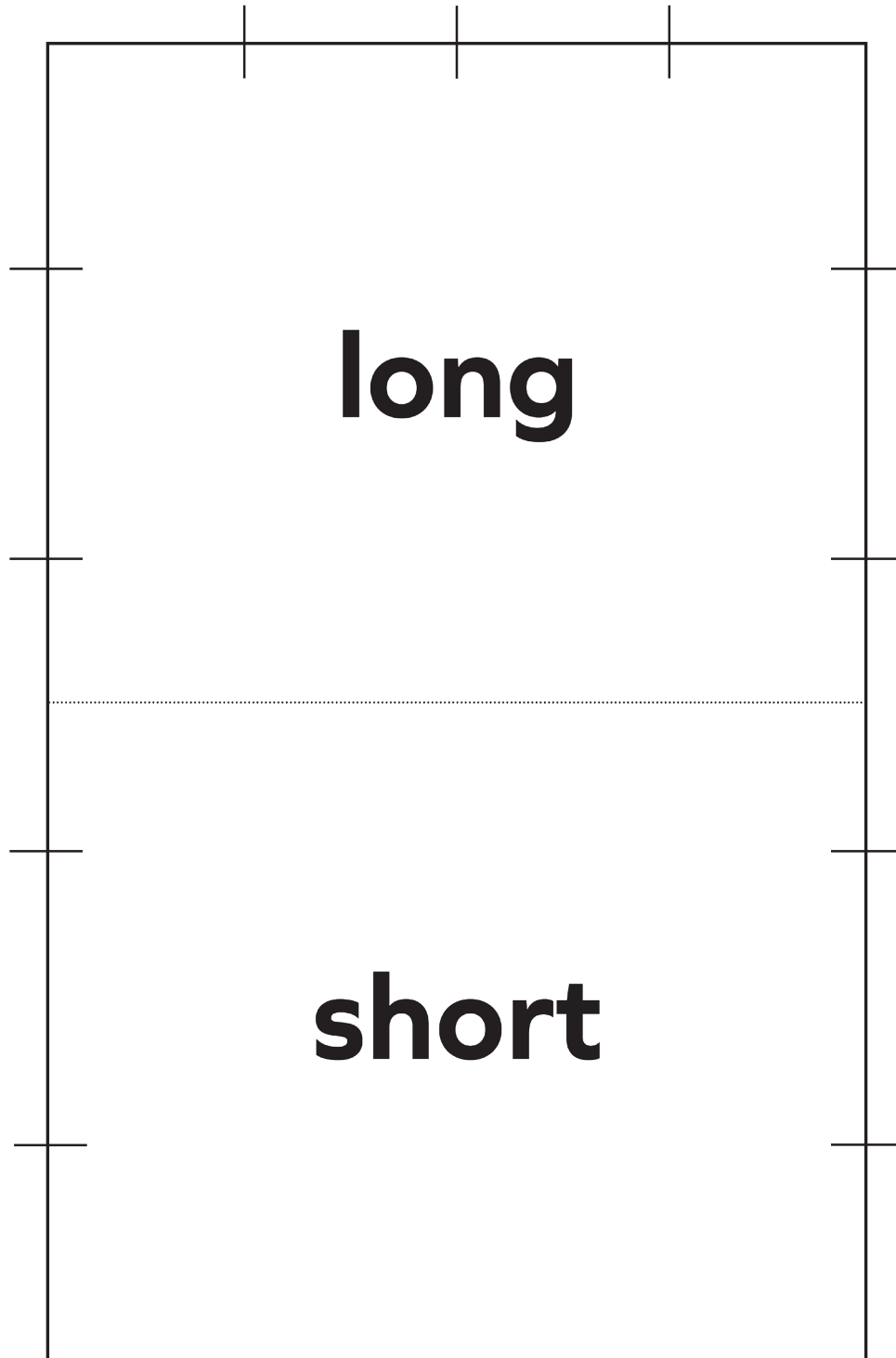
## **Box Model Diagram: Drawing the Ball Moving a Short Distance**

Directions:

1. Draw the launcher in orange.
2. Draw the shoelace in black.
3. Draw the ball.
4. Draw how the ball moved.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Box Model Diagram:**  
**Drawing the Ball Moving a Short Distance** (continued)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

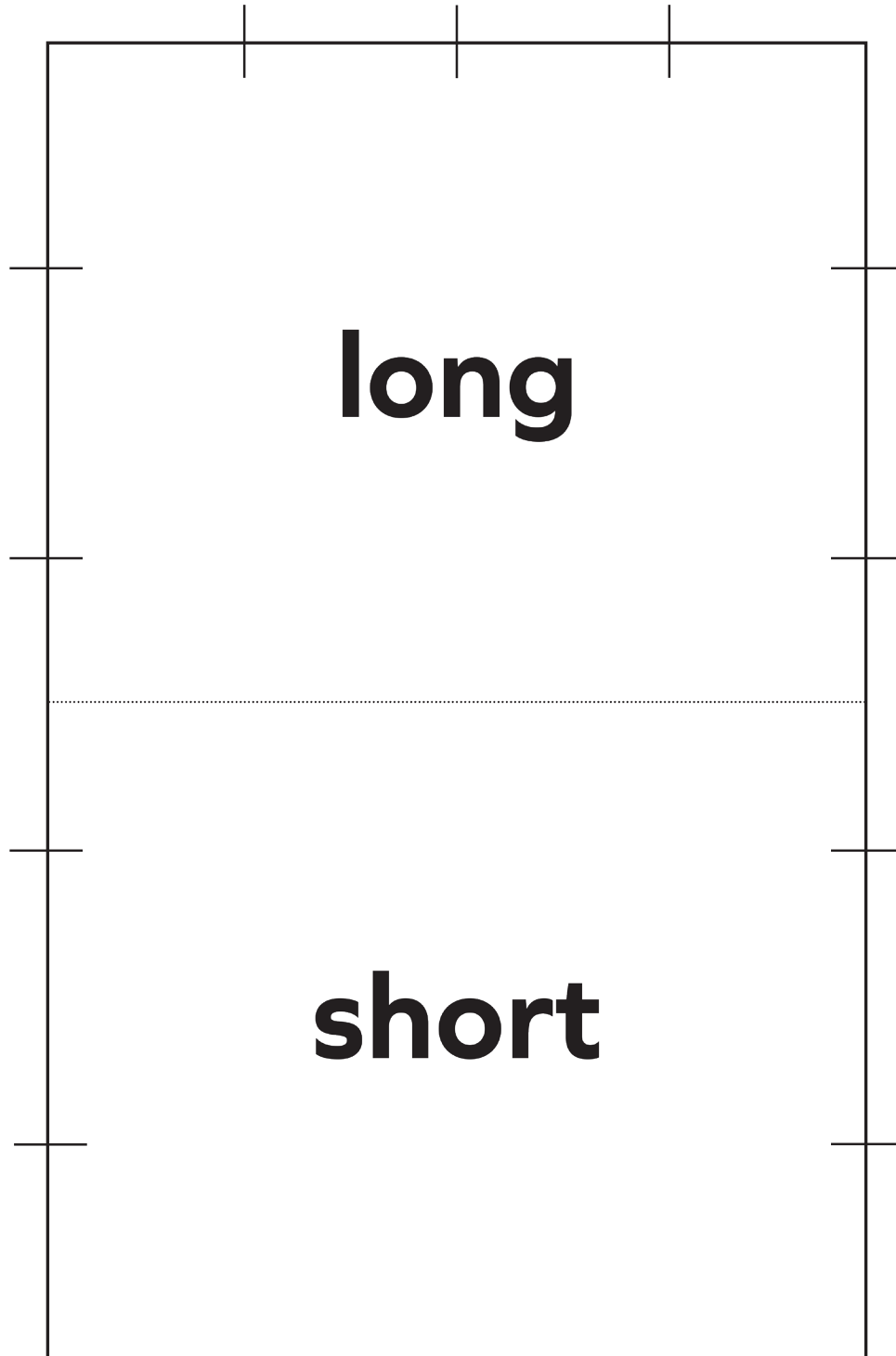
## **Box Model Diagram: Drawing the Ball Moving a Long Distance**

Directions:

1. Draw the launcher in orange.
2. Draw the shoelace in black.
3. Draw the ball.
4. Draw how the ball moved.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Box Model Diagram:**  
**Drawing the Ball Moving a Long Distance** (continued)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

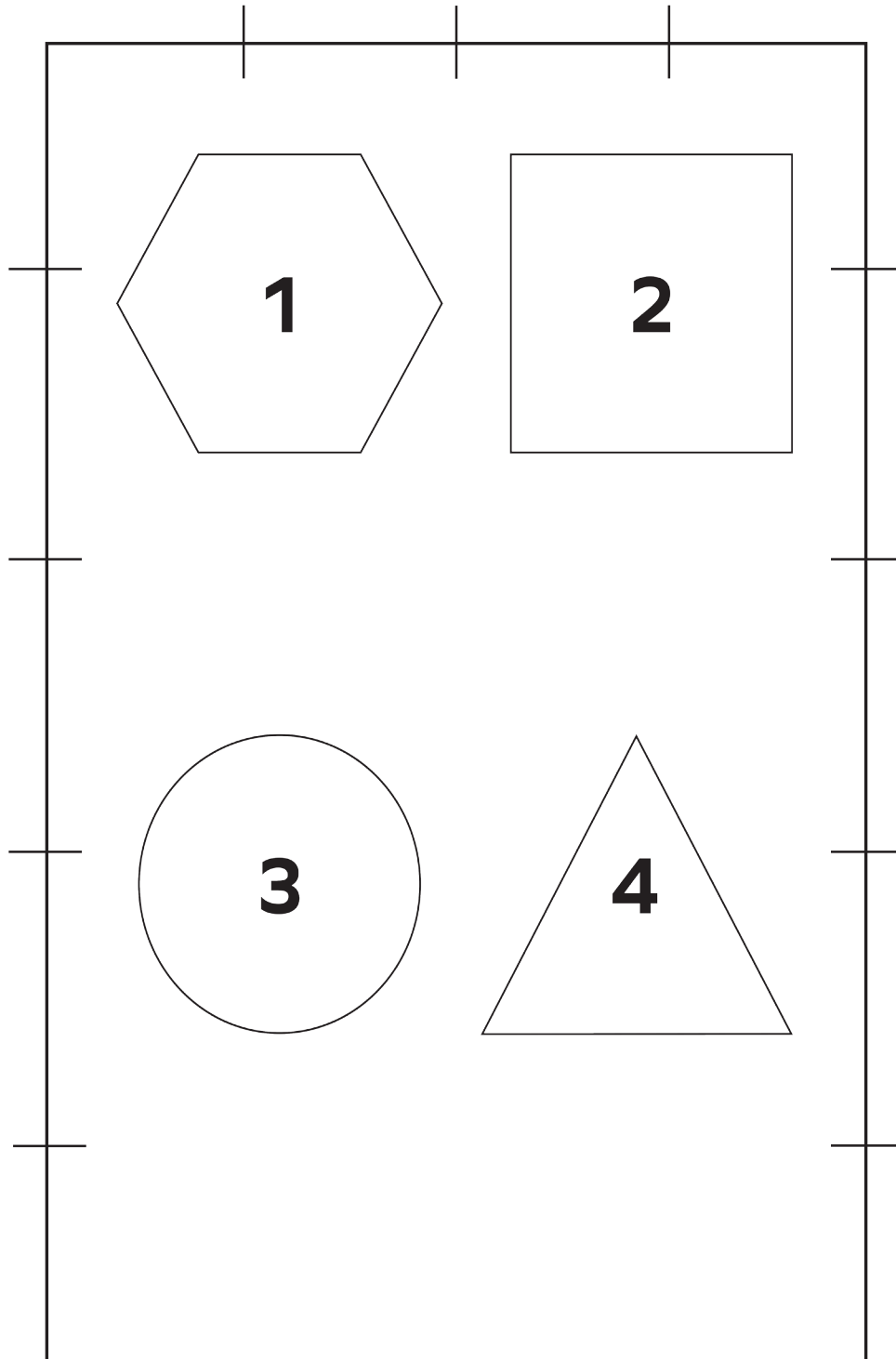
## **Box Model Diagram: Drawing the Ball Moving to Targets**

Directions:

1. Choose a target. Color it red.
2. Draw the launcher in orange.
3. Draw the shoelace in black.
4. Draw the ball and how it moved to your target.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Box Model Diagram: Drawing the Ball Moving to Targets (continued)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

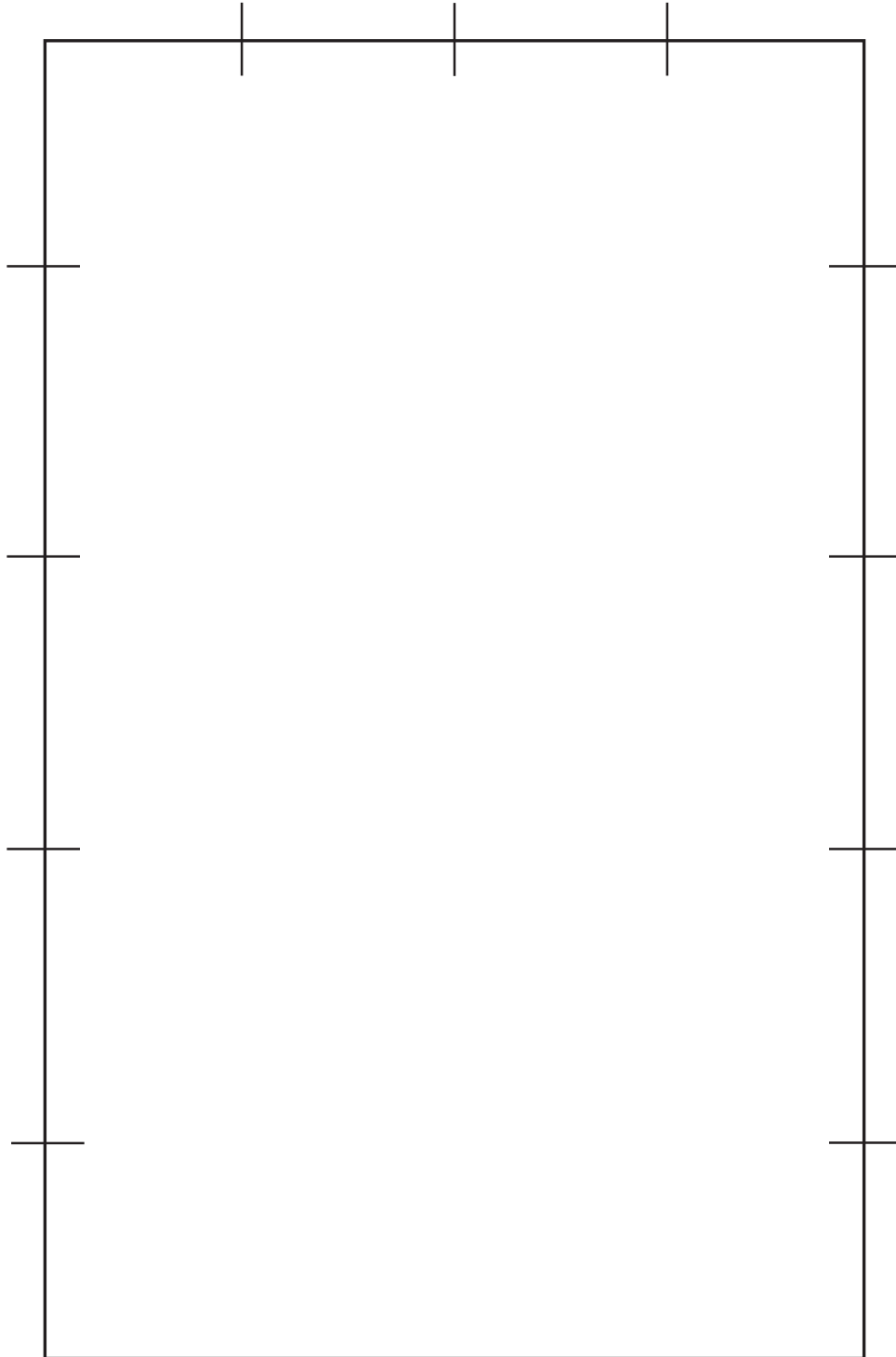
## **Box Model Diagram: Drawing a Bumper**

