



REGULAR MONTHLY BOARD MEETING

April 25, 2016

7:00 PM

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

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Regular School Board Meeting
April 25, 2016
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. Black History Bee, Black History Art and Writing Contest Winners
 - B. FBLA Regional and State Leadership Conference Winners
 - C. Kenosha Battle of the Books Winners
 - D. WEMTA Statewide Battle of the Books Winners
 - E. Kohl Teacher Fellowship Award Winner
 - F. Wisconsin PTA Reflections Contest Winners
- 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 and Resignations
 - B. Consent/Approve 5
Minutes of 3/22/16 Special Meeting and Executive Session and 3/22/16
Regular Meeting
 - C. Consent/Approve 13
Summary of Receipts, Wire Transfers and Check Registers

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(First Reading)	
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D. Discussion/Action	98
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XIV. Other Business as Permitted by Law Tentative Schedule of Reports, Events and Legal Deadlines For School Board (April-May)	99
XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

Kenosha Unified School District

Kenosha, WI

April 25, 2016

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Salazar	Beatriz	Cesar Chavez Learning Station	Family Literacy/Service Provider	Miscellaneous	04/04/2016	1	\$14.73
Appointment	Ayers	Bianca	Prairie Lane Elementary School	Special Education	ESP	04/04/2016	0.5	\$15.33
Early Retirement	Wood	Diane	Roosevelt Elementary School	Anchor Teacher	Instructional	06/10/2016	1	\$70,157.00
Early Retirement	Lockhart	Thomas	Bradford High School	Math	Instructional	06/10/2016	1	\$72,158.00
Early Retirement	Amparan	Maria Del Carmen	Facility Services	Night Custodian - Second Shift	Service	06/12/2016	1	\$21.32
Early Retirement	Bielewicz	Karl	Facility Services	Night Custodian - Second Shift	Service	04/28/2016	1	\$21.32
Early, Early Retirement	Boles	Helena	Somers Elementary School	Grade 5	Instructional	06/10/2016	1	\$78,396.00
Early, Early Retirement	Hoskin	Mark	Nash Elementary School	Grade 5	Instructional	06/10/2016	1	\$70,015.00
Early, Early Retirement	Gramza-Gaulds	Mary	Brass Community School	Cross Categorical	Instructional	06/10/2016	1	\$78,396.00
Resignation	De Witt	Matthew	Lincoln Middle School	Science	Instructional	03/14/2016	1	\$43,069.00
Resignation	Peterson	MaryJo	Bullen Middle School	Secretary I (10 Month)	Secretarial	04/27/2016	1	\$17.32
Resignation	Perez	Henry	Bradford High School	Security	ESP	04/10/2016	1	\$15.33
Resignation	Romens	Allison	Pleasant Prairie Elementary School	Library Media Specialist	Instructional	06/10/2016	1	\$41,509.00
Resignation	Skold	Mary Ann	IMC	Library Media Specialist	Instructional	06/10/2016	1	\$78,396.00
Resignation	Stevens	Carissa	Hillcrest School	At Risk Alternative Education	Instructional	04/29/2016	1	\$39,106.00
Resignation	Vaughan	Brittany	Frank Elementary School	E.C.	Instructional	06/10/2016	1	\$39,106.00
Resignation	Eldridge	Kathleen	Southport Elementary School	Grade 4	Instructional	06/10/2016	1	\$43,069.00
Separation	Akalin	Roberta	Bullen Middle School	Guidance	Instructional	03/12/2016	1	\$78,396.00

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 22, 2016

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 22, 2016, 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 5:32 P.M. with the following members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Wade was excused.

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

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems and Personnel: Evaluation Consideration.

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

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

1. Personnel: Problems

Mr. Radovan Dimitrijevic, Coordinator of Human Resources, arrived at 5:32 P.M. and Mrs. Annie Petering, Chief Human Resource Officer, was connected to the meeting via a telephone conference call at 5:33 P.M.

Mrs. Petering presented Board members with a recommendation of issuance of a teacher preliminary notice of non-renewal. Mrs. Petering answered questions from Board members.

Board members were in consensus of the issuance of the teacher preliminary notice of non-renewal.

Dr. Savaglio-Jarvis, Mrs. Petering, and Mr. Dimitrijevic were excused at 5:43 P.M.

2. Personnel: Evaluation Consideration

Mrs. Coleman distributed and presented documents related to the Superintendent's evaluation.

Board members discussed the Superintendent evaluation timeline.

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

Meeting adjourned at 6:45 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 22, 2016

A regular meeting of the Kenosha Unified School Board was held on Tuesday, March 22, 2016, 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: Mr. Flood, Ms. Stevens, Mr. Kunich, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Wade was excused.

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

Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations, presented the MathCounts Chapter Competition Recognition Awards, Wisconsin Newspaper Association Foundation High School Better Newspaper Contest Winners, and Spelling Bee Winners.

Mr. Todd Jacobs presented the Exchange Club of Kenosha A.C.E Award.

Mrs. Coleman presented Resolution No. 322 – Resolution of Appreciation to Kyle Flood which read as follows:

“WHEREAS, Kyle Flood was elected to the Board of Education of the Kenosha Unified School District in April 2013, and served one, three-year term on the Board; and

WHEREAS, he was elected as a recent high school graduate who provided support in increasing the power of the student voice; and

WHEREAS, he held the positions of clerk, legislative liaison and member during his term on the Board; and

WHEREAS, during his tenure on the Board he chaired and/or served on the Planning/Facilities/Equipment, Personnel/Policy and Audit/Budget/Finance Committees, as well as the student dress code ad-hoc committee; and

WHEREAS, during his term the Board approved \$1.5 million for school security improvements, approved the expansion of the Kenosha School of Technology Enhanced Curriculum, underwent the 2013 curriculum audit, adopted the Board and Superintendent Team Charter, approved the 2015 outdoor athletic referendum for

Bradford, Tremper and Indian Trail, and adopted a new mission, vision, core values and strategic directions; and

WHEREAS, he has been a strong supporter of providing exceptional educational opportunities to all students in the Kenosha Unified School District;

NOW, THEREFORE, BE IT RESOLVED, that this expression of appreciation for service as a Board Member be adopted, and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Kyle Flood in recognition of his service to the Kenosha Unified School District.”

Ms. Stevens moved to approve Resolution No. 322 – Resolution of Appreciation to Kyle Flood. Mrs. Kunich seconded the motion. Unanimously approved.

There were no Administrative and/or Supervisory Appointments.

Mr. Flood introduced the Student Ambassador, Tarin Peltier from LakeView Technology Academy, and she made her comments.

Mr. Flood gave the Legislative Report.

Views and/or comments by the public were made.

Board members made their responses/comments.

Mrs. Coleman made 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 and Resignations.

Consent-Approve item XI-B – Minutes of the 2/15/16, 2/18/16, and 3/8/16 Special Meetings, 2/23/16 and 3/8/16 Special Meetings and Executive Sessions, and 2/23/16 Regular 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 February 2016 cash receipt deposits totaling \$537,913.14, and cash receipt wire transfers-in totaling \$28,430,375.24, be approved.

Check numbers 532622 through 533847 totaling \$7,893,502.97, and general

operating wire transfers-out totaling \$238,968.84, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2016 net payroll and benefit EFT batches totaling \$12,623,140.27, and net payroll check batches totaling \$9,702.07, be approved.”

Consent-Approve item XI-D – Policy and Rule 1213, 3535, and 4226 submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“Policies 1213 Web Publication, 3535 Technology Acceptable Use and 4226 Online Forum each currently refer to the appropriate use of technology and the content that is posted on online forums, including websites, social media, blogs and other various forums. While each of the policies independently served a purpose in the past, our legal advisors recommend streamlining the three policies into one to better allow the district to uphold what is contained within them. By streamlining, the district will have one policy regarding acceptable use of technology for staff.

One of the major changes includes cleaning up language to delineate between an employee’s personal use and professional use of social media. Another change includes discouraging the use of personal email and social media accounts as a tool to communicate with students. In addition, language from Policy 1213 was cleaned up to allow the District to post/share appropriate student information as allowable under FERPA, Wis. Stat. 118.25 and the District’s Student Records Policy. The new employee guidelines also put into writing the restriction for soliciting for personal commercial use as well as for outside organizations.

On Feb. 9, 2016, the Personnel/Policy Committee voted to forward administration’s recommendation of sending revised Policy and Rule 4226 Staff Technology Acceptable Use Policy, which includes the elimination of Policies/Rules 1213 and 3535, to the school board for consideration. The board approved revised Policy 4226 as a first reading on February 23, 2016. It is recommended that the board approve revised Policy and Rule 4226 and elimination of Policies/Rules 1213 and 3535 as a second reading on March 22, 2016.”

Consent-Approve item XI-E – Policy and Rule 6633 – Student Technology Acceptable Use Policy submitted by Mr. Kristopher Keckler, Executive Director of Information and Accountability, and Dr. Savaglio-Jarvis, excerpts follow:

“Policy 6633 – Student Technology Acceptable Use Policy refers to the expectations for Kenosha Unified students and their various interactions with technology. This policy currently is presented to all families as a required component of the annual school registration process. Also, each student is sent a copy to their district assigned internal email account at the start of each school year. Staff members from each school take time to educate all students on the expectations as well as the benefits to gaining comfort and efficiency with the ever growing technology within our schools. Similar policies related to technology use have been revised based on legal

guidance. Minor revisions relate to the proposed alignment to the other district policies related to overall technology use, as well as removal of redundant phrases.

The School Board approved revised Policy and Rule 6633 - Student Technology Acceptable Use as a first reading on February 23, 2016. Administration recommends School Board approval of the proposed revisions to Policy and Rule 6633 - Student Technology Acceptable Use as a second reading at the March 22, 2016, regular School Board meeting.”

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

Mrs. Ruder presented Policy and Rule 4332 – Criminal Background Checks submitted by Mrs. Ruder; Mrs. Annie Petering, Chief Human Resource Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“Initially, we were updating Policy 4332 so that it explicitly included the word “chaperones” in order to align with the new Board Policy and Rule 4333 Chaperone Requirements and Expectations approved on August 25, 2015. At its September 8, 2015, meeting, the Personnel/ Policy Committee voted to forward a revised version of Policy and Rule 4332 to the Board for consideration. Subsequent to that meeting, we discovered that the language should be updated in a broad scope to capture the interests of the District while aligning with federal laws.

In further reviewing the language of Policy and Rule 4332 it was discovered that we needed to update it so that it not only reflected considerations regarding past convictions, but also pending charges. Please note that an employer cannot discriminate against an applicant based on information obtained in criminal background checks. However, an employer may consider criminal background information in making employment decisions if a past conviction or circumstance giving rise to a pending charge is substantially related to the job/duty applied for.

We also updated Rule 4332 in paragraph 4 so that it reflects the use of any vendor the district may deem necessary in order to complete a thorough criminal background check. We also updated to make sure the cross references were accurate.

Upon review of Policy 4332, school board questions arose regarding the process of the criminal background check. Specifically in question was the criteria used to determine a “pass” or “fail”. While most applicants of the district have no criminal records that are produced, there are times when criminal background is produced and further review is vital. There are many facets to the review process. A coordinator within the Office of Human Resources completes an individualized assessment of the criminal record produced using guidelines from the Wisconsin Fair Employment Law and Federal EEOC. In this process, one looks at the requirements related to the position of the applicant and determines relevancy; for example, does the position offer a “temptation or opportunity” for criminal activity similar to the crime for which they were convicted? Consideration is also given to the severity of the offense, the amount of time since the offense was committed, and the applicant’s subsequent behavior to see if it

reveals the applicant to be rehabilitated or objectively unfit for the position. Examples that could prevent an individual from being hired or having access to our students in a supervised or unsupervised setting could include but are not limited to providing false information on an application, convictions or pending charges involving drugs, violence/weapons, and sex crimes in which the past conviction or circumstance giving rise to the pending charge is substantially related to the position for which he/she applies. If it is determined that a conviction and/or pending criminal charge would prevent an individual from being hired or having access to children in a supervised or unsupervised setting, the Office of Human Resources will contact the Principal/Hiring Manager and notify the individual that they cannot be hired.

Since Feb. 23, 2016, language has been added to Policy 4332 regarding background checks for standing committee and ad-hoc committee members who may be around students. After further review, the language of Rule 4332 was also updated to refer to all groups – employees and non-employees working with students – to better outline requirements within the policy.

On Feb. 23, 2016, the School Board approved updated Policy and Rule 4332 – Criminal Background Checks as first reading. It is recommended that board approve revised Policy and Rule 4332 as a second reading on March 22, 2016.”

Ms. Ruder, Mr. Radovan Dimitrijevic and Ms. Judy Rogers, Coordinators of Human Resources, were present to answer questions from Board members.

Mr. Flood moved to approve updated Policy and Rule 4332 – Criminal Background Checks as a second reading with the addition of a sentence which would read "There will be no question about previous charges on the employment application" to the first paragraph of the Rule. Ms. Stevens seconded the motion. Discussion followed.

Mr. Flood withdrew his motion to approve updated Policy and Rule 4332 – Criminal Background Checks as a second reading with the addition of a sentence which would read "There will be no question about previous charges on the employment application" to the first paragraph of the Rule.

Mr. Flood moved to approve updated Policy and Rule 4332 – Criminal Background Checks as a second reading with the stipulation that the Board would hold a discussion at one of the next two board meetings on the question on the employment application pertaining to previous criminal charges. Mr. Falkofske seconded. Motion carried. Mrs. Snyder dissenting.

Dr. Savaglio-Jarvis introduced the Head Start Federal Grant submitted by Ms. Lisa KC, Assistant Director of Head Start; Ms. Belinda Grantham, Director of Early Education; Ms. Susan Valeri, Director of Special Education and Student Support; and Dr. Savaglio-Jarvis, excerpts follow:

“Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2016-2017 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.

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, 2016. 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.

Administration recommends that the school board grant approval to submit and implement the 2016-2017 Head Start Federal Grant.”

Ms. Stevens moved to approve the submission and implementation of the 2016-2017 Head Start Federal Grant. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Coleman introduced the Proposal for Student Voice Policy for discussion. Board members shared their thoughts and concerns with the proposed policy. The following suggestions made by Board members were noted:

- Add the announcing of voting opportunities to students to the policy;
- Have student listening sessions/focus groups to hear from students which focus on certain topics, i.e. PE Waiver, the achievement gap, etc.;
- Add accountability pieces for items D and E under the Regular Meeting Student Ambassador Board section of the policy;
- Provide examples of policies of other districts that have a student ambassador board; and
- Remove the last paragraph of the proposed policy.

Mr. Flood presented the Donations to the District as contained in the agenda.

Mr. Flood moved to approve the Donations to the District as contained in the agenda. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:59 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
April 25, 2016

CASH RECEIPTS	reference	total
March 2016 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	state aids register receipts	\$ 41,605,257.01
Johnson Bank	account interest	158.91
US Treasury	interest refund - various bond issues	260,960.00
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	132,822.24
Bankcard Services (TicketSpice.com)	fine arts ticket sales receipts (net of fees)	189.42
Bank (RevTrak)	district web store receipts (net of fees)	60,674.99
Retired & Active Leave Benefit Participants	premium reimbursements	25,434.87
HHS	head start grant	174,619.64
Various Sources	small miscellaneous grants / refunds / rebates	20,077.76
Total Incoming Wire Transfers		42,280,194.84

March 2016 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	(excluding credit cards)	475,305.84
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TOTAL MARCH CASH RECEIPTS

\$ 42,755,500.68

CASH DISBURSEMENTS	reference	total
March 2016 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 10,720,103.64
WI Department of Revenue	state payroll taxes	495,569.19
WI Department of Revenue	state wage attachments	1,404.42
IRS	federal payroll taxes	4,102,396.47
Delta Dental	dental insurance premiums	250,869.12
Diversified Benefits Services	flexible spending account claims	29,854.65
Employee Trust Funds	wisconsin retirement system	1,447,252.23
NVA	vision insurance premiums	13,820.03
Various	TSA payments	317,130.78
<i>Subtotal</i>		17,378,400.53
<i>General Operating Wires</i>		
US Bank	purchasing card payment-individuals	204,650.51 *
US Bank	purchasing card payment-AP program	43,177.88 *
Aegis	workers' compensation payment	150,000.00
Kenosha Area Business Alliance	LakeView lease payment	16,666.67
Various	returned checks	27.50
<i>Subtotal</i>		414,522.56
Total Outgoing Wire Transfers		\$ 17,792,923.09

March 2016 Check Registers - All Funds:

Net payrolls by paper check	Register# 01005DP, 01006DP 01206DP, 01806DP, 01007DP	\$ 18,544.25
General operating and food services	Check# 533848 thru Check# 535398 (net of void batches)	8,289,684.46
Total Check Registers		\$ 8,308,228.71

TOTAL MARCH CASH DISBURSEMENTS

\$ 26,101,151.80

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Accounts Payable

Transaction Summary

Billing Cycle Ending March 15, 2016

Check #	Vendor ID	Vendor Name	Total
	99000768 V01058	FIRST STUDENT	\$ 43,177.88
US Bank Purchasing Card Payment - Accounts Payable			\$ 43,177.88

