PUBLIC NOTICE

Shorewood School District

SCHOOL BOARD TOWN HALL MEETING

August 8, 2023 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)**
African American Youth Initiative (AAYI)
Amanda Jamerson, Associate Principal, Shorewood High School

III. **7:15 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. **7:25 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**
- IV.A. Revisions to OE 8 (Learning Environment) Operational Expectations Monitoring Report
- IV.B. Board Governance
  - Community Engagement Fall 2023
  - Legislative Advocacy
  - Board/Superintendent Workshops

V. **8:15 pm BOARD CONSENT AGENDA (GC2)**
- V.A. Approval of Board Meeting Minutes
  - July 11, 2023 Regular Board Meeting
  - June 27, 2023 Closed Session

VI. **8:20 pm PUBLIC COMMENT #2 (GC3)**
Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

VII. **8:30 pm BOARD MEMBER REPORTS**

VIII. **8:35 pm SUPERINTENDENT'S REPORT**

IX. **8:45 pm SUPERINTENDENT'S CONSENT AGENDA**
- IX.A. Approval of Monthly Financials
- IX.B. Approval of Staffing Changes (Appointments, Resignations, Retirements and Leave of Absence Requests)

X. **8:50 pm REVIEW OF 'TO DO' ITEMS**

XI. **8:55 pm FUTURE AGENDA ITEMS**

XII. **9:00 pm RECESS AND DEBRIEF**

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Revisions to OE 8 (Learning Environment) Operational Expectations Monitoring Report
Date: August 8, 2023
Prepared by: Mike Joynt

Recommended action:
___ Information only
_X_ Presentation/discussion
___ Discussion/action by board of education
___ Presentation/action next meeting

Purpose:
To review OE 8 indicators, report structure and data sources for Board discussion.

Background:
As part of the ongoing review of District Operational Expectations and Student Results policies, Board indicators and reports, School Board members and District administrators discussed updates to OE 8 (Learning Environment) at past Board meetings. The draft OE 8 report reflects these discussions, new needs and suggested modifications in areas where data collection and other information resources have changed over time.

With final direction from the School Board, the District can present a revised OE 8 report document and evidence in response to existing/new indicators for approval on September 12, 2023.

Shorewood
0 SCHOOL DISTRICT

Operational Expectations Monitoring Document
OE 8 Learning Environment

Certification of the Superintendent: ***With respect to Operational Expectation 8 (Learning Environment), 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

Highlights:

-

Analysis:

-

Disposition of the Board: ***With respect to Operational Expectation 8 (Learning Environment), the Board:***

_____Accepts the report as fully compliant
_____Accepts the report as compliant with noted exceptions
_____Finds the report to be noncompliant

Summary statement/motion of the Board:

_____
_____
_____

Signed: _____, Board President Date: _____

OE 8 Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning.

Superintendent Interpretation:
The Board of Education expects the Superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners.

- ***Learning Environment*** refers to the diverse physical locations (school buildings & school grounds), contexts, and cultures in which students learn.
- ***Effective learning*** refers to students challenging themselves, learning continuously while adapting to changes and contributing to society.

OE 8.1 **The Superintendent will maintain a climate that is characterized by support and encouragement for high student achievement.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

The Board of Education expects the Superintendent to provide support for students within the learning environment in order to promote learning and increase academic success.

- ***Maintain a climate that is characterized by support*** shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate administrative or legal procedures.
- ***Encouragement for high student achievement*** shall mean students feel supported on their journey toward academic success as shown by achieving Results policies 1-4.

Board Indicator 1: The district average for the student survey question, "I have an adult to talk to about classwork" is not more than 0.2 below the peer district comparison average set by the survey vendor.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 2: The district average for the student survey question, “I am satisfied with the education I am receiving at this school” is not more than 0.2 below the peer district comparison average set by the survey vendor.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 3: The district average for the student survey question, “Our school has the space, rooms and equipment to allow me to be successful” is not more than 0.2 below the peer district comparison average set by the survey vendor.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Comments:

OE 8.2 **The Superintendent will foster learning environments that are inclusive and where diverse cultures and languages are acknowledged, valued and affirmed.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

The Board of Education expects the Superintendent to provide support for students within the learning environment in order to promote learning and increase academic success.

- ***Learning environment*** shall mean a place that is safe and welcoming.

- ***Inclusive and where diverse cultures and languages are acknowledged, valued and affirmed*** shall mean that all learners are valued and respected.

Board Indicator 1: 70% or more of our students agreed or strongly agreed to questions on our Equity Index **● "All students are treated fairly when school rules are broken."** **● "Teachers hold all students accountable for their actions and behavior."** **● "I can get extra help and support when I need it at school."** **● "I feel that my culture and beliefs are represented at my school."**	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Comments:

OE 8.3 **The Superintendent will ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

The Board of Education expects the Superintendent to promote active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- ***Policies and procedures regarding discipline*** shall mean the adopted Shorewood School District Code of Conduct and Wisconsin State Law.