Directions:

1. Draw the launcher in orange.
2. Draw the shoelace in black.
3. Draw the bumper in brown.
4. Draw the ball and how it moved to your target.
5. Make an X at any place you think a force was exerted on the ball.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Box Model Diagram: Drawing a Bumper (continued)



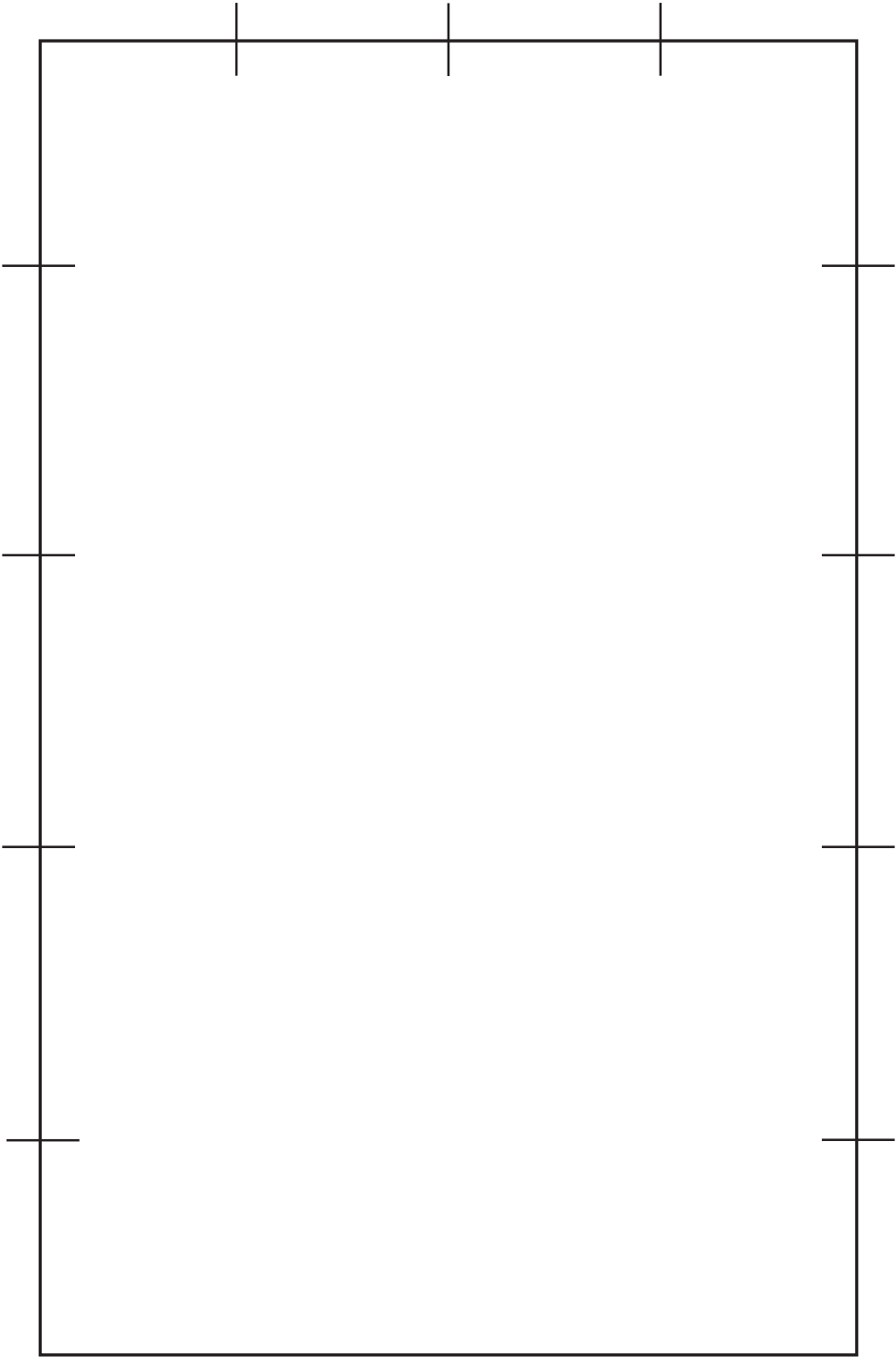
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Box Model Diagram: Drawing Flippers**

Directions:

1. Draw the launcher in orange.
2. Draw the shoelace in black.
3. Draw the flippers in blue.
4. Draw the ball and how it moved to your target.
5. Make an X at any place you think a force was exerted on the ball.

**Box Model Diagram:**  
**Drawing Flippers** (continued)



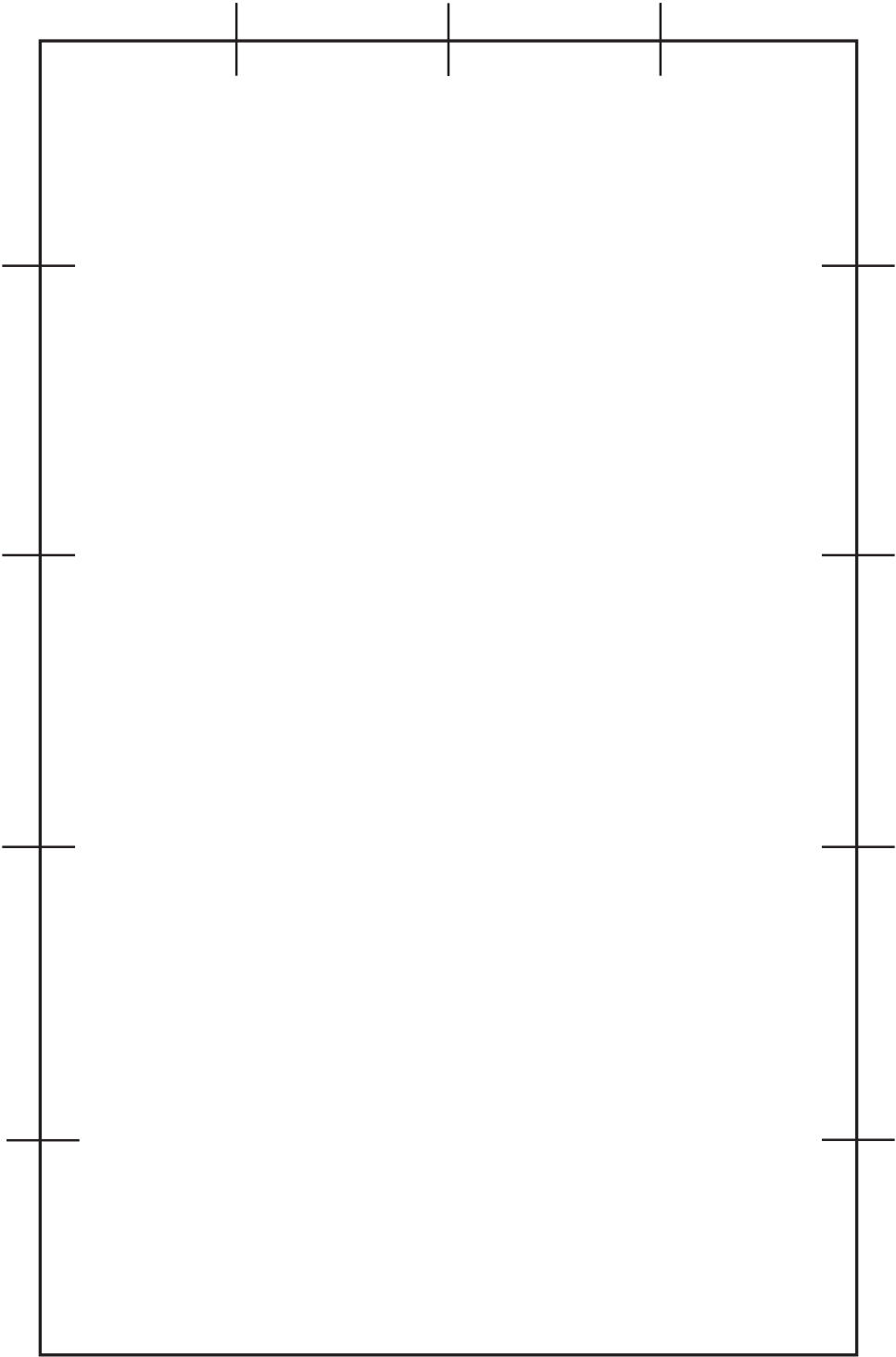
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Box Model Diagram: Planning Our Box Models**

Directions:

1. Draw the launcher in orange.
2. Draw the shoelace in black.
3. Draw the target in red.
4. Draw the flippers in blue.
5. Draw the bumpers in brown.

**Box Model Diagram:**  
**Planning Our Box Models** (continued)

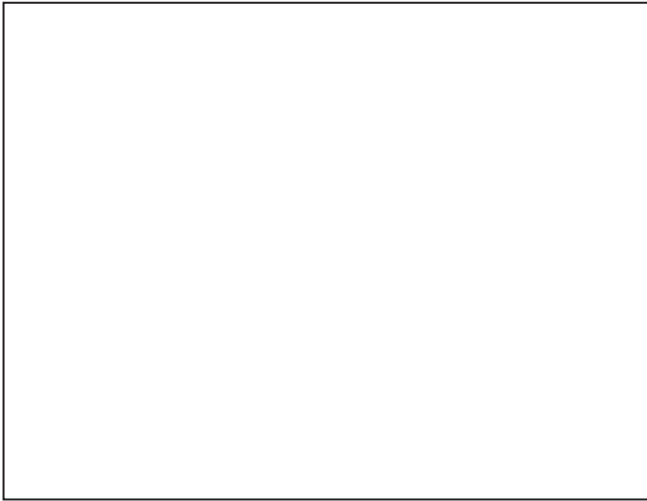


Name: \_\_\_\_\_ Date: \_\_\_\_\_

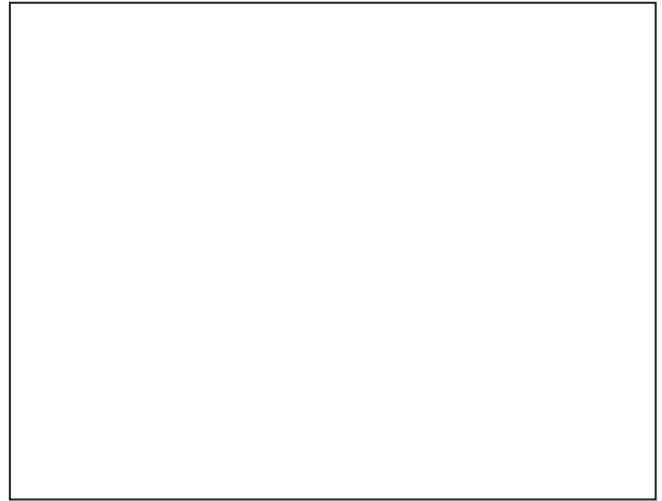
## School Forces Tour

Directions:

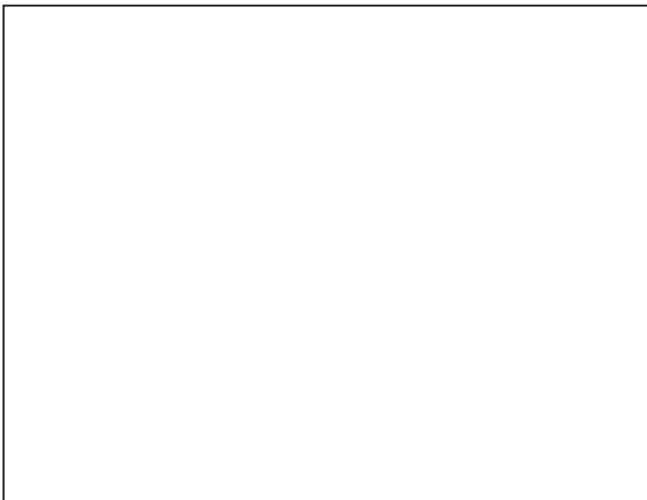
1. In each box, draw evidence of a force you observe.
2. On the line below each box, label where you found the force.



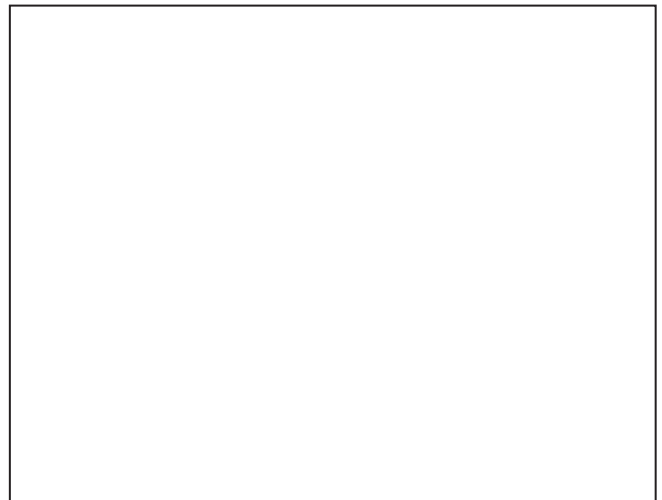
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**You can use this page to write notes or create drawings.**

# Glossary

**design** to try to make something new that people want or need

**diseñar** intentar hacer algo nuevo que las personas quieren o necesitan

**direction** the way something is facing or moving, such as left, right, toward you, or away from you

**dirección** la forma en que algo se enfrenta o se mueve, como izquierda, derecha, hacia usted, o lejos de usted

**distance** how far it is between two things

**distancia** la medida entre dos cosas

**exert** to cause a force to act on an object

**ejercer** hacer que una fuerza afecte a un objeto

**engineer** a person who makes something in order to solve a problem

**ingeniero** una persona que hace algo para solucionar un problema

**force** a push or a pull

**fuerza** un empuje o un jalón

## Glossary (continued)

**object** a thing that can be seen or touched

**objeto** una cosa que se puede ver o tocar

**solution** something that helps people do what they want or need to do

**solución** algo que ayuda a las personas a hacer lo que quieren o necesitan hacer

**visualize** to make a picture in your mind

**visualizar** hacer una imagen en tu mente



**Lawrence Hall of Science:****Program Directors:** Jacqueline Barber and P. David Pearson**Curriculum Director, Grades K–1:** Alison K. Billman**Curriculum Director, Grades 2–5:** Jennifer Tilson**Curriculum Director, Grades 6–8:** Suzanna Loper**Assessment and Analytics Director:** Eric Greenwald**Learning Progressions and Coherence Lead:** Lauren Mayumi Brodsky**Operations and Project Director:** Cameron Kate Yahr**Student Apps Director:** Ari Krakowski**Student Content Director:** Ashley Chase**Leadership Team:** Kathryn Chong Quigley, Jonathan Curley, Ania Driscoll-Lind, Andrew Falk, Megan Goss, Ryan Montgomery, Padraig Nash, Carissa Romano, Elizabeth Shafer, Jane Strohman, Traci K. Wierman***Pushes and Pulls: Designing a Pinball Machine Unit Team:***

Rebecca Abbott	Chloë Delafield	Meredith W. Moran
Maggie Ballard	Kate Donaldson-Fletcher	Stephanie L. Strachan
Candice Bradley	Sophia Lambertsen	Jade Sharify Talbot
Joanna Burgarino	Deirdre MacMillan	
Joan Carey	Alestra Flores Menéndez	

**Amplify:**

Irene Chan	Charvi Magdaong	Matt Reed
Shira Kronzon	Thomas Maher	Steven Zavari

# Your Investigation Notebook

Scientists use notebooks to keep track of their investigations. They record things they learn from other scientists. Sometimes they draw or make diagrams. They record ideas and information they want to remember.