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending March 15, 2016

Merchant Name	Total
HOTEL	\$ 21,096.18
THE RON CLARK ACADEMY	\$ 10,335.00
RESTAURANTS & CATERING	\$ 7,953.56
WW GRAINGER	\$ 6,628.55
AIRLINE	\$ 6,577.06
MARK S PLUMBING PARTS	\$ 6,160.08
EDS ARCHITECTURAL OPENING	\$ 5,355.00
KITCHEN CUBES LLC	\$ 5,027.00
IN *GAPPA SECURITY SOLUTI	\$ 4,909.00
WEBCONNEX.COM/CHARGE	\$ 4,756.06
MENARDS KENOSHA WI	\$ 4,395.21
ULINE *SHIP SUPPLIES	\$ 4,008.00
CLASS 1 AIR INC	\$ 3,932.85
UNTD RNTLS 180214	\$ 3,750.00
LYNCH ISUZU TRUCK CTR	\$ 3,691.44
GLENROY, INC.	\$ 3,640.84
INDUSTRIAL CONTROLS	\$ 3,548.58
MAYFAIR RENT A CAR KENO	\$ 3,268.77
JOHNSON CONTROLS SP	\$ 3,252.32
AUER STEEL - MILWAULKEE	\$ 3,134.33
VEHICLE MAINT. & FUEL	\$ 3,133.23
TUNSTALL CORPORATION	\$ 2,432.45
DW DAVIES AND CO INC	\$ 2,352.92
MCMASTER-CARR	\$ 2,341.06
3654 INTERSTATE	\$ 2,308.66
BATTERIES PLUS KEN	\$ 2,188.30
HALLMAN LINDSAY PAINTS	\$ 2,058.89
KELE, INC	\$ 2,015.04
AMAZON MKTPLACE PMTS	\$ 2,015.02
FLAG CENTER	\$ 1,850.00
HAJOCA KENOSHA PC354	\$ 1,712.71
IRIS USA INC	\$ 1,683.00
CUMMINS NPOWER LLC	\$ 1,671.29
CHESTER ELECTRONIC SUPPLY	\$ 1,554.20
PAYPAL *WI ASCD	\$ 1,550.00
FIRST SUPPLY LLC #2033	\$ 1,261.22
G2 PRINTING SOLUTIONS	\$ 1,188.28
WATCO INDUSTRIAL FLOORING	\$ 1,165.60
CONNEY SAFETY	\$ 1,159.12
WOODWORKERS HARDWARE - W	\$ 1,055.45
HYDRO-FLO PRODUCTS INC	\$ 1,010.33
EXPEDIA*1129722173073	\$ 997.44
BIG K LIMO	\$ 988.00
VIKING ELECTRIC - KENOSHA	\$ 985.73
L AND S ELECTRIC	\$ 929.00
EXPEDIA*1128251847454	\$ 901.20
USPS POSTAL ST66100207	\$ 885.70

FITNESS FINDERS INC	\$	864.05
WAL-MART #1167	\$	852.52
DASH MEDICAL GLOVES	\$	828.00
SQ *TEACHER PLACE, INC.	\$	816.25
EXPEDIA*1129721683036	\$	804.06
NVITE EVENT TICKET NVI	\$	787.00
BETTYMILLSC	\$	759.77
ZORO TOOLS INC	\$	757.04
JMB & ASSOCIATES, LLC	\$	736.02
ROC*ROCKLER WDWRK HDWE	\$	733.61
ZORN COMPRESSOR	\$	726.88
HOOVER FENCE CO.	\$	724.00
FASTENAL COMPANY01	\$	718.91
FARM & FLEET STURTEVAN	\$	700.49
MILWAUKEE PUB MUSEUM ADM	\$	692.00
HESCO INC	\$	689.74
HARRINGTON INDUSTRIAL#46	\$	677.80
JONES SCHOOL SUPPLY	\$	677.78
VIKING ELECTRIC-CREDIT DE	\$	674.22
CDW GOVERNMENT	\$	635.96
MIDCO 800-536-0238	\$	633.51
PRINTGLOBE INC	\$	623.00
SHIFFLER EQUIPMENT SAL	\$	608.64
CESA 7	\$	600.00
FREDPRYOR CAREERTRACK	\$	596.00
BAUDVILLE INC.	\$	591.19
WOLF RINKE ASSOCIATES INC	\$	589.85
JOHNSTONE SUPPLY	\$	585.16
DICKOW CYZAK TILE CARP	\$	585.00
THE WEBSTAURANT STORE	\$	575.50
BUTTERS-FETTING	\$	572.45
IN *A BEEP, LLC	\$	568.00
TCT*ANDERSON'S	\$	555.95
HIGHWAY C SVC	\$	546.55
UNIFILLER SYSTEMS INC	\$	541.44
EXPEDIA*1128638406089	\$	536.24
MENARDS RACINE WI	\$	524.10
SIMPLEXGRINNELL	\$	509.82
HOBBY LOBBY #350	\$	503.36
BESTBUYCOM782686003363	\$	495.84
USPS 56428002632502569	\$	490.00
POLOLU CORPORATION	\$	486.56
HARBOR FREIGHT TOOLS 358	\$	461.93
AED SUPERSTORE	\$	455.40
WKU T TAS	\$	435.00
MICHIGAN COMPANY	\$	429.04
PREVENTION RESEARC	\$	425.78
AMAZON.COM AMZN.COM/BILL	\$	422.43
IN *MASTER BUILDING SPECI	\$	420.00
ACME TOOLS #110	\$	419.88
WISCONSIN LIFT TRUCK C	\$	398.69
GLOGSTER.COM	\$	390.00
AIRGASS NORTH	\$	380.99
NELSON ELECTRIC SUPPLY	\$	380.11
GFS STORE #1919	\$	367.36

EXPEDIA*1129116661737	\$	363.44
COPPS FOOD CTR00081794	\$	349.21
HOMEDEPOT.COM	\$	336.13
WI SCHOOL COUNSELORS ASC	\$	334.00
EXPEDIA*1129722473919	\$	332.48
EXPEDIA*1129116852322	\$	330.40
PAT'S SERVICES INC	\$	325.00
BATTERIES	\$	312.45
BLUEROBOTICS.COM	\$	311.00
J W PEPPER AND SON INC	\$	310.93
MARTIN FORD SALES	\$	300.00
PALMEN BUICK GMC CADL	\$	295.00
HY VEE 1391	\$	293.06
WUFOO.COM/CHARGE	\$	288.95
AMERICAN TIME	\$	288.38
AUTOMATIC ENTRANCES OF WI	\$	286.00
STATE OF WI DPI REGONLINE	\$	270.00
WM SUPERCENTER #1167	\$	265.76
AUTISMSHOP.COM	\$	258.80
AMERICANPAY	\$	254.00
IN *CONNECTED CLASSROOMS,	\$	250.00
MILWAUKEE PARTS SUPPLY	\$	249.75
INSTY-PRINTS	\$	247.34
AT&T*BILL PAYMENT	\$	229.41
NASSP MOTO	\$	215.00
BSN*SPORT SUPPLY GROUP	\$	210.59
NSPRA	\$	209.00
CLASSROOM SUPPLY MART	\$	203.49
WM SUPERCENTER #2668	\$	201.46
WISCONSIN COACHLINES	\$	200.00
MEARS WEB-SHUTTLE	\$	185.00
PAYPAL *SOUNDSENSAT	\$	183.75
LOWES #02560*	\$	181.53
PLANK ROAD PUBLISHING	\$	176.44
LEADER EVAPORATOR CO INC	\$	173.59
FLORALTRIMS	\$	162.71
PIGGLY WIGGLY #209	\$	160.80
SHOPTRN*ELENCO	\$	155.08
SUBURBAN GARDEN PET CENTE	\$	151.50
CLC-ECOMMERCE_GEN ACCT	\$	150.00
PAYPAL *WISCONSINCO	\$	150.00
RVT*KENOSHA UNIFIED SD	\$	150.00
ACT*WICUG	\$	150.00
EXPERTS EXCHANGE LLC	\$	149.95
AMERICAN LOCKSETS	\$	147.25
KABA YLINK	\$	140.00
AMERLIBASSOC-BRIGHTKEY	\$	139.00
DOLLARTREE.COM	\$	136.83
GREATLAKESP	\$	129.97
JOANN FABRIC #0576	\$	125.40
OFFICEMAX/OFFICEDEPOT6358	\$	124.00
CHEAPTICKETS.COM	\$	121.96
ARNIES SCREEN PRINTING	\$	121.00
WWW.MROSUPPLY.COM	\$	120.46
MOTION INDUSTRIES WI04	\$	119.93

OFFICE DEPOT #1105	\$	117.18
IN *B AND L OFFICE FURNIT	\$	105.00
GSA SAFE SCHOOLS	\$	100.00
THE CHILDRENS GUILD INC	\$	99.00
USPS 56661001532563942	\$	98.00
SCHOLASTIC INC. KEY 6	\$	96.24
REINDERS - SUSSEX CS	\$	96.07
THE MASTER TEACHER	\$	92.13
CROWN TROPHY	\$	91.85
KRANZ INC	\$	90.00
WALTERS CLIMATE INC	\$	89.22
COLD STREAM FARM LLC	\$	86.70
NCSM	\$	85.00
B&H PHOTO, 800-606-6969	\$	77.85
ORIENTAL TRADING CO	\$	76.50
USCUTTER INC	\$	75.48
ANIXTER/CLARK/TRI-ED	\$	70.20
HOMETOWN MEATS	\$	69.52
TPRS PUBLISHING INC.	\$	69.00
MED SUPPLIER CORPORATI	\$	68.27
RECREATION SUPPLY COMPANY	\$	64.80
REI*GREENWOODHEINEMANN	\$	64.00
BEST BUY 00011916	\$	63.99
NETBRANDS MEDIA CORP.	\$	61.87
PAYPAL *EVERYDAYSCH	\$	60.60
EVERYDAYSPEECHSOCIALSK	\$	59.99
VZWRLSS*IVR VN	\$	58.01
FESTIVAL FOODS	\$	57.42
KENOSHA AREA BUSINESS	\$	55.00
KENOSHA FRESH MARKE	\$	53.59
MENARDS BURLINGTON WI	\$	51.96
PAYPAL *ILHOLOCAUST	\$	50.00
FAT BRAIN TOYS	\$	45.93
AMAZON.COM	\$	43.13
TOWN & CNTRY GLASS CO	\$	43.12
WAL-MART #2668	\$	41.61
M.A.S.A. / SPORTSADVANTAG	\$	39.00
GORDON ELECTRIC SUPPLY	\$	38.08
PETSMART INC 1636	\$	37.91
MONOPRICE COM	\$	37.28
E-CONOLIGHT	\$	36.99
WALGREENS #12413	\$	35.89
EDUCATIONAL INNOVATIONS I	\$	34.85
CAN*CANONUSA PARTS	\$	34.44
AMERICAN ASSOC OF SCHOOL	\$	33.52
THE UPS STORE 3860	\$	33.24
SQ *ALAZE TAXI SERVICE /	\$	32.50
PRAIRIE SIDE TRUE VALUE	\$	31.98
PAYPAL *CESA 2	\$	30.00
WI ASSN SCHOOL BOARDS	\$	30.00
PICK N SAVE 00068742	\$	28.16
HOLLAND SUPPLY INC	\$	26.08
DOLRTREE 3962 00039628	\$	26.00
KMART 3088	\$	25.98
PICK N SAVE 00068718	\$	25.72

KENOSHA CHAMBER OF COMMER	\$	25.00
PAYPAL *WSST	\$	25.00
PARENTSACTION	\$	20.59
DOLRTREE 752 00007526	\$	20.05
WISMATH	\$	20.00
TLF SUNNYSIDE FLORIST OF	\$	19.60
SAMS CLUB #6331	\$	18.63
SEEDSTUDIO	\$	17.47
COPYRIGHT CLEARANC CEN	\$	17.00
ZOOM.US	\$	14.99
BLUE RIBBON TAX	\$	13.50
303 TAXI	\$	12.60
CHICAGO YELLOW CAB	\$	12.25
LEARNING RESOURCES	\$	11.99
SHERWIN WILLIAMS #3180	\$	11.13
DG HARDWARE	\$	9.40
DOLRTREE 5498 00054981	\$	7.39
USPS.COM CLICK66100611	\$	7.35
TRAVELOCITY.COM	\$	7.00
JEWEL #3466	\$	6.96
FREEREFILL.COM	\$	5.96
EXPEDIA*1128786316808	\$	4.00
PARKSIDE TRUE VALUE	\$	1.16
IIS FULFILLMENT	\$	-
ACME TOOLS	\$	(21.88)
NATIONAL SCIENCE TEACHER	\$	(30.00)
WHALEY PARTS & SUPPLY	\$	(237.15)
BUREAU OF EDUCATION AND R	\$	(717.00)
AUER STEEL	\$	(1,300.05)
US Bank Purchasing Card Payment - Individuals	\$	204,650.51

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 25, 2016

Administrative Recommendation

It is recommended that the March 2016 cash receipt deposits totaling \$475,305.84, and cash receipt wire transfers-in totaling \$42,280,194.84, be approved.

Check numbers 533848 through 535398 totaling \$8,289,684.46, and general operating wire transfers-out totaling \$414,522.56, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the March 2016 net payroll and benefit EFT batches totaling \$17,378,400.53, and net payroll check batches totaling \$18,544.25, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 25, 2016

ENERGY EFFICIENCY REVENUE LIMIT EXEMPTION PROJECTS

Background:

The purpose of this report is two-fold, the first portion of the report provides a recap of the projects performed in 2014 and 2015 at nine elementary schools, and the second portion of the project provides a proposal for a second phase focused on four middle and high schools.

Phase 1 Recap:

As part of the past four biennium budgets (2009, 2011, 2013, and 2015) approved by the State of Wisconsin, rules were established and refined related to the performance of energy efficiency projects in PK-12 schools. The legislation most often referenced when discussing these projects is 2011 Wisconsin Act 32 which modified the original rule (2009 Wisconsin Act 28) to include payment of debt service on bonds issued to finance the energy efficiency projects provided:

- The projects result in energy or operational cost reductions or avoidance
- The projects are completed through the use of a performance contract as governed by State Statute 66.0133
- The bonds or notes used to finance the project are issued for periods not exceeding 20 years

Essentially the law provided an opportunity for school districts to implement large energy efficiency projects that they otherwise would not be able to fund with annual operations and maintenance budgets which are constrained by revenue limits. The law allows for a revenue limit exemption if a school board adopts a resolution to increase the revenue limit by an amount spent on these energy projects. This exemption can be used to pay for the project in a single year or to repay debt used to finance the project.

The KUSD School Board approved a \$16,689,540 project at nine elementary schools at the June 25, 2013 meeting, and further approved the hiring of a performance contractor to meet the requirements of the law at the August 27, 2013 meeting. The projects were split over a two year window with the vast majority of work occurring in the summers of 2014 and 2015. The nine schools were chosen based on their EPA Energy Star ratings, and essentially were the schools evaluated to be the least energy efficient using that rating system. The following is a list of the nine schools and the year in which the work was performed at the school:

- Bose Elementary – 2014
- Forest Park Elementary – 2014
- Grant Elementary – 2014
- Grewenow Elementary – 2014 and 2015
- Harvey Elementary – 2014
- Jefferson Elementary – 2015
- Jeffery Elementary – 2015
- Roosevelt Elementary – 2015
- Vernon Elementary – 2015

From a construction cost, energy savings, building life expectancy and even aesthetic perspective, the projects at the nine schools have been very successful. Overall the total cost of the projects came in right on budget. The overall project cost was funded primarily by the bonded amount, but that was supplemented by \$236,905.90 in rebates awarded to the district by Wisconsin Focus on Energy as well as a small amount of the interest earned from the borrowing. The borrowing of the funds generated \$52,784.80 in interest of which only \$294.07 was spent. The remainder of the interest income will be used to expedite repayment of the debt associated with the borrowing for this project.

One of the requirements of the law is to formally track the savings annually for the life of the borrowing, and to use any measured utility savings to directly repay the loan each year. Because of the 20 year duration of this tracking, we decided to start the formal tracking as of January 1, 2015 for the first 5 schools and January 1, 2016 for the remaining 4 schools. Attachment 1 to this report is the first of many annual reports that we will receive from Performance Services. The report is generated through an independent 3rd party review of our energy usage data as well as direct monitoring of the control systems for the mechanical equipment at each of the schools. The overall first twelve month savings for the five schools completed in 2014 was a whopping 31.4%. This savings calculation was performed by normalizing the weather data so that we did not benefit or be penalized for differences in weather before and after the projects were completed. The table below provides a summary of the annual savings for each of the five schools.

School	Savings
Bose	39.0%
Forest Park	44.0%
Grant	29.4%
Grewenow	14.7%
Harvey	26.7%
Total	31.4%

The savings at Grewenow is expected to increase in year 2 as that was the project that we split up the construction activities over multiple years.

Attachment 2 to this report provides a pictorial summary of the work performed at the 9 schools. The scope of work differed from school to school but generally involved replacement of the heating and ventilation systems, new lighting, roof and exterior envelop replacement and major repairs, installation of vestibules at entrances to schools and window

replacement projects. The picture below is a typical new boiler installation showing the boiler room at Jane Vernon Elementary School.



The following picture shows one of the window replacement projects; this is the main entrance to Roosevelt Elementary School.



The net result of the phase 1 projects is 9 schools with upgraded infrastructures that will certainly significantly extend the life of the buildings as well as save energy and improve building comfort. In addition, the 5 schools that also had window and exterior envelop improvements have been substantially improved aesthetically.

Proposed Phase 2 Projects:

In light of the dramatic success of the Phase 1 projects, and the amount of debt that will be retired over the next several years, we are proposing that KUSD implement a second phase of projects. This Phase 2 would consist of 3 separate projects performed over a six year period. The three projects would be performed independently of one another, each being approximately 2 years in duration. The projects would be:

- Project 1 - Bullen Middle School and Lance Middle School
- Project 2 - Tremper High School
- Project 3 - Bradford High School

Facilities Department staff members have performed detailed evaluations of the 4 schools proposed for the three projects with the help of a number of contractors, engineers and architects. The evaluations focused on energy efficiency related work as allowed by the revenue limit exemption statutes, but also included other improvements that should be performed at the same time funded by our major maintenance budget similar to what was done in Phase 1. The tables on the next two pages summarize the proposed energy efficiency scope of work. Each of the three projects would be large projects and slightly larger than the Phase 1 project, with budgets totaling:

- Bullen Middle School and Lance Middle School - \$28,493,230
- Tremper High School - \$22,105,204
- Bradford High School - \$22,406,000

One of the major benefits of the three projects would be replacing the existing mechanical systems, all which are original to the building construction. In most cases those systems are on the order of 50 years old (similar to the systems at the 9 schools in Phase 1). In addition, the replacement of the air conditioning equipment at Bradford looms as one of the major unfunded investments that the district will need to tackle soon. That equipment is over 35 years old and is at the end of its useful life. These projects would provide a number of benefits in addition to massive energy savings at the four schools. One of the most notable would be the addition of air conditioning at Tremper High School, Bullen and Lance. The statutes allow for the addition of air conditioning if the entire heating and ventilation system is being replaced due to the dramatic energy savings in those areas plus the major overlap in equipment that serves the full array of HVAC. Another major improvement would be the addition of vestibules at the main entrances to the four schools. These vestibules would provide for significant energy savings as well as improved security and an aesthetic improvement to the front of each school. These entrances in combination with window replacement projects will have a similar impact as the aesthetic appeal of the projects performed at Forest park, Grewenow, Harvey, Roosevelt and Jane Vernon.