- ***Collaboratively developed*** shall mean administrators, teachers, and building staff are included in

developing discipline procedures.

- ***Appropriately communicated*** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication).

- ***Enforce consistently*** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL and socioeconomic status.

- ***Reasonable judgment*** shall mean the act of arriving at a conclusion based on known facts and evidence and based on individual circumstances.

Board Indicator 1: The Superintendent and district leadership review the Code of Conduct annually and update as needed using a collaborative process.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 2: The district makes the student handbook available by the start of the school year as a hard copy, sent to families electronically, and accessible via the District website.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 3: Across all schools, 70% of students have not received a behavior referral (any type of behavioral write-up within Infinite Campus).	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 4: The district average for the staff survey question, "student discipline is handled in a consistent manner by all staff" is not more than 0.2 below the peer district comparison average set by the survey vendor.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 5: The District's behavior data (behavior referrals, in-school suspensions, out-of-school suspensions) has no disparities by race, gender, ELL and socioeconomic status.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Comments:

~~**OE 8.4**~~ ~~**The Superintendent will assure that all confidential information is appropriately collected, used and protected.**~~	~~**Superintendent**~~ ~~**Compliant**~~ ~~**Compliant with Exceptions**~~ ~~**Not Compliant**~~	~~**Board**~~ ~~**Compliant**~~ ~~**Compliant with Exceptions**~~ ~~**Not Compliant**~~

~~Superintendent Interpretation:~~

~~The Board of Education expects the Superintendent to protect confidential student records and maintain the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.~~

- ~~***Confidential information*** shall mean protection of personally identifiable information about which individuals (and their families) have an expectation of privacy.~~
- ~~***Appropriately collected*** shall mean professional staff with legitimate rights to collect information~~

obtain and file confidential information quickly and safely.

- ***Appropriately used*** shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.

- ***Appropriately protected*** shall mean confidential information will only be shared with legal guardians or others who have legitimate access under FERPA.

Board Indicator 1: The District has no breaches of confidentiality.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Comments:

OE 8.5 **The Superintendent will ensure that good nutritional options are provided for students.**	**Superintendent Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

The Board of Education expects the Superintendent to provide a food service program that is healthy for children.

- ***Good nutritional options*** shall mean a variety of foods that gives students the nutrients needed to maintain health and have energy.

Board Indicator 1: The District has 100% compliance with federal requirements that meet meal pattern and nutrition standards set forth by the U.S. Department of Agriculture as required by qualifying for Free and Reduced Lunch Services.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Comments:

OE 8.6 **The Superintendent may not tolerate any behaviors, actions or attitudes by non-employee adults who have contact with students that hinder the academic performance or the well-being of students.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

The Board of Education expects the Superintendent to ensure that any adult interaction with students includes the best interest of the student in order to support and promote academic performance and well-being. Any action, perception or viewpoint of the adult that prevents this will not be allowed.

- ***May not tolerate*** shall mean the superintendent will not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- ***Adults*** shall mean any person over the age of 18 and not employed by the District.
- ***Academic performance*** shall mean the extent to which a student has achieved their educational goals.
- ***Well-being*** shall mean a safe, emotional state.

Board Indicator 1: The District has investigated and addressed all formal complaints involving adults who are not district employees and documented the outcome.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

OE 8.7 **The Superintendent may not permit unruly behaviors on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

The Board of Education expects the Superintendent to reasonably prevent, discourage, or ban any activity that negatively impacts student learning or is unsafe.

- ***Unruly behavior*** shall mean actions that result in office referrals or adult actions that are reported to an administrator or the local police.
- ***Disrupt learning*** shall mean behaviors or actions that interfere or get in the way of learning.
- ***Disrespectful*** shall mean behaviors in which racist, sexist, or other verbal harassment language is being used.
- ***Dangerous*** shall mean physically able or likely to cause harm or injury.

Board Indicator 1: The district average for the student survey question, “I feel safe at school” is not more than 0.2 below the peer district comparison average set by the survey vendor.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 2: 100% of referrals involving bullying or harassment result in consequences as laid out in the District Code of Conduct.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 3: 100% of referrals involving fighting result in consequences as laid out in the District Code of Conduct.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Indicator 4: The District has investigated and addressed all formal complaints involving adults and documented the outcome.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Comments:

~~**OE 8.8**~~ ~~**The Superintendent may not permit the administration of corporal punishment.**~~	~~**Superintendent**~~ ~~**Compliant**~~ ~~**Compliant with Exceptions**~~	~~**Board**~~ ~~**Compliant**~~ ~~**Compliant with Exceptions**~~

	Not Compliant	**Not Compliant**

Superintendent Interpretation:

The Board of Education expects the Superintendent to assure that no instance or act of physical discipline by any District employee is tolerated.