Your Investigation Notebook is a place for you to keep track of:

- investigations you do in class.
- what you learn from reading science books.
- your questions, predictions, and observations.
- your explanations and the evidence you find to support those explanations.
- your ideas!



THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

Published and Distributed by Amplify.  
[www.amplify.com](http://www.amplify.com)



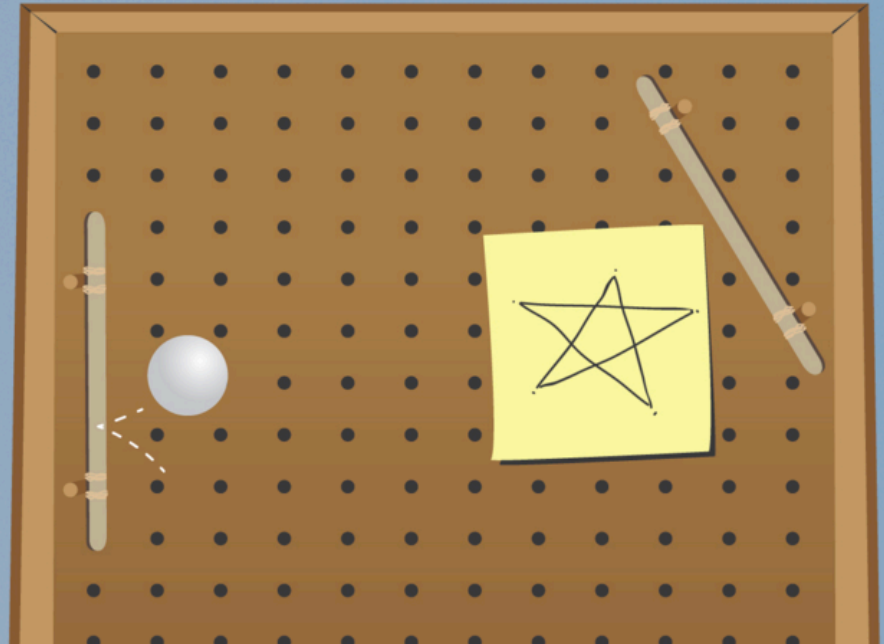


< Back to  
Chapter 5: How can we make the pinball machine  
do all the things we want it to do?

## 2 | 5.2: Testing and Improving Our Box Models

Students continue to learn about the design cycle, specifically how engineers use testing to make their solutions even better. They apply this idea as they make final changes to their Box Models. The ...

SEE MORE



Lesson Brief  
(4 Activities)



1 **READING**  
Completing Read-Aloud:  
Room 4 Solves a Problem



2 **TEACHER LED DISCUSSION**  
Reflecting on Testing in the  
Design Cycle



3 **HANDS ON**  
Testing in the Box Model



4 **WRITING**  
Introducing the Mini-Book



 RESET LESSON

 NOTES  LESSON GUIDE

## Unit 6A | Pushes and Pulls

**Chapter 5: How can we make the pinball machine do all the things we want it to do?**

# 2 | 5.2: Testing and Improving Our Box Models

## Lesson Overview

Students continue to learn about the design cycle, specifically how engineers use testing to make their solutions even better. They apply this idea as they make final changes to their Box Models. The lesson begins with a Read-Aloud of the second half of the *Room 4 Solves a Problem* book, which illustrates how students solve a problem by testing and making, iteratively, as part of the design cycle. Students use what they learn in the story to finish the What Engineers Do chart by adding the “Test” phase, noting how engineers engage in various phases of the design cycle over and over. Students continue to work on their Box Models, testing their solutions to see if the model works as expected and making changes as necessary. The lesson closes with students beginning to write a mini-book about how their Box Model works. The purpose of this lesson is to continue toward completing the Box Models and to provide students with a deeper experience of working with all phases of the design cycle.

**Students learn:**

- Engineers test their solutions to problems, and make changes based on what happens.

**Lesson at a Glance:****1: Completing Read-Aloud: *Room 4 Solves a Problem* (15 min)**

Students listen to a Read-Aloud of the second half of *Room 4 Solves a Problem*, which focuses on the process of students' testing and improving their solutions.

**2: Reflecting on Testing in the Design Cycle (5 min)**

Students review the ideas in the book and classify what students in Room 4 did as they worked as engineers. Students learn how testing and making over and over again is a key part of engineers' work in the design cycle.

**3: Testing in the Box Model (15 min)**

Students use a ball to test all the features they planned and made in their Box Model, making changes along the way. They make improvements so that their solution meets each goal on the Pinball Machine Design Goals chart. This activity includes an On-the-Fly Assessment of how students evaluate their solutions based on specific design goals.

**4: Introducing the Mini-Book (10 min)**

Students are guided through writing the first two sections of the *How to Play Pinball with Forces* mini-book, which will serve as a how-to guide for anyone who wants to play pinball using their Box Model. Writing this book provides students an opportunity to communicate in writing what they have learned about forces from their work in the Box Models.

We'd love to hear from you! Submit your feedback here.

## Materials

## For the Classroom Wall

- Pinball Machine Design Goals chart
- What Engineers Do chart
- What We Know About Forces chart

## For the Class

- demonstration Box Model
- demonstration Box Model materials bag
- *Room 4 Solves a Problem* big book
- *How to Play Pinball with Forces* Mini-Book copymaster
- Pinball Machine Design Goals Checklist copymaster
- 1 sheet of blank printer paper\*
- marker\*
- masking tape

## For Each Student

- Box Model (with materials from previous lesson still attached)
- Box Model materials bag
- Pinball Machine Design Goals Checklist student sheet
- 1 assembled mini-book
- 1 sticky note, 3" x 3"\*
- *Pushes and Pulls* Investigation Notebook (pages 16–17)

\*teacher provided

---

## Preparation

### Before the Day of the Lesson

1. **Locate the following item (in your *Pushes and Pulls* kit):**

- *Room 4 Solves a Problem* big book

2. **Print out and assemble the mini-books.** Print out the *How to Play Pinball with Forces* Mini-Book copymaster (PDF in Digital Resources). Make enough copies for each student to get one assembled mini-book, plus one copy for you to use as a class demonstration in Lesson 5.3. (Note: The copymaster consists of two pages.) To assemble each mini-book, follow these directions: Fold each sheet in half along the shorter dotted line. Make sure the printed side faces out. Fold each sheet in half again along the visible dotted line. Assemble pages: Have the front cover with the title on the outside and insert the other folded sheet in order of page numbers. Staple each book along the fold on the left-hand side.

3. **Make copies of the Pinball Machine Design Goals Checklist.** Print out the Pinball Machine Design Goals Checklist copymaster (in Digital Resources) and make enough copies so each student can get one copy.

4. **Prepare a new diagram for your demonstration Box Model.** In Activity 3, you will use your demonstration Box Model and a new diagram, featuring a drawing of an incorrect launcher with the shoelace and rubber band reversed from their normal positions. The launcher is intentionally drawn in a location where it will not work so that you can model making changes during the activity. Print a blank copy of page 17, Box Model Diagram: Planning Our Box Models, from the Investigation Notebook to use for your diagram frame. Complete the diagram, using the appropriate colors, according to the Sample Incorrect Box Model Diagram reference (in Digital Resources). Use the diagram to set up all the elements of your Box Model (except the target, which you will place during the activity).
5. **Check student progress in Box Models.** Students will have a second work session in their Box Models to make final changes and then test their solutions against the Pinball Machine Design Goals Checklist. Check their general progress making changes according to their diagrams. If some students are very behind, consider giving them some time to catch up with the rest of the class before the lesson. Refer to the Completed Box Model (in Digital Resources) for one possible completed Box Model layout.
6. **Decide how you will manage Box Model materials as student test their solutions.** During the Box Model work session, students will finish making changes in their Box Models, and then test them out. Students will be ready to test at different times. Plan if you want them to come to you to check their diagrams before you give them their table-tennis ball or if you want to leave a container of table-tennis balls available so students can grab one when they feel they are ready.
7. **Set out the Box Models.** Students will return to their workstations to work on their Box Models in Activity 3.
8. **Preview the additions to the What Engineers Do chart.** In Activity 2, you will post one sheet of printer paper on the left side of the What Engineers Do chart, and then write additions to the chart on it during the lesson. The word "Test" will be written in the center of the paper and then you will fill in arrows above and below the word. See What Engineers Do Chart: Completed (PDF in Digital Resources) for guidance.
9. **Preview the second half of the *Room 4 Solves a Problem* book.** You will finish reading the second half of this book in Activity 1. This portion of the text emphasizes how the students in Room 4 made solutions to their problem, and how they made their solutions better based on what they saw happen.
10. **Follow up on Critical Juncture Assessment 4 (from Lesson 4.3).** If you need to follow up with additional instruction for your class or a group of students, review the Assessment note in the Teacher Support tab in Activity 3 (Augmenting Instruction: Differentiating in Response to Critical Juncture Assessment 4).
11. **Prepare for the On-the-Fly Assessment.** Included in Activity 3 is an On-the-Fly Assessment. The assessment provides an opportunity to informally assess students evaluating their solutions based on specific design goals. Select the hummingbird icon on the menu bar and then select the ON-THE-FLY ASSESSMENT for details about what to look for and how you can use the information to maximize learning by all students.

## Immediately Before the Lesson

### 1. Have on hand the following items.

- demonstration Box Model
- prepared sample incorrect diagram
- *Room 4 Solves a Problem* big book
- assembled *How to Play Pinball with Forces* mini-books
- Pinball Machine Design Goals Checklists
- marker
- masking tape

- *Pushes and Pulls* Investigation Notebooks

## At the End of the Day

1. **Collect Box Models and Pinball Machine Design Goals Checklists.** These will be used again in the next lesson.

Projections: Lesson 5.2

What Engineers Do Chart: Completed

Completed Box Model

Sample Incorrect Box Model Diagram

How to Play Pinball with Forces Mini-Book copymaster

Pinball Machine Design Goals Checklist copymaster

- design
- engineer
- solution

## Differentiation

### Embedded Supports for Diverse Learners

**Modeling the design cycle.** You will model how to test a solution with the Box Model that does not work and then make a change to improve your solution. Modeling making revisions and the attitude around making the revision is important. Students should understand that taking the time to make changes and improve their Box Models is part of the design process and is not a sign that a solution is bad. This understanding can help students when engaging in the practices of engineers.

**Modeling how to write a mini-book.** During the modeling process, you will highlight key features of the *How to Play Pinball with Forces* mini-book and show students how to complete the sentences that go along with the diagrams. This will help students become familiar with the content of the mini-book and help them understand how they will write words to complete the sentences. This also prepares students to add their own diagrams to their mini-books in the next lesson.

### Potential Challenges in This Lesson

**Redesigning.** This chapter is different than the others; instead of adding more components to their Box Models, students make changes to their models. Kindergarten students can be quite invested and take pride in the products they have created. They may feel frustrated when asked to make changes to their models, which they think work perfectly well. Support students in understanding that part of the design process is to make changes to create an even better solution and that working in this way reinforces the practices of engineers.

### Specific Differentiation Strategies for English Learners

**Prepare students for the design-cycle discussion.** As students finish learning the phases of the design cycle, make sure they are comfortable with the words they used in the previous lesson: *learn*, *make*, and *plan*. In this lesson, students add the word *test* to the What Engineers Do chart. Students may be familiar with the word test from academic tests in the context of school, but they may not be familiar with the use of the word in this context—to try something out to see if it works or not.

**Cognates.** Many words in English and Spanish are cognates—words that are similar in spelling and meaning in both languages. By explicitly pointing out the existence of cognates to native Spanish speakers (and other English learners with Latin-based native languages), you can assist these students in reading and comprehending science books and content. The Spanish cognates that will be helpful for your students in this lesson are: *design/el diseño*, *engineer/ingeniero*, and *solution/la solución*.

## Specific Differentiation Strategies for Students Who Need More Support

**Mini-book support.** For students who need additional support with the mini-book, it may help to read the sentences ahead of time for students who need more time to consider their responses before the whole-class activity. This support could take the form of working in a small group, sounding out words together, or referring to any classroom resources to support students' writing.

## Specific Differentiation Strategies for Students Who Need More Challenge

**Continue designing solutions for Ratty.** If you have students who began to plan solutions for Ratty in Lesson 5.1, this lesson provides a good opportunity for them to make and test the solutions they planned. This extension activity is designed to go along with what students in the book (*Room 4 Solves a Problem*) are doing.

## Next Generation Science Standards (NGSS)

### NGSS Practices

- **Practice 2:** Developing and Using Models
- **Practice 3:** Planning and Carrying Out Investigations
- **Practice 4:** Analyzing and Interpreting Data
- **Practice 6:** Constructing Explanations and Designing Solutions
- **Practice 8:** Obtaining, Evaluating, and Communicating Information

### NGSS Disciplinary Core Ideas

- **PS2.A: Forces and Motion:**
  - Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2)
- **PS2.A: Forces and Motion:**
  - Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)
- **PS2.B: Types of Interactions:**
  - When objects touch or collide, they push on one another and can change motion. (K-PS2-1)
- **PS3.C Relationship Between Energy and Forces:**
  - A bigger push or pull makes things speed up or slow down more quickly. (secondary) (K-PS3.C)
- **ETS1.B: Developing Possible Solutions:**
  - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)
- **ETS1.C: Optimizing the Design Solution:**
  - Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-

3)

**NGSS Crosscutting Concepts**

- Cause and Effect
- Scale, Proportion, and Quantity
- Structure and Function
- Stability and Change

**Common Core State Standards for English Language Arts (CCSS-ELA)**

- **CCSS.ELA-LITERACY.RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCSS.ELA-LITERACY.RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **CCSS.ELA-LITERACY.W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CCSS.ELA-LITERACY.L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Common Core State Standards for Mathematics (CCSS-Math)****CCSS-Math Practices**





- **CCSS.MATH.PRACTICE.MP1:** Make sense of problems and persevere in solving them.
- **CCSS.MATH.PRACTICE.MP2:** Reason abstractly and quantitatively.
- **CCSS.MATH.PRACTICE.MP4:** Model with mathematics.
- **CCSS.MATH.PRACTICE.MP6:** Attend to precision.

