

PUBLIC NOTICE

Shorewood School District

SCHOOL BOARD TOWN HALL MEETING

November 29, 2022 at 7:00 PM

Shorewood High School Library Media Center (LMC)

- I. **7 pm CALL TO ORDER**
 - I.A. Adopt the Agenda (GC2)
 - I.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.
 - I.C. Awards and Recognitions
- II. **7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)**
Shorewood High School - AFS Showcase Producers
Multilingual Learners
- III. **7:25 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. **7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**
 - IV.A. Approval of OE-9 (Instructional Programs) Operational Expectations Monitoring Report
 - IV.B. Review of 2022-2023 School Growth Plans
 - IV.C. Discussion of OE 5 (Financial Management & Administration) Operational Expectations Monitoring Report Updates
 - IV.D. Superintendent Search Update
- V. **8:40 pm BOARD CONSENT AGENDA (GC2)**
 - V.A. Approval of Board Meeting Minutes
November 15 Regular Board Meeting Minutes
- VI. **8:35 pm BOARD MEMBER REPORTS**
SWSA
- VII. **8:50 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.
- VIII. **9:05 pm SUPERINTENDENT'S REPORT**
- IX. **9:20 pm SUPERINTENDENT'S CONSENT AGENDA**
 - IX.A. Approval of Monthly Financials
- X. **9:30 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. **9:45 pm REVIEW OF 'TO DO' ITEMS**
- XII. **9:50 pm FUTURE AGENDA ITEMS**
- XIII. **10:00 pm RECESS AND DEBRIEF**



Board of Education
Operational Expectations Monitoring Document
OE 9 Instructional Programs

Certification of the Superintendent

With respect to Operational Expectation 9 (Instructional Program), 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: *JoAnn Sternke*
JoAnn Sternke, Interim Superintendent

Date: November 29, 2022

Executive Summary

OE-9 ensures that the District maintains an “aligned, challenging and relevant curriculum”. The process for creating courses and programs that are “rigorous and stimulating, designed to create authentic learning opportunities that still allow for a focus on the whole child” is guided by the [Curriculum Evaluation & Improvement Cycle](#) which outlines a 3-year process for reviewing best practices, aligning curriculum to state standards, and planning for implementation. This process has guided current implementations of phonics and math pilots at the elementary schools and will guide future implementation of updated curriculum in the Arts and Social Studies for the 2023-24 school year.

This report also outlines the process for using data to inform instructional practices with a focus on student growth. This process utilizes a framework to create a more equitable system for all. We use the [ICS framework](#) to guide our equity work which we have been engaged in since 2020. Our equity work is built around “four cornerstones” that provide a step-by-step process for implementing research-based practices and operationalizing our equity work. The District has engaged in processes to understand the history of marginalization, shift to assets-based thinking and practices, and advance our identity development. This has allowed staff to identify inequities in our system and create more equitable opportunities for all. Next steps in this work include creating a set of Collaborative Commitments to align our systems and practices across the District. Operationally, we will work to build collaborative opportunities for staff to meet and create proactive systems that support student growth in the classroom.

This work is also aligned to [Wisconsin's Framework for Equitable Multi-Level Systems of Supports](#) (EMLSS) which is a framework built to “provide equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention”. Priority areas for this work are outlined in our annual [Strategic Plan](#). The Strategic Plan guides the work at schools as outlined in schools’ Growth Plans and at the classroom level where teachers set goals for student growth and track progress using Student Learning Objectives (SLOs) and Professional Practice Goals (PPGs).

Disposition of the School Board

With respect to Operational Expectation 9 (Instructional Programs), the Board:

- _____ Accepts the report as Compliant
- _____ Accepts the report as Compliant with Noted Exceptions
- _____ Finds the report Not in Compliance

Summary Statement/Board Motion

Signed: _____
Board President

Date: _____

OE 9 Instructional Program

The Superintendent shall maintain an aligned, challenging and relevant curriculum across the District and ensure that high-quality instruction supports the Board's Results Policies.

The Board values that the programs used to teach students are rigorous and stimulating, designed to create authentic learning opportunities that still allow for a focus on the whole child. The program is created and maintained to pursue specifically the Board's stated values for student achievement in the Results Policies.

Superintendent Interpretation

- The Board's Results Policies are defined in R-1,2,3,4,5;
- *Aligned* shall mean that the program of instruction offers a predictable and aligned set of skills and units of study by grade level that are coherent and consistent with Wisconsin Academic Standards;
- *Challenging* shall mean that students are pushed beyond their current level of skills and knowledge;
- *Relevant opportunities* shall mean the courses offered to students are responsive to students' culture, identity and abilities and meaningful to their current and future endeavors;
- *Rotating* shall mean that curriculum is evaluated and reviewed on a continuous multi-year cycle;
- *Comprehensive evaluation* shall mean that a committee of educators has reviewed local, state, and national standards along with current research of best practices in the curricular area being reviewed.
- *High-Quality instruction* shall mean using instructional materials, teaching practices, and learning environments that lead to learner success while being culturally responsive and student centered:
 - *Culturally responsive*: recognizing the importance of including students' cultural references in all aspects of learning; and
 - *Student centered*: encouraging students to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them.

OE 9.1 Provide for the daily instructional hours and district calendar necessary to best serve the learning needs of students, achieve the Board's Results policies and comply with state law.	Superintendent Compliant Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation

- The Board of Education expects the Superintendent to assure that the District complies with the minutes and days of instruction that are set for by the State of Wisconsin.
- *Daily instructional hours* shall mean all hours between the beginning of the school day and end of the school day without including lunch.
- *Best serve the learning needs of students* shall mean students have an adequate amount of time to learn and explore various curriculums.
- *Comply with state law* shall mean meeting the requirements set for by the Department of Public Instruction for required instructional minutes by grade level.

Board Indicator 1 An annual school calendar is created and shared with the Board that meets the instructional minutes required by the Wisconsin Department of Public Instruction.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
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Evidence: A District Calendar Committee (consisting of teachers, representatives from the SEA, the high school Principal, the Executive Assistant to the Director of Teaching and Learning and the Director of Teaching and Learning) met to evaluate the District's instructional calendar options for the 2022-23 school year. The committee proposed a [calendar](#) that meets the instructional minutes required by the Wisconsin department of Public Instruction. It was Board-approved February 8, 2022.

Board Comments:

Board Indicator 2 The District maintains curriculum maps aligned to the State Department of Public Instruction or National standards based on its Curriculum Review Cycle.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
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Evidence: The [Curriculum Evaluation & Improvement Cycle](#) was updated for the 2022-23 school year and approved by the Board on August 10, 2022. Curriculum maps were created as part of the summer curriculum work in English Language Arts for grades K4-8. This work was led by our Reading Specialist, Cate Sebastian, and included the creation of a Priority Standards Document (sample [linked here](#)) that aligns the curriculum being taught at each grade level to state standards.

During the 2022-23 school year, part of our Strategic Plan Priorities is to “build more collaborative opportunities across all grade levels with a focus on standards alignment and, as a result, deepen use of common assessments”. This work includes using the Priority Standards Document linked above to create curriculum maps across the District. This work includes the Arts department which is in year one of the curriculum Evaluation & Improvement Cycle and Social Studies which will be aligning to an updated scope and sequence.

Board Indicator 3 The District completes a comprehensive evaluation of instructional best practices for all programs up for review based on the Curriculum Review Cycle.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
<p>Evidence: Year 1 of the Curriculum Evaluation & Improvement Cycle includes the work of reviewing best practices within subject areas. This work begins by reviewing the Academic Standards outlined by DPI (standards linked here) and aligning current practices to these standards. Additionally, teachers in the Arts attended a workshop led by Chris Gleason, the Arts & Creativity Education Consultant for DPI to review best practices and the identification of prioritized standards.</p> <p>Social Studies teachers will work within grade-level bands to review the Wisconsin Standards for Social Studies Rollout (see resources linked here). High school teachers will work with their Department Chair, Evan Schmidt to align best practices in the five new courses being created for next year at SHS (The Ancient and Medieval Worlds, The Modern World, Civics, Advanced Economic Theory, and AP Psychology). SIS teachers will work with Sarah Kopplin who is involved at the state-level in developing resources for teachers to create a 7th grade Civics Course and update the 8th grade US History Course. 3rd Grade Teachers will work with Sachin Pandya to align to an updated “Wisconsin & US Studies-French & Indian War” scope and sequence. Social Studies work will be supported through Kristen McDaniel who is the Social Studies Consultant for DPI.</p>		

Board Comments:

OE 9.2 Measure each student’s progress with assessments that are reliable and valid.	Superintendent Compliant Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

- The Board of Education expects the Superintendent to assess student achievement both informally in the classroom and through methods that reduce subjectivity; and
- *Reliable and Valid* shall mean the district uses research-based assessment tools to determine students’ progress in achieving standards.

Board Indicator 1 Based on an assessment calendar, the district provides documented evidence of how assessments are used instructionally and how assessment results are communicated to families.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
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Evidence: The 2021-22 Assessment Calendar is linked [here](#). This outlines the major standardized assessments that occurred throughout the district. Assessment results are shared with the Board in the R-2 Academic Growth Report (provided on 10/12/21 and 5/10/22) and include information on how assessments are used to inform instruction. Families receive FastBridge reports in student folders at the elementary school. All standardized assessment results are mailed home at SIS and SHS.

For the 2022-23 school year, FastBridge, Forward, ACT Aspire, and ACT results will be available to families via Infinite Campus.

Board Indicator 2

The District provides the board with an annual comprehensive data presentation pertaining to the district's performance on various test results.

Superintendent

Compliant

Not Compliant

Board

Compliant

Not Compliant

Evidence: The data from Fastbridge, ACT Aspire, and ACT assessments are presented to the Board in the R-2 Academic Growth - Literacy and Numeracy report (provided on 10/12/21 and 5/10/22). During the 2022-23 school year, a comprehensive report of Forward Results was presented to the Board on 11/15/22 with specific action steps included in each school's Growth Plans.

Board Comments:

OE 9.3

Ensure that the instructional program includes opportunities for students to develop talents and enthusiasm in their areas of interest.

Superintendent

Compliant

Compliant with Exceptions

Not Compliant

Board

Compliant

Compliant with Exceptions

Not Compliant

Superintendent Interpretation

- The Board of Education expects the Superintendent to offer all students an opportunity to pursue and excel in areas that match their interest or talent;
- *Instructional programs* shall mean the teaching practices and classroom instruction that take place daily;
- *Opportunities* shall mean course offerings in the elective areas at both elementary and secondary levels; and
- *Develop talents and enthusiasm in their areas of interest* shall mean that students have the opportunity to enroll and participate in "specials" or elective areas at both elementary and secondary levels.

Board Indicator 1

The District will see positive trends in student perceptions concerning instructional programs on the index of "Preparation" and other survey questions on the Student Survey.

