

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
December 13, 2022 AGENDA

SCHOOL BOARD MEETING
7:00 PM

Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

Community members may attend the School Board meeting in person; masks are recommended, but optional.

Parking is available in the Shorewood High School lot; please enter through the new Administration Building doors and take the west stairs up to the second floor. *The building elevator can be accessed near the east stairs.*

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic, attendees can use the alternative method of access that the District is providing on Zoom:

Join Zoom:

<https://us02web.zoom.us/j/81599627722>

Meeting ID: 815 9962 7722

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/u/kdeePLnyIh>

This meeting notice was posted on December 9, 2022.

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good.

C. Awards and Recognitions

II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)

Shorewood Intermediate School

III. 7:20 pm PUBLIC COMMENTS #1 (GC3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

IV. 7:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Superintendent Search Update School Exec Connect 3

B. Operating Referendum Work Group Report 16

C. Review and Adoption of Changes to OE 5 (Financial Management and Administration) Operational Expectations Monitoring Report 19

D. Approval of OE 5 (Financial Management & Administration) Operational Expectations Monitoring Report 31

Heather Heaviland

V. 8:50 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes 43
November 29, 2022 Board Meeting Minutes

VI. 8:55 pm PUBLIC COMMENT #2 (GC3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

VII. 9:10 pm BOARD MEMBER REPORTS 45

VIII. 9:20 pm SUPERINTENDENT'S REPORT 48

IX. 9:30 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Staffing Changes: Appointments, Resignations, Retirements and Leave of Absence Requests 51

Tony Seidita Retirement, effective January 2023

John Jacobsen Retirement, effective June 9, 2023

B. Approval of SHS Student Trip to the Northwestern University Model United Nations Conference, April 13-16, 2023 53

X. 9:35 pm PUBLIC COMMENT #3 (GC3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

XI. 9:50 pm REVIEW OF 'TO DO' ITEMS

XII. 9:55 pm FUTURE AGENDA ITEMS

XIII. 10:00 pm RECESS AND DEBRIEF

Shorewood School District

New Superintendent Profile Report

December 13, 2022

The Shorewood School Board requested that School Exec Connect Consultants Jack Linehan, Matt Gibson, and Pat Antony gather data from a substantial and representative population of the school community to support the Superintendent search. A survey was made available to the school community and rendered 251 responses. Focus groups were hosted in-person and virtually with 10 different groups representing faculty (2), support staff, building principals, district office administrators, parents/caregivers (2), community leaders, students, and school board members. There were 71 individuals who participated in focus group interviews.

This report summarizes the common themes among the various constituent groups and defines the skills and attributes collectively desired in the new Superintendent. The qualitative sampling methodology provides a window into the responses of the participants but should not be considered as scientifically accurate because the opinions are a snapshot of the thinking of the participants at that time. The summary descriptions are the judgements of the consultants based on the frequency of statements heard throughout the data gathering process. We were attentive to those “outlying” but passionate or creative responses.

This report may be used in several ways. First, after reviewing the input from constituents of the Shorewood School community and draft Profile from the consultants, the School Board should refine and approve the Profile attributes. The document will then serve as the criteria to be used as candidates are screened, recruited, and interviewed. Second, the board should review this report to become informed about common opinions of participating constituents. Third, the consultants recommend that this report be given to the newly appointed Superintendent for a better understanding of the district and the issues raised. Finally, this report could serve as a supplement to reviewing any long-term planning, mission or vision of the District.

Determining Strengths and Challenges of the District and Attributes of the New Superintendent

The community engagement phase of the Superintendent search is intended to collect widespread and substantial input from across the Shorewood community. The data collected focused on six questions:

1. What are the strengths of the Shorewood Schools?
2. What are the greatest educational challenges of the Shorewood Schools?
3. What are the top managerial/organizational strength of the Shorewood Schools?
4. What are the top managerial/organizational challenges of the Shorewood Schools?
5. What are the areas of focus or goals for the new Superintendent in the first year?
6. What are the top characteristics/skills most important for the next superintendent to be successful?

The survey was shared with the community using the regular channels of the school district, sending direct email and providing information on the school district website. The survey opened on November 10 and ran through December 7, 2022. There were 125 survey users who added commentary to the end of the survey, expressing observations on a variety of topics relevant to the search.

The Focus Group Interviews were used to gather deeper and more reflective input from a sampling of constituents. While the same six questions guided the focus group discussion, participants were able to offer free response and to build spontaneously upon ideas shared among the group. The focus groups were held, beginning on November 17 and completed on December 6, 2022.

Q1 What is your relationship with the Shorewood Schools?

Check all that apply:

Answered: 251 Skipped: 0

ANSWER CHOICES	RESPONSES
Parent/caregiver of current/past student (within last five years)	66.93%
Community member/business leader	25.10%
Teacher/licensed staff (e.g. psychologist, social worker, counselor)	21.51%
Support staff (e.g. aides, custodians, clerical, maintenance)	6.77%
Administrator	4.78%
Other	3.19%
Students	.04

Shorewood Superintendent Draft Profile

The new Shorewood Superintendent should be a person who:

- Is capable of advancing the **District mission of *Equity, Excellence and Growth For All***. Displays a passion and focus on student achievement across the student population and within student groups. Continues, even accelerates, work on equity of access, opportunity, and outcomes for diverse groups.
- Has respectful, responsive **listening skills**. Shows **Transparency** in communication and action that creates trust and credibility throughout the community. **Welcomes conflict** as an inherent part of growth.
- Has a record of **instructional improvement**, understands and supports teaching and learning that leads to **higher achievement** overall and within student groups. Is a good fit for Shorewood's liberal arts value and traditions.
- Is experienced in **recruiting and retaining** administrators, faculty, and staff who are motivated by the work of achieving the mission together.
- **Brings budget and financial acuity**. Effectively and efficiently deploys limited district resources focused on student growth and achievement. Develops and executes financial plans to sustain programs and services. Engages the wider community in on-going fiscal conversations.
- Demonstrates a high level of oral, written, and electronic **communication skills** with clarity, consistency and sincerity in messaging across all audiences. Is **visible and engaged** throughout the entire school district and larger Shorewood community.
- Emphasizes **data-based decision-making**, implementation, and follow through to results. Seeks input from those affected and communicates vision, background, goals with transparency. Demonstrates a student-first, rational process.
- Is a **learning leader** who will guide a team of talented administrators and faculty to provide inspiration, clarity, and consistency to support classroom educators.
- Has established a history of **longevity** in leadership roles featuring **initiative follow-through** with measurable, sustained results.

Thank You Shorewood

Thank you to the over 300 people in the Shorewood community who helped to develop this report. Each took the time to respond to the survey, add their personal perspective to the comments section, rearranged their day to be part of one of 10 focus groups, some virtual, some in-person. They were forthright in their observations, experiences and aspirations. Their voices will enable us to recruit and select the best candidates, to be well-informed about the Shorewood Schools to answer candidate questions, and to interview candidates using the established Profile criteria as a rubric for selection. We also thank the several Shorewood District staff who enabled us to schedule focus groups, arrange meetings with the School Board and to communicate with the larger community.