**CCSS-Math Content**

- **CCSS.MATH.CONTENT.K.MD.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **CCSS.MATH.CONTENT.K.MD.2:** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **CCSS.MATH.CONTENT.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Unplugged?**

## Lesson at a Glance

1.	 <b>COMPLETING READ-ALOUD: ROOM 4 SOLVES A PROBLEM</b> Students participate in a Read-Aloud of *Room 4 Solves a Problem* to see how the class continues to design solutions to their problem. (15 min.)
2.	 <b>REFLECTING ON TESTING IN THE DESIGN CYCLE</b> Students add "Test" to complete the the What Engineers Do chart. They refer to both the book and their own work. (5 min.)
3.	 <b>TESTING IN THE BOX MODEL</b> Students use their diagrams to finish making and testing their improved Box Models. (15 min.)
4.	 <b>INTRODUCING THE MINI-BOOK</b> The teacher leads students in a guided writing of the first two pages of the *How to Play Pinball with Forces* mini-book. (10 min.)



## READING

**1. Completing Read-Aloud: Room 4 Solves a Problem**

Students participate in a Read-Aloud of *\*Room 4 Solves a Problem\** to see how the class continues to design solutions to their problem. (15 min.)

**CARD 1****INSTRUCTIONAL GUIDE**

**1. Show the cover of *Room 4 Solves a Problem*.** Remind students they read the first half of the book in the last lesson.

**2. Refer to the What Engineers Do chart to discuss the problem.** Point to the chart as you remind students that, in the book, the students in Room 4 worked as engineers to solve a problem about their class pet.



What problem were the student engineers trying to solve?  
[Their rat needed more exercise.]

**3. Point to *Learn*.** Turn to the images on pages 6–7.



What did the students learn from their teacher about exercises for rats?  
[Rats cannot do exercises like jumping jacks or lifting weights.]

**4. Point to *Plan*.** Turn to the images on pages 8–10.



How did the students plan a solution to their problem? What did they do?  
[Went home to think of ideas. Drew pictures and diagrams. Shared their ideas.]

**5. Point to *Make*.**



Yesterday, you predicted that the students in Room 4 would make their solutions next. Today, we will read about what types of solutions they made and how they worked.

**6. Set the purpose for reading.**



As we read the second part of the book today, keep thinking about how the children in the book are engineers. Listen for times when the students in Room 4 make their solutions do all the things they want them to do.

**7. Read pages 11–12 aloud.** Pause on page 12 to model visualizing.



I can visualize how Ratty is pushing a big ball that does not fit. It keeps falling off when Ratty pushes it.

**8. Pause briefly after page 13 to visualize.** Remind students to make a picture in their head about what Omar just did.



What did Omar have to do to make his idea work?  
[Use a smaller ball. Change his plan]



That is right—Omar had to make changes to make his solution work.



Let's read and find out if Kai needs to make changes to her solution after testing it.

**9. Continue reading through page 17.** Remind students to visualize Kai's idea as you read.



Did Kai's first solution work?

[No.]



So, what did Kai do after she tested her first solution?

[She made changes. She got new ideas. She used different peas.]



After she tested her second solution, did it work?

[Yes.]



How is that like what happened to Omar?

[It did not work the first time. They tried it out two times.]



I see a pattern! Students tested and made changes. Then, their solutions worked much better to give Ratty the exercise he needs.

**10. Continue to read through the end of the book.**



#### TEACHER LED DISCUSSION

### 2. Reflecting on Testing in the Design Cycle

Students add "Test" to complete the the What Engineers Do chart. They refer to both the book and their own work. (5 min.)

#### CARD 1

##### INSTRUCTIONAL GUIDE

**1. Refer to the What Engineers Do chart.** As you lead a discussion about how the students in Room 4 followed the design cycle, point to the *Learn* and *Plan* icons on the chart.



The students in Room 4 worked as engineers to try to solve their problem. The students in Room 4 learned and planned to figure out a solution to their problem.

**2. Point to *Make* on the chart.** Refer to illustrations in the book, if needed.



What did the student engineers in Room 4 make?  
[A track for the ball, a holder for Ratty's food, and a maze.]

### 3. Discuss what students did after they made their solution.



The students made many things to get Ratty to exercise. How did they know if it worked?  
[They tried it out. They tested it.]



Yes, they tested it. Once they tested it, they could make the changes.

### 4. Post the blank sheet of paper over the left side of the chart and add "Test" to the cycle. Also add one smaller arrow connecting *Make* and *Test*.



Test means to try something out and find out what happens.

### 5. Discuss testing in the Box Models.



Think about when you were making a solution in your Box Models. Did you ever try something out and have it not work the way you wanted it to?

Call on one or two students to share an example of making an unsuccessful change in their Box Model. If students do not volunteer, highlight times you made changes to your demonstration Box Model or to the Class Pinball Machine and they did not work.



Sometimes, the first thing that an engineer makes and tests does not work how they would like it to.

### 6. Point out that engineers make changes after testing. Indicate *Make* and *Test* on the What Engineers Do chart.



The students in Room 4 made changes once they tested the solution they had planned. They made and tested over again, more than once.



An important part of being an engineer is testing and making changes to a solution to improve it. Engineers often do different parts of the cycle over again.

### 7. Make note of the book's ending.



What happened once Room 4 had designed several ways for Ratty to exercise? Was that the end to their work as engineers?

[No! Then they needed to solve the problem of where the new rat could sleep.]

Add the arrow from *Test* to *Learn*.



That is another thing that happens a lot with engineering—once you solve one problem, there is often a new problem to solve. Sometimes, designing a solution to one problem means that you learn about a new one.



## HANDS ON

### 3. Testing in the Box Model

Students use their diagrams to finish making and testing their improved Box Models. (15 min.)

#### CARD 1

##### INSTRUCTIONAL GUIDE

**1. Augment instruction.** If you are adjusting instruction in this activity in response to Critical Juncture Assessment 4 (from Lesson 4.3), review the Assessment note in the Teacher Support tab (Augmenting Instruction: Differentiating in Response to Critical Juncture Assessment 4) for suggested modifications to this activity.

**2. Hold up your demonstration Box Model and the new diagram you prepared.**



Last night, I got so excited about our work as engineers that I made a new diagram to plan changes in my own Box Model. Then I made the changes I planned to my Box Model.

Show how you followed your plan on the diagram to set up your Box Model.

**3. Point out your drawing on the target.** Indicate the simple shape you have drawn on the sticky note. Let students know they will be allowed to choose what to draw on their target.

**4. Distribute Pinball Machine Design Goals Checklists.** Explain that students will get their own sheet with the pinball machine design goals. Review the diagrams on the checklist, pointing out how they are just like the ones on the completed Pinball Machine Design Goals chart. Ask students what each diagram represents.

Remind students that engineers work together—if they forget what a diagram means, they can ask students around them for help.

**5. Model using the checklist and not reaching the goal.** Use your Box Model and explain that you will show students how to use the checklist.



Engineers test their solutions to see if they will work.

Try to launch the pinball using the launcher you have prepared with the shoelace instead of the rubber band.



Did my solution work to make the pinball start to move?  
[No.]



This might happen to you when you test your Box Model, too. What do you think I should do when a part of my solution does not work?  
[Make changes].

**6. Move your launcher to reach the goal.** Have students suggest how you should change your launcher, and then place the rubber band in the first set of slits at the bottom of the Box Model. Try again to launch the ball.



Did it work?

[Yes!]



I tested it again, and it worked this time. Can I check it off my checklist now?

[Yes!]

Check off the first checklist item: *Make the ball start to move.*

**7. Explain purpose of testing in the Box Model.** Explain that today students will get a pinball and be able to test everything they planned in their diagrams and made in their Box Models during the last lesson. Let students know that they will use their Pinball Machine Design Goals Checklist and check off, one by one, what their Box Model can do.



Remember, the first time I tried to make the ball start to move, it did not work. I could not check it off in my checklist, but then I changed my solution and now it works. So, I can check it off. You will test and make, test and make, trying to reach each design goal.

**8. Set expectations for safe use of materials.** Remind students of the safety guidelines you have established regarding the use of rubber bands and the expectations regarding use of the table-tennis ball.

**9. Distribute checklists, table-tennis balls, and Investigation Notebooks.** For students who need to continue setting up their Box Models according to their plans on pages 16–17 of their notebooks, establish a system in which they can finish their setups and then ask for a pinball to start testing.

**10. Students begin testing Box Models.** Remind students that as they test their Box Models, they can make changes if necessary.

**11. On-the-Fly Assessment: Students work on Box Models.** Circulate and monitor progress, supporting students as needed. Highlight the work students are doing, including how students are using the Pinball Machine Design Goals Checklist, testing machines, and making necessary design changes.

**12. Gather students' attention.** Time permitting, allow one or two students to share by identifying a change they made in their Box Model after testing.

**13. Collect Box Models and table-tennis balls.**

## WRITING

### 4. Introducing the Mini-Book

The teacher leads students in a guided writing of the first two pages of the *\*How to Play Pinball with Forces\** mini-book. (10 min.)

## CARD 1

### INSTRUCTIONAL GUIDE

1. Summarize students' work on their Box Models.



We have created a working model of a pinball machine! I know you will have many people who want to play this with you. You are the experts in how they work.

**2. Revisit the What Engineers Do chart.** Point to the phrase at the bottom of the chart and read it aloud.



Share to communicate and explain your ideas.



One way we have shared to communicate our ideas as we have worked as pinball engineers has been to write together.

**3. Introduce the *How to Play Pinball with Forces* mini-book.** Display a copy of the mini-book.



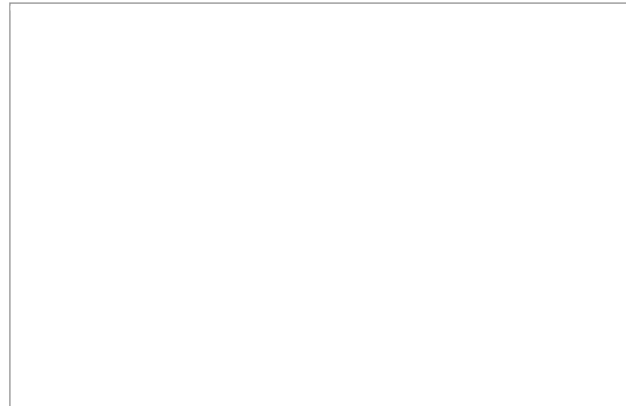
You are the engineer who designed your model and now you will be the expert in helping people know how to play. To do this, we will write a book to let players know how to use the pinball machine.



In this book, you will write about what you have learned about how to move a pinball with forces. Once you are finished, you can take this book home and read it to others.

**4. Distribute the mini-books.** Give students a minute or two to look through the book. Let them know they will keep their Box Models nearby to help them write.

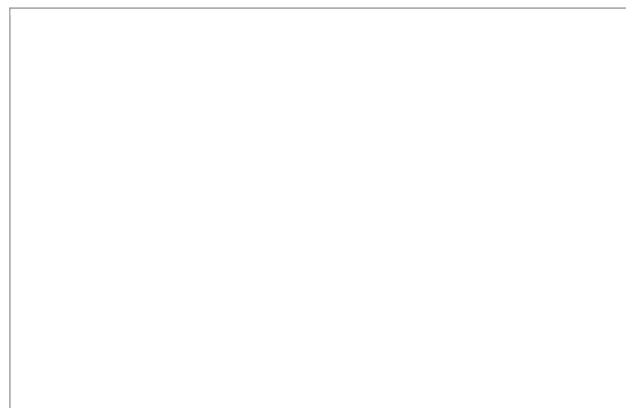
**5. Project Mini-Book: Front Cover.** Point to and read aloud the title.



How to Play Pinball with Forces.

Encourage students to point and read along with you in their own mini-books. Have them write their name in the space on the front cover.

**6. Project Mini-Book: Pages 1–2.** Have students turn to pages 1–2 in their mini-books. Point to and read aloud the sentence on this page.





Exert a strong \_\_\_ to make the pinball move a long distance.



What word would an engineer use to finish this sentence?

[Force.]

Model how to use the *force* vocabulary card or the What We Know About Forces chart for support in writing the word “force” in the blank on this page. Have students write the word “force” in the blank on this page in their mini-books. Point to and read aloud the completed sentence with students.



Exert a strong force to make the pinball move a long distance.

**7. Discuss page 2.** Invite students to describe what they see on page 2 in their mini-books. If it is not mentioned by students, point out how the ball is shown moving from the launcher, all the way to the top, which is a long distance.



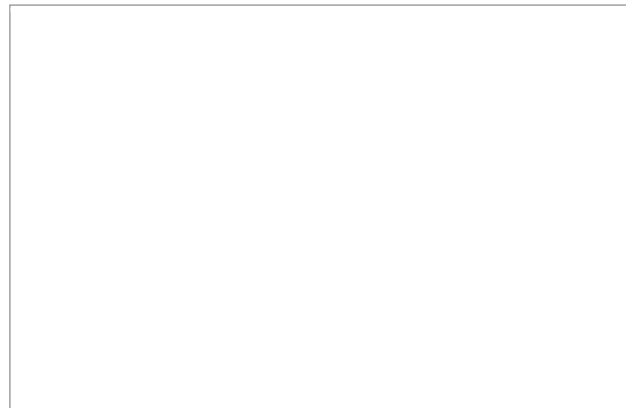
The diagram on this page will show someone who reads the book what we just described in writing: *Exert a strong force to make the pinball move a long distance.*

Point out the features of the diagram.



The diagram on this page helps anyone who reads your book understand how moving the ball a long distance works. It shows a mat with short and long distances, the ball, and an arrow to show the movement.

**8. Project Mini-Book: Pages 3–4.** Have students turn to pages 3–4 in their mini-books. Point to and read aloud the sentence on this page.



\_\_\_ a force to the left to make the pinball move to the left.



What word would an engineer use to finish this sentence?

[Exert.]

Model how to use the *exert* vocabulary card for support in writing the word “exert” in the blank on this page. Have students write the word “exert” in the blank on this page in their mini-books. Point to and read aloud the completed sentence with students.



Exert a force to the left to make the pinball move to the left.

**9. Discuss page 4.** Invite students to describe what they see on page 4 in their mini-books.



In this diagram here, I see the ball moving to the left. So, this diagram shows someone who reads the book what we just described in writing. It shows what it looks like when the ball moves to the left.



What parts does the diagram have to show the ball moving to the left?

[The mat, left/right, the ball, and the arrow.]



These diagrams help the person who is reading the book understand what we are describing in our writing. In the next lesson, you will get to create your own diagram to go with the last page of the book.

**10. Collect mini-books and conclude the lesson.** Let students know that they will have a chance to complete their Box Models and share their mini-books in the next lesson.

*This page intentionally left blank*

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2017

**School District Self-Evaluation of the Status of Pupil Nondiscrimination and  
Equality of Educational Opportunities**

PI 9.06 of the Wisconsin Administrative Code requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in school districts at least once every five years and report the results to the Wisconsin Department of Public Instruction (DPI). This report covers administrative procedures, enrollment trends and practices, pupil services, trends in discipline data, extra-curricular and athletic participation, and trends in forms of recognition.