Superintendent

Compliant

Compliant with Exceptions

Not Compliant

Board

Compliant

Compliant with Exceptions

Not Compliant

Evidence: See data below. The data around “I believe what I am learning in school connects to the real world” has been consistent over the past four years. Data around “I explore careers/jobs that may interest me after high school” and “I get to do something I enjoy in school” has a slight negative trend. Shorewood’s plan for “every student to graduate high school academically, socially, emotionally, and life ready” are described in the District ACP Guide (guide [linked here](#)). This work is supported with career exploration in grades 6-8 and continues through high school. If we continue to see negative trends in this data, we can explore the strategies in this document.

It should be noted that the 2022 score of 3.06 for “I explore careers/jobs that interest me after high school” remains above “Peer District Comparisons” although this measurement is no longer used in this indicator. “I get to do something I enjoy in school” does not have a Peer District Comparison measurement.

School Perceptions Student Survey Data (2019-2022)	2019 (n=1139)	2020 (n=755)	2021 (n=821)	2022 (n=738)
I explore careers/jobs that may interest me after high school.	3.14	3.11	3.07	3.06
I believe what I am learning in school connects to the real world.	2.61	2.57	2.59	2.57
I get to do something I enjoy in school.	3.02	3.08	2.95	2.89

Board Indicator 2: The District communicates all elective offerings at each grade level.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: Elective Offerings are described in Course Handbooks at each school. See links below: SHS - Curriculum Handbook SIS - Course Selection Letter Atwater - Parent Handbook (see Special Resources) Lake Bluff - Handbook (see Special Programming)		

Board Comments:

OE 9.4 Ensure that the District’s use of the DPI EMLSS framework accommodates the different learning styles of students, is culturally relevant and differentiates instruction to meet the needs of students of various backgrounds and abilities.	Superintendent Compliant Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation

- The Board of Education expects the Superintendent to offer instructional programs that use teaching resources and strategies to accommodate the learning styles and the needs of all students;
- Use of the *Wisconsin Department of Public Instruction Equitable Multi-Level Systems of Support (EMLSS) framework* means providing equitable services, practices, and resources to every learner.
- *Different learning styles* shall mean the academic needs of each student requires diverse teaching strategies in order for each student to be successful;
- *Culturally Relevant* shall mean recognizing the importance of including students' cultural references in all aspects of learning; and
- *Differentiated instruction* shall mean the strategies used by teachers in the classroom to support 27 students' varied learning needs.

Board Indicator 1	Superintendent	Board
The District will ensure that differentiation strategies are part of annual professional development for teachers.	Compliant Not Compliant	Compliant Not Compliant
<p>Evidence: The focus of professional development for educators in Shorewood occurs within our Equity work. Each school may focus on a different strategy depending on the needs exhibited by students and identified by staff. Throughout the district, we are focused on providing time for staff to align their work to priority standards which allow staff to focus efforts on those standards and skills that are determined to be essential at each grade-level. This allows for differentiation in assessment of learning as students are offered multiple pathways to demonstrate mastery. Specific differentiation strategies being used at each building include:</p> <p>Atwater - providing students with the tools to enable them to self-assess accurately and show evidence of their progress toward standards-based learning targets using a Coaching for Understanding (CFU) tool.</p> <p>Lake Bluff - providing teachers with the tools to use skills-based small group instruction to meet the needs of learners proactively and in response to their specific needs.</p> <p>SIS - teachers will utilize Wednesday Early release time to meet in grade-bands to have assets-based discussions to meet student needs using the EMLSS framework. Individual student learning plans will be created to support students in a consistent way as they transition between classrooms.</p> <p>SHS - teachers will focus on supporting students' mental health and social-emotional needs through supporting students' sense of belonging and ability to cope with stress through relationship building and instruction in Advisory. Strategies for this work are included in teachers' Professional Practice Goals (PPGs)</p>		

Board Indicator 2	Superintendent	Board
More than 80% of the District's learners receive all academic instruction at the Tier 1 / Universal level.	Compliant Not Compliant	Compliant Not Compliant
Evidence: 94% of students (1162 out of 1234 students) received all academic instruction at the Tier 1/Universal level during the 2021-22 school year.		

Board Indicator 3 90% of students have opportunities to participate in elective offerings.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: 94% of students received all academic instruction at the Tier 1 level during the 2021-22 school year. These students would have the opportunity to participate in elective offerings. Students who receive Tier 2 or Tier 3 supports also have the opportunity to participate in electives although the options may be more limited if they receive support in lieu of an elective.		

Board Indicator 4: The District shares the subgroup enrollment of students receiving Tier 2, Tier 3, and Advanced Learning interventions. Parity is seen in Tier 2, Tier 3 and Advanced Learning interventions when compared to the overall enrollment of students (+/- 10%) Tier Goals: Tier 1 = Universal Instruction (Target 80%) Tier 2 = Selective Intervention (Target 15%) Tier 3 = Intensive Intervention (Target 5%) Advanced Learning Curriculum Replacement = Targeted Intervention (Target 5%)	Superintendent Compliant Compliant with Exceptions* Not Compliant	Board Compliant Not Compliant
Evidence: See table below. 94% of all students in grades K-12 received Tier 1/Universal instruction during the 2021-22 school year. These numbers are disproportionate for Black or African American students (+/- 10%) at the Tier 1 and Tier 2 levels. This means that there is a greater proportion of Black or African American students being identified for Tier 2 supports. As part of the EMLSS process, students receive Tier 2 supports after differentiation strategies in the classroom have not resulted in student growth. To address this disparity, we will be targeting specific Tier 1 support strategies in the classroom with support from Specialists and Coaches (see strategies as identified in Indicator 1). For the purpose of this report, “Advanced Learning” includes any student who participates in the Advanced Learning enrichment options offered in addition to classroom instruction (enrichment options linked here). We have seen these numbers increase during the 2022-23 school year and have a goal to see proportional representation across all groups. Students who identify as “Two or More Races” are represented disproportionately in this data (+/- 10%). If we notice a trend in this data, we need to consider offering advanced learning options that align to the interests of a more diverse student population.		

	Tier 1	Tier 2	Tier 3	Advanced Learning (K-8)
All Students (1234)	1162 (94%)	65 (5%)	7 (1%)	27%
Hispanic (111)	99 (89%)	9 (8%)	3 (3%)	28%
Asian (90)	86 (96%)	4 (4%)	0 (0%)	36%
Black or African American (108)	81 (75%)*	24 (22%)*	3 (3%)	20%
White (826)	801 (97%)	24 (3%)	1 (<1%)	30%
Two or More Races (98)	94 (96%)	4 (4%)	0 (0%)	6%*

Board Indicator 5 The District provides Advanced Learning enrichment activities/opportunities and communicates them to all students and parents.	Superintendent Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: Advanced Learning Opportunities are available to all students and communicated through weekly newsletters at the elementary and intermediate schools (see example linked here). AP courses are made available to students and families at the high school through the Course Handbook (information linked here).		

Board Indicator 6 The District will provide updates and demonstrate progress toward the adoption of a professional development framework that includes culturally responsive instruction, a District priority.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All district schools have been engaged in professional development using the ICS Framework since 2020. ICS addresses the entire range of inequities - across race ethnicity, social class, ability, gender, sexual/gender identity - and their intersections. Additionally, this framework includes an accountability system via the Equity Audit that measures equity progress and serves as a continual improvement feedback loop for our work. Some of the ICS professional development workshops and training conducted during the 2021-22 school year included: <ul style="list-style-type: none"> Engaging in Identity Development (Module 3 - all schools) Applying the Equity Research (Module 4 - all schools) Developing Collaborative Commitments (Module 5 - will be completed across 2021-22 and 2022-23 school years) Conducting an Equity Audit (Module 6 - will be completed across 2021-22 and 2022-23 school years) ICS involves teachers, as well as support services staff and administrators at each school. When fully implemented as designed, the ICS framework advances the learning of all students and builds the capacity of educators, administrators, board members, and community members to support a system that fosters equity, growth, and excellence for all.		

Board Indicator 7 Tri-annual curriculum audits will reflect culturally responsive teaching and learning opportunities.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: The last curriculum audit for culturally responsive teaching and learning opportunities was conducted in January of 2019. This audit was conducted for every grade level and every secondary department. The audit included a SWOT analysis to identify next steps to increase cultural diversity in the curriculum. <p>The next audit was scheduled to occur in the summer of 2022. This audit was not completed as there was a transition in administration in the District. The focus of our equity work for the 2022-23 school year will be focused on establishing Collaborative Commitments for Equity at the District Level (Module 5) and creating a</p>		

“Realignment Plan” (Modules 7 & 8) that intentionally builds team planning time between general education teachers and staff who provide targeted services for students (interventionists, ML, special education, advanced learning, etc).

It is anticipated that we will then design Identity Relevant Teaching and Learning for All Learners (Module 9) during the 2023-24 school year. The audit performed in 2019 was not aligned with our current equity work and we would be better aligned to design and perform an audit in conjunction with the ICS work during the 2023-24 school year.

Board Indicator 8

Demonstrate that Advanced Placement and Advanced Learning are equitable in enrollment (within +/- 10% of total enrollment).

Superintendent

Compliant

Compliant with Exceptions*

Not Compliant

Board

Compliant

Not Compliant

Evidence: see tables below for data from the 2021-22 school year. For the purpose of this report, Advanced Placement refers to students who are either taking an advanced placement math class at SIS or enrolled in an AP class at SHS. Advanced Learning refers to students who are participating in enrichment opportunities at the elementary school or SIS (see programs [linked here](#)). We notice inequities in K-8 for students who are identified in the “Two or More Races” group and in grades 7-12 for “Hispanic” and “Black or African American” students.

Math acceleration can occur as early as 3rd grade in the Shorewood School District. Students are identified for acceleration based on standardized test scores and classroom recommendations. Selected students then qualify for math acceleration after taking the [CogAT](#) cognitive ability test. In order to make this process more equitable, we will be giving the CogAT to *all* 3rd grade students this school year. Additionally, we are exploring our math acceleration model in grades 4-8 with a goal of aligning this system to our equity work. Finally, the creation of an Advanced Economic Theory and AP Psychology course at the high school will create more AP pathways for students during the 2023-24 school year.

	% of students participating in Advanced Learning opportunities (K-8)	% of students enrolled in an AP Course (SIS and SHS)
All Students	27%	34%
Hispanic	28%	18%*
Asian	36%	38%
Black or African American	20%	14%*
White	30%	40%
Two or More Races	6%*	39%

Board Comments:

OE 9.5 Encourage and review new and relevant programs; carefully monitoring and evaluating the effectiveness of all such programs at least annually.	Superintendent Compliant Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation

- The Board of Education expects the Superintendent to encourage new and relevant programs that align with the Board's Results policies and to monitor and evaluate the effectiveness of those programs;
- *Encourage* shall mean that the district supports teachers looking for new and effective ways to meet the values for student achievement in the Results policies;
- *New and relevant programs* shall mean a program implemented in the past 5 years and requires an entire grade level to participate in; and
- *Effectiveness* shall mean improving student results as identified in the Results Policies.