Bullen Middle School	
Building Improvement Measure (BIM) Description	Revenue Limit Exemption Funding
HVAC & Control Replacement (including complete building A/C)	\$ 5,784,285
Lighting & Ceilings Replacement	\$ 2,032,161
Roofing Replacement & Repairs	\$ 1,882,748
New Secure Main Entrance Vestibule (Entrance 1)	\$ 1,078,658
Window & Door Replacement	\$ 772,201
Full Restroom Refurbishment	\$ 432,393
Exterior Building Envelope Improvements	\$ 369,823
Asbestos Remediation (To support HVAC and Window Projects)	\$ 295,000
Electrical System Modifications	\$ 276,848
Plumbing System Modifications	\$ 108,427
BULLEN MS - ENERGY SAVINGS PROJECT TOTAL	
	\$ 13,032,544

Lance Middle School	
Building Improvement Measure (BIM) Description	Revenue Limit Exemption Funding
HVAC & Control Replacement (including complete building A/C)	\$ 7,260,825
Roofing Replacement & Repairs	\$ 2,031,792
Window & Door Replacement	\$ 1,952,726
Lighting & Ceilings Replacement	\$ 1,618,969
Full Restroom Refurbishment	\$ 768,684
New Secure Main Entrance Vestibule (Entrance 1)	\$ 493,386
Plumbing System Modifications	\$ 454,766
Electrical System Modifications	\$ 445,900
Exterior Building Envelope Improvements	\$ 268,638
Asbestos Remediation (To support HVAC and Window Projects)	\$ 165,000
LANCE MS - ENERGY SAVINGS PROJECT TOTAL:	
	\$ 15,460,686

Tremper High School	
Building Improvement Measure (BIM) Description	Revenue Limit Exemption Funding
HVAC & Control Replacement (including complete building A/C)	\$ 11,202,820
Lighting & Ceilings Replacement	\$ 2,514,760
Window & Door Replacement	\$ 2,459,423
Electrical System Modifications	\$ 1,742,729
Plumbing System Modifications	\$ 1,498,827
Full Restroom Refurbishment	\$ 1,038,259
Roofing Replacement & Repairs	\$ 745,803
Asbestos Remediation (To support HVAC and Window Projects)	\$ 298,000
New Secure Main Entrance Vestibule (Entrance 1)	\$ 242,752
West Side Entrance Vestibule (Entrance 21)	\$ 236,151
New Vestibules (Four Academic Entrances 1, 25, 28 & 29)	\$ 125,680
TREMPER HS - ENERGY SAVINGS PROJECT TOTAL: \$ 22,105,204	

Bradford High School	
Building Improvement Measure (BIM) Description	Revenue Limit Exemption Funding
HVAC & Controls Replacement	\$ 8,587,000
Window & Door Replacement	\$ 2,999,000
Lighting & Ceilings Replacement	\$ 2,240,000
Exterior Building Envelope Improvements	\$ 1,634,000
Electrical System Modifications	\$ 1,417,000
Roofing Replacement & Repairs	\$ 1,283,000
Sprinkler System (inc. Booster Pump)	\$ 1,118,000
Full Restroom Refurbishment	\$ 1,039,000
Plumbing System Modifications	\$ 898,000
West Vestibule Addition	\$ 690,000
Asbestos Remediation (To support HVAC and Window Projects)	\$ 273,000
East Vestibule Addition	\$ 228,000
BRADFORD HS - ENERGY SAVINGS PROJECT TOTAL: \$ 22,406,000	

The budgetary cost estimates provided in the tables are based on 2016 dollars, and so some level of inflation should be used as we evaluate the projects due to the six year implementation. It is proposed that a 3% inflation factor be applied to the second project (Tremper) and a 6% inflation factor be applied to the third project (Bradford). As mentioned earlier, we will also be performing other upgrades to the schools concurrently funded by our major maintenance budget. These projects will include major flooring replacements including removal of the asbestos floor tile at Lance, replacement of casework, and in some case locker replacement and resolving problems with classroom entrances. These projects will be detailed each year as part of the capital plan proposal provided to the Board in the January-February timeframe. Another improvement that would be implemented would be the

expansion of the cafeteria at Lance which would be funded by the Food Service budget (Fund 50).

Project implementation would be done very similar to Phase 1. It would start with a Request for Proposal (RFP) that we would issue to interested performance contractors. We used one performance contractor for Phase 1 because of the size of the project. We have not made any decisions on Phase 2, but expect that we may very well have more than one performance contractor involved in Phase 2 since it is three separate large projects. A final recommendation on the selection of a performance contractor(s) will be brought before the Board for approval as part of the overall approval process.

Proposed Timeline:

The following is a general timeline for Phase 2 that meets the requirements of the State Statutes as well as implementation philosophy of this being three separate projects.

1. Committee Meeting Presentation – April 12, 2016
2. Board Meeting Presentation – April 25, 2016
3. Approval of Initial Resolution – Tentatively May 10 or 24, 2016
4. Issue RFP for Performance Contractor – May 2016
5. Publication of Notice to Electors (within 10 days of adoption of Initial Resolution) – TBD
6. Public Hearing (within 10 days of publication of Notice) – TBD
7. 30-day Petition Period begins the day after the Public Hearing – TBD
8. Final Approval by Board – TBD
9. Design Project 1 (Bullen & Lance) – June 2016 through January 2017
10. Bid Project 1 – Jan/Feb 2017
11. Start construction for Project 1 – April 2017
12. Design Project 2 (Tremper) – April through December 2018
13. Complete construction for Project 1 – September 2018
14. Guaranteed savings monitoring begins for Project 1 – January 1, 2019
15. Bid Project 2 – Dec 2018/Jan 2019
16. Start construction for Project 2 – April 2019
17. Design Project 3 (Bradford) – April through December 2020
18. Complete construction for Project 2 – September 2020
19. Guaranteed savings monitoring begins for Project 2 – January 1, 2021
20. Bid Project 3 – Dec 2020/Jan 2021
21. Start construction for Project 3 – April 2021
22. Complete construction for Project 3 – September 2022
23. Complete project financials – December 31, 2022
24. Guaranteed savings monitoring begins for Project 3 – January 1, 2023

Financing:

As mentioned earlier in the report, the energy efficiency revenue limit exemption rule allows school districts to issue bonds or notes to finance the energy efficiency projects.

The proposed energy efficiency projects total \$73,004,434 (\$74,990,000 when including inflation). If KUSD wishes to finance these projects with long-term debt, the debt can be issued under revenue limits in Fund 38. Debt issued in Fund 38 does not require a referendum, but does require a 30-day petition period. Further, if the maturity of the debt exceeds ten years, a Public Hearing is also required.

The process for issuing Fund 38 debt would begin with an Initial Resolution. Upon Board approval of the Initial Resolution, a Notice to Electors is published in KUSD's official newspaper. Within 10 days of publication of the Notice, a Public Hearing is held for informational purposes. From the date of the Public Hearing, the electorate has 30 days to file a petition to stop the process. The petition must be signed by 20% of the school district electors (as determined by the number of voters at the last gubernatorial election), or 7,500 electors, whichever is less.

If no petition is filed, KUSD can issue the bonds to finance the projects. If the three parameters defined in 2011 Wisconsin Act 32 are met, the KUSD Board can levy for the debt service on the bonds within revenue limits and apply the energy efficiency exemption.

On a preliminary basis, we are contemplating a 20-year bond issue with a "wraparound" structure. As shown on Attachment 3, this methodology attempts to minimize the tax impact by taking advantage of the future decreases in KUSD's debt service payments, which decrease dramatically in 2017 (a decrease of approximately \$4,600,000). This structure may make that decision easier as it likely will have a minimal impact on the overall tax levy.

Joint Audit/Budget/Finance and Planning/Facilities/Equipment Committees:

This report was presented at the April 12, 2016, meeting of the Joint Audit, Budget and Finance and the Planning, Facilities, and Equipment Committees and the committees voted unanimously to forward this report onto the Board for consideration.

Administration Recommendation:

Administration recommends School Board approval of the Energy Efficiency Revenue Limit Exemption Projects as described in this report. Further approvals of the energy efficiency projects will be necessary at subsequent meetings as described in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

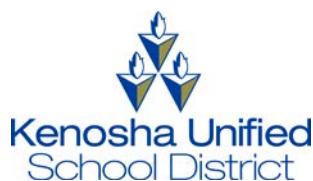
Mr. Tarik Hamdan
Chief Financial Officer

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

Link to appendices 1, 2 & 3 below:

<http://www.kusd.edu/docs/Energy-Efficiency-Revenue-Limit-Exemption-Projects-Attachment-Complete.pdf>



April 25, 2016

EDUCATIONAL SUPPORT CENTER/EMPLOYEE SAFETY

Background:

Given recent world events and the decision to move forward with ALiCE training for District staff, the leadership council assembled an Educational Support Center (ESC) safety committee. This committee was designed to discuss and recommend safety topics/precautions that could be implemented at the ESC in order to provide a safer working environment for ESC employees, as well as safe place for those visiting and/or utilizing the building for meetings.

The committee was led by Patrick Finnemore and Tanya Ruder and consisted of the following members: Kevin Christoun, Keith Ebener, Jessica Doyle-Rudin, Annie Fredriksson, Beth Ormseth, Linda Ruffalo and Jerry Theama. All of the members of the committee work at the ESC and have a stake in employee safety.

The committee met to discuss a variety of safety options, including when to lock doors during and after hours, safety equipment options, off-duty officers at board meetings, ALiCE training for ESC staff and others.

While the ESC is a public building owned by the community, the District has an obligation to provide a safe working environment for all employees. At this current time, all schools in the district are locked during school hours. Employees must have a key card to enter and visitors must be buzzed in after being vetted by a member of the school office. The only building not following these procedures in Kenosha Unified is the ESC.

The following items are recommendations that came from the committee's discussions in an effort to provide a safer working environment for all ESC staff. The committee unanimously approved the following initiatives:

1. Lock ESC doors during work hours (7:30 a.m. – 4:30 p.m.). This would have little to no impact on current ESC employees as each already has access to the building with a key card. The only change would be that ESC employees would now need their card to enter the front doors as well as all other doors. All other KUSD staff will be provided access through the front doors only from 6 a.m. – 7:30 p.m. with the use of their key card.

For visitors who are not employees, new phones with digital video screens would be installed for the lobby desk, two in the Superintendent's Office and one in the School Leadership Office that will allow visitors to be buzzed into the building. These phones are much like those currently used in our school buildings. This cost, roughly \$1,500,

would be covered by the Facilities Department budget.

To ensure safety of all, any staff on administrative leave would have their access revoked. This will be determined by the Office of Human Resources and communicated to the Facilities Department for implementation.

2. Leave doors locked after work hours. The greatest impact would be on the ESC departments hosting trainings before 7:30 a.m. and after 4:30 p.m. It was suggested that they station someone at the front to welcome guests prior to the start of the meeting. After the start of the meeting a sign should be posted asking participants to call the landline in the training room (i.e. 359-5944 for room 190B, etc.) so someone can personally let in late guests.
3. On board meeting nights unlock the front doors at 6:30 p.m. and lock immediately following the end of the meeting.

On committee meeting nights unlock the front doors at 5 p.m. and lock immediately following the end of the meeting.

4. For additional safety during board meetings, it is suggested that the board consider hiring one or two off duty officers to be stationed between the front doors and boardroom. The approximate cost of this would be \$24/hour. The intent is to have someone in/around the room and to keep an eye on people coming and going from the building during meetings. Without this in place anyone could come and go through the front doors while the meeting is in session without anyone knowing.

Attached are results from a survey of surrounding districts regarding their central office safety procedures and results from an ESC staff survey.

On April 12, 2016, the Planning/Facilities/Equipment Committee voted to forward this informational report to the Board of Education for their review at the April 25, 2016, regular meeting.

Items 1, 2 and 3 above will be implemented effective July 1, 2016.

It is suggested that the school board consider allocating funding for item 4 above.

This report is provided for informational purposes only this evening.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations

Patrick Finnemore
Director of Facilities

7 responses

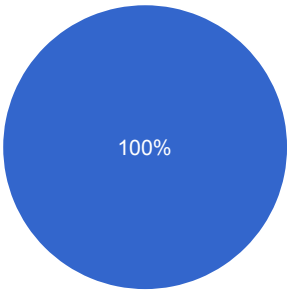
[Publish analytics](#)

Summary

District name

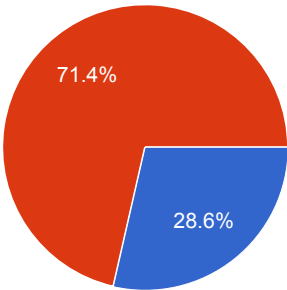
Kiimberly
Milwaukee Public Schools
West Allis-West Milwaukee
School District of Beloit
Green Bay

Is your central office a stand alone building?



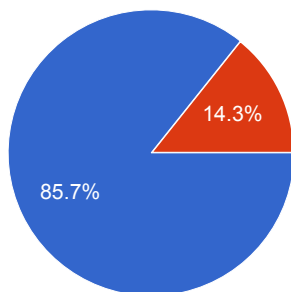
Yes (please continue to the next question)	7	100%
No (thank you for your response)	0	0%

Do you lock your doors during the day?



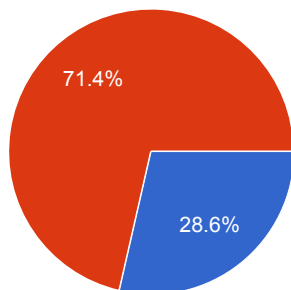
Yes	2	28.6%
No	5	71.4%

Do employees have key cards, fabs or keys to enter the building?



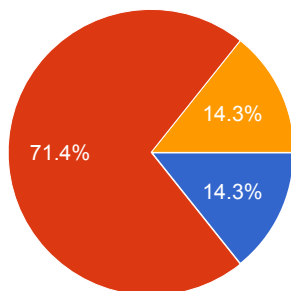
Yes **6** 85.7%
No **1** 14.3%

Do visitors use a buzzer to enter the building?



Yes **2** 28.6%
No **5** 71.4%

Do you hire security for board meetings?



Yes **1** 14.3%
No **5** 71.4%
Sometimes **1** 14.3%

Is there anything else you'd like to share?

Cards used after hrs only

Some employees have key cards to enter after normal hours of operation.

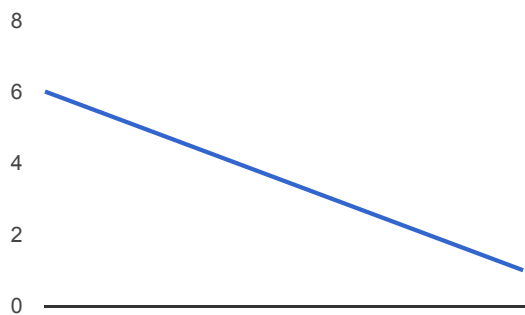
Our two main entrances, which have safety staff assigned to them, are open during the day. Three other secondary doors are locked at all times, but accessible by key fob. We have safety assigned to the building during normal business hours and whenever we have a board meeting. We are in the process of reviewing safety measures and have had "shelter in place" drills for staff.

We have just developed a protocol for intruder/lockdown situations at our central office. We're planning a drill for this month. Prior, we only had procedures for our schools.

Our front main door is open to the public with a receptionist greeting visitors when the Admin. Office is open, however the side doors and back doors require a badge to buzz in 24/7.

We are currently going through the same process. Would be interested to find out what you learn. One of the things we are looking into is whether there should be cameras in the building, since Board meetings are held at our central office and so the front doors are left unlocked during the Board meeting - which is held on the third floor. Lori Blakeslee

Number of daily responses

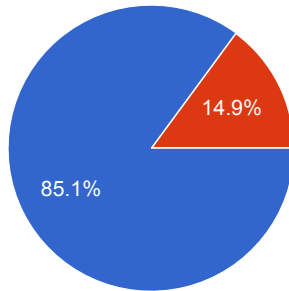


161 responses

[View all responses](#)[Publish analytics](#)

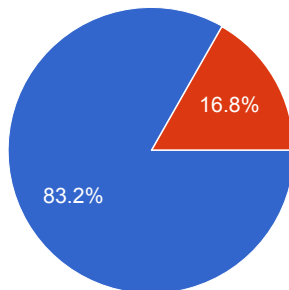
Summary

Would you support the ESC locking the doors and requiring a key card for entry during business hours (7:30 am - 4:30 pm)?



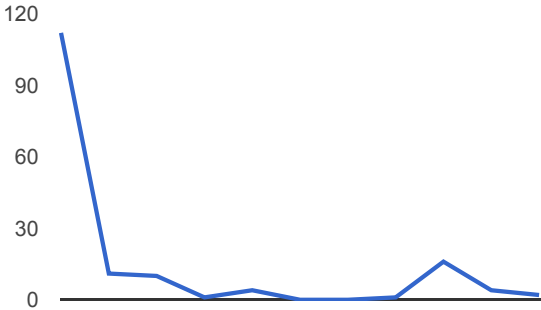
Support	137	85.1%
Do not support	24	14.9%

Would you support the ESC using a buzzer system with a video screen (like the schools use) to vet visitors before they enter the building?



Support	134	83.2%
Do not support	27	16.8%

Number of daily responses



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April 25, 2016

POLICY 4200 – GENERAL PERSONNEL POLICIES

Background:

Policy 4200 must be updated to reflect the District's move from collectively bargained agreements to an Employee Handbook as of November 2014. This update will require all 4000 series policies to include a cross reference of the Employee Handbook effective upon approval the updated policy.

In addition, this policy would benefit from requiring all policies to include any applicable state and federal laws and/or guidelines in the legal reference section.

Administration Recommendation:

At its April 12, 2016, meeting, the Personnel/Policy Committee voted to forward revised Policy 4200 to the Board of Education for consideration.

Administration recommends that the Board of Education approve revisions to Policy 4200 – General Personnel Policies as a first reading on April 25, 2016, and as a second reading on May 24, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations

POLICY 4200

GENERAL PERSONNEL POLICIES

Personnel **District** policies for the various categories of employees shall include the respective School Board agreements. **include a cross reference to the current Employee Handbook.**

All District policies, regardless of series, shall include legal references for all applicable state and federal laws and/or guidelines.