Sincerely,

Jack Linehan, Ed.D. Matt Gibson, Ph.D. Patricia Antony Ph.D.

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Shorewood School District New Superintendent Profile
Themes from Ten Focus Groups from November 17 – December 6, 2022

Community Leaders (8), District Level Administrators (6), Faculty Groups (8), Parents/Caregiver Groups (18), School Level Administrators (8), School Board (5), Support Staff (6) and Students (12) for a total of 71 Participants

Greatest Educational Strengths

(/ denotes multiple responses)

- The school district viewed as the hub of the community and a destination district (reputation attracts families) ////
- Public education and academic excellence held as strong values by a well-educated community all-in with the schools //////////
- College prep liberal arts programs enriched by a wide variety of other learning opportunities such as off-campus courses to follow on-campus sequences, performing and visual arts, athletics, and recreation programs, and the students can do it all ////////////
- Education beyond academics to a collaborative whole child/citizen focus that promotes critical thinking and student agency to develop talents and implement passions through involvement such as civic, volunteerism, and activism ////
- Diversity embraced among students and families along with positive impacts from the last two years of equity work (systems in place to support all students) and continuing toward year three //////////
- Strong student achievement focus within accepting, inclusive, collaborative school cultures with valued traditions ////
- Passionate, caring faculty and staff excellence/longevity in bringing the Shorewood mission to life for students ////////////
- Faculty curiosity/lifelong learning that inspires student curiosity through modeling growth/change which is hard ////////////
- Ample autonomy and challenge for teaching without micromanagement ///
- Support for student discipline including restorative practices //

Greatest Educational Challenges

(/ denotes multiple responses)

-Continuing to reduce achievement gaps, and sustaining gains toward closing gaps without lowering standards, and working through any issues that may deter all faculty and staff from fully embracing and implementing the agreed upon equity changes /////

-Equipping student readiness to predict success in addressing achievement gaps within identified groups through use of culturally relevant language for acceptance/belonging, and discipline as a support (what do you need) rather than a threat /////

-Working through an under the surface white privilege narrative in the community that otherwise may continue to contribute to implementation inconsistencies in the equity work until cultural changes are more fully embraced and communicated /////

-In preparation for a successful operating referendum or navigating budget shortfalls until then, exploring how to continue to provide both competitive college prep course sequences and some career and technical educational opportunities /////

-Fear of a funding crisis with diminishing resources prompting a cloud of austerity that appears to affect every decision ///

11

-Acknowledging increased expectations on faculty and staff such as social/emotional learning, the tiered intervention system, equity implementation, and increased class sizes ///

-Aligning curriculum between grade levels and across both elementary schools plus stabilizing rigor and homework expectations; addressing student continuity (transitions) from elementary to intermediate grades (two years) and reviewing the intermediate school ELA program for a greater focus on writing; and adding debate and forensics to the high school offerings /////

-Working through lesser (perceived) district transparency and collaboration, and more (perceived) top-down decision making and how it may impact educational issues ///

-Stabilizing the administrative staff from excessive, disruptive turnover and providing further clarity in administrative roles //

-Providing institutional knowledge orientation for new staff and particularly new administrative staff to help them succeed/stay in the district; and providing affirmative feedback for continuing administrators to support full implementation of changes ///

Greatest Managerial/Organizational Strengths

(/ denotes multiple responses)

- Strong sense of community at all levels (school board, active PTOs, and history of community referendum support) //////////
- Liberal leaning community with examples of not limiting direct student access to curricula or library books /
- Optimally sized school district, large enough to provide competitive offerings and small enough to know one-another ///
- Very supportive school board that operates at the governance level (coherent board governance model) and as a trusted team with the superintendent with mutual respect for respective roles and no surprises //////////
- Current superintendent who recognizes and expresses appreciation to administrators, and to everyone; and as an example, administrative assistants are excellent, work together, and provide stability amid changes ////
- Administrative support to propose and implement changes, and collaboration among administrators and faculty teams /// 12
- Valued faculty and staff support with examples of continuing staff stipends for extra assignments and respecting work/life balance needed for sustain a healthy learning environment /
- Through ongoing strategic planning, the district is headed in the right direction and taking on meaningful changes such as ICS, RtI, and district-wide social-emotional health resources supported by a partnership with Children's Hospital //////////
- Respect for items well-handled such as the difficult budget environment and how the COVID crisis was handled by all parties ///
- Well managed facilities upgrades that are now well utilized, and the playgrounds are either new or well-maintained ///

Greatest Managerial/Organizational Challenges

(/ denotes multiple responses)

- Budget projections that suggest need for an operating referendum to sustain programs and services and related request for collaboration in both budget and referenda package development /////
- Acknowledgement of already lean director staffing such as a shared special education/pupil services director, the human resources director position remaining unfilled, one instructional coach for the entire district, and already larger class sizes /
- Need for greater transparency in district communication, with the example of how the current budget has been prioritized prior to proposing an operating referendum, and a better organization process to access information than the current district website ///
- Need for more clarity and who does what in addressing human resources questions with examples of personnel changes being preceded with purposes/expectations, and with personnel departures whether positions are intended to be filled ////
- Staff turnover districtwide and difficulty in retaining staff of color in leadership roles; and business office turnover combined with human resources responsibilities has created anxiety, so more clarity is needed ////
- Need for more clarity on how available resources are equitably distributed among the schools and how they impact growth in reducing achievement gaps across the school; and unrealized opportunities for greater sharing of resources within and between schools to avoid silos and leverage resources ////
- Need for better understanding of influences (internal power structures) that appear to expedite or block initiatives ///
- While the coherent governance model without committees is working, other outlets are needed for community input/involvement, with the example that non-parent/former-parent/community groups could be encouraged to sustain/develop connections to the schools for a variety of purposes with an example of developing a post-graduation tracking of student success stories ////
- Some of the facilities upgrades still need work as were incomplete or poorly done, facilities maintenance needs to be timelier, and custodial upkeep and cleaning needs to become routine ///

First Year Focus for the New Superintendent

(/ denotes multiple responses)

- Establishing a presence in the schools and community by being highly visible and available, seeking ways to broaden communication, and establishing relationships for present and future buy-in //////////
- Demonstrating a deep understanding and appreciation for the quality of the teaching and learning that developed the district legacy and the district's current equity mission and established initiatives //////////
- Embracing the Shorewood culture such as ICS, healthy traditions, respect, and achievement //
- Listening, communicating, healing, articulating goals, and building healthy relationships and trust with all stakeholders //////////
- Fostering stability for who we are while creating energy and encouragement for what we may become ///
- Continuing the nurturing relationships among administrators //
- Developing immediate budget strategies and operational referendum preparation to sustain valued programs and services //////////
- Addressing human resources management and related recruiting and retention of staff in all positions ///
- Continuing the equity work as it applies to all aspects of the district such as budget, human resources, classroom instruction and related support services ////
- Sustaining the current forward momentum on emerging and continuing program improvement efforts ///
- Anticipating diversity, inclusion, and equity issues in advance and identifying resources and communication for proactive safety measures for all and restorative measures for students involved in the issues