Board Indicator 1 The process for identifying new and/or relevant programs is clear and understood by staff and administration.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: New programs implemented during the 2021-22 school year include the Phonics pilots (95% and From Phonics to Reading) in grades K-3 and a math program (Eureka Math²) in grades K-3. As outlined in the Curriculum Evaluation & Improvement Cycle , the Arts will be in Year 1 of the cycle during the 2022-23 school year. Additionally, Social Studies Social Studies teachers will begin a three-year process to align their scope and sequence to Wisconsin Standards following guidance from DPI (see resources linked here).		

Board Indicator 2 New and/or relevant programs have a multi-year implementation plan.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: The Curriculum Evaluation & Improvement Cycle outlines the multi-year implementation plan for new programs. The Phonics and Math pilots in grades K-3 are in "Year 2" of this cycle. The Arts (Music, Art, Performing Arts) are in "Year 1" of the cycle. Note that the Social Studies scope and sequence will be undergoing a three-year realignment process beginning in 2022-23. The process will begin in grades 3, 7, 8 and High School and then build in subsequent years to avoid creating content gaps for students.		

Board Indicator 3 New and/or relevant programs have a review process that is conducted annually.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
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Evidence: There were no programs that were formally adopted during the 2021-22 school year. The K-3 phonics and math pilots will conclude at the end of the 2022-23 school year. Math and Reading Specialists will be involved in creating a process to review the impact of these pilots and recommendation for adoption at the end of the school year.

The Arts and Social Studies programs will create Standards Alignment documents that align to state standards. These documents will indicate resources needed for successful implementation along with any professional development needed.

Board Comments:

OE 9.6 Foster students' digital citizenship and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.	Superintendent Compliant Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation

- The Board of Education expects the Superintendent to provide students with curriculum and instruction that helps them become safe and effective users of technology and online resources
- The *District Technology Plan* outlines the scope of work the District will complete to improve technology infrastructure, provide professional development, and implement meaningful instructional technology;
- *Digital Citizenship* shall mean the responsible use of technology (computers, the Internet, and digital devices, etc.) by students to engage with society on any level; and
- *Information Literacy* shall mean students have the ability to locate, evaluate, and effectively use needed facts and/or data.

Board Indicator 1 The District Technology Plan includes a portion dedicated to technology skill sets with an emphasis on digital citizenship.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
<p>Evidence: See "2019 revised Plan" linked here. The plan includes skills and knowledge to be covered at each grade level. These skills include digital citizenship skills referenced in the ISTE Standards. Digital citizenship expectations are also included in the District Acceptable Use Policy which is linked on the District Website and acknowledged when students and families register at the beginning of the school year.</p> <p>The Technology Plan for this work needs to be updated as we have moved to a 1:1 model during the 2022-23 school year (see Updated Student Technology Enhancement Plan). In Spring we will create a process to update the Technology Plan.</p>		

Board Indicator 2 The District Technology Plan is aligned with a framework of standards (example: International Society for Technology in Education (ISTE) Standards) that ensure informational literacy is addressed.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: As referenced in “Indicator 1”, the 2019 revised Technology Plan is aligned to ISTE Standards. Any updates will be aligned to these standards as well.		
Board Comments:		

OE 9 Revised and Adopted: November 15, 2022

Proposed Changes to OE-5
November 29, 2022

Executive Summary

Emily Berry

Tonight we have time to talk through proposed edits to our policy around Financial Management and Administration.

Many proposed changes reflect an effort to streamline, clarify and be concise yet precise.

Substantive changes are primarily in how the OE describes expectations around the budget and how we want to see and understand planned changes to staffing levels, compensation and benefits. Look to OE 5.2, Indicator 3.

Hoping we can also give administration clarity around what type of standards we expect around purchasing and considering vendor bids.

Last but not least, want to validate that we agree on and give clear direction around collecting student fees.

Attached is a Markup and then a "Clean" version of the OE with all proposed changes made.

Board of Education
Operational Expectations Monitoring Document
OE 5 Financial Management & Administration

Certification of the Superintendent

With respect to Operational Expectation 5 (Financial Management & Administration), 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: _____, Superintendent

Date: _____

Executive Summary:

Disposition of the School Board

With respect to Operational Expectation 5 (Financial Management & Administration), the Board:

- ☐ Accepts the report as Compliant
☐ Accepts the report as Compliant with Noted Exceptions
☐ Finds the report Not in Compliance

Summary Statement/Board Motion

Signed: _____, Board President

Date: _____

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 Interpretation:

- The Board will understand the relationship between the budget and the strategic plan. Budget presentations to the Board will explicitly outline how the budget is designed 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 per the Wisconsin Department of Public Instruction (DPI).

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.

OE-5.2

The Superintendent will develop a budget that discloses budget-planning assumptions and prioritizes the impact statement.

Superintendent Interpretation:

- *Budget planning assumptions* shall mean factors considered and assumed in drafting the budget.

- *Prioritizes the impact statement* shall mean that the budget clearly calls out implications of specific budget decisions and assumptions in an impact statement.

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. The impact statement details how each assumption affects the budget and is related to the operational expectations of the district. The 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.

Board Indicator 2

Impact statements are developed in collaboration with key stakeholders.

Board Indicator 3:

Budget presentations to the board outline any anticipated changes to staffing levels and employee compensation, including salary and benefits. Budget documents specify proposed changes to base wages for all employees, along with any funding for “steps and lanes” increases to recognize teacher experience and education. Budget documents also outline any changes to employee benefits.

OE-5.3

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

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

Budgets submitted to the board for approval are balanced unless the Superintendent or their designee have recommended otherwise.

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.

Board Indicator 3

Projected inflation and its impact on the budget for the next 5 years is included in this report as an exhibit.

OE 5.4

The Superintendent will ensure that all purchases are made in accordance with the District purchasing policy.

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.

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.

Board Indicator 3:

The District demonstrates its commitment to equity and to supporting our local businesses ~~and~~ 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.

OE 5.5

The District shall track and collect fees due from students and families. The Business Services Office will work with student services and the school principals to address and resolve accounts in arrears through immediate payment, payment plans, forgiveness, or other action.

Superintendent Interpretation:

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

Board Indicator 1

Total uncollected balances are reported to the Board at least annually.

OE 5.6

The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.

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 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.

Board Indicator 2

The District hires an independent financial auditor and the outcome of the annual audit is presented to the Board.

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.

OE-5.8

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

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.

Board Indicator 2

The Board is informed of any inter-fund transfers.

Board Indicator 3

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

OE-5.8

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

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.

Board Indicator 2:

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

OE-5.9

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

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.

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.

OE-5.11

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

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.

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

OE 5 Financial Management & Administration

Board of Education

Operational Expectations Monitoring Document

~~OE 5 Financial Planning, Administration & Asset Protection~~

OE 5 Financial Management & Administration

Certification of the Superintendent

With respect to Operational Expectation 5 (Financial Management & Administration), 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: _____, Superintendent

Date: _____

Executive Summary:

Disposition of the School Board

With respect to Operational Expectation 5 (Financial Management & Administration), the Board:

_____ Accepts the report as Compliant

_____ Accepts the report as Compliant with Noted Exceptions

_____ Finds the report Not in Compliance

Summary Statement/Board Motion

Signed: _____, Board President

Date: _____

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

OE 5 Financial Management & Administration

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; and
- ~~*Related Directly* shall mean that the financial plan shall reflect the priorities and goals outlined in the Board's Results and OE policies.~~

OE 5.1. The Superintendent will develop a budget that takes into account the District's long-term financial planning fiscal soundness and strategic plan.

Superintendent Interpretation

- The Board will understand the relationship between the budget and the strategic plan. This Budget presentations to the Board section will demonstrate explicitly outline how the budget is allocated to achieve designed to support the Board's priorities for student achievement and how address and goals identified to be addressed in the strategic plan.

Board Indicator 1

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

Board Indicator 2

The District Business Office delivers a budget for approval during the annual meeting as required by the Wisconsin Department of Public Instruction DPI. This format reports three years of activity, the prior year audited activity, the current year "unaudited," and the upcoming "projected/proposed" fiscal year budget.

OE-5.2

The Superintendent will develop a budget that discloses budget planning assumptions and prioritizes the impact statement.

Superintendent Interpretation:

- *Budget planning assumptions* shall mean factors considered and assumed in drafting order to compile the budget.
- *Prioritizes the impact statement* shall mean that the budget clearly calls out implications of specific budget decisions and assumptions in an impact statement.

OE 5 Financial Management & Administration

Board Indicator 1

As the budget is developed for the upcoming fiscal year, the administrative team ~~will~~ compile a list of all assumptions used in the budget development, ~~which will be~~ detailed in an impact statement. The impact statement ~~will~~ details how ~~the~~ each assumption ~~impacts~~ affects the budget and is related to the operational expectations of the district. The assumptions ~~will are be~~ shared with the Board during the preliminary budget presentation, again ~~at the~~ annual meeting, ~~and~~ when the final budget is approved in October.

Board Indicator 2

~~The Superintendent will develop~~ Impact statements ~~are developed in collaboration with key stakeholders.~~ ~~and the budget will reflect these impact statements.~~

Board Indicator 3:

The Budget ~~presentations to the board~~ ~~will include~~ ~~outline~~ any anticipated changes to ~~staffing levels~~ and employee compensation, ~~including salary and benefits.~~ Budget documents specify ~~proposed changes to base wages for all employees, along with any funding for "steps and lanes" increases to recognize teacher experience and education.~~ Budget documents also ~~outline any changes to employee benefits.~~ ~~benefits,~~ and ~~inflation adjustments.~~

OE-5.3

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

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

Budgets ~~that are~~ submitted to the board for approval ~~will be~~ ~~are~~ balanced ~~budgets~~, unless ~~approved by recommendation of the Superintendent or his~~ ~~their~~ designee have recommended otherwise, ~~and approved by the Board action.~~

OE 5 Financial Management & Administration

Board Indicator 2

The Superintendent must get approval for any items that would put the fund balance at less than 10%. 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.

Board Indicator 3 2:

Projected inflation and its impact on the budget for the next 5 years Future inflationary components are is included in the 5-year budget projection included in this report as an exhibit.
OE 5.C

OE 5.4

The Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step and lane increases and benefits.

Board Indicator 1

The budget that is produced by the administrative team, and presented to the board, indicates the assumptions used to account for any increases in employee compensation and benefits.

OE 5.4OE-5.5

The Superintendent will ensure that all purchases in excess of \$5,000 are made in accordance with the District purchasing policy.