- ***Corporal punishment*** shall mean to cause deliberate physical pain or discomfort.

Board Indicator 1: The District has received zero complaints that allege the use of corporal punishment.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence:		

Board Comments:

SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
July 11, 2023

Board Member Participation: Emily Berry, President
Ellen Eckman, Vice President (not present for Call to Order)
Becky Freer, Treasurer
Abby Fowler, Clerk
Nathan Hammons, Member

District Administrator Participation: Laurie Burgos, Superintendent

I. 7:00 pm CALL TO ORDER
Motion to Adopt the Agenda
MOVED by Becky Freer and SECONDED by Nathan Hammons AYE: 4 NAY: 0

II. 7:04 pm STUDENT ACHIEVEMENT PRESENTATION
Recreation and Community Services Update, Jody Brooks

III. 7:21 pm PUBLIC COMMENT #1 - no comments

IV. 7:22 pm BOARD BUSINESS AND BOARD ACTION
A. SEED Foundation 2023-2024 Funding Commitments, Melissa Nelsen and Shawn Brown
B. District Equity Update, Shari Tucker
C. 2023-2024 Student Academic Standards, Mike Joynt and Shari Tucker

V. 8:14 pm BOARD CONSENT AGENDA
A. Approval of June 27, 2023 Board Meeting Minutes
MOVED by Ellen Eckman and SECONDED by Abby Fowler AYE: 5 NAY: 0

VI. 8:15 pm BOARD MEMBER REPORTS
Emily Berry, Linkage and Key Communicators Priorities, Operational Expectations and Results Workshops

VII. 8:36 pm SUPERINTENDENT'S REPORT

VIII. 8:53 pm SUPERINTENDENT'S CONSENT AGENDA
A. Approval of Atwater PTO Grant for Development of Outdoor Classroom
MOVED by Ellen Eckman and SECONDED by Becky Freer AYE: 5 NAY: 0

IX. 8:54 pm PUBLIC COMMENT #2
Erica Frank Atwater PTO President

X. 8:57 pm REVIEW OF 'TO DO' ITEMS
Linkage and Key Communicators Priorities, Operational Expectations and Results Workshops

XI. 9:00 pm FUTURE AGENDA ITEMS

XII. 9:01 pm RECESS AND DEBRIEF

SCHOOL BOARD MEETING
CLOSED SESSION

June 27, 2023 at 5:30 pm

Board Member Participation:	Emily Berry, President Ellen Eckman, Vice President Becky Freer, Treasurer Abby Fowler, Clerk Nathan Hammons, Member
District Staff Participation:	JoAnn Sternke, Interim Superintendent Danielle Tierney, Legal Counsel

On Tuesday, June 27, 2023 at 5:30 pm the Shorewood School Board met in Closed Session.

President Emily Berry called the meeting to order at 5:30 pm.

Motion to go to Closed Session, per posting, to confer with legal counsel for the governing body who is rendering oral or written advice concerning strategy to be adopted with respect to litigation in which it is involved regarding Chavannes v. Shorewood School District, et al.

Motion to leave Closed Session by Emily Berry.

Meeting adjourned by Emily Berry without objection at 6 pm.

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report
Date: August 8, 2023
Prepared by: Laurie Burgos, Superintendent

Recommended action:

__X__ Information only
Presentation/discussion
Discussion/action by School Board
Presentation/action next meeting

Purpose:

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

Staff Updates

The Athletics Department welcomed Karli Jonasen last month and she will serve as Assistant to the Athletics Director, Taz Landry. The District's new Communications Specialist, Maria Campbell, started with us on July 27, and we will welcome Wayne Thoresen to the Instructional Technology team on August 9. Classrooms are fully staffed, however we are continuing to recruit for some cross categorical and health aide vacancies.

Sharlie McCain, HR Business Partner for MRA (an association for non-profit employers), will be working with us for the next several months. She will help cover the absence of a staff member and assist in the development of some long-term human resources planning and the evaluation of current procedures, including performance evaluations for non-instructional staff, Title IX compliance (requests for accommodations, mediations and grievance procedures), and the support and communications we provide to employee groups.

Back-to-School Planning
Orientation for new teachers is scheduled for August 15-17, with significant portions of this schedule devoted to ICS training and our mentoring program. All District staff will be back in buildings beginning August 23, and the Back-to-School Kick Off Event for all staff will be held on the morning of August 24. We will recognize Mike Roberts for 25 years of service to District students and families during this event.