Essential Characteristics/Skills for the New Superintendent

(/ denotes multiple responses)

-Successful experience as a superintendent or assistant superintendent including equity implementation and working through conflict as an expected part of change processes //////////////

-High emotional intelligence that can navigate multiple audiences while maintaining focus on essentials, comfortable with conflict without feeling threatened or defensive, comfortable with self so doesn't make others feel small, and readily admits to weaknesses, mistakes, and even failures //////////////

-Respectful, responsive listening skills and responding with transparency that builds credibility and trust, able to accept strong push back yet keep moving (thick skin), and welcomes next steps in conversations; and related effective and even courageous oral, written, and electronic communication skills with consistency in messaging across all groups //////////////////////////////////////

-Curiosity for learning about us (asks questions, listens, shows interest) as a collaborative learning leader, not a micromanager ///

-Data-based decision maker with budget and financial acuity, experience in collaborating with unions and personnel groups, and courage to implement made decisions despite pushback //////////////

-Character, confident self-assurance, strategic with issues, effective/creative collaborator/facilitator with people, and resilient under pressure with the WOO strength (winning others other) in bridge building and problem solving ///////

-Study/understanding of racism and how to achieve equity of access, opportunity, and outcomes for diverse student groups along with continuing the district's equity work including conversations about its deterrents such as unexpressed white privilege //////////////

-Deep understanding of teaching and learning and essential supports to sustain it coupled with a strategic, data-driven focus on instructional improvement, equity, and how to make/sustain achievement gains overall and within identified groups ///////

-Evidence of longevity in prior positions as a prediction of longevity in Shorewood, and a catalyst to bringing families back who have left the district schools for other options ///////



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Operating Referendum Work Group Recommendation
Date: December 8, 2022
Prepared by: Heather Heaviland

- Information only
- Presentation/discussion
- Discussion/action by board of education
- Presentation/action next meeting

Purpose: To provide members of the School Board with an overview of the recommendations provided by the Operating Referendum Work Group.

Background: Inflationary increases in expenses are anticipated to significantly outpace revenue over the next five or more years. During the budget development process for the 2022-23 budget, the District shared both these projections and potential strategies to mitigate the impact of projected budgetary shortfalls. In preparing the current 2022-23 budget, the District reduced expenditures compared to the 2021-22 budget by a total of \$1,081,243 in addition to absorbing a 4.7% increase in compensation levels, a 9.5% increase in medical benefit expenses, and other inflationary expense increases. Despite these changes, projections continue to show growing gaps between projected revenue and expenses. The Board requested that the District convene a work group to explore the possibility of an operating referendum to help offset the impact of this growing gap.

The District convened the following group of community members:

Anjum Alden, Parent and Community Leader
Mary Beth Berkes, Resident and Community & Higher Education Leader
Eric Cuoto, Village Trustee

Hilary DeBlois, Parent and Former Board Member
Brian Feiges, Parent and Former Board Finance Committee Member
Tim Kenney, Parent and Shorewood High School Principal
Amy Miller, Lake Bluff Faculty
Melissa Nelsen, President, Seed Foundation
Clarke Warren, Former Board Finance Committee Co-Chair and Former Board Member
John Wesley Warren, Former Village Trustee
District Administration Representatives: Heather Heaviland and JoAnn Sternke
School Board Representatives: Abby Fowler and Paru Shah

The work group was provided with financial and other information to review, engaged in a discussion of the pros and cons of multiple different scenarios, and ultimately was charged with providing a recommendation to the Board on if and how to proceed with a potential operating referendum.

The work group met over a series of five meetings focused on the following topics:

Meeting #1: Review of the current state of education funding in Wisconsin and its impact on the Shorewood School District

Meeting #2: Logistical and legal parameters of an operating referendum

Meeting #3: Deep dive into the District's financial projections; assessment of the implications of moving or not moving forward with an operating referendum

Meeting #4: Review of potential operating referendum scenarios and their impact on both the District's financial health and community property tax contribution; preliminary recommendation on type, amount, duration, and timing of a potential referendum

Meeting #5: Refinement of considerations for the school board and identification of communication and information needs for the community

Work Group Recommendation

The work group reached a general consensus that the Board pursue a 5-year, non-recurring referendum. Scenarios presented included amounts of both \$3M per year and \$5M per year. The group agreed that \$3M was not enough and that approximately \$5M was more in line with needs. Given the magnitude of potential budget reductions that would be required without additional revenue, the work group felt that the District would not be able to maintain a strong

and healthy school system that attracts new residents to Shorewood and maintains property values, provides a comprehensive set of experiences and opportunities to students, and delivers excellent academic outcomes without additional revenue.

Work group members did not, however, reach consensus around a timeframe under which to move forward. While several members feared the consequences of budget reductions in the 2023-24 school year and felt that the Board should move forward with an April 2023 operating referendum, several others felt the District needed to do more to demonstrate the need and a good faith effort to fully explore other cost containment opportunities. They did not believe an operating referendum should be pursued before 2024. The work group had a robust discussion that centered on community readiness, likelihood of passage, role of the new superintendent, alternate sources of revenue, and need to make budget reductions even with a referendum, with members holding differing perspectives on each issue.

While the group did not agree on a referendum timeline, they did agree that the community would need a great deal of information and clarification on the reasons for and impact of a potential referendum. Core areas of information need, in no particular order, included:

- Reason for the urgency
- Details on specific budget impacts
- Magnitude of reductions by year
- Projected tax impact and impact on housing affordability
- Implications of projections being incorrect
- Details on what the District has already done to reduce costs
- Details on how funds are currently being used
- Difference between the 2019 capital referendum and a proposed operating referendum
- Why we aren't pursuing alternative revenue sources
- Impact of the state funding climate

Altogether, the work group offered multiple insights for the Board to consider. While there was not a consensus to move forward quickly, there was overall agreement that an operating referendum would critically support the District's financial health in the face of inflationary costs that are projected to significantly exceed revenue.



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-5 Financial Planning, Administration & Asset Protection**

Certification of the Superintendent: *With respect to Operational Expectation 5 (Financial Planning), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- In Compliance
- In Compliance with Noted Exceptions
- Not in Compliance

Signed: _____, Interim Superintendent **Date:** _____

Executive Summary

Disposition of the Board: *With respect to Operational Expectation 5 (Financial Planning), the Board:*

- Accepts the report as fully compliant
- Accepts the report as compliant with noted exceptions
- Finds the report to be noncompliant

Summary statement/motion of the Board:

Signed: _____, Board President **Date:** _____

OE-5 Financial Planning

The Superintendent shall develop and maintain a fiscally responsible multi-year financial plan that reflects the Board's Results priorities and Operational Expectations.

Superintendent Interpretation:

- *Multi-year financial plan* shall mean a budget that balances revenues and expenditures for at least two years, including capital improvements;
- *Fiscally responsible* shall mean the expenditures do not exceed revenues and result in a balanced budget.

OE 5.1.

The Superintendent will develop a budget that takes into account the District's long-term fiscal soundness and strategic plan.