Board Indicator 1:

The District will receive multiple competitive quotes for all purchases under \$20,000. When possible, the District will solicit competitive bids utilizing RFP process.

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 Interpretation

• *All Purchases including* includes professional services in excess of \$5,000. Legal services are exempt.

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.

~~Purchases over \$20,000 the district will initiate a formal Request for Proposal. 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 (services) desired and their contribution to the program.~~

Board Indicator 3:

The District demonstrates ~~its~~ commitment to equity ~~and to supporting our local businesses and by~~ awarding bids to ~~utilization of~~ businesses that meet Disadvantaged Business Enterprise (DBE)* or similar certification requirements and to local bidders. ~~disadvantaged businesses and preference for and local bidders. The district will award bids according to the bid award matrix.~~

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

OE 5.56

~~Attempts will be made to rectify uncollected funds.~~

The District shall track and collect fees due from students and families. The Business Services Office will work with student services and the school principals to address and resolve accounts in arrears through immediate payment, payment plans, forgiveness, or other action.

- ~~• Rectifying uncollected funds shall mean school staff will work with families to cover expenses incurred through school activities.~~
- *Fees due from families* shall mean any fees due from students and families in exchange for participation in school activities or from food service.

Board Indicator 1

~~All uncollected balances will be tracked and reasonable efforts will be made to collect uncollected funds.~~ Total uncollected balances are reported to the Board at least annually.

OE 5.6-5.7

The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.

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 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.

Board Indicator 2

The District **will hires** an independent financial auditor and the outcome of the annual audit **is will be** presented to the Board **of Education**.

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.

OE-5.7.8

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

Superintendent Interpretation

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

Board Indicator 1

~~Budget reports and actual numbers will be provided to the Board of Education on a monthly basis.~~ **The Board receives regular reports of District financial transactions.**

OE 5 Financial Management & Administration

Board Indicator 2

The Board is ~~will make~~ informed ~~the Board aware~~ of any inter-fund transfers.

Board Indicator 3

~~At the end of the school year, t~~The Superintendent ~~will shares~~ **presents** the final revenue and expenditures for the fiscal year **with the board** and compares it to the **approved** budget.

OE-5.89

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

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 **protection** from fraud.

Board Indicator 1

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

~~Board Indicator 2:~~

~~The Superintendent will receive updates from the Business Services Office when the reports are filed or overdue.~~

Board Indicator 2 3:

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

OE-5.910

The **District Superintendent** will maintain adequate property, general liability, crime, errors and omissions, and auto insurance coverage.

Superintendent Interpretation

- *Property* shall mean facilities, vehicles, equipment, and materials with an insurable risk;

OE 5 Financial Management & Administration

- *Adequate* shall mean the ability to replace and make whole property losses experienced by the District subject to any and all deductibles (100% of replacement value).

Board Indicator 1

The District purchases and receives the coverage declarations for property and casualty insurance equal to 100% of replacement value starting for the entire school year, July 1st to June 30th.

OE-5.911

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

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.

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.

OE-5.112

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

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 within in accordance with the District's investment policy.

OE 5 Financial Management & Administration

OE 5 Financial Management & Administration Revised and Adopted: Month/Date , 2022



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
November 15, 2022

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

District Staff Participation: JoAnn Sternke, Interim Superintendent
Mike Joynt, Interim Director of Teaching and Learning
Jennifer Damm, Advanced Learning Coordinator

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Abby Fowler and SECONDED by Becky Freer

Motion to Revise the Agenda to move discussion of OE 5 and OE 9 Operational Expectations

Monitoring Reports to Board Business and Possible Board Action

MOVED by Emily Berry and SECONDED by Abby Fowler

AYE: 5 NAY: 0

II. 7:03 pm STUDENT ACHIEVEMENT AND RESULTS

Atwater Elementary School Veterans Day Project

Advanced Learning Program Update

III. 7:29 pm PUBLIC COMMENT #1

Amber Wichowsky

4065 North Prospect

IV. 7:32 pm BOARD BUSINESS AND BOARD ACTION

A. Review of 2021-2022 Wisconsin Forward Test Results and School Report Cards

9:26 pm PUBLIC COMMENT #2 - change in meeting agenda

Nan Wu

4320 North Ardmore

Jennifer McIntosh

4436 North Prospect

Dawn Blackmore

4240 North Ardmore

B. Superintendent Search Update

C. Motion to Table OE 5 Operational Expectation Monitoring Report Discussion

MOVED by Emily Berry and SECONDED by Becky Freer

AYE: 5 NAY: 0

V. 9:50 pm BOARD CONSENT AGENDA

A. Approval and Adoption of OE 9 (Instructional Programs) Operational Expectations Monitoring Report Revisions

MOVED by Ellen Eckman and SECONDED by Abby Fowler AYE: 5 NAY: 0

B. Approval of October 25, 2022 Board Meeting Minutes

MOVED by Ellen Eckman and SECONDED by Emily Berry AYE: 5 NAY: 0

VII. 9:52pm BOARD MEMBER REPORTS

Lake Bluff Parent/Caregiver Board Linkage Meeting

VIII. 9:53 pm SUPERINTENDENT'S REPORT

IX. 10:00 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of Appointment of Sean Strauss to the position of Director of Buildings & Grounds and

Approval of the May 2023 Student Trip to Quebec, Canada

MOVED by Becky Freer and SECONDED by Emily Berry AYE: 5 NAY: 0

X. 10:01 pm PUBLIC COMMENT #3 - no comments

XI. 10:02 pm REVIEW OF 'TO DO' ITEMS

School Perceptions Survey planning for 2023; standardized test participation data, OE 5 revisions; District Technology Plan updates; and Superintendent's Evaluation

XII. 10:03 pm FUTURE AGENDA ITEMS

OE 9 and School Growth Plans, School Exec Connect Superintendent Search Update; OE 5 report and SWSA Board Report

XIII. 9:08 pm RECESS AND DEBRIEF

Board Report

Emily Berry

Nov. 15, 2022

Southeast Wisconsin School Association (SWSA) member meeting

- Election debrief with Dan Romportl at [HWZ](#), SWSA's lobbying partner
 - Statewide races were historically expensive:
 - \$100M Gov race campaign
 - \$200M+ US Senate campaign
 - Congressional races had no real surprises. Open seat from Rep. Ron Kind (D) went to Republican Derrick Van Orden
 - State legislature is "status quo." One state senate seat and 3 state assembly seats went Dem to Republican - but did not hit a supermajority in both houses, which would have given them ability to override Gov. Evers veto pen. Supermajority in State Senate allows only symbolic veto overrides
 - New faces:
 - Brookfield State Senate Republican Rob Hutton. That senate district touches these school districts: Tosa, Elmbrook, West Allis, New Berlin, Milwaukee
 - NE Milwaukee, Shorewood, Glendale Assembly Dem Darrin Madison won with no Republican opposition
- Leg session preview with Ramie Zelenkova, also from HWZ
 - State Senate and House GOP leadership elections expected to be fairly status quo
 - Some committee assignments will change- new assembly education committee chair open as well as several committee member assignments. Maybe Rep. Joel Kitchens (R, Madison)
 - Senate Education currently chaired by Alberta Darling, she is expected to continue in that role. (Postscript: Sen. Darling [announced she will retire](#), which calls into question the education committee leadership and potentially the Senate supermajority)
 - Full committee makeup usually set by end of the year
 - Joint Finance committee also has several open seats Dem and GOP, TBD by end of year as well
 - January kickoff to session with inauguration
 - Budget introduction in Feb. Governor's Recommendation likely to follow DPI recommendations
 - GOP expected to start with "base budget" (which isn't a good one for K-12) rather than Gov. Evers or DPI recommendations.
 - Finance Committee will likely hold hearings, start in April. GOP will push for school choice, which is a non-starter for Evers
 - Not unheard of for GOP to approach Dem colleagues to override a Gov. veto
 - There is support in both parties for choice and charter

- Background dynamic: Both Robin Vos and Gov. Evers expected to be done after their current terms
- Q and A/Discussion:
 - 80 district funding referenda in November - 80% succeeded
 - Question - Sup. John Thomsen Whitefish Bay: do rural districts understand that choice drains money from all public districts, not just urban districts? A: Somewhat ... less seen as a MKE issue alone. Universal choice would cost \$600M
 - Important for SWSA member districts to tell our stories re: how lack of adequate and consistent state funding affects kids



Membership Meeting
November 15, 2022
7:30-9:00 a.m.

[Click here to Join Zoom](#)

WELCOME!

CHECK YOUR TECH & SIGN IN



- ✓ Check computer sound & camera
- ✓ Sign in on slides 3-14
- ✓ Sign in on the shaded slides
- ✓ Meeting Guidelines on slide 15
- ✓ Agenda is on slide 16-17

Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions
Paul Mielke	Hamilton	Superintendent	Instead of turkey we went to smoked brisket for the Thanksgiving meal.
John Gahan	Pewaukee	CFO	Family getting together
John Thomsen	Whitefish Bay	Superintendent	Walk in the woods with Family
Monica Kelsey-Brown	Brown Deer	Superintendent	Family gathering
Mark Hansen	Elmbrook	Superintendent	Family all under one roof

Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions
Kelly Thompson	Muskego-Norway	Superintendent	
Kathleen Wied-Vincent	Greendale	Board President	I have a large family and we try to get together over this holiday and definitely at Christmas
Dan Arnold	South Milwaukee	Business Manager	Eat f00d
Emily Berryx	Shorewood	Board VP	Sharing what we're grateful for
Shelley Burns	Mequon-Thiensville	Board President	We do Black Friday at Fleet Farm in Menomonee Falls!



Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions
Jim Romanowski	Kettle Moraine	Board Member	pie
Lisa Walker	Brown Deer	Board Member	Spending time with family watching football.
Blaise Paul	Oak Creek-Franklin	CFO	Family Time
Steve Plum	Kettle Moraine	Superintendent	Thanksgiving in Minocqua
Tom Frohna	Greenfield	Board Member	A bike ride and turkey+stuffing

Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions
Lisa Elliott	Greenfield	Superintendent	Food and football
Larry Dux	Pewaukee School Board	Board Member	Family Food Football
Mike Cady	Pewaukee	Superintendent	Good, drink, football and games
Lisa Olson	Whitnall	Superintendent	Family, food, calm before Christmas
Pam Woodard	Whitefish Bay	Board Member	I am getting same message as Tom, so will check for notes later.



Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions
Tina Owen-Moore	Cudahy	Superintendent	A heritage turkey
Andy Chromy	Franklin	Asst Supt	Family and a shared meal
Annalee Bennin	Franklin	District Administrator	Family time
Linda Witkowski	Franklin	Board Member	Family gathering
Leigh Anne Fraley	Wauwatosa	Board Member	Extended family running/walking in local Turkey Trot



Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions
Beth Gould	FPBS	Board Member	Turkey Trot
Keri Duce	Menomonee Falls	Board member	Football



Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions



Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions



Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions



Welcome! Please Check-In!