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

KENOSHA UNIFIED SCHOOL DISTRICT

April 25, 2016

Policy and Rule 5434 – Alcohol and Other Drugs - Students

Rationale

It is critical that principals are enabled with flexibility in suspending or expelling students for infractions of this policy due to varying degrees and circumstances of the violation.

Background

Policy and Rule 5434 - Alcohol and Other Drugs – Students was last revised in 2009. Revisions to this policy were developed with input from the Community Council Committee. This committee is comprised of representatives from local law enforcement, the judicial system, Kenosha County Children and Family Services, parents, KUSD teachers and administrators. This committee researched AODA policies from school districts in Wisconsin and near the Illinois border. Districts that were reviewed included Racine, Milwaukee, Janesville, Green Bay, Waukesha, Beloit, Fond du Lac, Madison, Lake Forest, Waukegan, and Chicago. In all of our research, we found that Kenosha Unified's AODA policy is a comprehensive policy. However, the committee felt that there is a need for administrators to have flexibility with the determination for suspension and/or expulsion of students. The current policy has a mandatory suspension of three days or five days listed in it. The updated policy would allow principals/administrators to determine the need for a suspension and/or expulsion for up to three days or five days.

Administrative Recommendation

At the April 12, 2016, meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 5434 to the school board for consideration. Administration recommends that the school board approve revised Policy and Rule 5434 – Alcohol and Other Drugs as a first reading at the April 25, 2016, regular meeting and a second reading at the May 24, 2016, regular meeting.

Sue Savaglio-Jarvis
Superintendent

Susan Valeri
Director of Special Education/Student Support

POLICY 5434
ALCOHOL AND OTHER DRUGS - STUDENTS

The District is committed to providing a school environment free of alcohol and drugs. These substances interfere with the learning environment and performance of students. For purposes of this policy, “drugs” include all controlled substances, inhalants covered under the state Uniform Controlled Substances Act and any other substance that alters perception or behavior reducing that individual’s ability to function appropriately in the academic environment. This prohibition does not apply to students who are using prescribed or over-the-counter medication according to district policy and guidelines.

The following actions are expressly prohibited by students on school property, on school buses, and at school sponsored activities:

1. Use or possession of alcoholic beverages, drugs or drug paraphernalia, or is suspected to be under the influence of alcoholic beverages or drugs.
2. Sale, delivery, manufacture, or intent to sell, deliver or manufacture alcohol, drugs or drug paraphernalia. Intent may be shown by evidence of the quantity and monetary value of the substance or materials possessed.
3. Use, possession, delivery, sale or intent to sell or deliver over-the-counter medication or other substances that is believed to be or is represented as a drug or alcohol regardless of the true nature of the substance. The intent to sell or deliver may be shown by evidence of the quantity and monetary value of above indicated substances.
4. Sale, delivery, or intent to sell or deliver prescription drugs. Intent may be shown by evidence of the quantity and/or monetary value of the substance or materials possessed.

Students who violate this policy will be referred to law enforcement officials and shall be subject to disciplinary action. School officials and teachers are not liable for referring students to law enforcement or for removing a student from school grounds or activities because of suspected alcohol or controlled substance possession, distribution, delivery, or consumption.

LEGAL REF.: Wisconsin Statutes Sections:

118.127	Peace officers’ records
118.257	Liability for referral to police
118.45	Student alcohol breath testing
120.13(1)	School board powers: school government; suspension, expulsion
125.O2(8m)	Definitions – “legal drinking age”
125.O37	Underage and intoxicated persons; presence on licensed premises
125.O9	General restriction
Chapter 961 State Controlled Substances Law	

CROSS REF.: 5430 Student Conduct and Discipline
 5473 Suspensions
 5474 Student Expulsion
 5475 Students with Disabilities
 5534 Medication

AFFIRMED: August 13, 1991

REVISED: October 8, 1996
 September 9, 1997
 July 23, 2002
 June 23, 2009
 March 3, 2016

RULE 5434

ALCOHOL AND OTHER DRUGS - STUDENTS

1. Use or Possession of Alcoholic Beverages, Drugs or Drug Paraphernalia, or Suspected to be Under the Influence of Alcoholic Beverages or Drugs, or Inappropriate Use of Prescription Drugs

The principal/designee will remove students using, or in possession of alcohol, drugs (as defined by Board Policy) or drug paraphernalia, suspected to be under the influence of alcohol or drugs, or for inappropriate use of prescription drugs from contact with other students. The parent/guardian/caregiver will be contacted immediately by the principal/designee and the **Office of Student Support** ~~staff member~~ will also be notified. **In the instance of any drug violation, the police will be notified by the principal/designee. Students will face immediate suspension from school for three days with referral to the Administrative Review Committee for expulsion consideration. The students may be referred to the Administrative Review Committee.**

- In making a referral to the Administrative Review Committee, the building principal may present a signed Abeyance Request/Refusal form for first offense student violations. Through this process the student will have the opportunity to request that the Administrative Review Committee recommendation be held in abeyance while the student voluntarily completes a District alcohol or other drug abuse screening (AODA) education, counseling program and/or AODA assessment by a certified AODA counselor. AODA assessment and recommendations for treatments must be submitted within 60 days. Written proof of completion of the recommended treatment plan will be provided to the principal/designee within established timeframes. Failure to complete an AODA education, counseling program and/or AODA assessment as outlined above shall result in an Administrative Review Committee recommendation for expulsion consideration on the original policy violation.
- Subsequent violations of Policy 5434 shall result in referral to the Administrative Review Committee for expulsion consideration.
- When a student is suspected to be under the influence of alcohol, but the student denies alcohol use, the student may be required by a principal/designee to submit to an alcohol breath test to determine the presence of alcohol. A Wisconsin Department of Transportation approved screening device must be used by an authorized employee, agent or officer. The results of the test for the presence of alcohol or the fact that a student refuses to submit to required breath testing may be used in any hearing or proceeding regarding the discipline, ~~suspension~~ **expulsion** of a student due to alcohol use.
- Under circumstances where a student denies alcohol use and a breath screening test is not used, the student may arrange an appropriate test to determine the presence of alcohol or provide other evidence explaining the behavior within three hours of the incident.
- When a student is suspected to be under the influence of drugs other than alcohol, but the student denies drug use, the student may arrange an appropriate test to determine the presence of other drugs or present other evidence explaining the behavior within 24 hours of the incident. All drug tests must follow the guidelines set forth by the District.
- In cases when a breath screening device is used or where student elected testing is chosen, no penalty will be imposed if testing is negative. If testing is positive or the student elects not to participate in the breath screening, the student will be subject to the procedures stated above.

RULE 5434

ALCOHOL AND OTHER DRUGS – STUDENTS

Page 2

2. Inappropriate Use or Possession of Over-The-Counter Medication or Other Substance and Believed to be or is Represented as a Drug or Alcohol Regardless of the True Nature of the Substance

The principal/designee will remove student using or possessing substances that are believed to be or are represented as a drug or alcohol, regardless of the nature of the substances, from contact with other students. The parent/guardian/caregiver will be contacted immediately by the principal/designee and the Student Support staff member will also be notified. Students ~~will~~ **may** face a suspension from school ~~for up to~~ three days with referral to the Administrative Review Committee for expulsion consideration.

- In making a referral to the Administrative Review committee, the building principal may present a signed Abeyance Request/Refusal form for first offense student violations. Through this process, a student will have the opportunity to request that the Administrative Review Committee recommendation process be held in abeyance while the student voluntarily completes a District alcohol or other drug abuse screening (AODA) education, counseling program and/or AODA assessment by a certified AODA counselor. AODA assessment and recommendations for treatment must be submitted within 60 calendar days. Written proof of AODA assessment and completion of the recommended treatment plan will be provided to the principal within established timeframes. Failure to complete an AODA education, counseling program and/or AODA assessment as outlined above shall result in an Administrative Review Committee recommendation for expulsion consideration on the original policy violation.
 - Subsequent violations of Policy 5434 shall result in referral to the Administrative Review Committee for expulsion consideration.
3. Sale, Delivery, Manufacture, or Intent to Sell, Deliver, or Manufacture Alcohol, Drugs (as defined by Board policy) or Drug Paraphernalia

The principal/designee will remove the student from contact with other students. Police will be notified by the principal/designee. The parent/guardian/caregiver will be contacted immediately by the principal/designee. Students ~~will~~ **may** face ~~immediate~~ suspension from school ~~for up to~~ five days **for delivery or intent to sell** with referral to the Administrative Review Committee for expulsion consideration.

4. Sale, Delivery, or Intent to Sell or Deliver Over-The-Counter Medication or other Substances That is Believed to be or is Represented as a Drug or Alcohol Regardless of the True Nature of the Substance.

The principal/designee will remove students from contact with other students. The parent/guardian/caregiver will be notified immediately by the principal/designee and the Student Support staff will also be notified. The police will be notified by the principal/designee. Students will face up to a five day suspension from school with referral to the Administrative Review Committee for expulsion consideration.

RULE 5434

ALCOHOL AND OTHER DRUGS -STUDENTS

Page 3

5. Sale, Delivery or Intent to Sell or Deliver Prescription Drugs

Sale, delivery or intent to sell or deliver prescription drugs, will result in removal from contact with other students. The parent/guardian/caregiver will be contacted immediately by the principal/designee. The police will be notified by the principal/designee. Students will face a suspension from school ~~for~~ **up to** five days with referral to the Administrative Review Committee for expulsion consideration.

**KENOSHA UNIFIED SCHOOL DISTRICT
KENOSHA, WI**

April 25, 2016

NEW COURSE PROPOSAL: AP COMPUTER SCIENCE PRINCIPLES

Background

In the United States it is estimated that 1.2 million workers will be needed in the fields of computer science and mathematics over the next five years. While the demand for employees with this training is rapidly increasing, the number of students seeking this pathway in technical and four-year colleges will only fill approximately 40 percent of the openings. In December 2015 the school board approved the addition of Exploring Computer Science for the senior high schools to begin in 2016-17. Additionally for the 2015-16 school year, the school board approved AP Computer Science A, which is currently taught at LakeView Technology Academy. The proposed course, AP Computer Science Principles, will be offered at LakeView Technology Academy in the fall 2016 and at all comprehensive high schools beginning with the 2017-18 academic year.

Course Change Proposal

In order to implement this additional course in the 2016-17 school year, the Office of Teaching and Learning is providing, for the Board of Education approval, the course addition form (Appendix A). The attached form is completed in full and explains the rationale for the new course addition.

The following table provides the proposed sequence of computer science opportunities for high school students through 2018-19:

Computer Science Opportunities 2015-16	
Lakeview Technology Academy	AP Computer Science A
Computer Science Opportunities 2016-17	
Tremper, Bradford, Indian Trail	Exploring Computer Science
Lakeview Technology Academy	AP Computer Science A
Lakeview Technology Academy	AP Computer Science Principles
Computer Science Opportunities 2017-18	
Tremper, Bradford, Indian Trail	Exploring Computer Science
Tremper, Bradford, Indian Trail, Lakeview Technology Academy	AP Computer Science Principles

Computer Science Opportunities 2018-19	
Tremper, Bradford, Indian Trail	Exploring Computer Science
Tremper, Bradford, Indian Trail, Lakeview Technology Academy	AP Computer Science Principles
Tremper, Bradford, Indian Trail, Lakeview Technology Academy	AP Computer Science A

Recommendation

At the April 12, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the school board for approval. Administration recommends that the school board approve the proposed addition of the AP Computer Science Principles course.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

Ms. Marsha Nelson
Coordinator of Career and Technical Education

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated February 18, 2016 Name Marsha Nelson

Department & School Career & Technical Education

Proposed or Removed Course Name AP Computer Science Principles

☒ New Course ☐ New Name Length: ☐ Semester Credits: ☐ ½ Credit

☐ Removal/Replacement of Course ☒ Year ☒ 1 Credit

Recommended Prerequisites (if any) Algebra 1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, and addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

This course addresses both the Mission and Vision of the Kenosha Unified School District. AP Computer Science Principles will help prepare our students for what is one of the most in demand occupations in the American economy. The area of Computer Science/Mathematics and people trained to work in this area is of the highest priority to the American economy. The demand for trained people in this field of top paying careers is at a critical state. Our Mission addresses challenging learning opportunities and experiences that will prepare each student for success. AP Computer Science Principles clearly addresses our mission. Kenosha Unified School District currently offers AP Computer Science A (advanced JAVA) and along with AP Computer Science Principles KUSD will be the first, or one of the first school districts in the area to offer both of these courses.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. This course gives students the opportunity to use technology to address real-world problems and build relevant solutions.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

- 1) Standard: Digital Representation of Information Exploring the technical challenges and questions that arise from the need to represent digital information in computers and transfer it between people and computational devices. (Benchmarks) sending binary messages, encoding and sending numbers, encoding and sending text, and compression and encoding images.
- 2) Standard: The Internet Discover the structure and design of the Internet and the implications of those design decisions including the reliability of network communication, the security of data, and personal privacy. (Benchmarks) IP addresses, packets, and redundancy, internet algorithms and routing, protocols and abstraction, security and symmetric encryption, hard problems and public key cryptography.

- 3) Standard: Programming Learn how to program the JAVA Script language and create small applications (apps) that live on the WEB and App Lab. Click and drag visual blocks or just type text, switching back and forth at will. (Benchmarks) procedural abstraction and top down design, reading documentation and loops, event driven programming and apps, variables and strings, conditionals and Boolean logic, loops and arrays and processing arrays and data.
- 4) Standard: Data Collect, analyze, and extract knowledge from data by programming and building apps. Process data imported from other sources and also pull data from live data APIs. (Benchmarks) interpreting visual data, communication and visualization, big data and the real world.
- 5) Standard: Performance Tasks Design a project plan, then work independently and collaboratively to complete performance tasks for submission to the College Board. (Benchmarks) preparing for the explore PT and preparing for the create PT.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

- Unit 1: Digital Information (approx. 6 weeks Sept/Oct) Sending Binary Messages, Encoding and sending Numbers, Encoding and Sending Text, Compressing and Encoding Images, and a Performance Task of Encoding an Experience
- Unit 2: The Internet (approx.. 6 weeks Oct/Nov/Dec) IP Addresses, Packets, and Redundancy, Internet Algorithms and Routing, Protocols and Abstractions and a Performance Task of The Internet and Society, and Security and Symmetric Encryption, Hard Problems and Public Key Cryptography and a Performance Task of Cybersecurity Innovations
- Unit 3: Programming (approx. 8 weeks Dec/Jan/Feb) Procedural Abstractions and Top Down Design, Reading Documentation and Loops, and a Performance Task of Design a digital Scene, and Event Driven programming and Apps, Variables and Strings, Conditions and Boolean Logic, Loops and Arrays, Processing Arrays of Data and a Performance Task Improve you App
- Unit 4: Data (approx. 4 weeks Mar/Apr) Interpreting Visual Data, Communicating with Visualization and a Performance Task Tell a Data Story, Big Data in the Real World and a Performance Task of Propose an Innovation
- Unit 5: Performance Tasks (approx. 8 weeks May/Jun) Preparing for the Explore Performance Task and a Performance Task of 8 hours, Preparing for the Create a Performance Task and Create a Performance Task of 12 hours

AP Computer Science Curriculum Framework (Appendix B)
Code.org Syllabus and Overview (Appendix C)

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

a. Teaching Staff \$ <u>0</u>	c. Supplementary \$ <u>1500 training</u> (Talent Dev. Budget)
b. Textbooks/kits \$ <u>0 (code.org) free</u> student resources	d. Facilities/Space \$ <u>0</u>

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

**Kenosha Unified School District
Kenosha, Wisconsin**

April 25, 2016

**NEW CURRICULUM/RESOURCES:
MATH APPLICATIONS**

Background

In 2008-09 Kenosha Unified School District began offering Math Applications as an optional third course in the high school mathematics sequence. The course, as it was originally developed, is no longer aligned to the Wisconsin High School Mathematics Standards; nor does it provide access to rigorous mathematics necessary to prepare students to succeed on the ACT which is now required of all Wisconsin eleventh grade students.

While Algebra 2 provides students with the best preparation for both the ACT and postsecondary mathematics, it is recognized that a traditional Algebra 2 course does not meet the needs of all students. In addition to offering students the opportunity to learn rigorous mathematics embedded in contexts that are interesting and relevant, the proposed curriculum and resource updates provide an opportunity to increase the financial literacy of Kenosha Unified School District students.

Several other Wisconsin school districts have also implemented this curriculum and resources, including: Madison Metropolitan School District, Merrill, D C Everest, Wisconsin Rapids, Mosinee, Sun Prairie, Amherst, Black River Falls, Fond du Lac, Jefferson, New Berlin, Rosendale and Wilmot.

Course Change Proposal

In order to implement this course in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the course change proposal form (Appendix A). The form explains the rationale for the new curriculum and resources. Additional appendices provide the following information:

- Appendix B: Kenosha Unified School District Algebra 1 Priority Standards
- Appendix C: Kenosha Unified School District Algebra 2 Priority Standards
- Appendix D: Updated Scope and Sequence for Math Applications

Recommendation

At the April 12, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the school board for approval. Administration recommends that the school board approve the new curriculum and resources for the Math Applications course.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 12/8/2015 Name Jennifer Lawler

Department & School Teaching & Learning

Proposed or Removed Course Math Applications

☐ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ ½ Credit
☒ New Curriculum & Resources ☐ Semester ☒ 1 Credit

Recommended Prerequisites (if any) Geometry

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

Since 2008, KUSD has offered Math Applications as an alternative to Algebra 2. This course as it was originally developed, as well as the associated Board of Education approved text, is no longer aligned to the Wisconsin High School Mathematics Standards and does not prepare students for success on the ACT. The curriculum and resources being proposed for Math Applications will align to the Wisconsin High School Mathematics Standards as well as preparing students for the ACT.