Superintendent:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Superintendent Interpretation:

- The Board will understand the relationship between the budget and the strategic plan. Budget presentations to the Board will explicitly outline how budgeted funds are allocated to support the Board's priorities and goals identified in the strategic plan.

Board Indicator 1

Each year the District delivers to the Board a budget development summary, segregated by fund and object that clearly indicates each source of revenue, and the purpose of each expense, as required by the Wisconsin Department of Public Instruction (DPI).

Superintendent:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Evidence:

Board Comments:

Board Indicator 2

The District delivers a budget for approval during the Annual Meeting as required by the DPI. This format reports three years of activity, the prior year audited activity, the current year "unaudited," and the upcoming "proposed" fiscal year budget.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:**Board Comments:****OE-5.2**

The Superintendent will develop a budget that discloses budget-planning assumptions and budget balancing strategies.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Superintendent Interpretation:

- *Budget planning assumptions and budget balancing strategies* shall mean factors considered and assumed in drafting the budget (e.g. enrollment, staffing levels, changes in state funding).

Board Indicator 1

As the budget is developed for the upcoming fiscal year, the administrative team compiles a list of all assumptions used in the budget development, detailed in an impact statement. Budget assumptions are shared with the Board during the preliminary budget presentation, again at the annual meeting, and when the final budget is approved in October.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:**Board Comments:**

Board Indicator 2:

The Superintendent will develop a budget that reflects anticipated changes in staffing, employee compensation and benefits adjustments and indicate how changes are being applied to all employee groups.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:**Board Comments:****OE-5.3**

The Superintendent will develop a budget that ensures fiscal soundness in future years.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Superintendent Interpretation

- *Fiscal soundness* shall mean the ability of the District to meet cash flow requirements on a daily basis without incurring excessive short term financing or debt; and
- *Future years* shall mean the current and subsequent fiscal year.

Board Indicator 1

The Superintendent submits a balanced budget to the board for approval.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:**Board Comments:****Board Indicator 2**

Any budget items or assumptions that are projected to leave the district fund balance at less than 10% of the District's annual operating budget are understood and approved by the Board as part of the full budget.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:
Board Comments:

Board Indicator 3	
The budget shall include a 5-year forecasts of trends in budget projection enrollment, expenses and revenue expenses.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

OE 5.4	
The Superintendent will ensure that all purchases are made in accordance with the District purchasing policy.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___

Board Indicator 1:	
The Superintendent has obtained multiple price quotations for purchases of \$10,000 or higher, except in emergencies and in cases where price negotiations would not result in a savings to the District.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

Board Indicator 2:

Purchase of and contract for projects will be subject to a competitive bid process as and when required by law. All competitively bid purchases of supplies, materials, or equipment in the amount of \$20,000 or more are awarded to the lowest responsible qualified vendor, taking into consideration the quality of materials and services desired and other project and District needs. The District awards bids according to a bid matrix.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:**Board Comments:****Board Indicator 3:**

The District demonstrates its commitment to equity and to supporting our local businesses by awarding bids to businesses that meet Disadvantaged Business Enterprise (DBE)* or similar certification requirements and to local bidders.

*DBE is a federal designation for small, for-profit business concerns with majority ownership from socially and economically disadvantaged individuals.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:**Board Comments:****OE 5.5**

The District shall track and collect fees due from students' caregivers.

Superintendent:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Superintendent Interpretation:

- *Fees due from students' caregivers* shall mean any fees due in exchange for participation in school activities or from food service.

Board Indicator 1 Uncollected funds are reported to the Board at least annually.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

OE 5.6 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___

Superintendent Interpretation

- *Keep complete and accurate financial records* shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles;
- *Generally Accepted Accounting Principles* shall mean guidelines and standards for public school district financial reporting provided by the Federal Accounting Standards Board.

Board Indicator 1 The District hires an independent financial auditor and the outcome of the annual audit is presented to the Board.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

Board Indicator 2

The independent financial auditors express an "unqualified opinion" on the basic financial statements and conformity with accounting principles generally accepted in the United States of America.

Superintendent:

Compliant ___

Compliant with noted exceptions ___

Not compliant ___

Evidence:**Board Comments:****Board Indicator 3**

The District is in conformity with the financial reporting and audit process required by the DPI to ensure compliance with budgetary, accounting and reporting requirements.

Superintendent:

Compliant ___

Compliant with noted exceptions ___

Not compliant ___

Evidence:**Board Comments:****OE-5.7**

The District shall record actual revenues and expenses throughout the year on a timely basis.

Superintendent:

Compliant ___

Compliant with noted exceptions ___

Not compliant ___

Board:

Compliant ___

Compliant with noted exceptions ___

Not compliant ___

Superintendent Interpretation:

- *Record actual revenues and expenses* shall mean keeping accurate records of the processing of financial transactions.
- *Timely basis* shall mean at least quarterly, and with regular frequency.

Board Indicator 1

The Board receives regular reports of District financial transactions.

Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

Board Indicator 2 The Board is informed of any inter-fund transfers.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

Board Indicator 3 The Superintendent presents the final revenue and expenditures for the fiscal year and compares it to the approved budget.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

OE-5.8 The Superintendent will develop procedures and controls to safeguard District funds and prevent financial mismanagement.
--

Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
---	--

Superintendent Interpretation

- *Develop procedures and controls* shall mean processes that provide multiple checks by different people; and
- *Safeguard District funds and prevent financial mismanagement* shall mean protect from fraud.

Board Indicator 1 The Superintendent ensures segregation of duties and responsibilities in the Business office.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

Board Indicator 2: The Superintendent has processes and procedures in place to safeguard receipt of funds and disbursement, including wire transfers.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

OE-5.9 The Superintendent may not allow facilities and equipment to be subject to improper use or insufficient maintenance.	
Superintendent:	Board:

Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Compliant ___ Compliant with noted exceptions ___ Not compliant ___
---	---

Superintendent Interpretation

- *Facilities and equipment* shall mean assets in excess of \$5,000.00 original cost;
- *Improper use* shall mean Inappropriate operation or treatment, or utilization in a manner or for a purpose contrary to what was intended; and
- *Insufficient maintenance* shall mean inadequate repair, cleaning, inspection, or upkeep as recommended by manufacturers' specifications.

<p>Board Indicator 1 No person is injured in one of the District's facilities or when using District equipment as a result of insufficient maintenance of the facility or equipment.</p>	
<p>Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>	<p>Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>
<p>Evidence:</p>	
<p>Board Comments:</p>	

<p>Board Indicator 2 The District maintains and adheres to a long-range capital preventive maintenance plan to help guide the prioritization of Capital Maintenance Fund allocations.</p>	
<p>Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>	<p>Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>
<p>Evidence:</p>	
<p>Board Comments:</p>	

OE-5.10
The Superintendent may not invest District funds in financial instruments that are not secured or

that are not authorized by law.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___

Superintendent Interpretation

- *District Funds* shall mean District-owned assets, cash or capital; and
- *Invest* shall mean the commitment of district money or capital to the purchase of financial instruments or other assets so as to gain profitable returns in the form of interest, income, dividend, or appreciation of the value of the instrument.