**Purpose**

The self-evaluation is an invaluable tool that can be used to strengthen the commitment to foster equitable and successful schools for all students. In 1994, Wisconsin School Districts participated in Cycle I which focused on whether compliance had been achieved with the requirements established under Wisconsin's pupil nondiscrimination law. In 2001, districts participated in Cycle II and assessed the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In 2006 and 2011, districts were required to complete Cycle III, which evaluated the status of nondiscrimination and equality of educational opportunity in the following three areas:

1. Methods, practices, curriculum and materials used in ... counseling ... (PI 9.06(1)(c), Wis. Admin. Code)
2. "trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district" (PI 9.06(l) (f), Wis. Admin. Code)
3. "participation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1) e), Wis. Admin. Code)

To meet the five-year evaluation and reporting requirements in 2016, the Department of Public Instruction is requiring Wisconsin districts to again evaluate the above three subject areas and to create an evaluation report and assure the DPI of their work. The following findings and recommendations for improvement should help to guide KUSD staff in the coming years. Once approved, a copy will be made available for public inspection in both print form and the KUSD website for greater community awareness.

### **Significant Findings**

1. The Kenosha Unified School District has written and revised board approved policies that clearly prohibit discrimination against pupils.
2. The District continues to experience growth in the percent of "Students of Color" who comprise the student enrollment population. This continued increase enhances the ethnic diversity of the school district to the point that KUSD currently is a majority minority district.
3. In 2013, KUSD worked to address curriculum concerns related to educational offerings and organizational structure through the use of a comprehensive curriculum audit. The findings have acted as a guide over the last few years in relation to district goals and future offerings.
4. The District has worked to transition from the previous "School Counseling Program Manual and the Individual Conferencing Handbook" to the integration of "Academic Career Plans (ACP)" as recently mandated by the state of Wisconsin.
5. KUSD was identified by DPI as disproportionate in the number of African American students with disabilities placed in programs for Emotional Behavioral Disturbances and Cognitive Disabilities, as well as in the overall number of children with disabilities who have received out-of-school (OSS) suspensions.
6. The District has experienced an increase in the cohort graduation rate for all subgroups; however, an achievement gap still exists between African American students, Hispanic students, students with disabilities, and economically disadvantaged students when compared to their demographic counterparts.
7. The Office of Diversity/Student and Family Engagement continues to expand services to increase opportunities for KUSD "Students of Color" in completing the requirements for graduation and supporting their entrance into institutions of higher education.
8. For Minority Students, listening sessions were held in the second half of 2015-16 at all of the boundary secondary schools. Students had an opportunity to provide anonymous feedback on a variety of school and social issues.
9. KUSD continues to provide equivalent participation opportunities and equivalent levels of athletic competition for both boys and girls. All athletic programs comply with all WIAA (Wisconsin Interscholastic Athletics Association) rules and regulations.

10. The Fine Arts Department as a whole is dedicated to fostering a culture of diversity with quality programs and has experienced increased levels of representative participation as evidenced through student and parent attendance at district events. KUSD has increased the investment of additional instruments to promote, foster, and provide equal access to the music program at all levels.
11. KUSD continues to offer many opportunities for students to participate in extracurricular activities. Students are encouraged to participate in these activities through multiple strategies, including but not limited to, parent newsletters, teacher recommendations, recruitment events, word-of-mouth, auditions, reduced fees, and open invitation. Increased usage of social media and electronic delivery has increased this awareness.
12. The district has a large number of awards and forms of recognition available for students. Individual schools have site-specific criteria that vary from school to school. There is evidence of diversity in the award patterns of the schools.
13. There are many scholarship opportunities available for graduating seniors. Over \$9,814,000 in scholarship funds were awarded to students in 2015-16.
14. In the Spring of 2015, KUSD administration implemented a comprehensive organizational survey that focused on working conditions, professional support, and employee engagement. The goal of an annual offering of this survey will allow for data tracking over time to monitor and address areas of improvement and appreciation for KUSD staff.
15. KUSD developed and adopted a new mission, vision, and set of 5 strategic goals during the 2015-16 school year. These artifacts received School Board approval on October 6, 2016.

### **Recommendations for Improvement**

1. All of the School Board approved policies should be updated as the need arises. In addition, policies with legal reference that pertain to discrimination and equity should be clearly written so that the public understands the intent verses an abbreviated description of the reference.
2. The District should continue to monitor the placement of African American children with disabilities who are placed in programs for Emotional-Behavior and Cognitive Disabilities and the number of children with disabilities who have out-of-school suspensions.
3. The District should make a concerted effort to provide additional opportunities for "Students of Color", economically disadvantaged students, and students with

disabilities to be actively involved in all activities as an effective way to keep them engaged in the educational process.

4. The District must embrace the new mission, vision, and strategic goals to insure that all students are engaged; demonstrate proficiency, show continuous growth, graduate from high school and be college and career ready.
5. The District should utilize the results of the 2013 Curriculum Audit to guide staff in integrating current curriculum standards with quality instructional practices, integrating relevant student data when possible.

### **Administration Recommendation**

Administration recommends that the School Board review and accept the School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities and recommends at its March 28, 2017 meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Kris Keckler  
Chief Information Officer

Dr. Beth Ormseth  
Chief of School Leadership

Ms. Julie Housaman  
Chief Academic Officer

Ms. Sue Valeri  
Chief of Special Education  
and Student Support

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

Ms. Renee Blise  
Research Coordinator

Mr. Scott Plank  
Coordinator of Fine Arts

Mr. Ed Kupka  
Coordinator of Student Support

Ms. Cheryl Kothe  
Coordinator of Career & Technical Ed

Mr. Juan Torres  
Coordinator of Student and Family  
Engagement

Mr. Willie Days  
Coordinator of Student and Family  
Engagement

[LINK TO COMPLETE REPORT WITH APPENDICES](#)

# KENOSHA UNIFIED SCHOOL DISTRICT

March 28, 2017

## **2017-2018 Employee Handbook – Revised Edition**

### **Table of Contents (Pages 1-2)**

The 2016-2017 edition of the Employee Handbook failed to include a table of contents. For the 2017-2018 edition of the Employee Handbook, we recommend adding a table of contents back to the document.

### **Introduction**

#### **Common Terms and Definitions (Page 3)**

We recommend adding a definition for the term “workweek,” because it is used in payroll-related calculations and in FMLA leave allowance calculations.

### **Section 1: Employment (Pages 5-12)**

#### **Termination of Employment by the District (Page 10)**

We recommend striking “Termination of Employment by the District” in Section 1 and moving this item to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

#### **Employee Resignation/Retirement (Page 10)**

We recommend striking “Employee Resignation/Retirement” in Section 1 and moving this item to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

#### **Teacher Resignation Forfeiture (Page 10)**

We recommend striking “Teacher Resignation Forfeiture” in Section 1 and moving this item to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

#### **Break Time for Nursing Mothers (Page 11)**

We recommend inclusion of “Break Time for Nursing Mothers” as a means to notify employees that the District maintains compliance with Section 7(r) of the Fair Labor Standards Act, as required by law, as it relates to providing nursing mothers with: (1) the necessary break time to

express breast milk; and (2) a place shielded from view and free from intrusion, other than a bathroom, in which to do so.

#### Inclement Weather (Pages 11-12)

We recommend an update to the inclement weather provision to remove any reference to “miscellaneous employees”, as all KUSD employees previously classified as “miscellaneous” have been moved into other employee classifications.

#### **Section 2: Compensation (Pages 13-14)**

We recommend no changes.

#### **Section 3: Employment Records (Pages 15-16)**

We recommend no changes.

#### **Section 4: Employee Benefits and General Leaves (Pages 17-28)**

##### Vacation Days (Page 17)

We recommend an update to the vacation days provision to remove any reference to “miscellaneous employees,” as all KUSD employees previously classified as “miscellaneous” have been moved into other employee classifications.

##### Carry-Over Vacation Days (Page 18)

We recommend the inclusion of “Carry-Over Vacation Days” to alleviate the need to send out an annual carry-over vacation days memo.

##### Bereavement (Page 19-20)

We recommend removing the requirement of taking bereavement leave on consecutive days because typically arrangements for end-of-life planning (e.g. funeral, estate planning, etc.) cannot be done on consecutive days.

##### Family and Medical Leave Act (FMLA) (Pages 20-24)

We recommend an update to the FMLA provision verbiage to better reflect the true intent of the federal Family Medical Leave Act as well as the Wisconsin Family Medical Leave Act; to better reflect the leave allowances in both the federal and state laws; to better reflect the types of leave available; to include information related to the Wisconsin Bone Marrow and Organ Donation Leave Act, as required by law; and to include the applicable related legal references and Board policy cross references.

### Unpaid Medical Leave (Page 24)

We recommend an update of the “Unpaid Medical Leave” provision verbiage to better reflect the reasons for unpaid medical leave’s intended use. Previously, the language did not clarify when unpaid medical leave was available. The revised language clarifies that an individual is eligible for unpaid medical leave when he/she has exhausted FMLA or did not originally qualify for FMLA and is still unable to return to work.

### **Section 5: Conditions of Employment (Pages 29-34)**

#### Reduction in Force (Page 34)

We recommend striking “Reduction in Force” in Section 5 and moving it to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

### **Section 6: Employment Separation (Page 35)**

Please see rationale presented under sections 1 (page 10) and 5 (page 34).

### **Section 7: Employee Conduct, Code of Ethics and Disciplinary Action (Pages 36-43)**

We recommend no changes.

#### Informational Item Only

This document is being shared as a discussion item for this meeting. Any suggestions, comments or reflections by board members will be processed accordingly. A first reading will be presented to the Board on April 24, 2017, and a second reading on May 23, 2017.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Annie Petering  
Chief Human Resources Officer

**2017-2018**

# **KUSD Employee Handbook**

*Effective July 1, 2017*



# **Kenosha Unified School District**

# TABLE OF CONTENTS

<b>Introduction</b>	<b>3</b>
Disclaimer Statement, 3	
Common Terms and Definitions, 3	
Management Responsibilities and Employee Expectations, 4	
<b>Section 1: Employment</b>	<b>5</b>
Equal Opportunity Employer, 5	
Anti-Harassment, 5	
Use of Telephones/Mobile Phones/Pagers, 6	
Use of Cameras, Video and Audio Recording Devices, 7	
Staff Acceptable Use, 7	
Conflict of Interest, 9	
School Year/Hours of the Day/Workday, 10	
Lunch Periods, 11	
Break Time for Nursing Mothers, 11	
Emergency Closings, 11	
Inclement Weather, 11	
Job Postings, 12	
Employment ID, 12	
Facility Visitors, 12	
<b>Section 2: Compensation</b>	<b>13</b>
Base Pay, 13	
Job Classifications, 13	
Payroll, 13	
Direct Deposit, 13	
Employee Online Portal, 13	
Overtime/Compensatory Time Off for Hourly Employees, 13	
Time and Attendance, 14	
Payroll Deduction, 14	
Garnishments and Wage Assignments, 14	
Tax Deferred Investments, 14	
<b>Section 3: Employment Records</b>	<b>15</b>
Personnel Data Changes, 15	
Personnel Records, 15	
Employee Evaluations, 16	
<b>Section 4: Employee Benefits and General Leaves</b>	<b>17</b>
Benefits, 17	
Vacation Days, 17	
Carry-Over Vacation Days, 18	
Personal Days, 18	
Illness on a Holiday or Vacation Day, 18	
Holidays, 18	
Sick Days, 19	
Bereavement, 19	
Jury Duty, 20	

Family and Medical Leave Act (FMLA), 20  
Maternity/Paternity Leave, 24  
Childrearing Leave, 24  
Unpaid Medical Leave, 24  
Military Leave, 25  
Retirement in Wisconsin Retirement System, 25  
Employee Assistance Program, 25  
Travel Pay Policy, 26  
Tuition Reimbursement, 26  
Worker's Compensation, 27  
Light Duty, 27  
Employee Property, 28

## **Section 5: Conditions of Employment**\_\_\_\_\_ **29**

Required medical Documentation: Non-certified Positions, 29  
Required Transcripts, Certification and Medical Documentation for Certified Staff, 29  
Licensure, 30  
Staff Physical Examinations, 30  
Employee Attendance and Punctuality, 30  
Absence Reporting/Procedures, 31  
Accident Reports, 31  
Employee Dress and Grooming, 31  
Alcohol and Drug-Free Workplace, 32  
Drug Testing: Reasonable Suspicion, 32  
Tobacco on School Premises, 33  
Employee Right to Know: Toxic Substances and Infectious Agents, 33  
Employee Training and Professional Learning, 33  
New Employee Introductory Period, 34

## **Section 6: Employee Separation**\_\_\_\_\_ **35**

Termination of Employment by the District, 35  
Reduction in Force, 35  
Employee Resignation/Retirement, 35  
Teacher Resignation Forfeiture, 35

## **Section 7: Employee Conduct, Code of Ethics and Disciplinary Action**\_\_\_\_\_ **36**

General Rules of Conduct, 36  
Employee Code of Ethics, 37  
Employee Discipline, 37  
Progressive Discipline/Termination Procedures, 38  
Employee Complaint (Grievance) Procedure, 38  
Staff Gifts, 41  
Staff Misconduct Reporting, 41  
Leadership Called Meetings, 41  
Teacher Planning and Collaboration Time, 41  
Violence in the Workplace, 41  
Employee Information Boards, 42  
Anti-Graffiti, 42  
Searches, 43  
Employee Acknowledgement, 43

# INTRODUCTION

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

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

## DISCLAIMER STATEMENT

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

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

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

## COMMON TERMS AND DEFINITIONS

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

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

# MANAGEMENT RESPONSIBILITIES AND EMPLOYEE EXPECTATIONS

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

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

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

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

# SECTION 1: EMPLOYMENT

## EQUAL OPPORTUNITY EMPLOYER

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

Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

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

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

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

*Reference: Board Policy/Rule 4110*

## ANTI-HARASSMENT

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

All new employees will receive a copy of the employee harassment policy and other harassment educational information as a part of the initial employment process and at other times as appropriate and necessary. Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the District. Intimidation and harassment can arise from a broad range of physical or verbal behaviors by employees or by non-employees, such as outside contractors or members of the community, which can include, but are not limited to, the following:

- physical or mental abuse;
- offensive or derogatory comments to any person, either directly or indirectly, based on the person's membership in any protected class;
- racial, ethnic or religious insults or slurs;
- unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or

overt promises of preferential treatment or threats concerning an individual's employment or academic status;

- sexual comments, jokes or display of sexually offensive materials;
- sex-oriented name-calling or bullying;
- inappropriate staring at another individual or touching of his/her clothing, hair or body;
- asking personal questions about another individual's sex life and
- repeatedly asking out an employee who has stated that he/she is not interested.

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

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

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Office of Human Resources or, in the alternative, the superintendent/designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law.