The recommended curriculum and resources are algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from algebra, statistics, probability, and advanced mathematics concepts under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Mathematical Applications is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, probability and statistics, geometry and advanced mathematical concepts to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

This course supports the KUSD Priority Standards for Algebra 1 and Algebra 2. See Appendices B and C.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

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

- a. Teaching Staff \$ 0 c. Supplementary \$ 0
- b. Textbooks/kits \$ 82.50 (T&L Budget) d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Kenosha Unified School District

Algebra 1 Priority Standards

Priority Standard	Essential Knowledge & Skills
N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	<ul style="list-style-type: none"> Understand and apply the properties of exponents Convert from radical representation to using rational exponents and vice versa
<p style="text-align: center;">*** CROSS-CUTTING***</p> <p>N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<ul style="list-style-type: none"> Interpret units in the context of the problem When solving a multi-step problem, use units to evaluate the appropriateness of the solution. Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context. Choose and interpret both the scale and the origin in graphs and data displays
<p style="text-align: center;">*** CROSS-CUTTING***</p> <p>A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. 	<ul style="list-style-type: none"> Identify the different parts of the expression and explain their meaning within the context of a problem (ex. interpret the slope and y-intercept). Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts (ex. interpret $+ r)^n$ as the product of factors independent meanings)
<p>A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. 	<ul style="list-style-type: none"> Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros. Given a quadratic function explain the meaning of the zeros of the function. That is if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$. Given a quadratic expression, explain the meaning of the zeros graphically. That is for an expression $(x - a)(x - c)$, a and c correspond to the x-intercepts (if a and c are real).
<p style="text-align: center;">*** CROSS-CUTTING***</p> <p>A.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales</p>	<ul style="list-style-type: none"> Create equations in two or more variables to represent relationships between quantities. Graph equations in two variables on a coordinate plane and label the axes and scales.
<p style="text-align: center;">*** CROSS-CUTTING***</p> <p>A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context</p>	<ul style="list-style-type: none"> Write and use a system of equations and/or inequalities to solve a real world problem. Recognize that the equations and inequalities represent the constraints of the problem. Interpret the solution in the context of the problem.

<p>A.REI.B.4 Solve quadratic equations in one variable.</p> <p>b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>	<ul style="list-style-type: none"> • Solve quadratic equations in one variable by simple inspection (by looking at a graph or factored form), taking the square root, factoring, and quadratic formula. • Understand why taking the square root of both sides of an equation yields two solutions.
<p>A.REI.C.6 Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables.</p>	<ul style="list-style-type: none"> • Solve systems of equations using graphs, substitution, and elimination.
<p>A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p>	<ul style="list-style-type: none"> • Understand that all solutions to an equation in two variables are contained on the graph of that equation. • Be able to identify solutions from a graph.
<p>A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$; find one solutions approximately, e.g. using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomials, rational, absolute value, exponential, and logarithmic functions.</p>	<ul style="list-style-type: none"> • Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$ for any combination of linear, polynomial, rational, absolute value, exponential, and logarithmic functions. Find the solution(s) by: <ul style="list-style-type: none"> ○ Using technology to graph the equations and determine their point of intersection, ○ Using tables of values, or ○ Using successive approximations that become closer and closer to the actual value
<p>F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship.</p>	<ul style="list-style-type: none"> • Graph a function in two variables in any given form (standard, slope-intercept, exponential, etc.) on a coordinate plane and label the axes. • Given a function, identify key features in graphs and tables including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; and symmetries. • Given the key features of a function, sketch the graph.
<p>F.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<ul style="list-style-type: none"> • Compare the key features of two functions represented in different ways. (ex. given an equation of one quadratic and the graph of another, identify key features such as which has maximum or minimum)

<p>F.BF.A.1 Write a function that describes a relationship between two quantities.</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>	<ul style="list-style-type: none"> • Write a function that describes the linear/exponential relationship between two quantities.
<p>F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent or rate per unit interval relative to another.</p>	<ul style="list-style-type: none"> • Given a contextual situation, describe whether the situation in question has a linear pattern of change or an exponential pattern of change. • Show that linear functions change at the same rate over time and that exponential functions change by equal factors over time. • Describe situations where one quantity changes at a constant rate per unit interval as compared to another. • Describe situations where a quantity grows or decays at a constant percent rate per unit interval as compared to another.
<p>S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association</p>	<ul style="list-style-type: none"> • Describe the form, strength and direction of the relationship. • Categorize data as linear or not. Use algebraic methods and technology to fit a linear function to the data. Use the function to predict values. • Explain the meaning of the slope and y-intercept in context. • Categorize data as exponential. Use algebraic methods and technology to fit an exponential function to the data. Use the function to predict values. • Explain the meaning of the growth rate and y-intercept in context. • Categorize data as quadratic. Use algebraic methods and technology to fit a quadratic function to the data. Use the function to predict values. • Explain the meaning of the constant and coefficients in context. • Calculate a residual. Create and analyze a residual plot.

Kenosha Unified School District Algebra 2 Priority Standards

Priority Standard	Essential Knowledge & Skills
N.CN.C.7: Solve quadratic equations with real coefficients that have complex solutions	<ul style="list-style-type: none"> Solve quadratic equations with real coefficients that have solutions of the form $a + bi$ and $a - bi$.
<p style="text-align: center;">***CROSS-CUTTING***</p> <p>A.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. 	<ul style="list-style-type: none"> Identify the different parts of the expression and explain their meaning within the context of a problem. Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts.
A.APR.B.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomials.	<ul style="list-style-type: none"> Find the zeros of a polynomial when the polynomial is factored. Use the zeros of a function to sketch a graph of the function.
<p style="text-align: center;">***CROSS-CUTTING***</p> <p>A.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales</p>	<ul style="list-style-type: none"> Create equations in two or more variables to represent relationships between quantities. Graph equations in two variables on a coordinate plane and label the axes and scales.
<p style="text-align: center;">***CROSS-CUTTING***</p> <p>A.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context</p>	<ul style="list-style-type: none"> Write and use a system of equations and/or inequalities to solve a real world problem. Recognize that the equations and inequalities represent the constraints of the problem. Interpret the solution in the context of the problem.
A.REI.D.11: Explain why the x-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$; find one solutions approximately, e.g. using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomials, rational, absolute value, exponential, and logarithmic functions.	<ul style="list-style-type: none"> Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$ for any combination of linear, polynomial, rational, absolute value, exponential, and logarithmic functions. Find the solution(s) by: <ul style="list-style-type: none"> Using technology to graph the equations and determine their point of intersection, Using tables of values, or Using successive approximations that become closer and closer to the actual value

<p>F.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>	<ul style="list-style-type: none"> Given a function, identify key features in graphs and tables including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Given the key features of a function, sketch the graph.
<p>F.IF.C.8: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <ol style="list-style-type: none"> Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Use the properties of exponents to interpret expressions for exponential functions. 	<ul style="list-style-type: none"> Write a function in equivalent forms to show different properties of the function. Explain the different properties of a function that are revealed by writing a function in equivalent forms. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Use the properties of exponents to interpret expressions for percent rate of change, and classify them as growth or decay.
<p>F.IF.C.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)</p>	<ul style="list-style-type: none"> Compare the key features of two functions represented in different ways. For example, compare the end behavior of two functions, one of which is represented graphically and the other is represented symbolically.
<p>F.BF.A.1: Write a function that describes a relationship between two quantities.</p> <ol style="list-style-type: none"> Determine an explicit expression, a recursive process, or steps for calculation from a context. Combine standard function types by using arithmetic operations. 	<ul style="list-style-type: none"> From context, either write an explicit expression, define a recursive process, or describe the calculations needed to model a function between two quantities. Combine standard function types, such as linear and exponential, using arithmetic operations.
<p>F.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$, $f(x+k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions from them.</p>	<ul style="list-style-type: none"> Identify, through experimenting with technology, the effect on the graph of a function by replacing $f(x)$ with $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative). Given the graphs of the original function and a transformation, determine the value of (k). Recognize even and odd functions from their graphs and equations.
<p>F.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table)</p>	<ul style="list-style-type: none"> Create linear and exponential functions given the following situations: <ul style="list-style-type: none"> - arithmetic and geometric sequences - a graph - a description of a relationship - two points, which can be read from a table

F.TF.A.2 : Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	<ul style="list-style-type: none"> Explain how radian measures of angles rotated counterclockwise in a unit circle are in a one-to-one correspondence with the nonnegative real numbers, and that angles rotated clockwise in a unit circle are in a one-to-one correspondence with the non-positive real numbers.
S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	<ul style="list-style-type: none"> Use sample means and sample proportions to estimate population values. Conduct simulations of random sampling to gather sample means and sample proportions. Explain what the results mean about variability in a population and use results to calculate margins of error for these estimates.
S.CP.B.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations	<ul style="list-style-type: none"> Recognize and explain the concepts of independence and conditional probability in everyday situations.

Math Applications

Scope and Sequence Year at a Glance						
Semester 1			Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Banking Services	Investing	Consumer Credit	Automobile Ownership	Employment and Income Taxes	Independent Living	Retirement Planning and Budgeting
20 days	40 days	15 days	20 days	30 days	15 days	20 days
<i>N-RN.1</i> N-RN.2 <i>A-CED.4</i> A-SSE.1a A-SSE.1b A-SSE.3 F-IF.4 F-IF.8b F-BF.1a	N-Q.1 <i>N-Q.2</i> <i>N-Q.3</i> <i>A-CED.1</i> A-CED.2 A-CED.3 <i>A-CED.4</i> <i>A-REI.2</i> <i>A-REI.3</i> A-REI.4b A-REI.6 <i>A-REI.7</i> A-REI.10 A-REI.11 <i>A-REI.12</i> <i>A-SSE.1</i> <i>F-IF.1</i> F-IF.4 <i>F-IF.5</i> <i>F-IF.7a</i> F-IF.8 <i>F-LE.4</i> S-ID.6 <i>S-ID.8</i> <i>S-ID.9</i>	N-Q.1 <i>N-Q.2</i> A-CED.3 A-SSE.1 <i>A-SSE.2</i> A-SSE.3 F-IF.8b F-BF.1a <i>F-LE.5</i> S-ID.6a	A-CED.2 A-CED.3 <i>A-CED.4</i> <i>A-REI.2</i> A-SSE.1b A-SSE.3 <i>F-IF.1</i> <i>F-IF.2</i> F-IF.4 <i>F-IF.6</i> <i>F-IF.7a</i> <i>F-IF.7b</i> <i>F-IF.7e</i> F-IF.8b F-IF.9 F-LE.1b F-LE.1c <i>F-LE.5</i> <i>G-C.5</i> <i>S-ID.1</i> <i>S-ID.2</i> <i>S-ID.3</i> <i>S-ID.4</i> S-ID.6 <i>S-ID.7</i>	<i>A-CED.1</i> A-CED.2 A-CED.3 <i>A-CED.4</i> <i>A-REI.3</i> A-SSE.1 F-BF.1 <i>F-IF.1</i> <i>F-IF.2</i> F-IF.4 <i>F-IF.7b</i> F-IF.8 F-LE.1	<i>A-APR.6</i> A-CED.2 A-CED.3 A-REI.6 A-SSE.1 F-BF.1 F-LE.1 <i>G-C.5</i> <i>G-MG.3</i> S-ID.6a S-ID.6c <i>S-ID.8</i>	N-Q.1 <i>N-Q.2</i> <i>N-VM.6</i> A-CED.3 A-REI.10 A-SSE.1 F-BF.1 F-IF.4 <i>F-IF.5</i> <i>F-IF.7a</i> <i>F-IF.7b</i> F-IF.8b <i>S-MD.1</i> <i>S-MD.2</i> <i>S-MD.4</i> <i>S-MD.5</i>

BOLD Standards indicate KUSD Priority Standards

Italicized Standards indicate "Widely Applicable Prerequisites" - Source: *High School Publishers Criteria for the Common Core State Standards for Mathematics.*

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KENOSHA UNIFIED SCHOOL DISTRICT

April 25, 2016

2016-2017 EMPLOYEE HANDBOOK – REVISED EDITION

The 2016-17 Employee Handbook – Revised Edition has evolved and been presented to the school board over a series of months (January-April 2016). Attachments A and B are the reports presented at the January 26 and February 23, 2016, regular school board meetings.

CHANGES FROM THE FEBRUARY 23, 2016, REGULAR BOARD MEETING

The Q&A below is being provided based on questions or statements posed by members of the Board of Education during the Board of Education's first reading of the KUSD Employee handbook:

Q: If we are going to allow extenuating circumstances why not leave the language? (p. 9-10)

A: This has been updated and the language will remain in the handbook.

Q: Can we have information showing the number of forfeitures over the past three years for KUSD and other surrounding districts? (p. 9-10)

A: KUSD and surrounding district data was emailed to the Board of Education.

Q: Can we change the amounts of forfeiture to \$1,000/\$2,000? (p. 9-10)

A: Updated to \$1,000/\$2,500

Q: Can we separate gambling from the other items listed? (p. 44-45)

A: This section has been updated and renumbered. Gambling, threatening and carrying weapons now have their own individual lines in the General Rules of Conduct.

CHANGES FROM THE EMPLOYEE FOCUS GROUP MEETINGS

Administration held employee focus group meetings on March 2, 11 and 17 to take notes regarding concerns/questions on the Handbook. The meeting notes are below:

Introduction (p. 1)

Updated the definition of benefit eligible to reflect .50 FTE or greater.

Lunch Periods (p. 10)

Cleaned up language regarding lunch break to read at least a 30-minute lunch because some employees receive an hour for lunch.

Personal Days (p. 18)

Cleaned up language to include that forms can be found on the district website and must be submitted to the employee's supervisor for approval.

Bereavement (p. 19-20)

Added the sentence: Paid days must be used consecutively and proof of death must be provided to the building/department leave reporting secretary.

General Rules of Conduct (p. 44-45)

Added, "and all board policies found on kUSD.edu" to the first paragraph.

Progressive Discipline/Termination Procedures (p. 46-50)

Cleaned up language to align with board policy and remove any conflicting issues with the KUSD Grievance Policy. The positive direction portion was not a KUSD procedure, so it was removed.

The informal and formal titles were removed so the steps could be more clearly outlined. The title of Step 4 was added before Involuntary Separation because it was missing. This cleanup allows this section and the Employee Complaint section to align appropriately.

ADDITIONAL CHANGES

Upon further review and discussion, we identified a few other areas in the employee handbook that needed to be cleaned-up, moved or clarified in order to provide a well-read document. The additional changes are below:

Introduction (p.1)

We moved the disclaimer statement found on page two and repositioned it so that it appears immediately after the introduction section. It makes more sense to have the disclaimer so that it follows the introduction.

Common Terms and Definitions (p.1-2)

We bolded the terms school leadership, District, and Supervisor for consistency purposes. We also combined the common terms and definitions with the other terms so there was one complete list.

Technology Acceptable Use (p. 4)

This section referred to Board Policy 3535. This section has been eliminated as Board Policy 3535 has been eliminated. The language in Board Policy 3535 has been combined and added to the current board approved Policy 4226 called Staff Technology Acceptable Use Policy.

Online Forum (p. 5-8)

This section refers to Board Policy 4226. Board Policy 4226 was updated to combine language from former Board Policies 3535 (Technology Acceptable Use) and 1213 (Web Publication). The Board approved the updated and revised Board Policy 4226 on March 22, 2016. The new Board Policy 4226 is entitled Staff Technology Acceptable Use Policy. So, this section will now be titled Staff Technology Acceptable Use.

Overtime/ Compensatory Time Off for Hourly Employees (p. 13-14)

We clarified the definition of “call-in pay” so that it reads “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, exempt employees will be paid overtime pay for time worked over 40 hours.”

Vacation Days (p. 17)

We clarified language so that employees understand the time period when vacation is earned and when vacation is taken. So, the language now reads “Vacation is earned on the fiscal year (July 1-June 30) and taken on the calendar year (January 1-December 31).

Since we use the word earn we decided to change the word “accrue” in the second paragraph so that there is consistency.

We also clarified the second paragraph so that it is clear that employees who are involuntarily terminated will not be paid for unused earned vacation time. So, the paragraph now reads “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.”

Additional Holiday Information (p. 18-19)

After further discussion and review, we have decided to remove the language providing spring recess to all 12-month employees. We decided to table this matter due to concerns raised by employee groups. Therefore, we recommend removing the section regarding spring break for 12-month employees.

Sick Days (p. 19)

In the fifth paragraph, we deleted the word “dependent” and inserted the word “immediate” family. This way we have consistency with paragraph above as it defines immediate family.

Jury Duty (p. 20)

We updated the third paragraph so that it is clear as to whether time off for jury duty is paid and whether a subpoenaed court appearance is paid by the district.

The updated language reads “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 call to appear as a plaintiff, defendant or for subpoenaed and non-subpoenaed court appearance 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.

Childrearing Leave (p. 23)

We updated the language so that childrearing leave applies once maternity, paternity or FMLA has been exhausted. Currently, we only reference maternity and FMLA. So, we just inserted the word “paternity” after the word maternity/ maternity leave.

Section 5: Conditions of Employment (p. 37)

Under the first paragraph, we noticed the word “employee” was misspelled, this was corrected. In addition, we added language stating that a criminal background check must be completed

Alcohol and Drug-Free Workplace (p. 41)

The spacing in the last sentence of the first paragraph was misaligned as the sentence was separated into a different paragraph. So, we realigned the spacing so that the sentence is not divided. The sentence now reads continuously as "...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..."

Progressive Discipline/ Termination Procedures (p. 46-49)

Under the first paragraph we added language that indicates that there may be circumstances when one or more steps of the progressive discipline process may be bypassed. The language now reads, "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 circumstance."

We recommend the addition of this language as it is crucial to put employees on notice that progressive discipline may be bypassed in some instances where the nature of the infraction is so severe that it warrants bypassing one or more steps.

Next steps:

The 2016-17 Employee Handbook – Revised Edition was approved as a first reading at the February 23, 2016, regular board meeting. These final changes are shared as an informational update this evening. The revised handbook will be presented for a second reading at the May 24, 2016, regular board meeting.

Link to 2016-2017 Employee Handbook – Revised Edition:
<http://www.kusd.edu/docs/Handbook-Revised-4.13.16.pdf>

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resource Officer

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations

KENOSHA UNIFIED SCHOOL DISTRICT

January 26, 2016

2016-2017 Employee Handbook – Revised Edition

Administration recommends the changes for the 2016-2017 employee handbook.

Introduction (p. 1)

We recommend no changes to this section.

Common Terms and Definitions (p. 1)

We recommend no changes to this section.