Board Indicator 1 The District has only deposited funds with entities authorized in accordance with the District's investment policy.	
Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence:	
Board Comments:	

OE 5 Financial Management & Administration
Revised and Adopted: December 13, 2022



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-5 Financial Planning, Administration & Asset Protection**

Certification of the Superintendent: *With respect to Operational Expectation 5 (Financial Planning), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- In Compliance
- In Compliance with Noted Exceptions
- Not in Compliance

Signed: John Stamba, Interim Superintendent Date: December 13, 2022

Executive Summary

School districts across Wisconsin are experiencing financial challenges as revenues have stayed static or even decreased while expenses have been escalating at an alarming rate. Shorewood School District has not been unaffected by these challenges and the 2021-2022 school year presented a challenging budget process. In navigating through this process, the District relied on budgetary practices initiated in 2020-2021 and further developed and cemented this past year. Delivering budgetary information to the School Board for review and feedback through a series of presentations was foremost in this process. The District sought to provide as much transparency as possible to the Board through a detailed review of financial projections, assumptions, and budget balancing strategies delivered through presentations conducted at multiple Board meetings through the winter and spring. In addition, the District engaged both the internal and external school communities through both a survey, sent broadly throughout the community, and multiple budget input sessions. Staff and community members had an opportunity to engage directly with District leadership in discussions of the District's current financial status and priorities for the upcoming budget year. While the ensuing budget reflected difficult decisions, the District was able to deliver a balanced budget that reflected multiple conversations and a thorough review of priorities from multiple perspectives. As we look ahead to future years, we will continue to refine these processes, but intend to follow a similar format and hope to continue to build a culture of clarity and transparency with respect to the District's financial recommendations.

Disposition of the Board: *With respect to Operational Expectation 5 (Financial Planning), the Board:*

- Accepts the report as fully compliant
- Accepts the report as compliant with noted exceptions
- Finds the report to be noncompliant

Summary statement/motion of the Board:

Signed: _____, Board President Date: _____

OE-5 Financial Planning

The Superintendent shall develop and maintain a fiscally responsible multi-year financial plan that reflects the Board's Results priorities and Operational Expectations.

Superintendent Interpretation:

- *Multi-year financial plan* shall mean a budget that balances revenues and expenditures for at least two years, including capital improvements;
- *Fiscally responsible* shall mean the expenditures do not exceed revenues and result in a balanced budget.

OE 5.1.

The Superintendent will develop a budget that takes into account the District's long-term fiscal soundness and strategic plan.

Superintendent:

Compliant
Compliant with noted exceptions ___
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Superintendent Interpretation:

- The Board will understand the relationship between the budget and the strategic plan. Budget presentations to the Board will explicitly outline how budgeted funds are allocated to support the Board's priorities and goals identified in the strategic plan.

Board Indicator 1

Each year the District delivers to the Board a budget development summary, segregated by fund and object that clearly indicates each source of revenue, and the purpose of each expense, as required by the Wisconsin Department of Public Instruction (DPI).

Superintendent:

Compliant
Compliant with noted exceptions ___
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Evidence:

The budget presented for the Annual Meeting and the budget adoption in October 2022 is in the format as required by DPI for publication and recommended by DPI for adoption.

Board Comments:

Board Indicator 2

The District delivers a budget for approval during the Annual Meeting as required by the DPI. This format reports three years of activity, the prior year audited activity, the current year "unaudited," and the upcoming "proposed" fiscal year budget.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

Budget presented at the Annual Meeting / Budget Hearing complied with the requirements as specified by DPI.

Board Comments:**OE-5.2**

The Superintendent will develop a budget that discloses budget-planning assumptions and budget balancing strategies.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Superintendent Interpretation:

- *Budget planning assumptions and budget balancing strategies* shall mean factors considered and assumed in drafting the budget (e.g. enrollment, staffing levels, changes in state funding).

Board Indicator 1

As the budget is developed for the upcoming fiscal year, the administrative team compiles a list of all assumptions used in the budget development, detailed in an impact statement. Budget assumptions are shared with the Board during the preliminary budget presentation, again at the annual meeting, and when the final budget is approved in October.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

Budget assumptions were presented to the board at multiple stages of budget development, including during the preliminary budget presentation, annual meeting, and original budget presentation. These assumptions were refined and developed as new information became available.

Board Comments:

Board Indicator 2:

The Superintendent will develop a budget that reflects anticipated changes in staffing, employee compensation and benefits adjustments and indicate how changes are being applied to all employee groups.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

Compensation changes were included in the budget assumptions presented to the Board. In addition, changes to staffing were presented as part of the preliminary budget in May 2022.

Board Comments:**OE-5.3**

The Superintendent will develop a budget that ensures fiscal soundness in future years.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Superintendent Interpretation

- *Fiscal soundness* shall mean the ability of the District to meet cash flow requirements on a daily basis without incurring excessive short term financing or debt; and
- *Future years* shall mean the current and subsequent fiscal year.

Board Indicator 1

The Superintendent submits a balanced budget to the board for approval.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

The District presented the Board with a balanced budget.

Board Comments:**Board Indicator 2**

Any budget items or assumptions that are projected to leave the district fund balance at less than 10% of the District's annual operating budget are understood and approved by the Board as part of the full budget.

Superintendent:

Compliant

Board:

Compliant ___

Compliant with noted exceptions ___ Not compliant ___	Compliant with noted exceptions ___ Not compliant ___
Evidence: The proposed and approved original budget projects a year-end fund balance of 14% of the preceding year's expenditures, which is slightly over the minimum balance of 10% per board policy.	
Board Comments:	

Board Indicator 3 The budget shall include a 5-year forecast of trends in budget projection enrollment, expenses and revenue expenses.	
Superintendent: Compliant <input checked="" type="checkbox"/> Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence: In March 2022, the District presented a five-year financial forecast that included enrollment, revenue, and expense assumptions and detailed the assumptions underlying each.	
Board Comments:	

OE 5.4 The Superintendent will ensure that all purchases are made in accordance with the District purchasing policy.	
Superintendent: Compliant <input checked="" type="checkbox"/> Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___

Board Indicator 1: The Superintendent has obtained multiple price quotations for purchases of \$10,000 or higher, except in emergencies and in cases where price negotiations would not result in a savings to the District.	
Superintendent: Compliant <input checked="" type="checkbox"/> Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence: The District solicits quotes for single items costing in excess of \$10,000. When purchasing an item with a cost exceeding \$10,000, the purchaser obtains three quotes. These are attached to the purchase order (as verified by the Accounts Payable Manager) for purposes of verification and records maintenance.	
Board Comments:	

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Board Indicator 2:

Purchase of and contract for projects will be subject to a competitive bid process as and when required by law. All competitively bid purchases of supplies, materials, or equipment in the amount of \$20,000 or more are awarded to the lowest responsible qualified vendor, taking into consideration the quality of materials and services desired and other project and District needs. The District awards bids according to a bid matrix.

Superintendent:

Compliant
Compliant with noted exceptions ___
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Evidence:

The District follows the Neola policy of soliciting competitive bids when required by law. In 2021-2022, the District did not enter into any contractors for which a competitive bid process was required. When engaging contractors, the District does as a general rule secure multiple proposals when the service is offered by more than one entity, though it is not explicitly required by District policy.