*Reference: Board Policy 4111*

## **USE OF TELEPHONES/MOBILE PHONES/PAGERS**

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

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

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

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

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

# USE OF CAMERAS, VIDEO AND AUDIO RECORDING DEVICES

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

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

## STAFF ACCEPTABLE USE

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

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

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

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

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

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

4. **Prohibited use of the District's electronic communication system:** Employees' use of the District's Electronic Communication System must reflect the District's standards for professionalism. Employees shall not use the District's electronic communication system for:
- a. Accessing, sending, viewing or storing messages, images, websites or other materials which are sexually explicit, obscene, pornographic, or harmful to minors;
  - b. Soliciting for personal commercial activities or non-District related organizations or activities, unless approved by the District pursuant to the procedures in Board Policy 1500;
  - c. Accessing or disclosing confidential information without authorization.—A (any access to or disclosure of confidential student information must comply with the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes and the District's student records policy); or
  - d. Any other purpose which would violate law or Board policy (including harassment policies).

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

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

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

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

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

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

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

*Reference: Board Policy and Rule 4226*

## CONFLICT OF INTEREST

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

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

Positions of conflicting interest are defined as follows:

1. Any administrative or supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis. (For purposes of applying this section of the policy, the quasi-supervisory positions of the following sections shall not be viewed as immediate supervisory positions.)

2. Any teaching position having quasi-supervisory responsibilities such as a teacher consultant or department chairperson, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility within a given school or department.
4. Any building service employee having supervisory responsibilities such as head custodian, assistant head custodian, foreman or head cook.
5. Any Recreation Department position having supervisory responsibility within any program.

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

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

*Reference: Board Policy 4331*

## **~~TERMINATION OF EMPLOYMENT BY THE DISTRICT~~**

~~An employee may be non-renewed or terminated for any reason supported by just cause. An employee will be given due process as required by law.~~

~~*Reference: Wisconsin Statutes*~~

~~*Sections 118.22*~~

~~*66.0509*~~

## **~~EMPLOYEE RESIGNATION/RETIREMENT~~**

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

~~*Reference: Board Policy 4361*~~

## **~~TEACHER RESIGNATION FORFEITURE~~**

~~Teachers under contract are required to provide, in writing, his or her desire to resign by June 15. Teachers who resign after June 15 and prior to the first teacher workday will pay a penalty of \$1,000. Teachers who resign after the first teacher workday will pay a penalty of \$2,500. Consideration may be given for extenuating circumstances.~~

## **SCHOOL YEAR/HOURS OF THE DAY/WORKDAY**

The current school year calendar can be found on the District's website at [www.kusd.edu](http://www.kusd.edu).

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

All staff is responsible for the completion of their duties as set forth in the job description and those other duties

specific to each position.

## LUNCH PERIODS

Hourly employees working six (6) hours or more per day shall receive at least a 30-minute **duty-free** lunch period. Lunch will be scheduled with a supervisor to best meet the scheduling needs of the building or department. An employee must receive permission to work during their scheduled lunch period and must report any time worked.

## BREAK TIME FOR NURSING MOTHERS

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

*Reference: Board Policies 4351 and 4351.1*

## EMERGENCY CLOSINGS

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

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

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

## INCLEMENT WEATHER

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

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

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

### **Inclement weather days:**

Three (3) potential inclement weather days are built into the academic calendar for: teachers, education support professionals (ESPs), interpreters, ~~miscellaneous employees~~ and 10- and 12-month secretaries. KUSD employees required to report to work, use vacation or personal time or take unpaid time (deduct) are: full-time custodial

employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel **and** administrative, supervisory and technical staff.

### **12-month secretaries and ~~12-month miscellaneous employees~~ beyond three (3) days:**

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

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

### **Teachers, ESPs, interpreters, ~~10-month miscellaneous employees~~ and 10-month secretaries beyond three (3) days:**

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

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

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

*Reference: Board Policy/Rule 3643*

## **JOB POSTINGS**

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

## **EMPLOYMENT ID**

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

## **FACILITY VISITORS**

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

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

# SECTION 2: COMPENSATION

## BASE PAY

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

## JOB CLASSIFICATIONS

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

## PAYROLL

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

## DIRECT DEPOSIT

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

## EMPLOYEE ONLINE PORTAL

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

## OVERTIME/COMPENSATORY TIME OFF FOR HOURLY EMPLOYEES

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

1. **Call-in pay:** *Employees may be called in to work by the District as needed.* Only non-exempt employees will receive a minimum of one ~~(1)~~ hour pay per occurrence for each time called into work. If call-in hours result in more than 40 hours for the week, non-exempt employees will be paid overtime pay for time worked over 40 hours.
2. **Overtime pay:** Only non-exempt employees will receive compensation at the rate of one and one-half ~~(1.5)~~ times their regular hourly rate of pay for all hours worked over 40 hours in any given work week. A supervisor must always approve overtime before it is performed. Only actual hours worked

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

## **TIME AND ATTENDANCE**

All non-exempt employees are required to keep accurate and complete records of time worked on a District-issued timesheet or timekeeping system (check with your supervisor). Non-exempt employees will forward a complete and signed timesheet to their supervisor at the end of each pay period within one (1) working day.

## **PAYROLL DEDUCTION**

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

## **GARNISHMENTS AND WAGE ASSIGNMENTS**

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

## **TAX DEFERRED INVESTMENTS**

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

*Reference: Wisconsin Statutes*

*Sections 71.64*

*103.457*

*109.03*

*241.09*

*812.42*

*812.43*

*Fair Labor Standards Act*

*26 U.S.C. 3102*

*26 U.S.C. 3402*

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

# **SECTION 3:**

## **EMPLOYMENT RECORDS**

### **PERSONNEL DATA CHANGES**

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

All employees must notify the Office of Human Resources within five (5) days of any changes in:

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

### **PERSONNEL RECORDS**

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

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

*Reference: Board Policy/Rule 4260*

# EMPLOYEE EVALUATIONS

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

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

Students may evaluate the performance of their secondary teachers using established evaluation forms and in accordance with established procedures. The evaluation forms shall be kept confidential until after course grades are assigned by the teacher and then become the teacher's property.

*Reference: Board Policy/Rule 4380*

# SECTION 4: EMPLOYEE BENEFITS AND GENERAL LEAVES

## BENEFITS

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

## VACATION DAYS

Vacation is earned on the fiscal year (July 1-June 30) and taken on the calendar year (January 1-December 31). New employees may not take vacation for six (6) months from the date of hire and this amount will be prorated, based on full-time equivalent, during the first year of hire.

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

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

### **Administrative, Supervisory and Technical employees (AST)**

See AST Policy

### **Non-exempt/hourly 12-month employees**

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

One week = five (5) days

After six months, prorated

After first year, two weeks

After second year, three weeks

After third year, four weeks

~~After six months, prorated~~

~~After First Year 2 weeks~~

~~After Second Year 3 weeks~~

~~After Third Year 4 weeks~~

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

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

sunset of this benefit was effective June 30, 2013.

## **CARRY-OVER VACATION DAYS**

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

*Reference: Board Policy 4280*

## **PERSONAL DAYS**

All employees who earn sick days may request to use up to two ~~(2)~~ days as paid personal days. Personal days may be taken January through December. The Personal Request Leave form can be found on the District website and must be submitted to the employee's supervisor for approval. These days will be deducted from the employee's accrued sick days.

## **ILLNESS ON A HOLIDAY OR VACATION DAY**

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

## **HOLIDAYS**

### **Administrative, Supervisory and Technical employees (AST)**

See AST Policy

### **Non-exempt/hourly 12-month employees**

Independence Day

Labor Day

Thanksgiving Day

Day after Thanksgiving

Christmas Eve

Christmas Day

New Year's Eve

New Year's Day

Martin Luther King, Jr. Day

Good Friday

Memorial Day

### **Exempt and non-exempt/hourly 10-month employees**

Labor Day

Thanksgiving Day

Day after Thanksgiving

Christmas Day

New Year's Day

Martin Luther King, Jr. Day

Good Friday

## **Additional holiday information**

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

All 12-month exempt and non-exempt (hourly workers) will receive ~~w~~Winter ~~r~~Recess as paid time off. These dates are designated by the District calendar.

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

Ten-month employees are off during ~~s~~Spring ~~b~~Break and ~~w~~Winter ~~r~~Recess; however, these are unpaid days except the holidays referenced above. Temporary part-time non-benefit employees are not eligible for holiday pay.

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

## **SICK DAYS**

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

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

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

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

Sick days will be taken in half-~~(1/2)~~ day or full-day increments. After three ~~(3)~~ consecutive days, the employee must provide documentation from the physician who treated the employee and/or employee's immediate family when returning to work. The supervisor may request a medical excuse or other documentation regarding the use of sick days at any time.

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

## **BEREAVEMENT**

Bereavement may be utilized up to six ~~(1-6)~~ paid days for immediate family members (including spouse, mother, father, sister, brother, child, son-in-law, daughter-in-law, father-in-law, mother-in-law, domestic partner or any

other person whom the employee stands in a mutually acknowledged relation of parent or child) and up to three ~~(1-3)~~ paid days for grandparents, grandchildren, sister-in-law, brother-in-law, aunt, uncle, niece, nephew, stepmother or stepfather. ~~Paid days must be used consecutively and P~~proof of death must be provided to the building/department leave reporting secretary.

## JURY DUTY

Upon receipt of notification from the state or federal courts of an obligation to serve on a jury or to act as a court witness, an employee should notify his or her supervisor. The employee is required to provide copies of the subpoena or jury summons to his or her supervisor and the Office of Human Resources. The supervisor will verify the notification and make scheduling adjustments to accommodate the employee's obligation.

Employees will not be deducted pay for jury duty or subpoenaed court appearances on behalf of the District if the above is adhered to. If an employee is called to appear as a plaintiff, defendant or for subpoenaed and non-subpoenaed court appearances not related to the District, they will be deducted pay unless vacation or personal days are used. Any compensation (except transportation) received by the employee for jury duty or service must be paid to the District.

## FAMILY AND MEDICAL LEAVE ACT (FMLA)

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

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

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

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

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

### 1. Eligibility for leave

**An employee is eligible for leave under WFMLA if he or she has been employed by tThe District shall provide employees with family or medical leave if they have worked for more than 52 consecutive weeks at least 12 months with the district and hasve been paid by the District for at least-completed 1,000 hours during of employment in the 52-week 12-month period prior to the time leave begins. An employee is eligible for leave under the FMLA if he or she has been employed for 12 months by the District and has worked at least 1,250 hours during the 12-month period prior to the time leave begins.**

~~An employee must provide the district with a “Health Care Provider Certification” completed by the treating health care provider no later than 15 days of the employee’s request for leave. “Health Care Provider Certification” forms are available from the Office of Human Resources. Any accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. If the leave is required due to a work-related injury, workers’ compensation leave will run concurrently with the leave an employee is entitled to under the law to the extent permitted. Any substituted paid leave used will not be available later.~~

## 2. **Type** Amount of leave available

~~Employees are generally entitled to 12 work weeks of unpaid leave during a calendar year, considering both state and federal law, for any one or combination of the following reasons:~~

### a. **Birth of a child** or placement of a **child** for adoption or foster care ~~of a son or daughter~~

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

### b. **Serious health condition of employee**

Unpaid leave may be taken by an eligible employee in the event the employee experiences a “serious health condition.” A “serious health condition” will generally occur when the employee receives inpatient care at a hospital, hospice or nursing home or when the employee experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider. Medical leave may be taken all at once or in smaller increments as medically necessary. ~~If leave is taken in smaller increments, the employee may be temporarily transferred to another job.~~ An employee must provide the District with a “Health Care Provider Certification” **form** completed by the treating health care provider no later than 15 days of the employee’s request for leave. “Health Care Provider Certification” forms are available from the Office of Human Resources. Any accrued leave, as defined under the applicable **Board District** policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. If the leave is required due to a work-related injury, workers’ compensation leave will run concurrently with the leave an employee is entitled to under the law to the extent permitted. Any substituted paid leave used will not be available later.

c. Serious health condition of parent, spouse, child or; domestic partner

Unpaid leave may be taken by an eligible employee in the event the employee's parent, spouse, child or domestic partner experiences a "serious health condition." A "serious health condition" will generally occur when the individual receives inpatient care at a hospital, hospice or nursing home or when the individual experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider. ~~Medical leave may be taken all at once or in smaller increments as medically necessary.~~

d. Qualifying exigency

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

e. Military caregiver ~~medical~~ leave

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

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

1. **Leave entitlement.** The actual amount of time you spend on family and/or medical leave will be subtracted from your unpaid leave entitlement for a calendar year. Your family and medical leave, under state and federal laws, will run concurrently with any other leave for which you are eligible under applicable District policies.
2. **Medical certification.** If your request is based on your serious health condition or the serious health condition of your child, spouse, parent, domestic partner or covered service member, you must provide the District with a medical certification ("Health Care Provider Certification") prepared by the health provider. This certification must be provided to the District within 15 **calendar** days of the request for leave, **unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good-faith efforts, in which case it must be provided as soon as practicable.** ~~including in cases of a medical emergency or unforeseen circumstances.~~ If you fail to provide a timely certification, your leave request; or your continuation for leave; may be denied or delayed until the required certification is provided.

3. **Additional certification.** If the District has any doubts about the accuracy of your initial medical certification, you must submit to another certification, at the District's expense, by a health care provider selected by the District. If the second opinion differs from the initial certification, a third opinion may be obtained. The third opinion is final and binding.
4. **Re-certification.** On a periodic basis, you must provide the District with subsequent re-certifications that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.
5. **Intent to return to work.** You must provide the District with a periodic report on your status and intent to return to work.
6. **Fitness for duty.** If you are on medical leave because of your own serious health condition, you must provide the District with a medical release, "Fitness for Duty Certification" **form** signed by your health care provider before you can return to work. If you fail to provide the District with a medical release, your reinstatement will be delayed until the required certification is provided or denied.
7. **Substitution.** You may be paid by the District, or you may request payment, for any paid leave to which you have a right to payment at the time of your leave under the District's applicable leave policies. When paid leave is substituted for your unpaid leave, the paid leave will run concurrently with your family and medical leave and will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.
8. **Maintenance of insurance coverage.** In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the District requires the substitution of paid leave, your share of premiums, if any, will be paid through the District's normal payroll deduction method. Otherwise, the District will designate a method for collecting premiums when your leave is unpaid.
9. **Employment protection.** Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position has been filled, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. You will have no greater right to employment at the end of your leave than you would have had with the District if you had not taken leave.

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

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

## **Wisconsin Bone Marrow and Organ Donation Leave Act**

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

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

*Legal Ref.: 29 USC Chapter 28 Sections 2601-2654 (Family and Medical Leave Act)*

*29 C.F.R. Part 825*

*Wisconsin Statute Section 103.10 (Family or Medical Leave)*

*Wis. Admin. Code Ch. DWD 225*

*Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)*

*Cross Ref: Board Policy 4280*

*Board Policy, Rule and Administrative Regulation 4323.1*

## MATERNITY/PATERNITY LEAVE

Employees will be allowed up to 12 weeks of unpaid leave during a calendar year as a result of a birth or placement of a child for adoption or foster care. This leave will run concurrently with any other leave which is available to the employee under other District leave and absence policies, or state and federal family and medical leave laws. All or a portion of this period may be paid in certain instances. The taking of leave under this policy and its accompanying guidelines (FMLA) will not be used against an employee in any employment decision, including the determination of raises or discipline.