Other Definitions (p. 1)

We recommend using a simple statement defining benefit eligible employees as an employee who works 50 percent or more per week (.50 FTE or greater). In the current version of the handbook, each employee group is listed out separately. We are recommending removing each of the employee groups as we are no longer under collective bargaining language and we need to realign so that we are looking at all our employees similarly. Further, these employee groups are inaccurate as there is no longer a service employee group.

Section 1: Employment**Teacher Resignation Forfeiture (p. 7)**

We are recommending the removal of the wording “consideration may be given for extenuating circumstances.” Currently, we have been receiving requests for waivers based on this language, the majority of which are not based on extenuating circumstances.

When a teacher signs his/her contract the contract is clear and expressly states that “Resignations submitted after June 15 will be subject to a forfeiture fee of \$1,500. Resignations submitted after the first teacher workday will be subject to a forfeiture penalty of \$3,000.”

We need to hold true to the terms and conditions of the teacher contract otherwise there is no purpose to the contracted language. Further, the rationale behind this penalty/ forfeiture is to discourage teachers from leaving after June 15 and/ or the start of the school year which leaves the district in a comprising situation to quickly find a replacement.

Inclement Weather (p. 7-9)

We updated the inclement weather provision so that it aligns with the updated inclement weather policy and rule 3643, approved by the Board on September 22, 2015.

Job Postings (p. 9)

We updated this provision to read “[w]hen the district determines to post a position, the vacancies will be posted on the district website for a minimum of five days.”

We are recommending this change so that we can maximize the number of highly qualified applicants we receive within a brief period of time. If we wait five days to post externally we may miss out on many external highly qualified applicants.

Section 2: Compensation (p. 10-11)

This section was copied and pasted from elsewhere, which is why it is bold, but there are no content or grammatical changes. We recommend no changes to this section.

Section 3: Employment Records (p. 12)

We recommend no changes to this section.

Section 4: Employee District Benefits and General LeavesVacation Days (Revised Copy p. 14)

We changed vacation payout so that now all employees who accrue vacation time will be paid out upon separation (voluntary) from the district. We are recommending this change as there are some employees who upon submitting their resignation will submit their vacation request in order to use up their vacation time. In cases of long-term employees, they may have over four weeks of vacation to use up and this causes a hardship for supervisors and managers as they cannot afford to have the employee out for such a long period of time. In addition, the supervisor/ manager also has to wait to fill the position until the resignation is effective. So, basically, the supervisor/ manager is without an employee for four weeks or longer.

In order to alleviate this hardship, we are therefore making the recommendation so that all employees who accrue vacation time will be paid out their vacation time upon voluntary separation from the district.

Personal Days (Revised Copy p. 15)

We updated the sentence pertaining to when personal days may be taken to read “may be taken January through December” in place of “each calendar year.” We are recommending this update as there was confusion as to the wording of calendar year.

Additional Holiday Information (p. 15-16)

We are recommending giving all 12-month employees, except custodial and maintenance staff, paid spring break in the same manner as winter recess. Patrick Finnemore, Director of Facilities Services, has shared the challenges associated with custodial and maintenance staff having spring break off work. Supervisors will have the option of adjusting schedules of those employees who may have to work due to the needs of the district, e.g. facilities employees.

We are recommending updating paragraph two of this section to indicate that maintenance and custodial staff will not receive spring break as paid time off.

Sick Days (p. 16)

We updated the sick leave language to read “[a]ny 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”. The previous language was not very clear and inapposite to the definition of employees who are benefit-eligible.

We are recommending updating the noted sentence so that the language matches the definition of a benefit eligible employee (see page 1) and so that there is no ambiguity in the intent as to which employees are eligible to accrue sick time.

Funeral Leave (p. 16)

We updated the wording of funeral leave to “bereavement” as this is more appropriate wording when an employer provides paid time off.

Childrearing Leave (p. 20)

We will continue to offer childrearing leave to both male and female employees equally. An employee will have the opportunity to request a total of one year off for the birth or adoption of a child. We recommend no changes to this section.

Unpaid Medical Leave (p. 20-21)

We will continue to offer unpaid medical leave for those employees who do not qualify for FMLA or have exhausted their FMLA leave. We recommend no changes to this section.

Tuition Reimbursement (p. 22-23)

Under the current handbook, there were six different sections for tuition reimbursement for employee groups (service employees, secretaries, interpreters, educational support professionals, teachers and AST’s). We decided to condense into three sections – one for non-instructional staff, one for teachers and interpreters and one for AST’s. As referenced earlier, we need to move away from treating employees disparately and need to have language that treats all comparable employees equally, e.g. non-instructional and instructional staff.

Both non-instructional and teachers and interpreters will receive \$50 per credit up to six credits per semester. The requirements for reimbursement have not changed as they are a mixture of the requirements currently listed in the handbook.

Long-Term Leave of Absence without Pay (p. 23)

This section was removed as it is currently written and revised and placed into separate sections as child-rearing leave and unpaid medical leave.

We are no longer offering an unpaid educational leave of up to (1) year as this was a benefit conferred several years ago under collective bargaining. The intent was to allow teachers a sabbatical leave. Over the years, few teachers have used this provision. In the most recent two years, no teachers have put in for this leave.

Light Duty (p. 25)

We updated the last sentence to read “[u]pon 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.” We added the words “or illness” and deleted the word “may” and added the word “will” so that the sentence comports with requirements under the law.

Section 5: Conditions of Employment

Required Medical Documentation: Non-Certified Positions (p. 32-33)

We are recommending that employees furnish proof of a completed physical exam prior to employment start date. It is necessary that employees are physically able to perform the essential functions of their job and we need to know this prior to the employee’s start date, not 30 days after as the current practice.

Required Transcripts, Certification and Medical Documentation for Certified Staff (p. 33)

We updated paragraph four so that it matches the same language as that of the medical documentation requirements for non-certified employees.

Absence Reporting/ Procedures (p. 35)

We updated this section by removing references to AESOP and instead used the language “the district absence reporting system in place.” We do not want to use the name of a specific vendor as we may or may not continue to use this vendor. If we use generic language then we do not have to update handbook language each time the vendors are changed.

Drug Testing: Reasonable Suspicion (p. 37)

We updated the second sentence of the first paragraph to read, "...we prohibit the use of non-prescribed drugs or alcohol and/ or the abuse of prescribed drugs during work hours." We want to make sure that we address all possible scenarios of drug abuse. Therefore, we updated paragraph three, by removing the word "illegal" to read "[i]f there is reason to suspect that an employee is working while under the influence of drugs or alcohol..."

We updated the fourth paragraph by identifying Policy 4221 in this sentence, "[t]he employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of Policy 4221 and employee's rights."

Employee Training and Professional Learning (p. 38)

We updated this section by replacing the word "development" with "learning" so that we align with updated board policies reflecting the professional learning for staff.

Layoff & Reduction in Workforce (p. 38)

We retitled this section to "Reduction in Force" so that it aligns with law when describing reduction in force. We also made minor grammatical changes. We did not make any changes to the content.

Section 6: Employee Conduct, Code of Ethics and Disciplinary Action (p. 39)

We updated this section in the second paragraph. We added the phrase "and all board policies" at the end of the second sentence in the second paragraph as it is incumbent upon all new employees to familiarize themselves with the departmental rules of conduct, regulations and all board policies.

Employee Discipline Procedures (p. 40)

We are recommending updating the title of this section to read "Employee Discipline" so that it matches the title of Board Policy 4362.

Employee Acknowledgment (p. 47)

We are directing employees to access the employee handbook in the Human Resources portal. We are requesting the employees acknowledge receipt and review the handbook online. This is a one-time requirement of all employees anytime there is an update to the handbook.

Next Steps

This report and the Employee Handbook are presented as an informational item this evening and will be presented at the February 23, 2016, regular board meeting for a first reading.

Administration will schedule employee focus group meetings during the months of February and March to clarify any portions of the document to employees and/or respond to questions. Administration will then bring the Employee Handbook to the board for a second reading at the April 25, 2016, regular board meeting with an effective date of July 1, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resources Officer

KENOSHA UNIFIED SCHOOL DISTRICT

February 23, 2016

2016-2017 Employee Handbook – Revised Edition

Administration recommends the changes for the 2016-2017 employee handbook.

Introduction (p. 1)

We recommend no changes to this section.

Common Terms and Definitions (p. 1)

We recommend no changes to this section.

Other Definitions (p. 1)

We recommend using a simple statement defining benefit eligible employees as an employee who works 50 percent or more per week (.50 FTE or greater). In the current version of the handbook, each employee group is listed out separately. We are recommending removing each of the employee groups as we are no longer under collective bargaining language and we need to realign so that we are looking at all our employees similarly. Further, these employee groups are inaccurate as there is no longer a service employee group.

Section 1: Employment**Teacher Resignation Forfeiture (p. 9)**

We are recommending the removal of the wording “consideration may be given for extenuating circumstances.” Currently, we have been receiving requests for waivers based on this language, the majority of which are not based on extenuating circumstances.

When a teacher signs his/her contract the contract is clear and expressly states that “Resignations submitted after June 15 will be subject to a forfeiture fee of \$1,500. Resignations submitted after the first teacher workday will be subject to a forfeiture penalty of \$3,000.”

We need to hold true to the terms and conditions of the teacher contract otherwise there is no purpose to the contracted language. Further, the rationale behind this penalty/ forfeiture is to discourage teachers from leaving after June 15 and/ or the start of the school year which leaves the district in a comprising situation to quickly find a replacement.

Inclement Weather (p. 10-11)

We updated the inclement weather provision so that it aligns with the updated inclement weather policy and rule 3643, approved by the Board on September 22, 2015.

Job Postings (p. 12)

We updated this provision to read “[w]hen the district determines to post a position, the vacancies will be posted on the district website for a minimum of five days.”

We are recommending this change so that we can maximize the number of highly qualified applicants we receive within a brief period of time. If we wait five days to post externally we may miss out on many external highly qualified applicants.

Section 2: Compensation (p. 13-14)

This section was copied and pasted from elsewhere, which is why it is bold, but there are no content or grammatical changes. We recommend no changes to this section.

Section 3: Employment Records (p. 15-16)

We recommend no changes to this section.

Section 4: Employee District Benefits and General LeavesVacation Days (Revised Copy p. 17)

We changed vacation payout so that now all employees who accrue vacation time will be paid out upon separation (voluntary) from the district. We are recommending this change as there are some employees who upon submitting their resignation will submit their vacation request in order to use up their vacation time. In cases of long-term employees, they may have over four weeks of vacation to use up and this causes a hardship for supervisors and managers as they cannot afford to have the employee out for such a long period of time. In addition, the supervisor/ manager also has to wait to fill the position until the resignation is effective. So, basically, the supervisor/ manager is without an employee for four weeks or longer.

In order to alleviate this hardship, we are therefore making the recommendation so that all employees who accrue vacation time will be paid out their vacation time upon voluntary separation from the district.

Personal Days (Revised Copy p. 18)

We updated the sentence pertaining to when personal days may be taken to read “may be taken January through December” in place of “each calendar year.” We are recommending this update as there was confusion as to the wording of calendar year.

Additional Holiday Information (p. 18-19)

We are recommending giving all 12-month employees, except custodial and maintenance staff, paid spring break in the same manner as winter recess. Patrick Finnemore, Director of Facilities Services, has shared the challenges associated with custodial and maintenance staff having spring break off work. Supervisors will have the option of adjusting schedules of those employees who may have to work due to the needs of the district, e.g. facilities employees.

We are recommending updating paragraph two of this section to indicate that maintenance and custodial staff will not receive spring break as paid time off.

Sick Days (p. 19)

We updated the sick leave language to read “[a]ny 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”. The previous language was not very clear and inapposite to the definition of employees who are benefit-eligible.

We are recommending updating the noted sentence so that the language matches the definition of a benefit eligible employee (see page 1) and so that there is no ambiguity in the intent as to which employees are eligible to accrue sick time.

Funeral Leave (p. 19)

We updated the wording of funeral leave to “bereavement” as this is more appropriate wording when an employer provides paid time off.

Childrearing Leave (p. 23)

We will continue to offer childrearing leave to both male and female employees equally. An employee will have the opportunity to request a total of one year off for the birth or adoption of a child. We recommend no changes to this section.

Unpaid Medical Leave (p. 23-24)

We will continue to offer unpaid medical leave for those employees who do not qualify for FMLA or have exhausted their FMLA leave. Upon further review with the Board, we are recommending one minor change. Specifically, we are recommending the addition of the sentence “The unpaid medical leave will be granted at the discretion of the Superintendent/ designee” to the end of the first paragraph.

Tuition Reimbursement (p. 25-26)

Under the current handbook, there were six different sections for tuition reimbursement for employee groups (service employees, secretaries, interpreters, educational support professionals, teachers and AST’s). We decided to condense into three sections – one for non-instructional staff, one for teachers and interpreters and one for AST’s. As referenced earlier, we need to move away from treating employees disparately and need to have language that treats all comparable employees equally, e.g. non-instructional and instructional staff.

Both non-instructional and teachers and interpreters will receive \$50 per credit up to six credits per semester. The requirements for reimbursement have not changed as they are a mixture of the requirements currently listed in the handbook.

Long-Term Leave of Absence without Pay (p. 26)

This section was removed as it is currently written and revised and placed into separate sections as child-rearing leave and unpaid medical leave.

We are no longer offering an unpaid educational leave of up to (1) year as this was a benefit conferred several years ago under collective bargaining. The intent was to allow teachers a sabbatical leave. Over the years, few teachers have used this provision. In the most recent two years, no teachers have put in for this leave.

Light Duty (p. 28)

We updated the last sentence to read “[u]pon 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.” We added the words “or illness” and deleted the word “may” and added the word “will” so that the sentence comports with requirements under the law.

Section 5: Conditions of Employment

Required Medical Documentation: Non-Certified Positions (p. 36)

We are recommending that employees furnish proof of a completed physical exam prior to employment start date. It is necessary that employees are physically able to perform the essential functions of their job and we need to know this prior to the employee’s start date, not 30 days after as the current practice.

Required Transcripts, Certification and Medical Documentation for Certified Staff (p. 36)

We updated paragraph four so that it matches the same language as that of the medical documentation requirements for non-certified employees.

Absence Reporting/ Procedures (p. 38)

We updated this section by removing references to AESOP and instead used the language “the district absence reporting system in place.” We do not want to use the name of a specific vendor as we may or may not continue to use this vendor. If we use generic language then we do not have to update handbook language each time the vendors are changed.

Drug Testing: Reasonable Suspicion (p. 40)

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make sure that we address all possible scenarios of drug abuse. Therefore, we updated paragraph three, by removing the word “illegal” to read “[i]f there is reason to suspect that an employee is working while under the influence of drugs or alcohol...”

We updated the fourth paragraph by identifying Policy 4221 in this sentence, “[t]he employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of Policy 4221 and employee’s rights.”

Employee Training and Professional Learning (p. 41)

We updated this section by replacing the word “development” with “learning” so that we align with updated board policies reflecting the professional learning for staff.

Layoff & Reduction in Workforce (p. 41)

We retitled this section to “Reduction in Force” so that it aligns with law when describing reduction in force. We also made minor grammatical changes. We did not make any changes to the content.

Section 6: Employee Conduct, Code of Ethics and Disciplinary Action (p. 42)

We updated this section in the second paragraph. We added the phrase “and all board policies” at the end of the second sentence in the second paragraph as it is incumbent upon all new employees to familiarize themselves with the departmental rules of conduct, regulations and all board policies.

Employee Discipline Procedures (p. 43)

We are recommending updating the title of this section to read “Employee Discipline” so that it matches the title of Board Policy 4362.

Employee Acknowledgment (p. 50)

We are directing employees to access the employee handbook in the Human Resources portal. We are requesting the employees acknowledge receipt and review the handbook online. This is a one-time requirement of all employees anytime there is an update to the handbook.

Additional Information since the January 26, 2016 regular board meeting:

The Q&A below is being provided based on questions or statements posed by members of the Board of Education during an informational update of the KUSD Employee Handbook at the regular Board meeting held on Tuesday, January 26, 2016.

Q: Can administration provide examples of resignation fees from surrounding districts?

A: Please see the table titled Teacher Forfeiture – Other School Districts.

Q: Would it be possible to give a week’s vacation if an employee needed it for circumstances like a move?

A: Historically, KUSD has not paid vacation time out for employees upon voluntarily separating from the District. This new language allows employees to be paid out for vacation so positions may be filled in a timely manner. This does not preclude an employee from utilizing vacation days earned. The amount of days used and/or paid out requires supervisor approval.

Q: Could the administration research a sick leave bank and the possibility of reinstating it for all employees? Please provide examples of what other districts offer.

A: Research is underway and information will be presented in March 2016.

Q: Consider adding the Reduction in Force procedure to the website and perhaps in a policy by next school year.

A: Discussion surrounding the development of a board policy will take place in summer 2016.

Q: Board of Education questioned having gambling listed in the General Rules of Conduct (p. 42).

A: These are general rules of conduct that the District expects employees to follow during the workday. The District does not approve of gambling during work hours.

Q: KEA representative shared concern about confusing language in the Employee Complaint Procedure section (p. 45-47).

A: The language and layout of this section have been cleaned up to clarify questions and concerns. Some formatting issues were found and rectified to ensure the process is properly outlined.

Q: Does #21 of the General Rules of Conduct conflict with First Amendment Rights (Preparing statements or materials detrimental to the well-being of the school district) (p. 42).

A: Under the advice of our legal counsel, this language has been removed from our handbook so it does not implicate any First Amendment rights and/or employee rights under the National Labor Relations Act.

Additional update: Policy 4226 (Online Form, p. 5-8) and Policy 3535 (Technology Acceptable Use, p. 4)

The handbook shared on January 26, 2016, contained snippets of Policies 4226 and 3535. Both policies are currently being revised with an anticipated approval date of March 22, 2016, which will be before the second reading of the handbook. To ensure the most up to date language is included in the revised version of this handbook, the sections regarding Policies 4226 and 3535 have been updated.