Board Comments:

Board Indicator 3:

The District demonstrates its commitment to equity and to supporting our local businesses by awarding bids to businesses that meet Disadvantaged Business Enterprise (DBE)* or similar certification requirements and to local bidders.

*DBE is a federal designation for small, for-profit business concerns with majority ownership from socially and economically disadvantaged individuals.

Superintendent:

Compliant
Compliant with noted exceptions ___
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Evidence:

The District did not solicit any competitive bidding processes this past year that would award the opportunity to formally consider DBE status. The District has, however, sought to utilize minority-owned or local vendors when possible.

Board Comments:

OE 5.5

The District shall track and collect fees due from students' caregivers.

Superintendent:

Compliant ___
Compliant with noted exceptions
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Superintendent Interpretation:

- *Fees due from students' caregivers* shall mean any fees due in exchange for participation in school activities or from food service.

<p>Board Indicator 1 Uncollected funds are reported to the Board at least annually.</p>	
<p>Superintendent: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>	<p>Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>
<p>Evidence: In 2021-2022, the District did not write off any unpaid lunch balances. Reporting on compliance regarding this new indicator will begin with the 2023-24 school year.</p>	
<p>Board Comments:</p>	

<p>OE 5.6 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.</p>	
<p>Superintendent: Compliant <u>X</u> Compliant with noted exceptions ___ Not compliant ___</p>	<p>Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>

Superintendent Interpretation

- *Keep complete and accurate financial records* shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles;
- *Generally Accepted Accounting Principles* shall mean guidelines and standards for public school district financial reporting provided by the Federal Accounting Standards Board.

<p>Board Indicator 1 The District hires an independent financial auditor and the outcome of the annual audit is presented to the Board.</p>	
<p>Superintendent: Compliant <u>X</u> Compliant with noted exceptions ___ Not compliant ___</p>	<p>Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___</p>
<p>Evidence: The District engaged Clifton, Larson, Allen LLP to complete an annual audit of the District's financials for both fiscal year 2021 (FY21) and fiscal year 2022 (FY22). The FY21 audit results were presented to the board in January 2022 and the FY22 results will be presented in January 2023.</p>	

Board Comments:

Board Indicator 2

The independent financial auditors express an "unqualified opinion" on the basic financial statements and conformity with accounting principles generally accepted in the United States of America.

Superintendent:

Compliant
Compliant with noted exceptions ___
Not compliant ___

Evidence:

Audited financial statements for all prior years have received the unqualified opinion. The audit for the 2021-2022 year is not complete; it is expected to be in full compliance as in past years.

Board Comments:

Board Indicator 3

The District is in conformity with the financial reporting and audit process required by the DPI to ensure compliance with budgetary, accounting and reporting requirements.

Superintendent:

Compliant
Compliant with noted exceptions ___
Not compliant ___

Evidence:

Auditors follow all DPI audit guidelines and assure District compliance with federal grant monitoring standards. Financial statements filed with the DPI are in compliance with regulatory standards. Auditors also verify these financial statements.

Board Comments:

OE-5.7

The District shall record actual revenues and expenses throughout the year on a timely basis.

Superintendent:

Compliant
Compliant with noted exceptions ___
Not compliant ___

Board:

Compliant ___
Compliant with noted exceptions ___
Not compliant ___

Superintendent Interpretation:

- *Record actual revenues and expenses* shall mean keeping accurate records of the processing of financial transactions.
- *Timely basis* shall mean at least quarterly, and with regular frequency.

Board Indicator 1

The Board receives regular reports of District financial transactions.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

On a monthly basis, the District provides the Board with financial statements including a balance sheet, statement of activities, cash receipts and check register. In addition, the District prepares a set of financial dashboards for the board on a monthly basis.

Board Comments:**Board Indicator 2**

The Board is informed of any inter-fund transfers.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

Inter-fund transfers are included on the monthly financial reports and in the year-end statements.

Board Comments:**Board Indicator 3**

The Superintendent presents the final revenue and expenditures for the fiscal year and compares it to the approved budget.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

The year-end financial statement summary provided with the August monthly financial report includes a review of final revenue and expenses and provides a comparison to and explanation of divergences to budgeted amounts.

Board Comments:

OE-5.8

The Superintendent will develop procedures and controls to safeguard District funds and prevent financial mismanagement.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Superintendent Interpretation

- *Develop procedures and controls* shall mean processes that provide multiple checks by different people; and
- *Safeguard District funds and prevent financial mismanagement* shall mean protect from fraud.

Board Indicator 1

The Superintendent ensures segregation of duties and responsibilities in the Business office.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

To the degree possible, segregation of duties will be enforced by the Director of Business Services. The annual financial audit includes a review of practices by the independent auditors.

Board Comments:**Board Indicator 2:**

The Superintendent has processes and procedures in place to safeguard receipt of funds and disbursement, including wire transfers.

Superintendent:

Compliant
 Compliant with noted exceptions ___
 Not compliant ___

Board:

Compliant ___
 Compliant with noted exceptions ___
 Not compliant ___

Evidence:

Banking processes require “positive pay” and dual approval of wire transfers.

Board Comments:**OE-5.9**

The Superintendent may not allow facilities and equipment to be subject to improper use or insufficient maintenance.

Superintendent: Compliant <input checked="" type="checkbox"/> Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___

Superintendent Interpretation

- *Facilities and equipment* shall mean assets in excess of \$5,000.00 original cost;
- *Improper use* shall mean Inappropriate operation or treatment, or utilization in a manner or for a purpose contrary to what was intended; and
- *Insufficient maintenance* shall mean inadequate repair, cleaning, inspection, or upkeep as recommended by manufacturers' specifications.

Board Indicator 1 No person is injured in one of the District's facilities or when using District equipment as a result of insufficient maintenance of the facility or equipment.	
Superintendent: Compliant <input checked="" type="checkbox"/> Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence: No workplace injuries were found to be due to insufficient maintenance of facilities or equipment.	
Board Comments:	

Board Indicator 2 The District maintains and adheres to a long-range capital preventive maintenance plan to help guide the prioritization of Capital Maintenance Fund allocations.	
Superintendent: Compliant <input checked="" type="checkbox"/> Compliant with noted exceptions ___ Not compliant ___	Board: Compliant ___ Compliant with noted exceptions ___ Not compliant ___
Evidence: The District maintains a 10-year capital maintenance plan that is reviewed annually as part of the capital planning process. While the focus this past year was on completion of the referendum projections, the upcoming year presents an opportunity for increased focus on long-range planning.	
Board Comments:	

OE-5.10

The Superintendent may not invest District funds in financial instruments that are not secured or that are not authorized by law.

Superintendent:Compliant

Compliant with noted exceptions ___

Not compliant ___

Board:

Compliant ___

Compliant with noted exceptions ___

Not compliant ___

Superintendent Interpretation

- *District Funds* shall mean District-owned assets, cash or capital; and
- *Invest* shall mean the commitment of district money or capital to the purchase of financial instruments or other assets so as to gain profitable returns in the form of interest, income, dividend, or appreciation of the value of the instrument.