Your Name	School District	Role	Please share one of your Thanksgiving traditions

Meeting Guidelines

State your name before you speak

Use the “hand raise” feature to ask question or comment

Mute your mic when not speaking to reduce background noise

Turn off other devices to reduce distraction

Complete your thought with, “I’m finished” or “That’s it”

Agenda November 15 , 2022



Time	Agenda Item	Presenter
7:15-7:30	Settle in to the Virtual Meeting Space	Faith
7:30-7:45	Review Meeting Guidelines & Introductions/ Administrative Items <ul style="list-style-type: none"> Faith VanderHorst, Interim Executive Director District Introductions: Name, Title, District Name Region 4- Executive committee member	Faith & the Full Team
7:45-8:30	Legislative Update <ul style="list-style-type: none"> Election Review Preview of 2023-2024 Legislative Session Overview of Incoming SE Wisconsin Legislators 2022 Election Results, Not Final Congratulation letters to Legislators Q & A 	Faith, Ramie,Dan, Chris
8:30-8:40	Reminder: SWSA Proposed Legislative Framework <ol style="list-style-type: none"> <i>Increase in spendable revenue (Due to funding formula structure this will need to be a mix of revenue limit increase and an increase in categorical aid.)</i> <i>Increase in Special Ed funding</i> <i>Increase in sustainable (categorical aid) funding for Mental Health</i> <i>These three items align with the WASDA and WASBO targeted Legislative talking points. WiRSA will include also.</i> Key: Keep it simple. DO NOT AGREE TO SOMETHING (LEGISLATOR SUGGESTS) THAT IS NOT A GOOD DEAL.	Faith & the Executive Committee

Agenda- November 15, 2022



Time	Agenda Item	Presenter
8:45-8:50	Draft of SWSA Working Talking Points Reminder: Click here for Working Draft of SWSA Talking Points <ul style="list-style-type: none">• Use Business Terms (“Financial Challenges”, “Workforce Challenges”, “Inflation”)• Pivot statement: “This is what our district NEEDS... what is your plan? What is your solution?”• Be specific regarding the effect on your district. (Ex. Without additional spendable resources: Increase in class sizes, Lose teachers, Cut XX Class offerings)• Tie class offerings to what local businesses need. CNA, STEM, building trades• Special ed: What does increase in Special ed funding mean?• It will free up general funds to pay for:<ul style="list-style-type: none">○ Maintenance (instead of deferring until a referendum is passed)○ Help with Workforce challenges- can provide competitive salaries for custodians, paras(EAs), food service○ Bus drivers○ Cover Inflation, increase in gas, electric, supplies, healthcare○ Literacy programming	Faith, Paul, Lisa, and the full team
8:50-9:00	Final reflections and Announcements	

Upcoming Meetings

Here is the [2022-2023 SWSA Calendar](#).

NOTE: The 2022-2023 Calendar can also be found on the [SWSA Website](#).

- **SWSA Executive Committee Meeting**
 - November 22, 2022 8:00-9:30 a.m. **(VIRTUAL)**
- **SWSA Membership Meeting**
 - December 6, 2022 7:30-9:00 a.m. **(Virtual)**



FINAL COMMENTS AND MEETING REFLECTIONS



- Friendly Reminder: The next meeting is Tuesday, December 6, 2022 from 7:30-9:00 a.m. This will be a VIRTUAL meeting.
- Any other comments?
- Thank you!!

November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes



November 15, 2022 Meeting Notes





SWSA ADMINISTRATIVE ITEMS











Notes

Legislative updates:

- Governors press release on DPI budget
- \$350/\$650 revenue limit increase (bridge is ESSER funds in year one)
- Small increase per pupil categorical aid
- Literacy and mental health aid
- Special ed funding (30-45%-60%-90% by 2026)
- State aid for tax burden (per funding formula)
- <https://content.govdelivery.com/accounts/WIGOV/bulletins/32b60ad>

Notes

Dan Romportl Updates

- Calendar updates - all 99 assembly seats up, 33 state senate seats are up. Primary wrapped up in mid-August. November election into Nov/Dec transition, prep for legislative session starting in January.
- Close to a record number of new seats, lots of new faces. Opportunity for SWSA.
- Governor's race - will be close, polling is close. With Governor's race, if Evers wins reelection we know what their budget looks like so then we try to keep the entirety or parts of it in tact. With Michels we hit reset button of what his K12 priorities are.
- Full budget public in February 2023. About a six weeks while LFB prepares papers on the budget for the legislature and the public. April JFC will convene to put together a new version of the budget to try to pass by the end of June. Balanced budget must be passed or the previous biennial budget remains in effect.
- Currently 21/33 seats and pick up on seat to 22/33 republicans will have $\frac{2}{3}$ of the body which provides a supermajority. Assembly needs a few more seats for a super majority. If both republican caucuses have supermajority allows for a veto override of the governor. You need both houses to override the veto.

Notes

Discussion on talking points

- Meet with CEOs/business people and ask them for support
- Be specific and pointed
- Tie class offerings to ask (give real examples)
- Special ed is reimbursement for what has already been spent

Paul

- What's your view on school funding?
- Show increase specific to your school, use real budget numbers
- Trades info/tech school alignment/school to work programs (increase to teach tech/trades as examples - use exact numbers)
- College credits, AP, CAPP, etc. would those need to be eliminated
- Reading, writing and math interventions, staffing needs
- School safety, avoiding referendums
- Have a specific ask - "Increase by inflation."
- Misconception around special education

Lisa

- Greenfield school district by the numbers
- Misunderstanding around special education fund transfer
- Workforce challenges and pivoting to profiles of graduates
- Business manager shows a fund gap and financial cliff

Other bills

- Paraprofessionals to go into the profession of teaching
- Paying student teachers

Feedback

- Narrow down priorities is good, short phrases
- SAA, Rural Schools, etc alliance
- DPI proposal to rehire retirees

Survey results for meeting participants

N=38 Participants
N=21 School Districts
Responding; 70%
response rate

- Board Members=17
- Superintendents = 13
- Business Mgr. = 4
- Other = 4

Count	Item
19	Predictable Sustainable Spendable Funding
19	Workforce Challenges
9	Mental Health of Students and Staff
6	Student Achievement & Increased Needs
4	Political Landscape of Public Education & Lack of Vision
5	Special Education Reimbursement
4	Fiscal Cliff / Budget Constraints
3	Staff Compensation
3	A state system that ensures great educators in our schools.
2	Community Divided
3	School Safety
2	Hiring & Transitioning New Administrative Leadership
1	Equity Work
1	Methods to improve the learning environment when discipline issues arise
1	Managing parent and community expectations within State
1	Planning for growth

Breakout Group



Issue area: Predictable Sustainable Spendable Funding / Fiscal Cliff / Budget Constraints

What are examples of talking points you could use to discuss this issue? Consider legislators and the business community.

- ESSER funding was not the same for all schools
- Inflation is negatively impacting funding
- Referendum for operational funding is very challenging to pass
- Without increased funding, districts won't be able to hire high quality staff (example applied engineering teachers, science etc. could make more money in private sector)
- Wage pressures of private sector creates issues for schools can't hire people in support positions
- We need predictable sustainable funding so we can make decisions. Also state budget decisions need to be made sooner so schools can plan accordingly.
- Lack of funding will result in cutting of programs that families and students want
- Businesses can raise prices to mitigate loss of revenue, schools don't have that option
- When the state increases funding for schools, it needs to be in spendable dollars not an increase that results in a tax break. The public thinks schools got more money, they don't understand what really happened.
- Districts need to develop examples of what the district's plan is for their fund balance.

Breakout Group



Issue area: Special Education Reimbursement

What are examples of talking points you could use to discuss this issue? Consider legislators and the business community.

- Why is this crucial for special education students as well as all students?
- Reimbursement rate was once close to 70% and now is under 30% and how do we talk about that?
- Laws make it impossible to deny services (which, of course, we would never deny) - no one over-identifies any more.
- Special education is NOT a “money-maker” for schools. (i.e., suggestion that districts over-identify for monetary reasons - but there is currently a financial disincentive). For every \$1 we spend, the state reimburses \$0.29
- Private schools are reimbursed at 90%; public schools at 29% - fairness issue.
- Wisconsin is last in the nation for reimbursement for students with disabilities. (fact check this)
- More support in this area enables Districts to do more for all students.
- Even if you get a CPI adjustment, but your special education reimbursement remains low, not as useful.
- Non-educators don't understand the need to support all students together - separating out vs in-classroom w/ peers.
- Success would be to move children out of special education status - example - early childhood supports could save money in later years.
- Private schools will sometimes tell parents they don't have the capacity for some special needs; that your child will better served in public schools.
- When we have to turn down 220/choice students, is sometimes seen as a negative for our district.
- Not equity in how the state views in supporting students where they are at.
- Marquette law poll indicates strong support for special needs education and students.

Breakout Group



Issue area: Mental Health of Students and Staff

What are examples of talking points you could use to discuss this issue? Consider legislators and the business community.

- Increased student behavior issues are being seen
- Lack of access for services (schools are bringing clinics in-house)
- Professional development for teachers on trauma informed practices (this really should start in their college experience)
- Helping the whole child - nutritional support is part of this
- “Getting kids ready initiative” is something that needs to continue

Breakout Group



Issue area: **Workforce Challenges** /Staff Compensation / A state system that ensures great educators in our schools/Hiring & Transitioning New Administrative Leadership/ Leadership Development

What are examples of talking points you could use to discuss this issue? Consider legislators and the business community.

- Promoting homegrown talent (till the talent that is in your district)
- Balance of promoting the good in education (good pension system, scheduled breaks,
- Building capacity in existing staff
- Understanding teachers are leaving for a variety of reason, making sure they understand the landscape.
- Flexibility with the work week
- Flexibility with licensing requirements
- Retaining custodians, food service, paras in a competitive market
- Rehire annuitants(retirees)



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: November 29, 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.

Teaching and Learning Priorities

I want to confirm that our November 15 Board presentations of the District's Forward Exam results and our District and School Report Cards have been posted to the District [website](#). Though the majority of this presentation focused on Forward results in select grades over time and the mechanics of Report Card rankings, it also reflects some significant progress in terms of closing gaps for some student groups - and more work to be done in other areas as well. Use of the EMLSS process is making a difference, and I want to underscore Mike Joynt's intent to continue and expand use of this. Implementation of the DPI [EMLSS framework](#) in schools and classrooms has benefited from training that has been ongoing since August, as well as realignment of coaching, EMLSS coordination, and administrative support staff to increase time in schools and classrooms, and maximize the time classroom teachers and specialists have to work with students. As the DPI overview of the framework indicates, EMLSS has expanded on the Response to Intervention (RtI) approach, and the revised OE 9 (Instructional Programs) Operational Expectations Monitoring Report reflects this update, as does the District website. We will highlight the EMLSS process at an upcoming meeting.