TEACHER FORFEITURE - OTHER SCHOOL DISTRICTS

School District	Does your district have a teacher resignation forfeiture policy?	If yes, please describe your policy.
Appleton Area School District	Yes	7/1-8/14 \$500.00. 8/15 - during school year \$1,000
Brown-Deer School District	Yes	6/16 - 6/30 \$250 7/1 - 7/31 \$500 8/1 - during school year \$1,000
Franklin School District	Yes	6/15 - 6/30 \$500 7/1 - 7/31 \$1,000 8/1 - teacher workday \$1,500 Teacher Workday - during school year \$2,000
Green Bay School District	Yes	6/15 - 6/30 \$0 7/1 - teacher workday \$1,500 Teacher workday - during school year \$3,000
Hudson School District	Yes	6/16 - 6/30 \$500 7/1 - 7/31 \$750 8/1 - during school year \$1,500.
Kenosha Unified Schools	Yes	6/16 - teacher workday \$1,500 Teacher workday - during school year \$3,000
Madison Metropolitan SD	Yes	Last day of school - 6/30 \$200 7/1 - 7/31 \$250 8/1 - during school year \$300
Mequon-Thiensville School District	Yes	6/15 - 6/30 \$500 7/1 - 7/30 \$1,000 8/1 - during school year \$2,000
Milwaukee Public Schools	Yes	6/15 - 6/30 \$0 7/1 - 8/31 \$1,000.00 9/1 - during school year \$2,000.00
Neenah	Yes	\$150/day for each day less than a 30 day notice.
North Chicago Community	Yes	6/15 - 6/30 \$200 7/1 - 7/31 \$500 8/1 - during the school year \$1,500.
Oconomowoc Area School District	Yes	Liquidated damages: 6/16 - 6/30 \$500 7/1 - 7/15 \$1,000 7/16 - 7/31 \$1,500 8/1 - 8/15 \$2,000 8/16 - during school year \$4,000
Round Lake Area Schools	No	7/15 - 8/14 \$750 8/15 - during school year \$1,500
School District of Cudahy	Yes	6/16 - 6/30 \$500 7/1 - 7/31 \$1,000 8/1 - 8/16 \$1,500 8/17 - during school year \$2,000
School District of Elmbrook	Yes	Prior to 8/1 \$1,000 8/1 - start of school \$1,500 During school year \$2,000
Shorewood School District	Yes	\$1,000.00
Waukesha School District	Yes	6/15 - during school year \$3,000
Wauwatosa School District	Yes	6/16 - 6/30 \$1,000 7/1 - 7/31 \$2,000 8/1 - during school year \$3,000
Zion-Benton Township	No	We do not have a policy like this.

Employee Focus Group Dates:

Administration has scheduled employee focus group meetings on March 2, 11 and 17 to clarify any portions of the document and/or respond to employee questions.

Administration Recommendation:

On January 26, 2016, this report and the Employee Handbook were presented as an informational item to the Board of Education. The revised report and Employee Handbook are now being forwarded to the Board of Education for consideration as a first reading at the February 23, 2016, regular board meeting and a second reading at the April 25, 2016, regular board meeting with an effective date of July 1, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resources Officer

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 25, 2016

POLICY 7410—NAMING AN AREA WITHIN OR ON A DISTRICT SITE

Background

School Board Policy 7410—Naming an Area Within or On a District Site (Appendix A)—allows staff or community members to nominate a name for a specific area within a school or on a district site. The board of education approves the naming of all district facilities.

The superintendent has received a request to form a committee to name the future stadium that will be constructed at Bradford High School (Appendix B).

Recommendation

Administration recommends that the provisions of School Board Policy 7410 be invoked, allowing the superintendent to appoint a committee to seek input relative to a proposed name for the new stadium being built at Bradford High School.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent Teaching and Learning

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

POLICY 7410**NAMING AN AREA WITHIN OR ON A DISTRICT SITE**

The Board of Education shall be the body to approve the official naming of all District facilities. It is not the intention of this policy to initiate the naming of areas within existing facilities or on a District site. However, when a former student, staff or community member who has been deceased for more than two years has achieved national, state or local prominence, the School Board may name an area within a school or on a District site after that individual.

Staff or community members may nominate a name for a specific area within a school or on a District site to the Board of Education. The nomination must include background information and significance to the educational process and cultural significance.

The School Board will request the Superintendent to appoint a broad based committee, which will research the name. When a school is affected by the recommended name, it will be given the opportunity to offer input to the committee. This committee will develop and present to the School Board the process used and the rationale used in making their determination.

LEGAL REF.: Wisconsin Statutes
Section 120.12(1) (Care and Management of School Property)

CROSS REF.: Policy 1131, Memorials/Dedications Within Schools
Policy 7400, Naming or Renaming District Buildings

ADMINISTRATIVE REGULATION: None

AFFIRMED: May 14, 2002

REVISED: September 25, 2007

TO: Dr. Sue Savaglio-Jarvis

FROM: Mr. Steven Knecht

SUBJECT: Naming of the New Bradford High School Stadium

DATE: April 12, 2016

I am requesting that, per School Board Policy 7410, a committee be formed to name the new stadium at Bradford High School. Based on the construction timeline, the new stadium will be complete in fall 2016. Appointing a committee in spring 2016 will ensure that committee members have an appropriate timeframe to select a name prior to the opening of the new stadium.

Thank you for your consideration.

SK

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Kenosha Unified School District
Kenosha, Wisconsin

April 25, 2016

Fiscal 2016-2017 Preliminary Budget Projection

Per Board Policy 3110, Annual Operating Budget, the Kenosha Unified School District administration is currently in the process of developing a preliminary budget incorporating information contained in the second year of the biennial state budget (2015-2017), the Department of Public Instruction guidance, and estimated district assumptions.

The initially balanced budget position being projected for 2016-17 is summarized in Attachment A which addresses expected changes in the District revenue and expense budgets.

Changes in revenue have been identified as changes within the Revenue Limit Authority and changes outside of the Revenue Limit Authority. The 2016-17 Revenue Limit with Recurring Exemptions is projected to decrease by \$645,548; however that will be offset by an increase of \$500,204 in the Non-Recurring Declining Enrollment Exemption as we continue to lose enrollments. Outside of Revenue Limits, the District is expecting to realize an additional \$2,182,900 resulting from the scheduled increase in Per Pupil Categorical Aid in the second year of the biennial state budget. The Per Pupil Categorical Aid will increase to \$250 which is a \$100 increase from the 2015-16 amount.

With respect to expense changes, the District is expected to realize savings due to Health Insurance changes (\$2,308,000) and the elimination of Group Long Term Care Insurance (\$2,047,000). The expense changes also identify a reduction for the One Time Stipends and Unallocated Amounts that were budgeted for in 2015-16 (\$2,809,177), due to the year-to-year nature of these budget items, they are removed and then added back in at the discretion of the Board. Additions to expenses also include \$177,000 for the maximum 0.12% CPI-U increase that can be applied to base wages in accordance with Act 10. Other assumptions being recommended by the Leadership Council totaling \$4,299,977 are detailed in Appendix B. Finally, \$4,461,654 represents the amount left over that can be considered for additional compensation items or additional expense additions at the direction of the School Board.

The initial budget projections are built based on conservative estimates. The administration will continue to analyze the projected student enrollment throughout the process as well as monitor other variables and may make recommendations to modify projections.

These next few weeks are critical to the district as we need a timely budget implementation in order to meet other timelines and prepare for the 2016-2017 school year.

The Kenosha Unified School District's proposed budget for 2016-2017 will be prepared in accordance with the budgeting and financial operations policies of the district and will conform to State of Wisconsin requirements. It is the desire of administration to present the Board of Education an appropriately balanced budget, taking into consideration the beliefs, parameters, and objectives of the board, while maintaining the instructional and fiscal responsibilities of administration. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

Recommendation

The administration is recommending that the Board approve the budget assumptions detailed in Attachment B as the basis for building the 2016-17 KUSD budget.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Revenue Changes**Revenue Limit Authority**

FY 16 Limit with Recurring Exemptions (LN 9)	226,906,990
FY 17 Limit with Recurring Exemptions (LN 9)	226,261,442
	<u>(645,548)</u>
FY 16 Declining Enrollment Non-Recurring Exemption (LN 10B)	1,055,708
FY 17 Declining Enrollment Non-Recurring Exemption (LN 10B)	1,555,912
	<u>500,204</u>
FY 16 Revenue Limit Exemption for Voucher Students	933,896
FY 17 Revenue Limit Exemption for Voucher Students (LN 10H)	670,794
	<u>(263,102)</u>
Net Projected Change in Revenue Limit Authority	<u>(408,446)</u>

Per Pupil Categorical Aid

FY 16 (\$150 x 22,209)	3,331,350
FY 17 (\$250 x 22,057)	5,514,250

Net Projected Change in Revenue Outside of Revenue Limit	<u>2,182,900</u>
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Total Projected Change in Revenue	<u>1,774,454</u>
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Expense Changes

One Time Stipends and Unallocated Amounts From FY 16	(2,809,177)
Health Insurance Premium Changes 5.77% Decrease	(2,308,000)
Elimination of Group LTC (\$2.3MM Active, \$300K Retiree) @89%	(2,047,000)
CPI-U Salary Increases for Base Wages 0.12%	177,000
Add Back Compensation Items (or Other Assumptions)	4,461,654
Other Assumptions Recommended by Leadership Council (Attachment B)	4,299,977

Projected Change in Expenses	<u>1,774,454</u>
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Net Position Estimate	<u>0</u>
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BOE INDEX	TYPE	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	NOTES
1	Staffing	Enrollment Secretary	Info Services	Kris Keckler	\$66,000	To add a centralized enrollment 12-month Secretary II position for approximately \$66,000	Fund 10 Local	Potentially only 50% impact if there is a semester 2 start time
2	Staffing	Bullen Staffing	Secondary School Leadership	Beth Ormseth	\$90,000	Teacher 1.0 FTE - Bullen - to equalize staffing due to Dual Language numbers	Fund 10 Local	Backfill the staff pulled from Bullen boundary to help dual language
3	Staffing	Bradford Staffing	Secondary School Leadership	Beth Ormseth	\$90,000	Teacher 1.0 FTE - Bradford - to correct understaffing of 2015-2016	Fund 10 Local	
4	Staffing	Health Information ESP's	Elementary School Leadership	Sue Valeri	\$110,103	Currently 6 elementary schools have a full time Health Information ESP. This request would give every elementary school a full time Health Information ESP. We would need 5.53 FTE to meet this request. All of these people already are eligible for benefits so this would only add to their salaries.	Fund 10 Local	Mahone also requesting additional support for high needs
5	Staffing	Elementary Library Media Teacher Positions	Elementary School Leadership	Sue Valeri	\$157,500	Add partial FTEs to existing .5 FTE LMT (.75 at Southport) positions to assure all elementary (non-charter) schools, with over 300 students enrolled, have a 1.0 FTE for the LMT position. Request to add .5 FTE at Vernon, McKinley, and Jeffery as well as .25 FTE at Southport.	Fund 10 Local	
6	Staffing	School Leadership Reorg	Superintendent	Dr. Sue	\$130,000	Regional Leadership Elementary/Secondary structure will only require additional 1.0 administrative FTE	Fund 10 Local	Starting salary of \$89,591, the \$130,000 budget request represents full cost with benefits
7	Staffing	Tremper AIS Position	Secondary School Leadership	Beth Ormseth	\$90,000	Create Accelerated Independent Study (AIS) position at Tremper to shift credit recovery back to building level and away from eSchool	Fund 10 Local	
8	Staffing	Secondary Instructional Class Size Reduction	Secondary School Leadership	Beth Ormseth	\$270,000	Teacher 3.0 FTE for instructional classroom teachers in the areas of math and English to support lower class sizes at Bradford, Indian Trail and Tremper	Fund 10 Local	
9	Staffing	Central Kitchen Crew Leader	Food Service	Cindy Gossett	\$71,530	Additional 1.0 FTE Service position to assist in oversight of daily central kitchen production. This position would be hourly, 8 hours per day, 210 days per year.	Fund 50	
10	Staffing	Even Start Child Care Development Provider	Community School Relations	Tanya Ruder/Pat Demos	\$48,641	The Office of Community School Relations is requesting the Even Start Child Care Development Provider's position be moved from part-time non-union timesheet to full-time Educator Support Professional.	Fund 80	
11	Non Staffing	Cisco SMART Net Maintenance	Info Services/Facilities	Kris Keckler	\$40,000	To increase the amount of funds allocated to the KUSD annual service and maintenance costs related to the district wide use of the Cisco SMART Net system.	Fund 10 Local	I/S and facilities split this year
12	Non Staffing	Network Infrastructure Replacement	Info Services	Kris Keckler	\$725,000	To replace the aging WAN and LAN network infrastructure in all district owned buildings.	Fund 10 Local	
13	Non Staffing	Online Registration	Info Services	Kris Keckler	\$12,500	The cost to utilize the Online Registration utility and Support within the current student information system, Infinite Campus, is moving from a flat rate to a per pupil model. This request is to add the matching funds to the Information Services budget regarding Online Registration.	Fund 10 Local	Online Registration = \$6,000/yr for next 5 years (\$37,500 cap) ; Support = \$6,500 per year
14	Non Staffing	K-5 Social Studies	Teaching & Learning	Julie Housaman	\$800,000	Instructional materials for elementary social studies (student materials, instructional materials, and company provided professional development)	Fund 10 Local	
15	Non Staffing	High School Math Instructional Materials	Teaching & Learning	Julie Housaman	\$187,000	1,000 books for PreCalc and PreCalc Honors @\$150 ea ; 250 books for AP Calc AB/BC@\$150 ea	Fund 10 Local	
16	Non Staffing	Property Insurance	Finance	Tarik Hamdan	\$10,000	Anticipated increase	Fund 10 Local	
17	Non Staffing	Liability Insurance	Finance	Tarik Hamdan	\$30,000	Anticipated increase	Fund 10 Local	
18	Non Staffing	Restore School Discretionary	School Leadership	Beth Ormseth	\$746,000	Restore the 20% discretionary budget cuts from 2015/16 school budgets	Fund 10 Local	
19	Non Staffing	Restore Dept Discretionary	Superintendent	Dr. Sue	\$745,874	Restore the 20% discretionary budget cuts from 2015/16 department budgets	Fund 10 Local	

\$4,299,977 Fund 10 Local-Y

KENOSHA UNIFIED SCHOOL DISTRICT

April 25, 2016

Health Insurance Premium Contributions for Employee Groups

Background

Historically, the district has offered a comprehensive benefit package to eligible employees. The medical insurance plan is considered a rich plan in comparison to others plans on the market. The district continues to offer medical plans that feature a low deductible of \$250/\$500, co-pays of \$10 for office visits, and \$25 for specialist. Additionally, the plans offer a four tier value choice drug plan \$0/\$10/\$30/\$60.

Historically (prior to the enactment of Act 10), the district paid a majority of the insurance premium costs and then passed along either a small percentage or flat dollar amount to be paid by the employee on an annual basis. These contribution rates were negotiated through the collective bargaining process.

The most recent collectively bargained agreements expired as of June 30, 2013. Table 1 below illustrates the percent and flat dollar amount of medical insurance premium contribution paid by employees of KUSD from March 22, 2011 to June 2, 2013¹:

Table 1

EMPLOYEE GROUP	HEALTH INSURANCE
Administration, Supervisors, Technical Support (AST)	12.0 %
Carpenters, Painters	12.0 %
Education Support Personnel	6.0 %
Interpreters	12.0 %
Miscellaneous	12.0 %
Secretary, Clerical	12.0 %
Service Employees	12.0 %
Teachers	\$373 single/\$853 family annually

¹ These were the rates that were in effective prior to the board action on June 3, 2013 in which the board of education set the contribution rates according at 6%, 10%, and 12% for the various employee groups listed in Table.

Post Act 10, school districts now have the flexibility to establish rate levels that best meets the financial needs of their respective districts.

Current Status

Currently, employees pay three different premium contribution rates based upon a job category. The Board, on June 3, 2013, voted to allow groups of employees to pay different contribution premium rates of 6%, 10% and 12%. See attached minutes from June 3, 2013, special school board meeting (Attachment 1). Table 2 below illustrates the breakdown of the number of active employees within each job category who are paying the respective premium contribution rates as of January 13, 2016.

Table 2

Employee Group	Number of Employees	Percentage of Total Employees	Premium Contribution Percentage
Educational Support Professionals & Miscellaneous	234 72 (306 total)	14%	6%
Interpreters & Secretaries	7 & 114 (121 total)	5%	10%
AST, Carpenters & Painters, Teachers & Service Employees	114, 9, 1540, & 165 (1,828 total)	81%	12%

Currently, 81% of employees pay a premium contribution rate of 12%. Current total active employee contributions equal \$5.42 million. If all employees were contributing 12% active employee contributions then the employee contributions would equal \$5.86 million. An additional \$440,000 for KUSD may have been utilized to support school in the 2015-16 school years.

The district recently concluded benefit renewal discussions. During the special board meeting on February 18, 2015, Scott Schultz from Hays Companies of Wisconsin presented a power point presentation. The board selected WEA Trust as the provider for coverage over the next three

years. In 2016-2017, the district will see a 5.77% reduction in premium rate from this year's premium rates. For the remaining two years, 2017-2019, there will be an 8% rate cap. This means that our premiums for the remaining two year will not be increased beyond 8%.

Hays Companies of Wisconsin provided KUSD with preferred provider option (PPO) contribution benchmark data for several Wisconsin school districts. Hays provided the benchmark data for the eight school districts as depicted in Table 3 below:

Table 3

School District	Single/Family Contribution %
1. Appleton Area School	12%/12%
2. Burlington Area School District	19%/19%
3. Green Bay Area Public School District	12%/12%
4. Mequon-Thiensville School District	11%/11%
5. Oconomowoc Area School District	6%/6%
6. Oshkosh Area School District	15%/15%
7. Salem School District	13%/13%
8. Waukesha School District	12%/12%

Benchmark data was also requested for Madison Metropolitan School District, Beloit Area School District and Racine Unified School District.

Madison is still under a Collective Bargaining Agreement until June 30, 2016. Per Madison's collective bargaining agreement, "the district can require teachers to make insurance premium contributions not to exceed 10% of the monthly premium for both single and family coverage."

Racine is self-insured and offers a high deductible health plan (HDHP). Beloit has a two-tiered high deductible health plan HDHP. These three school districts are not comparable to KUSD for the following reasons: (1) Madison has a collectively bargained agreement that dictates the terms and conditions of the health insurance coverage offered; (2) Racine is self-insured and we are a fully-insured entity; and (3) both Racine and Beloit have high deductible plans where we do not have high deductible plans.