## CHILDREARING LEAVE

Once maternity/paternity and/or FMLA ~~have~~ has been exhausted, an employee may request up to one ~~(1)~~ year leave for the birth or adoption of a child. This one-year period includes the time off for maternity/paternity leave and/or FMLA, ~~and~~ will not exceed 12 months total, ~~and~~ must be taken immediately following the exhaustion of maternity/paternity or FMLA and may not be taken on an intermittent basis. Childrearing leave will be unpaid, and no benefits will be provided during this time. Requests may be granted at the discretion of the superintendent and/or his or her designee and may not be requested in consecutive years. An employee returning from childrearing leave will be placed in an assignment for which the employee qualifies at the pay rate that is commensurate with his or her assignment.

## UNPAID MEDICAL LEAVE

Benefit-eligible employees who **have exhausted FMLA or did not originally qualify for FMLA** and are **still** unable to perform their regular duties due to **their need to continue to care for the individual who was the subject of the original FMLA request** ~~medical reasons~~ will be placed on an unpaid medical leave of absence ~~if they have exhausted FMLA or did not originally qualify for FMLA~~. Such leave shall not extend more than 12 months. In order to receive an unpaid medical leave of absence, the employee will be required to provide the Office of Human Resources with medical documentation. The unpaid medical leave will be granted at the discretion of the ~~s~~Superintendent or his/her designee.

During the medical leave, the employee will receive no compensation from the District. The District reserves

the right to determine if the position is vacant and the position will be permanently filled after one year. When the employee is able to return, the District may assign the employee to a vacant position for which he/she is qualified; or the employee may apply for an open position through the application process. Participation in the District's insurance coverage will be available as outlined in the health insurance summary plan description.

Subsequent medical leave will not be granted unless the employee has returned to normal work duties for a minimum of six ~~(6)~~ months.

## **MILITARY LEAVE**

Employees who serve in the armed forces will be granted leaves of absence if called to duty, and will be reinstated in accordance with the applicable state and federal laws and regulations. Employees will be paid the difference between their military pay and District pay only for the employee's annual two week military training.

*Reference: Wisconsin Statutes  
Sections 321.63 – 321.66  
Uniformed Services Employment and Reemployment Rights Act (USERRA)  
29 C.F.R. Part 1002, et seq.*

## **RETIREMENT IN WISCONSIN RETIREMENT SYSTEM**

For eligible staff, the District will pay one-half of the actual contribution rate (employer required share), which is determined by the Employee Trust Fund board. The employee will be responsible for the other half (employee required share).

## **EMPLOYEE ASSISTANCE PROGRAM**

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

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

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

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

The program will operate within the following guidelines:

1. The decision to request or accept assistance through the EAP is the voluntary and personal choice of the individual employee.
2. Voluntary self-referred employees or family members seeking assistance will be able to do so with anonymity and confidentiality.
3. Job security will not be jeopardized by a request for or acceptance of help through the EAP.
4. Referrals to the EAP agency can be by self-referral, family referral or supervisory referral.

5. The EAP will function through a District EAP resource person and a contracted community agency that will provide services under the EAP concept. The superintendent of schools shall appoint the EAP resource person.
6. The EAP does not alter existing contractual provisions, work rules or disciplinary procedures. It serves as a supplementary program to offer appropriate assistance to those who need or desire it.
7. Where necessary, sick leave shall be granted for treatment or rehabilitation on the same basis as other health problems. Leave without pay shall also be considered when determined to be necessary.

*Reference: Board Policy 4233*

## TRAVEL PAY POLICY

It is ~~Board the policy of the District~~ to ensure that employees are properly compensated for all hours worked, including compensable travel time as required by law. Non-exempt employees are entitled to have compensable travel time counted as hours worked so long as the travel occurs during the employees normal work hours.

Written authorization for travel on District business must be obtained prior to travel departure. The written authorization should be included with the expense report for travel expense reimbursement. Although required travel time undertaken at the District's direction is treated as work hours, voluntary travel undertaken at the employees own option for his or her sole convenience is not compensable travel time.

Under ordinary circumstances, it is the policy of the District to reimburse travel expenses on the basis of actual expenses incurred. Persons traveling on District business are entitled to transportation, hotel accommodation, meals, and limited incidentals (for example, taxis and telephone calls) that meet reasonable and adequate standards for convenience, safety, and comfort.

*Reference: Board Policy 3412  
Wisconsin Statutes  
Sections 118.24  
Fair Labor Standards Act  
29 C.F.R. Part 541, et seq.*

## TUITION REIMBURSEMENT

### Non-instructional staff

The District shall provide a payment of \$50 per credit up to six ~~(6)~~ credits maximum per semester. Prior approval by the Office of Human Resources is required. Employees must:

1. Submit their request in writing to the Office of Human Resources no later than 30 days before the start of the course.
2. Choose a course related to the improvement of their ability to perform his/her present job expectations or to advance their career within the District.
3. Take courses on his/her own time.
4. Take courses offered by a regionally accredited school.
5. Have a completion grade of "B" or higher, or pass for non-graded courses.
6. Provide the official transcript and/or certificate of completion to the Office of Human Resources within 30 days of completion.
7. Provide proof of tuition payment.
8. Continue employment within the District for three ~~(3)~~ years after the completion of the coursework or must repay the prorated amount
  - a. Less than one year = 100 **percent** %
  - b. One to less than two years = 50 **percent** %

- c. Two to less than ~~three~~ 3-years = 25 percent %
9. (Facilities employees only) All costs to maintain employment certifications and/or licenses will be paid by the District.

### **Teachers and Interpreters**

The District shall provide a payment of \$50 per credit up to six ~~(6)~~ credits maximum per semester.

Employees must:

1. Choose a course related to the improvement of their ability to perform his/her present job expectations or to advance their career within the District.
2. Take courses on his/her own time.
3. Take courses offered by a regionally accredited school.
4. Have a completion grade of "B" or higher.
5. Provide the official transcript and/or certificate of completion to the Office of Human Resources within 30 days of completion.
6. Provide proof of tuition payment.
7. (Interpreters only) Educational interpreters who successfully pass the Educational Interpreter Performance Assessment (EIPA) will be reimbursed every five ~~(5)~~ years by the District once they submit a copy of their test results to the Office of Human Resources. This skills test is required for all five-~~(5)~~-year licensed educational interpreters by the Department of Public Instruction (DPI) and is therefore an expense that will be covered by the District.

### **Administrative, Supervisory and Technical employees (AST)**

See AST Policy

## **WORKER'S COMPENSATION**

Worker's compensation was established to provide a basic safety net of benefits for employees who are injured on the job. While working for the District, employees are automatically covered by worker's compensation insurance, which is paid by the District. This insurance coverage provides benefits to any employee who meets the following requirements: 1) the injury or illness occurs while engaged in performing work activities; and 2) the injury or illness arises out of working conditions, not personal medical conditions.

Under the rights and benefits of Worker's Compensation Act: It is essential that ~~an~~ employees **promptly** report to his/her supervisor ~~promptly~~ any injury or illness, no matter how minor it may appear at the time. Employees who are injured or become ill on the job must immediately report such injury or illness to their supervisor(s) along with the Employee Accident Report form and turned into the Office of Human Resources within 24 hours.

Employees are also required to report all work related injuries or illnesses that may need medical attention to the Care Line (1-855-650-6580). If it is unknown whether or not medical attention is needed, call the Care Line. This is the mandatory procedure for these injuries, and they must be reported as soon as possible.

Failure to follow this procedure may result in the failure to file the appropriate Worker's Compensation Report in accordance with the law, which may in turn jeopardize the employee's right to benefits in connection with the injury or illness.

## **LIGHT DUTY**

If lost time occurs, a written report from the treating physician must be completed within 24 hours of the incident. If the employee is able to return to work, any pertinent work restrictions must be indicated on the Workers' Compensation Work Status Report Form. Forms are available at each site office. If work restrictions exist, attempts will be made to place the employee in the Transitional Return to Work Program, if a reasonable

placement is available. If the District makes any restricted work available, this may trigger a cessation or reduction of worker's compensation benefit payments. If the employee is unable to work, the anticipated return to work date and expected duration of the injury or illness must be indicated by the treating physician on the Workers' Compensation Work Status Report Form. Upon return to work following a work-related injury or illness, an employee will be required to provide certification from the employee's treating physician verifying that the employee is able to safely perform job functions.

*Reference: Worker's Compensation Act*

## **EMPLOYEE PROPERTY**

Employees may be offered lockers or other secured areas on District premises in which to temporarily leave their personal belongings. These lockers are, and remain, District property. The privilege of a locker may be revoked at any time. The locker may be inspected at any time. It is your responsibility to maintain the security of a locker provided for your use.

The District provides a parking lot for employees' automobiles. The District does not accept responsibility nor assume liability for any loss, theft, fire or damage whatsoever. For employee protection, each employee must observe all parking rules, drive safely, lock cars, and leave no valuables exposed.

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

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

*Reference: Policy 3623*

# SECTION 5: CONDITIONS OF EMPLOYMENT

## REQUIRED MEDICAL DOCUMENTATION: NON-CERTIFIED POSITIONS

All non-certified employees must adhere to the following conditions of employment:

1. Employee must furnish the District with proof of a completed physical examination prior to employment start date.
2. Employee must furnish the District with a completed tuberculin skin test prior to employment start date.
3. Employee must agree that the appointment is contingent upon board of education approval regardless of whether the employee has been placed on the District's payroll.
4. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.
5. Employee must pass the criminal background check during the application process.

Non-compliance in any of these areas will result in immediate revocation of the offer and/or termination of employment.

## REQUIRED TRANSCRIPTS, CERTIFICATION AND MEDICAL DOCUMENTATION FOR CERTIFIED STAFF

The following conditions of employment apply for all certified staff:

1. Official college transcripts should reflect a 2.75 ~~g~~Grade ~~p~~Point ~~a~~Average (GPA) in overall undergraduate coursework ~~or~~~~OR~~ 3.0 in major or 3.0 in a master's program (all GPA's based on a 4.0 scale). If the position is at the secondary level, employee should have a major or minor in the subject area(s) being taught.
2. Employee must provide the District with an official transcript(s) denoting graduation, or if a graduating senior, a letter from the dean or advisor verifying the anticipated graduation date prior to employment with Kenosha Unified School District. If a graduating senior, employee must provide an official transcript denoting graduation within 30 days of graduation.
3. Employee must furnish the District a copy of his/her instructional certification or proof of Wisconsin Department of Public Instruction application (e.g. copy of application and proof of payment) prior to employment with Kenosha Unified School District.
4. Employee must furnish the District with proof of a completed physical examination prior to employment start date.
5. Employee must furnish the District a completed tuberculin skin test prior to employment start date.
6. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.

Non-compliance in any of these areas will result in immediate revocation of the offer and/or termination of employment.

## LICENSURE

Certificated staff is required to maintain proper licensure. Failure to maintain proper licensure may result in pay reduction until the license can be obtained.

Teachers failing to maintain proper licensure, as defined by the Department of Public Instruction, may be non-renewed or receive a pay reduction until the license can be obtained.

## STAFF PHYSICAL EXAMINATIONS

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

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

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

*Reference: Board Policy 4231*

## EMPLOYEE ATTENDANCE AND PUNCTUALITY

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

An employee who is absent from work without notifying the District as required will be subject to disciplinary action up to and including discharge.

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.
  - a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
  - b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
  - c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.
  - d. Employees must follow additional department guidelines where appropriate.
2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with District policies and rules.
  - a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
  - b. An employee is considered tardy if he/she reports to work after the scheduled start time (unexcused).

3. Department managers and principals will develop and communicate work schedules to reflect a start and end time.
4. Supervisors are to give special attention to absence patterns such as:
  - a. Absences before or after the weekend;
  - b. Absences the day before and/or the day after a scheduled holiday or day off;
  - c. Calling in sick as rapidly as sick time is accrued;
  - d. Calling in sick or tardy after the scheduled start time; and
  - e. Absences the day before or the day of “hunting” season.

*Reference: Board Policy 4280*

## **ABSENCE REPORTING/PROCEDURES**

All employees are responsible for reporting absences to the District absence reporting system in place. The District’s absence reporting system ~~in place~~ will be available 24 hours a day, ~~seven~~7 days a week, and can be accessed via Internet and phone. Login instructions and access codes will be provided to employees after start of employment.

Employees will be able to enter absences, check absence schedules, update personal information; and exercise other features such as uploading lesson plans for substitutes to view online.

## **ACCIDENT REPORTS**

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

*Reference: Board Policy 3631*

## **EMPLOYEE DRESS AND GROOMING**

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

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

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

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

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

*Reference: Board Policy 4229*

## **ALCOHOL AND DRUG-FREE WORKPLACE**

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

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

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

*Reference: Board Policy/Rule 4221*

## **DRUG TESTING: REASONABLE SUSPICION**

Kenosha Unified School District is a drug-free workplace. As such, we prohibit the use of non-prescribed drugs or alcohol and/or the abuse of prescribed drugs during work hours. If the employee comes to work under the influence of drugs or alcohol or uses drugs or alcohol during work time, the employee will be disciplined in accordance to the policy up to and including termination.

The District's policy is intended to comply with all state laws governing drug testing and is designed to safeguard employee privacy rights to the fullest extent of the law.

If there is reason to suspect that an employee is working while under the influence of drugs or alcohol, the employee will be asked to submit to a drug test. Any work place injury or accident will constitute reasonable suspicion. The employee will be suspended with pay until the results of a drug and alcohol test are made available to the District by the testing laboratory.

A laboratory licensed by the state will conduct any drug testing required or requested by the District. Before

being asked to submit to a drug test, the employee will receive written notice of the request or requirements from the lab. The employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of Policy 4221 and employee's rights. The District will incur all expenses related to the test.

If the employee receives notice that the employee's test results were confirmed positive, the employee will be given the opportunity to explain the positive result. In addition, the employee may have the same sample retested at a laboratory of the employee's choice.

All testing results will remain confidential. Employee must sign a consent form prior to the release of results. Test results may be used in administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. If the employee is to be referred to a treatment facility for evaluation, the employee's test results will also be made available to the employee's counselor.

## **TOBACCO USE ON SCHOOL PREMISES**

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

*Reference: Board Policy 1310*

## **EMPLOYEE RIGHT TO KNOW: TOXIC SUBSTANCES AND INFECTIOUS AGENTS**

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

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

*Reference: Board Policy 4235*

## **EMPLOYEE TRAINING AND PROFESSIONAL LEARNING**

Kenosha Unified School District values professional learning as a means for staff to acquire new knowledge and skills. As a condition of employment, depending on the type of position, employees may be required to participate in mandatory training or professional learning.

It is understood that career development and job skills acquisition are the joint responsibility of the employee, the supervisor and the employing department. Supervisors are expected to consult annually with employees to develop an appropriate professional development plan.

Participation by employees in development opportunities should be scheduled so that disruptions to the delivery of service and normal work processes are minimized.

Supervisors and employees are responsible for insuring that any requirements specific to a particular position are met.

## NEW EMPLOYEE INTRODUCTORY PERIOD

An introductory period is designed to get employees acclimated to the District.

1. **Licensed tTeachers:** The introductory period for a teacher is three (3) years.
2. **Support/nNon-exempt sStaff:** The introductory period for support staff is 90 working days.
3. **Exempt/pProfessional/aAdministrative sStaff:** The introductory period is one (1) year.