Board Indicator 1

The District has only deposited funds with entities authorized in accordance with the District's investment policy.

Superintendent:Compliant

Compliant with noted exceptions ___

Not compliant ___

Board:

Compliant ___

Compliant with noted exceptions ___

Not compliant ___

Evidence:

All investments, made through PMA Network, are in compliance with law and board policy.

Board Comments:*OE 5 Financial Management & Administration*

Revised and Adopted: December 13, 2022



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
November 29, 2022

Board Member Participation: Paru Shah, President
Emily Berry, Vice President
Ellen Eckman, Treasurer
Becky Freer, Clerk
Abby Fowler, Member
Bella Busby, Student Representative
Emmett Joslyn, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Janice Carter, Principal, Atwater Elementary School
Heather Heaviland, Director of Business Services
Mike Joynt, Interim Director, Teaching and Learning
Tim Kenney, Principal, Shorewood High School
Sam Nadolsky, Interim Principal, Shorewood Intermediate School
Alejandra Ovalle-Krolick, Principal, Lake Bluff Elementary School

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Abby Fowler and SECONDED by Emily Berry

AYE: 5 NAY: 0

II. 7:03 pm STUDENT ACHIEVEMENT AND RESULTS

SHS Presentation: AFS Showcase Producers

Multilingual Learners Programs: Jennifer Conigliaro, Lena Lysakova and Roxanne Tibbits

III. 7:41 pm PUBLIC COMMENTS #1

Katie Barikmo

SIS ML Faculty

IV. 7:42 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of OE9 (Instructional Programs) Operational Expectations Monitoring Report

MOVED by Ellen Eckman and SECONDED by Emily Berry

AYE: 5 NAY: 0

B. Review of School Growth Plans

Agenda change (no motion) to move PUBLIC COMMENTS #2

C. (VII) 8:40 pm PUBLIC COMMENTS #2

Dawn Blackmore

4240 North Ardmore

D. Discussion of OE 5 (Financial Management & Administration) Operational Expectations
Monitoring Report Updates

E. Superintendent Search Update

SHS Faculty Leadership Team Linkage Meeting, December 7, 2022, 4:00 p.m., SHS Library Media Center

Board members present: Becky Freer, Emily Berry, & Abby Fowler

Administrators present: Tim Kenney

School board members provided an update on the superintendent search and asked for feedback on what they seek in a superintendent. The following messages were conveyed:

- Students and their work in the classroom are our best publicity; do good work and word will get out naturally.
- Visibility and accessibility are very important -connect with everyone. Know the staff; it makes us feel valued.
- A superintendent who visits classes and is visible is sought. Administrators have been in the buildings more this semester and this is a good thing (as opposed to administrators who always have to be away in meetings).
- A superintendent who meets with union leaders and doesn't see them as adversaries is sought. Shorewood has a strong union. 98% voted for recertification.
- A superintendent who has a vision for global perspectives and branches out to other communities and countries is sought.

School board members also asked the leadership team about their overall observations and if there is anything they'd like the school board to know or consider. The following was shared:

- This year feels better (lots of head nods in agreement). They are adjusting to a "new normal." Last year there were a lot more mental health concerns, though there are still a lot.
- Some classes are large. One teacher shared that they have 32 in one class this year and 34 next semester. Three teachers also provided similar examples.
 - They noted that some sections are small and some are larger (averages don't show the whole picture). Efforts are being made to collaborate more with SIS to coordinate scheduling and have more balance in course sizes. Class sizes are largely dependent on what classes students need and when they are offered.
 - There was some discussion about the ideal class size with different teachers expressing a range of 20 to 25. Ideally they would like to see freshman classes smaller (around 20) to help with transition and/or behavioral expectations.
 - There was some discussion about some subjects not needing to have smaller class sizes. Looking at the Algebra and Language Arts would be priorities.
- ICS teams have been very effective. It's not just being delivered but young people are part of the process. This is how we can be effective at blending equity into the fabric of the school culture. Small focus group discussions are adaptive so they allow for pauses or digging into issues. Another comment was made that ICS is unique in that it's drawn out over several years, which embeds equity within the culture and includes systems and structures throughout the district.

- They have seen a significant difference this year with the laptops. One person shared that she can now have kids put their phones in caddies (Students don't need phones to do some course work). Compliments for Jack: His organization has been amazing.
- When high school staff get together, it feels different this year. It seems that everyone is on the same page. Lots of comments that Tim and Amanda are great.
- Comment was made that there is not enough time with colleagues in the other buildings. Discussion ensued about collaborating with colleagues at other schools in the district. It was expressed that it would be nice to have professional development days throughout the year; but it's also important to have front-loaded days at the beginning of the school year.
 - School board asked for their ideas. They suggested being intentional about getting substitutes to help with their classrooms to free up time for staff to work together across the grades.
 - Social studies got substitutes for one day so they could get everyone together for 8 hours to discuss several topics. They are working on the curriculum all the way down to first grade.
- Brief discussion about teachers in IEP meetings. Tim Kenney and Kate Harder are working through issues and will meet in January.

SEED Foundation Board Meeting, Monday, December 12, 2022

Becky Freer

- Board members elected Megann Henrix to the Board. Megan is an attorney who has experience with estate planning, has served on other boards, and has a broad skill set overall. (Welcome Megann! Thank you Alec Fraser for your service to the Board).
- Annual campaign is going well with several fundraising activities planned. Be on the lookout for a video on December 20th.
- Seed is scheduling monthly *meet and greet* events at rotating establishments in Shorewood. Once dates are finalized, they will work with Kaitlyn to try to get these on the district calendar. Most events will be held on Wednesdays or Thursdays at 7:00 p.m. They will also schedule a few morning opportunities to connect.
- Positive feedback was received in response to short stories about district initiatives supported by SEED including the partnership with Children's Hospital.
- Board shared their plan for future stories through June.
- A quarterly newsletter is also launching with issues in January, April, September, and November. The newsletter will include alumni Copperdome Club updates, stories, events, photos, and fun facts about the district.



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: December 13, 2022

Prepared by: JoAnn Sternke

Board Action:

X Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose:

To summarize current District education, administrative and operations priorities and provide follow up on items from prior Board meetings.

Winter Health and Safety

Last week, the CDC issued a statement encouraging the use of masks to help reduce the spread of COVID-19, as well as other respiratory illnesses, including the flu and RSV. With Winter Break approaching, the District has shared this information with staff and our student families, along with the schedule for COVID-19 testing in the SHS Arena testing during Winter Break, and information about available COVID-19 boosters and flu shots.

Staffing and Operations Updates

After the Board meeting on November 29, we heard that all of the school crossing guard positions have been filled, which is great news! While I hope there won't be any vacancies in the near future, we will be proactive about addressing the coverage issues we have experienced with the Police Department and All City. We will also include these issues in discussions about the terms of our Service Agreement.