I want to take this opportunity to address a question from the November 15 meeting about student participation in standardized testing. This [chart](#) shows the participation rates for our grade levels assessed in state testing last year in both English Language Arts and Math. Our

participation is up when compared to the previous year when COVID more greatly impacted assessment participation. DPI cautions using the data for comparisons when test participation falls below 95%. We have multiple grade levels where that is the case. It is something to keep in mind as we look at this indicator.

As we continue our discussions about student assessment and curriculum alignment, I also want to share that Mike and Shana Lucas, our Instructional Coach, kicked off a series of related professional development meetings for our elementary school staff last week. This meeting was the first of six monthly “Committee Meetings” that will bring together Lake Bluff and Atwater teachers to work together in their grade bands, with a goal of identifying priority standards in math, literacy, writing, social studies and science by the end of the school year. Shana Lucas has also expanded her sphere of influence and is working with middle school teachers. This, too, has been helpful in building capacity in our faculty to better meet the needs of our students.

Finally, changes to our K-6 report cards have been underway since 2020-2021, and I want to outline updates that will be in this trimester’s report cards:

- Effort grades and the Behavior scale have been removed, as a result of the Leadership Teams’ decision last year to limit report cards to academic progress;
- This trimester, the Reading Level scale - (BG (Beginning), DV (Developing), SC (Secure), and EX (Exemplary) - will not be used. Instead, students' reading levels will be assessed using these indicators: BL (below level), OL (on level), and AL (above level). Teachers will further communicate with families about reading skills and growth using standards-aligned categories listed in the Reading section; and
- As in the past, "5K Specials" will not submit grades.

Action to bring report cards up to date with current teaching and learning practices will continue next year.

District and Campus Updates

All of our school principals, Deans of Students, school counselors and psychologists and campus supervisors attended school threat assessment training on November 18. This training - which focuses on the psychological dynamics of threats more than physical, campus safety - also included members of the Shorewood Police Department. This training is reflective of our on-going commitment to student safety. I would like to thank Director of Special Education and Student Services Kate Harder for organizing this learning opportunity. She is a strong advocate for our students and is a vigilant presence in our schools. She is helping us improve each and every day. I’m glad she is here.

We know that a shortage of staff is impacting crossing guard coverage in our district, and I want to share some details about this issue with Board members, parents and community members. First, the District and the Police Department together contract with All City Management Services to staff this function, and we each pay a portion of the expenses for crossing guards. We raised salaries this year for crossing guards, in hope we would build a stronger applicant

pool. It has not yielded a solution. Please know that neither the District or Police Department have any role in hiring, though we have offered to post information about vacancies in the Village Manager's Memo, in school newsletters, and elsewhere, as recruitment remains a challenge. In a staff shortage, as we are in now, All City Management Services, per policy, allocates personnel to intersections without traffic lights. Understandably, this has been a concern for families whose students cross Oakland at Lake Bluff, in particular. The Police Department and District are not able to assign paid staff to cover these positions at this time. We will continue to assist All City in their recruitment efforts. Anyone who may be interested in applying for these jobs can find more information [here](#). We are working in collaboration with the Police Department to address this issue. It is a challenging one, to say the least.

Representatives from Bright Beginnings and Milestones, Lake Bluff elementary school principals and kindergarten teachers and administrators in key areas (Business Services, Recreation & Community Services and Teaching and Learning) participated in the initial 4K Discussion Group meeting on November 17. More conversation about what we are already doing and what we might do differently in this area (regardless of any change in our formal 4K structure) is needed, and the first meeting was helpful for all of the groups involved. Two additional meetings are scheduled for December and I will report on this further after Winter Break. This discussion will also be helpful as we get our marketing work underway, too, as families with very young children is a key constituency.

The Operating Referendum Work Group continues to meet, and I am grateful to all of the volunteers who have made time for these very important discussions. Heather Heaviland has done a terrific job leading these conversations, and Allison Buchanan, an attorney with Quarles & Brady, attended the October 31 meeting to provide background about the state of operating referendums in Wisconsin and review the mechanics of this type of referendum as the decision-making timelines involved. The Work Group will conclude discussions in early December and their report is scheduled for the December 13 Board meeting.

In addition to this agenda item, the District will provide its report on OE 5 (Financial Management & Administration) and the School Exec Connect team will update on the Superintendent Search and community input process. And, at this busy time of year, I want to provide a reminder about a few other items that will come up quickly after Winter Break:

- 2023 School Board Election:
 - Two Board seats are up for election on April 4, 2023
 - A candidate information session will be held on December 5 at 5 pm in the Village Center (Shorewood Public Library, lower level); and
 - The deadline for filing a Declaration of Candidacy in the District Office is 5 pm on January 3, 2023
- The District's Open Enrollment Recommendation for the 2023-24 school year will be presented for discussion and Board approval at the January 24 meeting; and
- The District plans to present the draft 2023-24 Instructional Calendar to the Board at the February 14 meeting.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Monthly Financial Reports

Date: November 29, 2022

Prepared by: Heather Heaviland

Recommended action:

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

Purpose: Financial reports are provided to the Board monthly to assist with monitoring of financial condition and compliance with the adopted budget.

Notes and Comments:

October 2022 Statements

October 2022 financial statements reflect activities and financial changes for the first quarter of the fiscal year.

- Revenue and Expenses
 - General fund revenues are to date favorable in all categories, with the receipt of \$161,700 in new AARP funds boosting revenue overall.
 - General fund expenses are to date favorable in all categories, with the exception of a small variance in the category of “other” expenses.
- Balance Sheet
 - While the balance sheet currently shows a drop in fund balance, this is typical for this time of year when the majority of revenue has not yet been received. Current trends project a year-end fund balance that meets or exceeds the budgeted amount.

Attachments:

- Budget Performance Update

- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2022-10
- Budget Status 2022-10
- Check Register 2022-10
- Balance Sheet 2022-10

Additional Information

Understanding Account Numbers: Account numbers are shown on several of the monthly reports. A complete description of account codes and how they are used can be obtained from the Business Office or Department of Public Instruction / School Financial Services website. The following is provided to assist with reading the provided monthly reports.

Fund - the 1st two digits are a designation of an accounting entity. The accounting entity is assigned by the DPI to ensure compliance with various statutory requirements related to the type of financial transactions reported. The common funds are:

- | | |
|---------|--|
| 10 | General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions. |
| 21 | Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth. |
| 27 | The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan. |
| 38 & 39 | These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments. |
| 41 & 49 | Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts. |
| 50 | The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund. |

80 Financial transactions related to operating the Fitness Center, Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

A	Asset
L	Liability
Q	Equity
E	Expense
R	Revenue

Shorewood Sch Dist - Budget Performance Update - General Fund



Fund summary basis: General and Special Education

Month of October (fiscal year 2023):

↑ Total MTD Revenues: \$74,731; over plan* (favorable) by +\$38,998
 ↓ Total MTD Expenditures: \$2,359,080; under plan (favorable) by -\$35,046

Fiscal year to date (July-October):

↑ Total YTD Revenues: \$1,435,764 (4.7% of annual budget compared to 3.8% prior YTD); over plan (favorable) year-to-date (YTD) by +\$444,759

- 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
- ↑ 200 REVENUE FROM LOCAL SOURCES: +\$78,779
- 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: +\$0
- 500 REVENUE FROM INTERMEDIATE SOURCES: +\$0
- ↑ 600 REVENUE FROM STATE SOURCES: +\$137,561
- ↑ 700 REVENUE FROM FEDERAL SOURCES: +\$154,645
- ↑ 900 OTHER REVENUES: +\$73,774

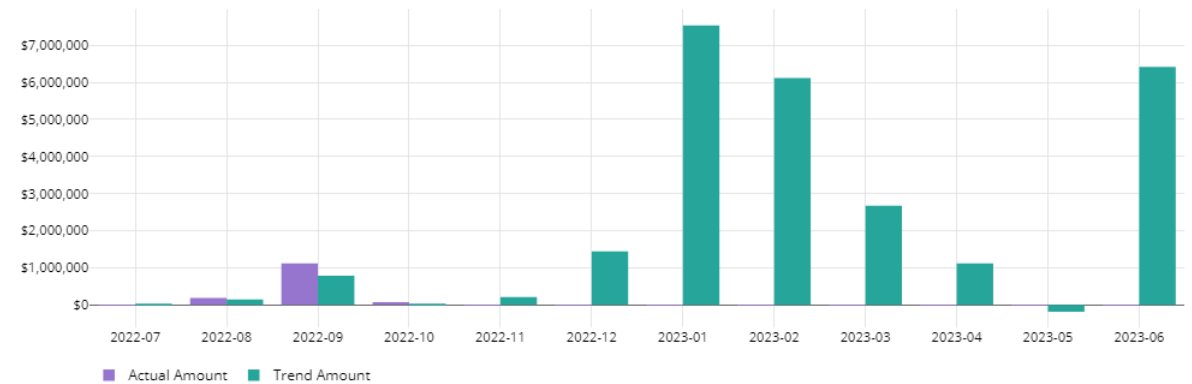
↓ Total YTD Expenditures: \$5,828,721 (19.4% of annual budget compared to 19.6% prior YTD); under plan (favorable) year-to-date (YTD) by -\$332,083

- ↓ 100 SALARIES: -\$341,255
- ↓ 200 EMPLOYEE BENEFITS: -\$30,135
- ↑ 300: +\$46,494
- ↓ 300 PURCHASED SERVICES: -\$47,203
- ↑ 400 NON-CAPITAL OBJECTS: +\$220,250
- 500 CAPITAL OBJECTS: +\$0
- ↓ 600 DEBT RETIREMENT: -\$15,163
- ↓ 700 INSURANCE AND JUDGMENTS: -\$102,495
- 800 TRANSFERS: +\$0
- ↓ 900 OTHER OBJECTS: -\$62,575

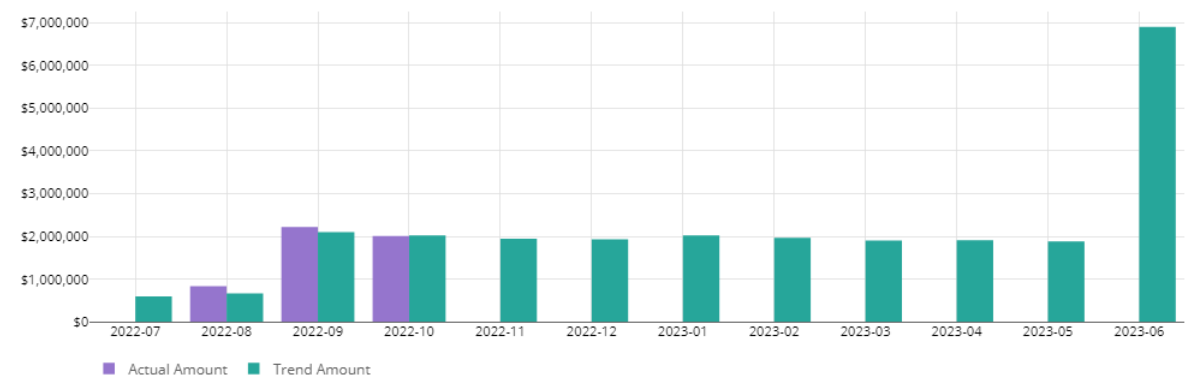
End of Fiscal Year Projection

	Projected	Annual Budget	Variance
Total Revenues	\$31,010,766	\$30,566,007	+\$444,759
Total Expenditures	\$29,712,899	\$30,044,981	-\$332,083