Currently, the process of implementing recommendations from the Crowe Horwarth classification and compensation study is underway. The focus of the study was to review the miscellaneous, secretary/clerical and AST groups. The recommendations have been reviewed by the Office of Human Resources and Leadership Council. Beginning this May through December of 2016, the Office of Human Resources will be working on assigning the miscellaneous, secretary clerical and AST's into one of the recommended groups. We are beginning with the miscellaneous group.

There are a total of 93 employees categorized as miscellaneous. One of these is a .10 non-benefit eligible employee. Of the remaining 92 miscellaneous employees, 54 will be classified as support, 32 will be assigned as technical and 6 will be assigned as professional. This means that 35% of the current miscellaneous group will belong to one of the five categories as outlined by the study: manager, technical, professional, support and non-benefit eligible.

In mid-May of 2016, the Office of Human Resources expects to communicate with the employees in the miscellaneous group regarding their upcoming reclassification. Open enrollment for insurance begins May 15.

Please refer to the attached Q and A for any additional information (Attachment 2).

Next Step

This report is presented for informational purposes only this evening. A special school board meeting will be scheduled in early May 2016. At that time administration will recommend that the Board of Education approve a medical insurance premium contribution which has all employees paying 12% of the cost.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resource Officer

Judy Rogers
Human Resource Coordinator

Rade Dimitrijevic
Human Resource Coordinator

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 3, 2013

A special meeting of the Kenosha Unified School Board was held on Monday, June 3, 2013, at 5:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for Discussion/Action on Administrative Appointments, Discussion/Action on Employee Benefits Recommendation, and an Inservice on School Board Roles/Responsibilities.

The meeting was called to order at 5:04 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Hancock was also present.

Ms. Stevens, 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.

Mr. Edward Kupka, Interim Director of Human Resources, presented two Administrative Appointments.

Mr. Nuzzo moved to appoint Eitan Benzaquen as Principal of Hillcrest School effective July 1, 2013. Mrs. Coleman seconded the motion. Unanimously approved.

Mrs. Coleman moved to appoint Scott Plank as the Coordinator of Fine Arts effective July 1, 2013. Mr. Nuzzo seconded the motion. Unanimously approved.

Dr. Hancock presented an Administrative Appointment.

Mr. Nuzzo moved to appoint Edward Kupka as Director of Human Resources effective July 1, 2013. Mrs. Coleman seconded the motion. Unanimously approved.

Mrs. Glass, Executive Director of Business, presented the Employee Benefits Recommendation submitted by Mrs. Tina Schmitz, Chief Financial Officer; Mr. Edward Kupka, Director of Human Resources; Mrs. Glass, and Dr. Hancock, excerpts follow:

The Administration recommends that the Board of Education approve the following, effective July 1, 2013:

- WEA Trust Base Design Option 2 Health Plan, with an option to purchase up to Base Design Option 1, with an active employee contribution of 12% for all employee groups and a retiree premium contribution of 12% for all employee groups.
- WEA Trust Essential Dental PPO, with an employee contribution of 10%.
- Minnesota Life as the life insurance provider, an employer paid option at one (1) times employee salary.

- National Insurance Services as the Long Term Disability provider, a 100% employer paid option.
- Cancellation of Long Term Care policy for all active employees. Recommend a six month transition period for retirees and provide a District “paid up” policy for the 186 retirees currently covered by the plan.

During the May 21, 2013, regular Board meeting, the following motions were approved:

- Mr. Flood moved to approve Administration’s recommendation #1 as written and that the employee contribution group percentages and retiree premium contributions be placed on the June 3rd meeting agenda for possible discussion and/or action. Mrs. Coleman seconded the motion.

Roll call vote: Ayes: Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Ms. Snyder, and Ms. Stevens. Noes: Mrs. Taube. Motion passed.

- Mrs. Coleman requested that any questions pertaining to employee contribution group percentages and retiree premium contributions be forwarded to the Superintendent’s Office within 24 hours to ensure that all questions could be answered at the June 3, 2013 meeting.

Mrs. Snyder moved to approve WEA Trust Essential Dental PPO with an employee contribution of 10%. Mrs. Coleman seconded the motion. Unanimously approved.

- Mrs. Coleman moved to approve Minnesota Life as the life insurance provider, an employer paid option at one (1) times the employee salary. Mr. Nuzzo seconded the motion. Unanimously approved.
- Mrs. Taube moved to approve National Insurance Services as the Long Term Disability provider, a 100% employer paid option. Mr. Nuzzo seconded the motion. Unanimously approved.
- Mr. Nuzzo moved to approve the cancellation of the Long Term Care policy for all active employees, a recommendation of a six month transition period for retirees, and that the District provide a “paid up” policy for the 186 retirees currently covered by the plan. Mrs. Coleman seconded the motion. Motion carried. Mrs. Taube and Mrs. Snyder abstained.

On Thursday, May 23, 2013, Mrs. Taube submitted the following questions pertaining to employee group percentages. There were no questions about retiree premium contributions.

- Current FY 2013 employee contribution by percentage for each employee group.
- What are the maximum percentage limits to employee contributions under Obama Care and will the proposed KUSD 12% implementation comply?

- Breakdown of savings to KUSD for restructuring the WEA Health plan, dropping LTC, reducing LTD coverage and switching carries for other employee coverage by group category and total dollars?"

Mr. Flood moved to reconsider all employee health contributions for active employee groups, which does not include retirees. Ms. Stevens passed the gavel to Mrs. Taube in order to second the motion.

Roll call vote: Ayes: Mrs. Taube, Mr. Flood, Mr. Bryan, and Ms. Stevens. Noes: Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman. Motion passed.

Mrs. Taube moved that employee health care contributions be as follows: employees making \$40,000 or less pay 4%, employees making \$40,001 - \$79,999 pay 8%, employees making \$80,000 - \$120,000 pay 12%, and employees making over \$120,000 pay 15%. Mr. Flood seconded the motion.

Mr. Flood moved to amend Mrs. Taube's motion to vote on the salary groupings separately. The amendment failed due to lack of a second.

Roll Call vote on Mrs. Taube's motion: Ayes: Mrs. Taube, Mr. Flood, and Ms. Stevens. Noes: Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman. Mr. Bryan abstained. Motion failed.

Mr. Flood moved to decrease employee health care contributions for Educational Assistants, Interpreters, and Secretaries to 8%. Mr. Nuzzo seconded the motion and later withdrew his second. Mr. Bryan then seconded the motion. Mr. Flood withdrew his motion.

Mr. Nuzzo moved that employee health care contributions be 8% for Educational Assistants and 12% for all other employee groups. Motion failed due to lack of a second.

The Board took a recess at 7:03 P.M. and reconvened at 7:11 P.M.

Mrs. Taube moved to defer this item until next Tuesday in order for Administration to bring back employee contribution scenarios based on various salaries. Mr. Flood seconded the motion.

Roll Call vote: Ayes: Mrs. Taube, Mr. Flood, and Ms. Stevens. Noes: Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman. Mr. Bryan abstained. Motion failed.

Mrs. Coleman moved that employee health care contributions be 10% for Educational Assistants and Miscellaneous employees and 12% for all other employee groups. Motion failed due to lack of a second.

Mr. Nuzzo moved that employee health care contributions be 6% for Educational Assistants and Miscellaneous employees, 10% for Secretaries and Interpreters, and 12% for all other employee groups. Mr. Flood seconded the motion.

Roll Call vote: Ayes: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, and Ms. Stevens. Noes: None. Mr. Bryan abstained. Motion passed unanimously.

Mrs. Snyder moved to adjourn the meeting. Mrs. Coleman seconded. Unanimously approved.

Meeting adjourned at 7:35 P.M.

Stacy Schroeder Busby
School Board Secretary

Questions on Employee Contributions - Attachment 2

1. How do the KUSD employee contribution rate(s) (6%, 10%, 12%) compare with the marketplace and all other local employers?
 - KUSD employee contribution rates for the PPO Health insurance coverage are much lower than the marketplace (source MRA 2015-2016 Benefits Survey).
 - The current marketplace in private industry is for employees to pay 25% to 33% of the healthcare premium.
 - In private industry, single coverage-average employee paid contribution equals 25% of premium.
 - In private industry, family coverage –average employee paid contribution equals 32% of premium
2. How do KUSD premium contribution rates compare to other school districts?

School District	Single/Family Contribution %
1. Appleton Area School	12%/12%
2. Burlington Area School District	19%/19%
3. Green Bay Area Public School District	12%/12%
4. Mequon-Thiensville School District	11%/11%
5. Oconomowoc Area School District	6%/6%
6. Oshkosh Area School District	15%/15%
7. Salem School District	13%/13%
8. Waukesha School District	12%/12%

3. Why does KUSD have different employee contribution rates for different classifications of employees?
 - Employee contributions rates were established by board action on June 3, 2013.
 - The board discussed numerous options regarding employee health care contributions. One of the discussions was to offer different rates based on salary and that motion failed. After lengthy deliberation the Board settled upon and passed a motion approving the current rate structure. Please see attached minutes from the special board meeting held on June 3, 2013.

Questions on Employee Contributions - Attachment 2

4. Is it the intention to continue the practice of offering different rates for different groups of employees?
 - Administration recommends all employee groups pay 12% as currently 81% of our active employees already pay 12% for the premium contribution rates.
 - We are currently making assumption on an individual's ability to afford his/her portion of the employee premium contribution based on the employee's salary associated with the position. For example, an ESP could earn a salary of \$25, 970. However, this salary may not reflect the ESP's entire household income. Therefore, we cannot make assumptions based on the salary associated with a position(s) in certain employee groups.

5. What is the financial impact of charging 12% employee contribution to all groups of eligible employees?
 - Approximately \$440,000 would have been available for expenditures in 2015-2016.

6. How would you rate the insurance coverage provided to KUSD employees compared to other products on the market, rich, competitive or minimal?
 - The plan provided to KUSD employees is considered to be rich in comparison to other products on the market. It is considered a rich plan because of the low deductible, co-pay, and maximum out-of-pocket offered to employees. In fact, "KUSD ranks between the 70th and 90th percentile in providing employees with a plan that has one of the lowest deductibles to employees." "KUSD ranks between the 80th and 90th percentile in providing employees with a plan that has one of the lowest out-of pocket maximum."¹

7. How do the KUSD deductibles / copays compare to the marketplace?
 - Lower on both accounts. These rates are effective July 1, 2016.

Deductibles		
KUSD	Single/Family	Market Single/Family
Base Plan	\$750 / \$1500	\$1250 / \$2850
Buy-Up#1	\$500 / \$1000	
Buy-Up#2	\$250 / \$500	
Copays		
In Network	Out Network	In-Network/Out-Network
\$0	\$10	\$25 / \$39

¹ Figures are from an August 19, 2015 memo written by Scott Schultz, from Hays Company of Wisconsin, in which he provided benefit benchmarking analysis for KUSD's WEA medical insurance program.

Questions on Employee Contributions - Attachment 2

8. What are the projections for the next 3 years for increases in health insurance costs for KUSD if coverage and employee premiums remain the same?

2016-2017	2017-2018	2018-2019
-5.77%	+8% rate cap	+8% rate cap

9. Can we assign contributions based on salary?

- Yes, this was considered on June 3, 2013 BOE motion (motion failed):

Annual Salary (base)	Employee Contribution
\$40,000 or less	4%
\$40,001 - \$79,999	8%
\$80,000 - \$120,000	12%
\$120,000 and over	15%

- Making contribution rates dependent upon one's salary would not be the most practical way to assign employee contribution rates.
 - We are currently making assumption on an individual's ability to afford his/her portion of the employee premium contribution based on the employee's salary associated with the position. For example, an ESP could earn a salary of \$25,970. However, this salary may not reflect the ESP's entire household income. Therefore, we cannot make assumptions based on the salary associated with a position.
 - It would be very difficult to maintain employee contributions based on an employee's salary. We would need to define what we mean by salary. Salary could vary potentially year-to-year and therefore the employee's contribution rates could vary year-to-year. This would pose a challenge to HR to constantly monitor salaries and to adjust the contribution rates.
10. Has the miscellaneous group been cleaned up?
- Please refer to information report on the classification and compensation study provided to board members.
11. How much of an impact would moving someone making \$30,000 from 6% to 12% have on the employee monthly? (i.e. How much more would they pay?)

Questions on Employee Contributions - Attachment 2

- Please see below a chart illustrating the impact of increasing premium contribution from 6% to 12% on individuals who earn \$25,000, \$30,000 and close to \$60,000.

Employees at a 6% contribution rate if moved to a 12% contribution							
	Rate	6%	12%	6%	12%	6%	12%
Salary		\$ 25,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	\$ 59,275.00	\$ 59,275.00
WRS	6.60%	\$ (1,650.00)	\$ (1,650.00)	\$ (1,980.00)	\$ (1,980.00)	\$ (3,912.15)	\$ (3,912.15)
Health Insurance	Family	\$ (1,422.40)	\$ (2,844.80)	\$ (1,422.40)	\$ (2,844.80)	\$ (1,422.40)	\$ (2,844.80)
FICA/Medicare*	7.65%	\$ (1,803.69)	\$ (1,694.87)	\$ (2,186.19)	\$ (2,077.37)	\$ (4,425.72)	\$ (4,316.91)
Net amount		\$ 20,123.91	\$ 18,810.33	\$ 24,411.41	\$ 23,097.83	\$ 49,514.73	\$ 48,201.14
*FICA/Medicare Wages		\$ 23,577.60	\$ 22,155.20	\$ 28,577.60	\$ 27,155.20	\$ 57,852.60	\$ 56,430.20
Health ins is not FICA taxable							

12. What percent contribution did employees contribute in the past?

- From March 22, 2011 to June 3, 2013 employee contributions were as follows:

EMPLOYEE GROUP	HEALTH INSURANCE
Administration, Supervisors, Technical Support	12.0 %
Carpenters, Painters	12.0 %
Education Support Personnel	6.0 %
Interpreters	12.0 %
Miscellaneous	12.0 %
Part-Time Employees	0 %
Secretary, Clerical	12.0 %
Service Employees	12.0 %
Substitutes	0 %
Teachers	\$373 single/\$853 family annually

Questions on Employee Contributions - Attachment 2

13. Which employee groups are paying the lower percentages? See table below. This table was presented by Hayes on February 18, 2016 to the Board. The KUSD data in the table is as of January 13, 2016 and contains a listing of all current active employees' premium contribution.

Employee Group	Number of Employees	Percentage of Total Employees	Premium Contribution Percentage
Educational Support Professionals & Miscellaneous	234 72 (306 total)	14%	6%
Interpreters & Secretaries	7 114 (121 total)	5%	10%
AST, Carpenters & Painters, Teachers & Service employees	114 9 1540 165 (1,828 total)	81%	12%




14. If we changed, when would it take effect?

- Changes will take effect July 1, of any given year because that is the start of the benefit plan year.

15. Can an employee obtain health insurance on the insurance exchange? If so, how can the employee access it?

- Employees who elect not to take the school district's offered insurance can shop for health insurance on the exchange. There are many websites which offer information on health insurance options in Wisconsin. One of the websites is www.getinsured.com.
- As an example, using getinsured.com, if you are a single person with a household income earning less than \$25,000 per year, you are eligible for a silver plan with a \$2,000 deductible for \$295.08 without the subsidy. See Example below.

Questions on Employee Contributions - Attachment 2

94	APPLY	80	APPLY	61	APPLY
 MOLINA HEALTHCARE MOLINA MARKETPLACE SILVER HMO		 MOLINA HEALTHCARE MOLINA MARKETPLACE GOLD HMO		 MOLINA HEALTHCARE MOLINA MARKETPLACE BRONZE HMO	
\$67.08		\$140.05		\$27.12	
\$295.08/month before credit		\$368.05/month before credit		\$255.12/month before credit	
Office Visits \$20		Office Visits \$15		Office Visits \$25	
Generic Drugs \$10		Generic Drugs \$15		Generic Drugs \$15	
Deductible \$2,000.00/\$0.00		Deductible \$500.00/\$0.00		Deductible \$5,000.00	
Expense Estimate Low		Expense Estimate Low		Expense Estimate Low	

16. How will any changes in health insurance premiums this be communicated to the employees affected?

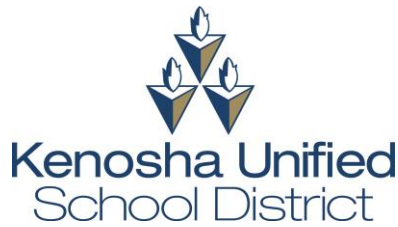
- Changes will be communicated immediately to employees after approval by the board of education.

17. Why doesn't our employee handbook say anything about employee health contributions?

- Employee handbooks are general in nature and do not specify details of benefits as details may be subject to change. However, the handbook reads: 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 under Staff Information. Benefits may include health, dental, life, vision, disability, flex and retirement savings.

18. If there is savings from increasing deductibles, can we put that towards employee contributions?

- The Board may use their discretion.



April 25, 2016

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Bradshaw Medical donated \$2,000.00 to the LakeView Supermileage Vehicle Club.
2. Bergey Jewelry donated \$500.00 to the LakeView Supermileage Vehicle Club.
3. Ken and Diane Gandy donated a kiln to the KUSD Fine Arts Department in September 2015. The estimated value of this donation is \$500.00.
4. Rust-Oleum Corporation donated \$300.00 to the Bradford LSF Club.
5. Angela Smith donated \$100.00 to the LakeView Health Class Fundraiser for Safe Harbor Humane Society.
6. The Kenosha Walmart donated 30-40 boxes of pocket folders and spiral notebooks to Washington Middle School. The value of this donation is unknown.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 25, 2016

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board**
April-May

April

- April 14, 2016 – Standing Committee Meetings – 6:15 p.m. in ESC Board Room
- April 25, 2016 – Organizational Meeting and Regular Board of Education Meeting – 6:30 P.M. in ESC Board Room

May

- May 3, 2016 – Special School Board Meeting – 7:00 p.m. in ESC Boardroom
- May 10, 2016 – Special School Board Meeting – 5:30 p.m. in ESC Boardroom
- May 10, 2016 – Standing Committee Meetings – 5:45 p.m. in ESC Boardroom
- May 24, 2016 – Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom
- May 26, 2016 – Special School Board Meeting – 5:30 p.m.
- May 27, 2016 – Half day for students and instructional staff
- May 30, 2016 – Memorial Day – Schools and ESC Closed

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