## REDUCTION IN FORCE

~~When deemed necessary or appropriate, employees will be selected for reduction based on the needs and best interest of the district. Employees have no recall rights. In the event that positions are restored, employees may be rehired based on the needs and best interest of the district.~~

# **SECTION 6: EMPLOYMENT SEPARATION**

## **TERMINATION OF EMPLOYMENT BY THE DISTRICT**

An employee may be non-renewed or terminated for any reason supported by just cause. An employee will be given due process as required by law.

*Reference: Wisconsin Statutes*

*Sections 118.22*

*66.0509*

## **REDUCTION IN FORCE**

When deemed necessary or appropriate, employees will be selected for reduction based on the needs and best interest of the District. Employees have no recall rights. In the event that positions are restored, employees may be rehired based on the needs and best interest of the District.

## **EMPLOYEE RESIGNATION/RETIREMENT**

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

*Reference: Board Policy 4361*

## **TEACHER RESIGNATION FORFEITURE**

Teachers under contract are required to provide, in writing, his or her desire to resign by June 15. Teachers who resign after June 15 and prior to the first teacher workday will pay a penalty of \$1,000. Teachers who resign after the first teacher workday will pay a penalty of \$2,500. Consideration may be given for extenuating circumstances.

# **SECTION 7: EMPLOYEE CONDUCT, CODE OF ETHICS AND DISCIPLINARY ACTION**

## **GENERAL RULES OF CONDUCT**

Rules of conduct for employees are not for the purpose of restricting the rights and activities of employees but are intended to help employees by defining and protecting the rights and safety of all persons-employees, students and visitors.

General rules of conduct are essential to the safety and well-being of all employees. Employees are expected to acquaint themselves with additional departmental rules of conduct and regulations and all board policies found on [kUSD.edu/board-education/school-board-policy](http://kUSD.edu/board-education/school-board-policy).

Disciplinary action or termination, depending on the severity of violation, will be recommended for violation of any, but not limited to, the following listed rules:

1. Falsification or unauthorized altering of records, employment applications, time sheets, time cards, student cards, etc.
2. Tardiness or absenteeism.
3. Failure to report absences from scheduled work shift in accordance with policy.
4. Unauthorized disclosure of information contained in communications and in personnel, student or other records of the District.
5. Use and/or possession of intoxicating beverages on District property or while supervising students.
6. Use and/or possession of narcotics or dangerous drugs.
7. Fighting, horseplay, or use of profane, obscene or abusive language toward any manager, employee or student.
8. Threatening, intimidating or coercing others on District premises.
9. Carrying unauthorized weapons.
10. Insubordinate conduct toward a supervisor.
11. Refusing to comply with District policies and procedures and/or carry out the instructions of a supervisor.
12. Sleeping while on duty.
13. Creating unsafe or unsanitary conditions.
14. Leaving the job without permission during regularly assigned working hours.
15. Theft or unauthorized use of District equipment or possessions.
16. Loss, damage, destruction or unauthorized removal or use of property belonging to the District, employees or students.
17. Negligence in observing fire prevention or safety regulations, or failure to report on-the-job injuries or unsafe conditions.
18. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.
19. Engaging in acts of sabotage; willfully or with gross negligence causing destruction or damage of District property, or the property of fellow employees, students or visitors, in any manner.
20. Violating a confidentiality agreement; giving confidential information to others; breach of confidentiality of student or personnel information.
21. Any act of harassment, sexual, racial or other towards anyone; telling sexist or racial-type jokes, making racial or ethnic slurs.

22. Soliciting during working hours and/or in working areas; selling merchandise or collection of any kind for charities or other organizations without authorization during business hours or at a time or place that interferes with the work of another employee on District premises.
23. Gambling during work hours.

## EMPLOYEE CODE OF ETHICS

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

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

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

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

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

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

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

*Reference: Board Policy 4224*

## EMPLOYEE DISCIPLINE

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

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

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

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

*Reference: Board Policy/Rule 4362*

# PROGRESSIVE DISCIPLINE/TERMINATION PROCEDURES

The District may adhere to the following progressive discipline/termination procedures.

If problems with performance cannot be resolved informally, there is a four-step disciplinary process that may be followed. There may be circumstances when one or more steps are bypassed. Certain types of conduct are serious enough to justify either a suspension or termination of employment without going through progressive discipline steps. The District reserves the right, in its sole discretion, to impose disciplinary action as may be appropriate to the particular circumstances.

*Note: In certain situations, administrative approval may be obtained to place an employee (instructional staff) on administrative leave with pay until a decision is made concerning the appropriate response and/or corrective action.*

## Step 1 - Verbal reminder

The verbal reminder is a conversation between the supervisor and employee. During this meeting, the problem is identified along with performance expectations. At this time, the employee is asked to make a commitment to resolve the problem. A memo summarizing the discussion will be placed in the employee's personnel file and a copy will be given to the employee.

## Step 2 - Written reminder

If the employee fails to meet the commitment given in the verbal reminder meeting, the supervisor and employee meet again to discuss why the performance objective has not been met. After the meeting, the supervisor summarizes the conversation in a written memo. A copy is given to the employee and a copy is placed in the employee's personnel file.

## Step 3 - Disciplinary

If the employee has failed to correct the performance deficiency, the supervisor should contact human resources for a discussion with the employee. After the conversation, disciplinary action may be imposed, up to and including suspension, at the discretion of the superintendent per the recommendation of human resources.

## Step 4 - Involuntary separation (termination of employment)

The employee who does not meet his or her performance expectations may face termination. The supervisor will work with human resources to discuss possible separation. Involuntary separation requires review by the superintendent of schools and the employee is entitled to due process as defined in the employee complaint/grievance procedure.

Human resources will consult with the supervisor regarding the appropriate procedures and documents to be used in the process.

# EMPLOYEE COMPLAINT (GRIEVANCE) PROCEDURE

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

## 1. DEFINITIONS

- a. **Days** "~~Days~~" as used in this policy is defined as any day that the District is open.
- b. **Employee Termination** "~~Employee Termination~~" as used in this policy section, shall not include the following:

- Layoffs;
  - Workforce reduction activities;
  - Voluntary termination including, without limitation, quitting or resignation;
  - Job abandonment;
  - End of employment due to disability, lack of qualification or licensure or other inability to perform job duties;
  - Retirement; or
  - Any other cessation of employment not involving involuntary termination.
- c. **Employee discipline** ~~“Employee discipline,”~~ as used in this policy shall include any employment action that results in disciplinary action, which typically involves any four (4) steps: verbal reprimand, written reprimand, suspension with or without pay, and termination of employment.

**Employee discipline** ~~“Employee discipline,”~~ as used in this policy; shall not include the following:

- Plans of correction or performance improvement;
  - Performance evaluations or reviews;
  - Documentation of employee acts and/or omissions in an employment file;
  - Administrative suspension with pay pending investigation of alleged misconduct or nonperformance;
  - Non-disciplinary wage, benefit or salary adjustments;
  - Other non-material employment actions;
  - Counseling meetings or discussions or other pre-disciplinary action or
  - Demotion for reasons other than discipline, transfer or change in assignment.
- d. **Workplace safety** ~~The term “workplace safety”~~ as used in this section means any alleged violation of any standard established under state law or rule or federal law or regulation relating to workplace safety.

## 2. TIME LIMITS

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

## 3. PROCEDURE

- a. **Informal grievance resolution:** The employee must discuss any grievance related to discipline or workplace safety with the employee’s immediate supervisor prior to filing a formal written grievance in order to informally resolve the issue. This discussion must occur within five (5) days of when the employee knew or should have known of the events leading to the grievance. Grievances related to termination may proceed straight to the Formal Grievance Procedure.
- b. **Formal grievance submission:** The employee must file a written grievance with the superintendent (or designee) within 10 days of termination, discipline or actual or reasonable knowledge of the alleged workplace safety issue. The written grievance must contain:
- Name of gGrievant;
  - A statement of the pertinent facts surrounding the nature of the grievance;
  - The date the alleged incident occurred;

- The work rule or policy allegedly violated including any safety rule alleged to have been violated, if applicable;
  - The steps taken to informally resolve the grievance, the individuals involved in the attempted resolution, and the results of such discussion; and
  - The specific requested remedy.
- c. **Administrative response:** The Office of Human Resources (or designee) will meet with the grievant within 10 days of receipt of the written grievance. The administration will provide a written response within 10 days of the meeting. The administration's written response to the grievance must contain:
- A statement of the date the meeting between the administration and grievant was held;
  - A decision as to whether the grievance is sustained or denied; and
  - In the event the grievance is denied, a statement outlining the timeline to appeal the denial.
- d. **Impartial hearing:** The grievant may file an appeal to the Impartial Hearing Officer (IHO) by giving written notice to the superintendent within five (5) days of the issuance of the Administrative Response. Depending on the issues involved, the hearing officer will determine whether a hearing is necessary unless a hearing is required under the procedures established by the District in a different applicable policy. The administration will work with the IHO and grievant to schedule a mutually agreeable hearing date should one be needed. If it is determined that no hearing is necessary, the matter will be decided based on the submission of written documents.

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

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

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

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

- A statement of the pertinent facts surrounding the nature of the grievance.
  - A decision as to whether the grievance is sustained or denied, with the rationale for the decision.
  - A statement outlining the timeline to appeal the decision to the school board.
  - The IHO must sustain or deny the decision of the administration. The IHO has no authority to modify the administration's decision and may not grant in whole or in part the specific request of the grievant.
- e. **Review by the school board:** The non-prevailing party may file a written request for review of the IHO's decision by the school board within 10 days of receipt of the IHO Response.

The school board shall not take additional testimony or evidence; it may only decide whether the IHO reached decision supported by just cause based on the information presented to the IHO. The school

board will review the record and make a decision. A written decision will be made within 30 days of the filing of the appeal.

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

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

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

f. **General Requirements:**

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

*Reference: Board Policy 4271*

## **STAFF GIFTS**

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

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

*Reference: Board Policy 4240*

## **STAFF MISCONDUCT REPORTING**

Any employee who has engaged in specific misconduct shall be reported to the ~~s~~State ~~s~~Superintendent of ~~p~~Public ~~i~~nstruction. The District's superintendent of schools or designee shall make such reports in accordance with state law and established procedures. If a report concerns the superintendent, the board president shall file the report.

*Reference: Board Policy 4223*

## **LEADERSHIP CALLED MEETINGS**

Employees are expected to attend all established staff meetings and professional learning opportunities as it relates to District/school mission and goals, unless otherwise notified by your supervisor.

## **TEACHER PLANNING AND COLLABORATION TIME**

The teacher planning and collaboration will be valued and respected as an important component of the instructional process.

## **VIOLENCE IN THE WORKPLACE**

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

All employees are to be treated with courtesy and respect at all times. Employees are prohibited from

fighting, “horseplay,” spreading rumors; or other conduct that may be dangerous to others. Except to the extent allowed by law, firearms, weapons; and other dangerous or hazardous devices or substances are prohibited from the premises.

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

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

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

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

*Reference: Board Policy 4112*

## **EMPLOYEE INFORMATION BOARDS**

The District maintains bulletin boards for the purpose of posting official District communications. No employee or non-employee may post anything on the official District bulletin boards. No posting may be removed, rearranged, altered, or otherwise obscured except with the express permission of the Office of Human Resources.

## **ANTI-GRAFFITI**

Unauthorized graffiti on District property and equipment degrades the work environment for all employees and students, is costly to remove, and exposes the District to potential liability. Additionally, the unauthorized creation of graffiti may be a criminal offense.

For the purpose of this policy, “graffiti” means any inscription, word, figure, drawing or design which is marked, scratched, etched, drawn or painted with any substance, including, but not limited to, paint, ink, chalk or lead on any District property or the property of any other person or entity located on District premises.

No employee shall create graffiti on, or otherwise deface, any District property or equipment, or the property or equipment of any other person or entity located on District premises, without the District’s authorization.

Any employee found to be in violation of this policy may be subject to discipline up to, and including, termination.

Any employee who creates graffiti which is of a sexual or pornographic nature, or which references a person’s or group of persons’ protected status, such as sex, color, race, ancestry, religion, national origin, age,

physical or mental handicap, medical condition, disability, marital status, veteran status, citizenship status, sexual orientation, arrest record, conviction record, or other protected group status, shall be subject to discipline of no less than a three day suspension up to discharge.

Employees in violation of this policy may also be subject to prosecution under applicable criminal laws. Any employee who observes, or has knowledge of, anyone violating this policy shall immediately report such information to the Office of Human Resources or their supervisor or shall be subject to discipline.

Any employee who observes graffiti on District property shall immediately report such graffiti to the human resources department or their supervisor so that the graffiti can be promptly removed.

## **SEARCHES**

Consistent with applicable law, searches may be conducted at any time, either with or without notice. The District may inspect both District property and employee property, including but not limited to desks, computers, lockers, file cabinets, storage cabinets, or drawers and closets. District employees should not have any expectations of privacy in these areas. Additionally, consistent with applicable law, employee clothing, purses, brief cases, tote bags, lunch bags or buckets, backpacks, duffel bags, tool boxes and employee vehicles parked on District property may be inspected.

## **EMPLOYEE ACKNOWLEDGEMENT**

Employees must acknowledge receipt and review of the Kenosha Unified School District Employee Handbook by accessing the handbook in the HR portal. The HR portal is accessible on the KUSD website under staff information. Once in the HR portal click on the “E-Signature” tab and then click on the “Employee Handbook” tab to access the employee handbook.

*This page intentionally left blank*

*This page intentionally left blank*



March 28, 2017

### DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Badger Truck Refrigeration, Inc. donated \$1,500 to the LakeView Technology Academy Supermileage Club.
2. Mod Super Fast Pizza donated \$1,442.53 to McKinley Elementary School. The donation is to be used for student activities.
3. Asyst Technologies, LLC donated \$1,100 to the LakeView Technology Academy Supermileage Club.
4. Tormach, Inc. donated \$1,000 to the LakeView Technology Academy Supermileage Club.
5. Tenuta's Deli donated \$1,000 to the LakeView Technology Academy Supermileage Club.
6. S and D Development/Pit Pal Products donated \$889.88 to the LakeView Technology Academy Supermileage Club.
7. Iris USA, Inc. donated \$500 to the LakeView Technology Academy Supermileage Club.
8. The Blast Shop donated services to the LakeView Technology Academy Supermileage Club. The estimated value of the donation is \$305.
9. Auto Excellence, LLC donated \$200 to the LakeView Technology Academy Supermileage Club.
10. An anonymous donation of \$200 was given to Jefferson Elementary School.
11. Sonnenberg Consultants, LLC donated \$100 to the Bradford High School Girls Track Team.
12. Northside Alignment of Kenosha, LLC donated \$100 to the LakeView Technology Academy Supermileage Club.
13. Autosport Complete Auto Repair donated \$50 to the LakeView Technology Academy Supermileage Club.
14. Red Line Cycles donated services to the LakeView Technology Academy Supermileage Club. The estimated value of this donation is \$34.

### Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2017

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

**March**

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

**April**

- April 11, 2017 – Standing Committee Meetings, 5:30 P.M. in ESC Boardroom
- April 14-23, 2017 – Spring Recess – Schools Closed
- April 24, 2017 – Organizational & Regular Board of Education Meetings – 6:30 & 7:00 P.M. in ESC Boardroom

*This page intentionally left blank*

*This page intentionally left blank*