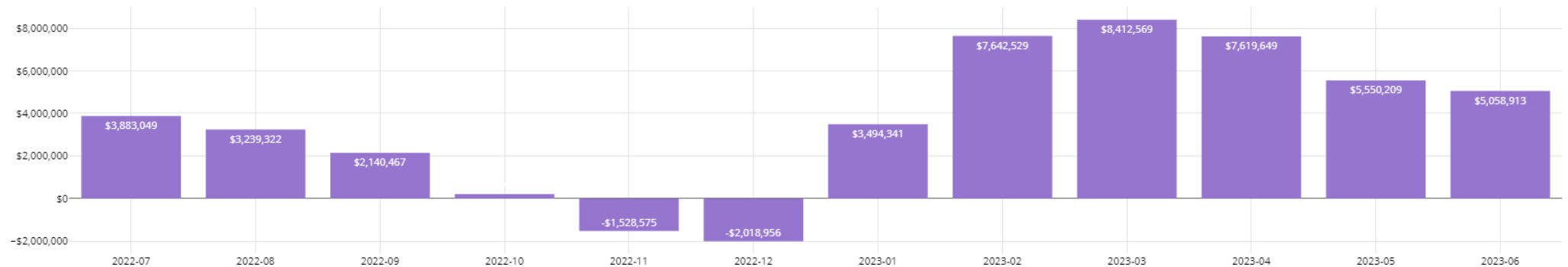
Actual vs. Plan (Trend) Revenues - General Fund



Actual vs. Plan (Trend) Expenses - General Fund



Actual and Projected Fund Balances - General Fund



Shorewood Sch Dist - Monthly Revenue Overview - Funds 10 & 27 (Transfers Not Included)



Total YTD Revenues

\$1,435,764

Variance to Budget \$444,759

FAVORABLE

YTD Local Sources

\$291,801

Variance to Budget \$78,779

FAVORABLE

YTD State Sources

\$908,488

Variance to Budget \$137,561

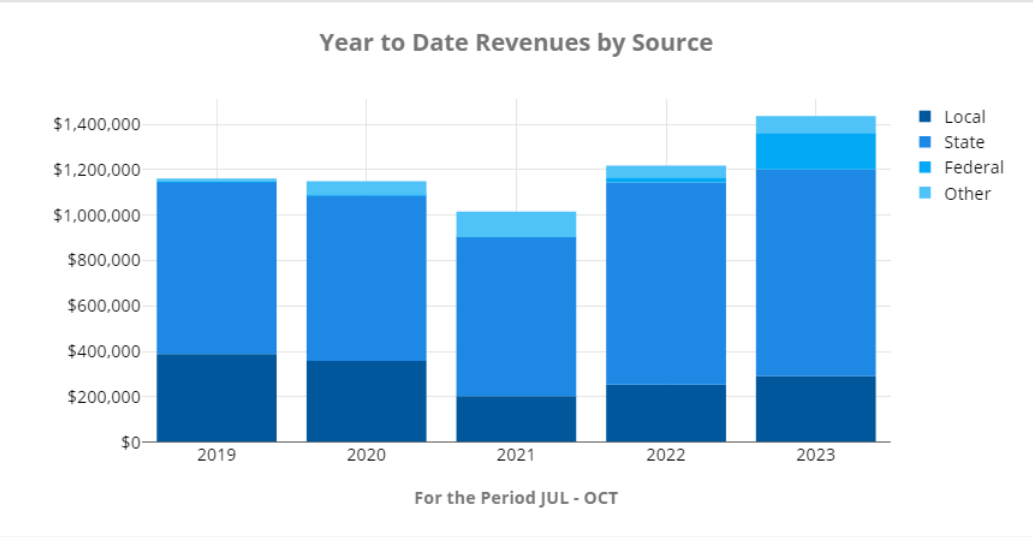
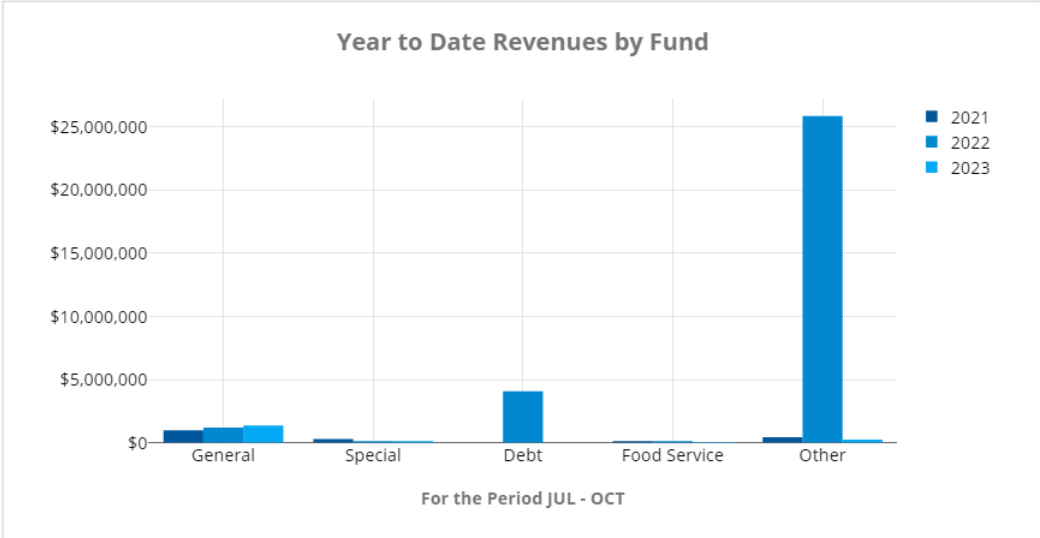
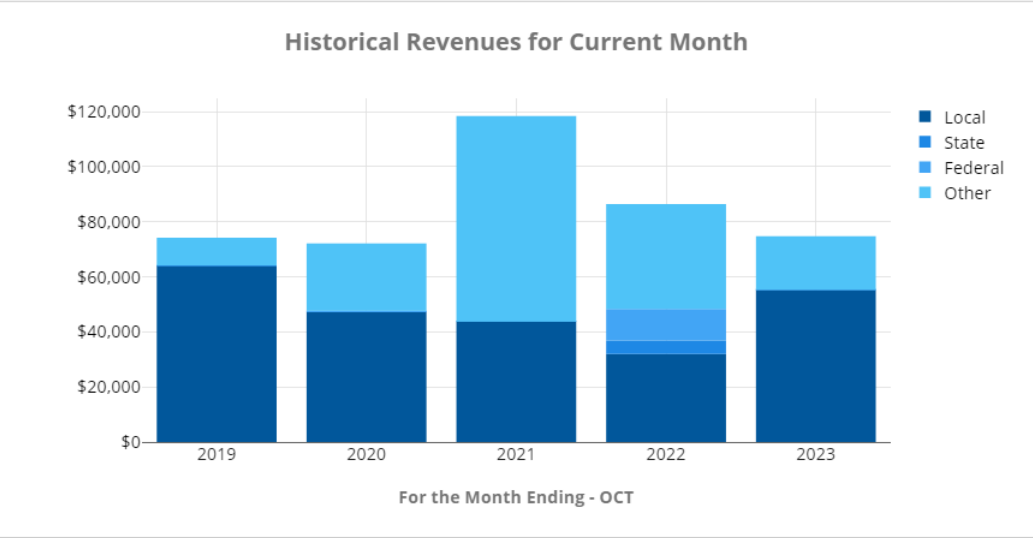
FAVORABLE

YTD Federal Sources

\$161,700

Variance to Budget \$154,645

FAVORABLE

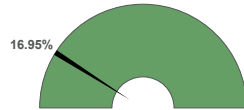


Source Level 2	For the Period JUL - OCT			
	2019	2020	2021	2022
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
290 OTHER REVENUE FROM LOCAL SOURCES	\$336,842	\$311,447	\$189,872	\$220,000
610 STATE AID - CATEGORICAL	\$0	\$5,079	\$0	\$4,000
620 STATE AID - GENERAL	\$758,341	\$722,948	\$699,894	\$884,000
730 FEDERAL SPECIAL PROJECTS AID TRANSITED THROUGH DPI	\$0	\$0	\$0	\$11,000

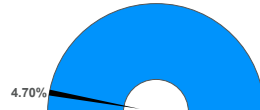
General and Special Education Funds | Revenue Dashboard

For the Period Ending October 31, 2022

Projected Year End Fund Balance
as % of Budgeted Revenues



Actual YTD Total Revenues



Projected YTD Total Revenues
3.24%

Actual YTD Local Sources



Projected YTD Local Sources
1.29%

Actual YTD State Sources

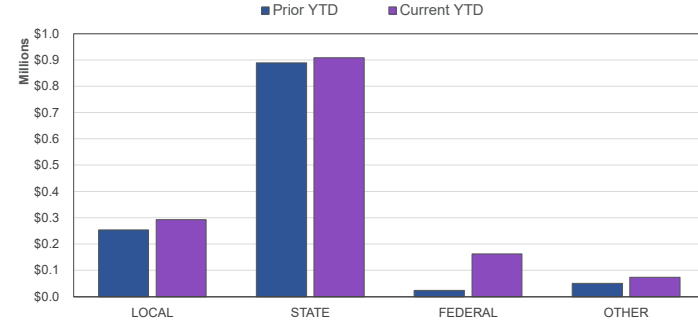


Projected YTD State Sources
9.33%

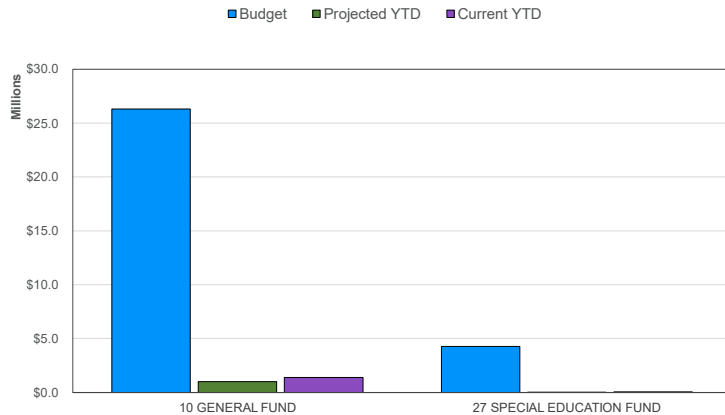
Top 10 Sources of Revenue (Year-to-Date)