Sean Strauss, our new Director of Buildings & Grounds, has made it a priority to spend time in our buildings during his first few weeks on the District team. Sean will be introduced, and share a few updates about the transition in his department, during the Board meeting. And, as the Superintendent's Consent Agenda indicates, Tony Seidita formalized his plans to retire - after 38 years in the District! We are all grateful for Tony's dedication to making sure Sean is prepared

for the approaching hand-off, and we wish him the very best as he begins his retirement. John Jacobsen's retirement, effective at the end of the school year, is also on the Superintendent's Consent Agenda.

All faculty will receive information in early January about the requirements and the timeline for receipt of written notice of intent to retire. The deadline was extended last year due to disruptions caused by COVID-19, but we do not expect to make any exceptions to the February 2023 deadline for faculty to inform us of their decision to retire.

The District is also preparing a Request for Proposals for our food service contract. This is required, having reached the maximum of four one-year renewals with our current vendor, Aramark. Heather Heaviland will be managing this process. The number of qualified vendors that can provide these services as well as the administrative and operational capacity needed to comply with federal School Lunch Program needs and other government requirements is relatively small, and Heather will provide updates for the School Board.

District policies are continuously updated to ensure compliance with state and federal law and to reflect relevant statutes, and our employee handbooks need to be updated, as well. I will be meeting with the SEA to discuss needed revisions to the Teacher Appendix of the handbook, and with other employee groups to review relevant changes in District policies and state and federal law that may impact handbook content and/or related procedures and administrative guidelines. We will work on this over the next four to five months.

Finally, many parents, residents, and District staff members from all departments and schools participated in focus group sessions with School Exec Connect to discuss the search for our new Superintendent. In total, there were ten sessions, and School Exec Connect will provide an overview of this process and next steps in their report to the Board. Thank you to everyone for meeting in a focus group or taking the survey. Your participation will assist School Exec Connect in creating a profile that reflects the desired qualities in our upcoming school district leader.

Administrative Priorities

I am very proud of the progress our District and school leaders have made over the past several months in evaluating systems, policies and procedures, and reflecting on what we are doing well and what we can do better. The impact of this work can be seen in recent presentations of state test results and school growth plans, as well as in the structure and goals of this year's grade-band meetings and other collaborative time, in additional faculty training on assessment data analysis, and in the significant progress we are making in completing this year's Educator Effectiveness cycle.

At the same time, we are addressing critical topics that impact the community. One priority has been a deep dive into the programs and services we offer for pre-kindergarten and 4K students. We began discussions about this with our partners from Milestones and Bright Beginnings in November. This group made the decision to not move forward with a Full Day 4K option for the upcoming school year, but we have identified many opportunities to work collaboratively on

messaging to families about the services already in place and new programming that can address their needs. The District has also completed a series of community meetings about the potential for an operating referendum, and we will provide a report as part of the Board Business agenda.

Continuing to build our management capacity is a priority for me, as it will be important to developing a sound 2023-24 budget, preparing for our new Superintendent, addressing the outcome of operating referendum discussions, and meeting the goals we share for our students.

On that note, I want to provide these reminders to Board and community members about key topics that will be on the Board's upcoming meeting agendas:

- The [timeline](#) for developing the 2023-24 budget, including staff and community input opportunities, and the schedule of 2023-24 budget presentations to the School Board;
- Presentation of the District's Audit;
- A summary presentation from Huffman Development about completion of the District's facilities referendum projects;
- The District's recommendation on Open Enrollment seats for the 2023-24 school year; and
- The District's proposed 2023-24 instructional calendar; this will be presented to the Board in February.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Retirement

Date: December 13, 2022

Prepared by: Liliana Mendoza

Recommended action: Information only

Presentation/discussion

Discussion/action by committee

Discussion/action by board of education

Presentation/action next meeting

Recommendation(s): Approval

Purpose: Retirement

Background: Anthony Seidita, the district's Director of Buildings and Grounds, will retire from his position after 38 years of service at Shorewood. Last day of employment will be January 18, 2023.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

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Date: December 13, 2022

Prepared by: Liliana Mendoza

-
- Recommended action:**
- Information only
 - Presentation/discussion
 - Discussion/action by committee
 - Discussion/action by board of education
 - Presentation/action next meeting

Recommendation(s): Approval

Purpose: Retirement

Background: John Jacobson, Social Studies Teacher at Shorewood High School, will retire from his position at the end of the school year.

TEACHER REQUEST FOR OVERNIGHT FIELD TRIP

Before submitting this form to your building principal, please review policy, guidelines and exhibits. Submit this form and supporting documentation to your School Principal for approval.

Name of District employee in charge: Evan Schmidt

Destination: Evanston (IL) - Northwestern University

Date and time of departure: Thurs, Apr 13 (time unknown)

Date and time of return: Sun, Apr 16 (time unknown)

Name of class or co-curricular activity/student group: Model United Nations

Number of Students attending the trip: 41 (tentative)

Will students miss any instructional days/hours of school for this trip? YES NO

If yes, please explain:

Students will miss Thursday, April 13th, and Friday, April 14th, and are accountable for all work and course content they may miss while representing SHS at NUMUN 2023. Students must communicate with teachers to plan ahead and meet the requirements for each course prior to departure.

Description of the educational expectations/correlation to the classroom curriculum:

SHS students who will represent Shorewood High School at the 2023 Northwestern Model United Nations conference will be working with high school students from around the Midwest to discuss, debate, and collaborate on major world issues. SHS students will utilize their research methods, interpersonal skills, and critical thinking skills necessary to embody our assigned delegation at this year's conference and work with other delegations to pass resolutions that answer some of the most pressing questions within the realm of international relations.

Describe your discipline plan:

All students must abide by the Shorewood High School Code of Conduct, Shorewood High School Overnight Field Trip Rules/Expectations 352.1 Exhibit (2), and the SHS Model United Nations Code of Conduct, while representing Shorewood High School at NUMUN 2023. All guidelines and expectations are signed by students and parents/guardians.

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) who desire to observe the holiday?

Accommodations will/can be made for students who wish to observe a major religious holiday during the trip. Students and advisors will work together to best accommodate any observance.

What is your plan for health and safety emergencies?

All students and parents/guardians have filled out and signed the Medical Overnight Health Information and Medical Authorization 352.1 Exhibit (4), a list of allergies/known medical conditions is provided by the SHS Nurse office, and caregiver emergency contact information will be on hand throughout the trip.

Number of chaperones: 4 (Evan Schmidt / Deb Schwinn) - need two need more

Estimated cost per chaperone: ~\$550

Estimated cost per student before and after fundraising:

Before ~\$550 After \$ _____

Description of fundraising proposal for the trip: n/a

Arrangements/provisions made for students in need of financial assistance:

Students/Parents/Guardians are made aware of the financial assistance opportunities and arrangements are made upon inquiry/request with aid from the administration.

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: ERS Date: 12/1/22

The overnight trip proposal and accompanying documentation has been reviewed and approved.

Signature of Principal: [Signature] Date: 12/1/22

The overnight trip proposal and accompanying documentation has been reviewed and approved.

Signature of Superintendent: _____ Date: _____

The overnight trip proposal and accompanying documentation has been reviewed and approved by the School Board.

Signature of School Board President: _____ 54 _____ Date: _____