Equalization Aid	\$902,262.00
Student Fees	\$213,885.92
Federal Aid Received Through State Agencies Other Than Dpi	\$161,700.00
Insurance Claims And Reimbursements	\$50,000.00
Other School Activity Income	\$27,254.40
Refund Of Prior Year Expense	\$20,841.00
School Co-Curricular Admissions	\$14,042.00
Earnings On Investments	\$13,791.29
Rentals	\$9,667.00
Supply Resales	\$6,501.01
Percent of Total Revenues Year-to-Date	98.90%

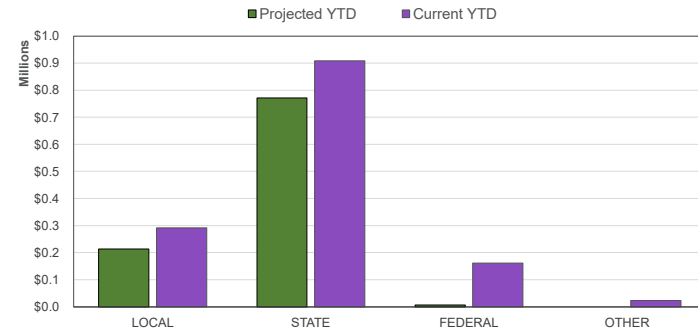
Revenues by Source



Total Revenues



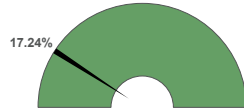
Revenues by Source



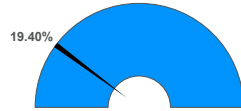
General and Special Education Funds | Expenditure Dashboard

For the Period Ending October 31, 2022

Projected Year End Fund Balance
as % of Budgeted Expenditures

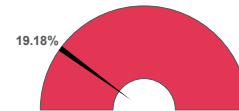


Actual YTD Total Expenditures



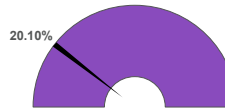
Projected YTD Total Expenditures
20.51%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits
20.81%

Actual YTD Other Objects

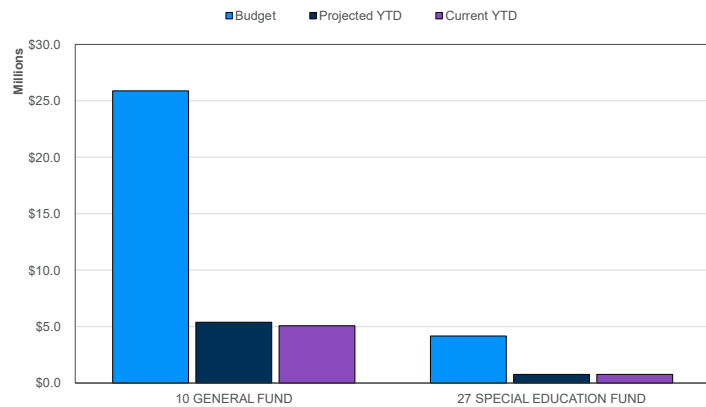


Projected YTD Other Objects
19.56%

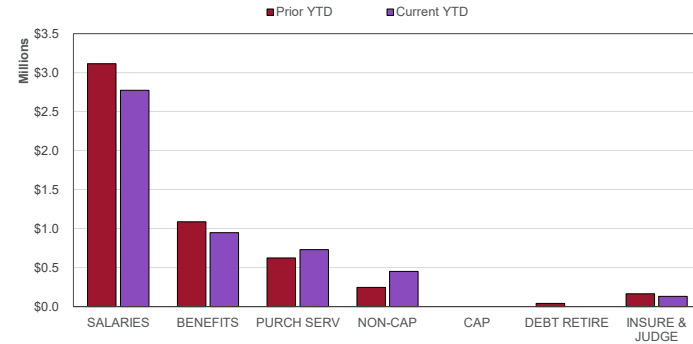
Top 10 Expenditures by Function (Year-to-Date)

Regular Curriculum	\$1,368,839.38
Undifferentiated Curriculum	\$1,068,086.90
Business Administration	\$975,874.85
Special Education Curriculum	\$515,580.38
Pupil Services	\$351,751.09
Instructional Staff Services	\$348,928.21
School Building Administration	\$315,674.35
General Administration	\$214,254.37
Central Services	\$142,422.60
Insurance And Judgments	\$128,908.96
Percent of Total Expenditures Year-to-Date	93.16%

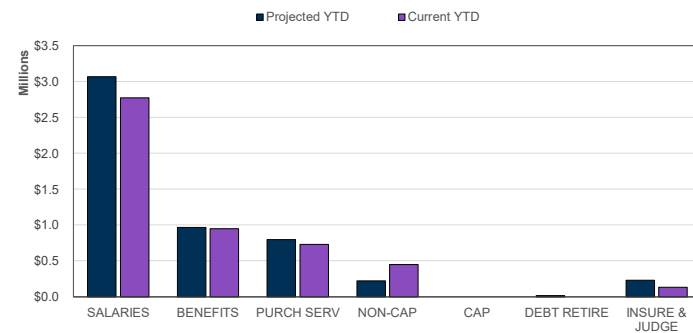
Total Expenditures



Expenditures by Object



Expenditures By Object



Shorewood Sch Dist - Monthly Expenditure Overview - Funds 10 & 27 (Transfers Not Included)



Total YTD Expenses

\$5,828,721

Variance to Budget \$-332,083

FAVORABLE

YTD Salaries & Benefits

\$4,365,275

Variance to Budget \$-371,389

FAVORABLE

YTD Purchased Services

\$803,776

Variance to Budget \$-47,203

FAVORABLE

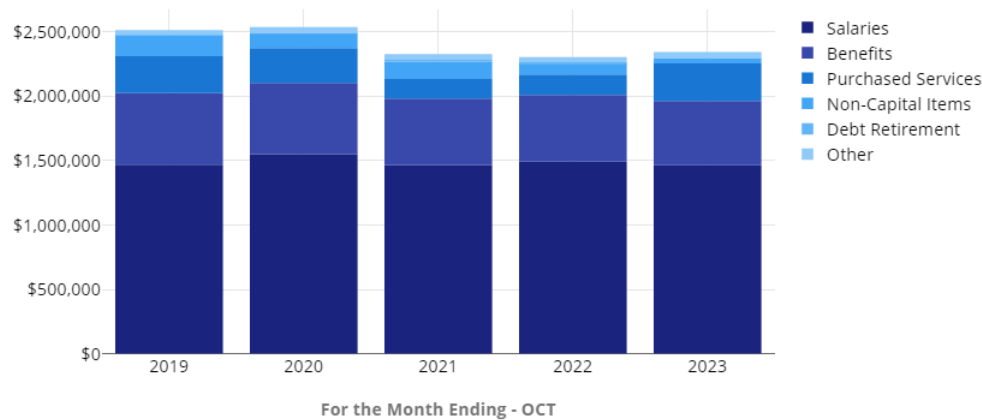
YTD Other Expenses

\$613,176

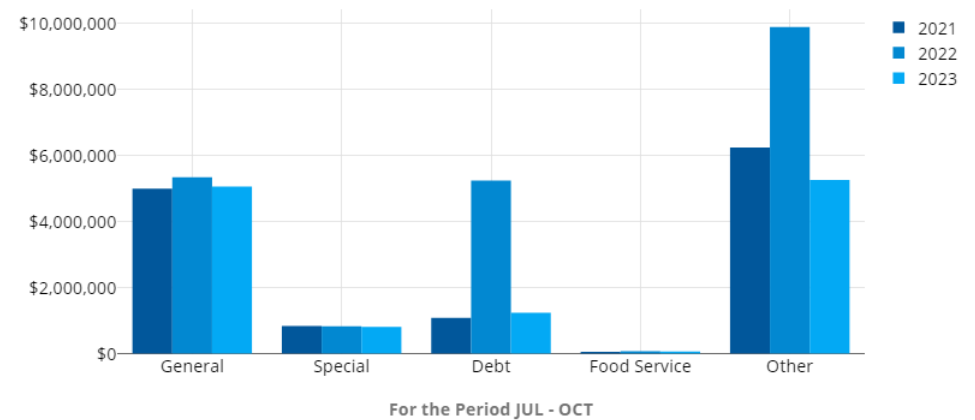
Variance to Budget \$40,016

UNFAVORABLE

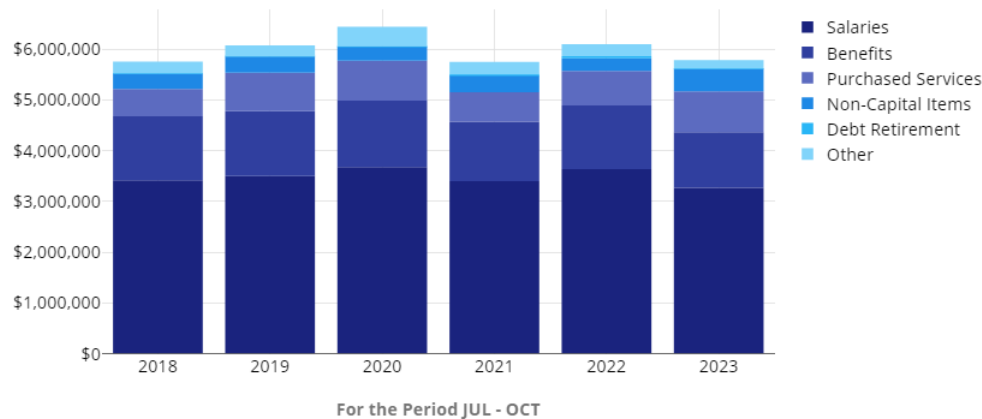
Historical Expenses for Current Month



Year to Date Expenses by Fund



Year to Date Expenses by Object



Object Level 1	For the Period JUL - OCT			
	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
Salaries	\$3,675,670	\$3,401,983	\$3,637,694	\$3,267,980
Benefits	\$1,310,331	\$1,169,815	\$1,252,808	\$1,097,296
Purchased Services	\$786,981	\$578,825	\$679,369	\$803,776
Non-Capital Items	\$283,201	\$331,951	\$251,785	\$450,481
Capital Items	\$9,368	\$11,640	\$0	\$0
Debt Retirements	\$0	\$16,224	\$38,016	\$0
District Insurance	\$290,951	\$200,717	\$164,176	\$128,909
Other	\$84,219	\$39,459	\$73,311	\$33,785
Transfers	\$0	\$0	\$0	\$0