Faculty at all grade levels will be working in their classrooms and participating in in-service work August 23-31, and I want to highlight a few of the professional development and training topics on the schedule for Board and community members:

- K5-3 faculty will attend a full day of training on our new K5-3 phonics curriculum;
- K5-5 faculty will attend two full days of training on new Eureka math curriculum;
- Teachers in grades 7-12 will attend two professional development sessions focused on equitable best practices and identity relevant teaching;
- All teachers will receive technology training, including use of Google Classroom/SeeSaw, GoGuardian, Snap&Read/CoWriter and discussions about Chat GPT and other AI tools
- Equity training is also a focus of our Back-to-School schedule. Tiara Rogers, our new SIS Principal, Shari Tucker, Director for Equity, and I attended the ICS Summer Institute at the end of July; new teachers will participate in ICS training led by District faculty and staff presenters during their orientation, and all District staff are expected to attend the Courageous Conversations session scheduled for the afternoon of August 24; and
    - Both elementary schools will continue to conduct equity work following early release on the 2nd Wednesday of each month; SIS and SHS will be leading their equity work on the 3rd Wednesday of each month. As in past years, an administrative leader has been assigned to work with Shari Tucker in each school building to support these schedules.
- All staff will review this Standard Response Protocol, which we adopt this year along with the related guidance, training and communications created to ensure uniform safety protocols in schools. The protocol has been reviewed by the Shorewood Police Department, and school principals and departments are working together to address signage, staff training, student safety training presentations, etc. I will share details about our move to the Standard Response Protocol with District families in upcoming Back to School communications, and school principals will share building-level with their student families.

Also in the Back-to-School schedule are sessions about risk assessment processes, neurodiversity and other student support topics, and Educator Effectiveness self reviews for our teachers. I am very pleased with the status of Back-to-School planning at the District level and in our schools, and impressed by the thoughtfulness and teamwork the administrative team has put into making this important collaborative time meaningful and successful for everyone. The first day of school on September 5 is fast approaching, and I am excited to welcome our staff, students and families back to campuses.

Budget & Financial Management Items

I want to share this Summary of K-12 School Aid in the Biennial Budget provided by the Southeast Wisconsin Schools Alliance (SWSA) as a state budget reference tool for your information. The District's upcoming Annual Meeting and Budget Hearing on August 22 (7 pm at the High School) is an important opportunity for us to share key financial and operational priorities with the community, and we encourage all residents to attend.

In addition to sharing the impact of state funding, which remains well below what is needed to adequately support our district, the Annual Meeting is an opportunity to report on financial stewardship, including the Operating Referendum funding commitments and financial results from the 2022-2023 fiscal year.

As discussed at prior meetings, landscaping work at all schools is one of the final projects funded by the 2019 facilities referendum. As we close the books on facilities projects, the District has been working with an independent tax accountant from the Arbitrage Group and our financial advisors at PMA to ensure that we are in full compliance with applicable tax laws related to tax exempt bond earnings. The majority of bond interest earned over the life of the project was added to the referendum budget and used to finance additional work; in accordance with tax laws, the District is also required to make a rebate payment to the government in August. At the same time, the Department of Business Services has been working with schools and departments to close out the 2023 fiscal year, which ended on June 30. We will be working with our auditors to review financial performance and finalizing interfund transfers, including a transfer to the newly created Fund 46 (capital maintenance) and to the District's fund balance, in keeping with our pledge to bring up this balance to align with best practices and comply with Board policy.

Finally, I want to provide a brief update on the District's agreement with the SEA. The SEA indicated earlier this summer that they would be forming a new bargaining team, and with Back- to-School activities coming up quickly, the commencement of negotiations will now need to be scheduled after August 29. In the meantime, I have been able to introduce myself and meet with Amy Miller, President of the SEA, as well as with Quinn Chesir, the WEA representative. I am hopeful that we will quickly come to an agreement.

Communications and Engagement

I have prioritized meetings with community partners, staff, families and affiliated organizations during my first month in the District, as the School Board concurrently plans its community linkage schedule for the fall. Thanks to Village government leaders, the Police Department, St. Roberts, and others in the community who have welcomed me, and to staff leaders who have oriented me to our buildings, programs and student services as well as District administration and operations.

I have also been participating in discussions with other area superintendents, and I attended the Closing the Achievement Gap Consortium (CAGC) Culminating event on July 21. Shorewood is one of 35 public and private school systems in southeastern Wisconsin that have partnered with Concordia University and united to address equity through professional development and other

community engagement. Amanda Jamerson, Associate Principal of Shorewood High School, has led the GAGC's African American Youth Initiative (AAYI) program, which is aimed at increasing college readiness and completion, and the culminating event provided students involved with valuable opportunities to explore college and career paths. I want to congratulate her on her leadership, and thank her and other District colleagues who support the consortium and its important mission.

As the school year approaches, I will be scheduling meetings with our PTO and booster organizations, the Recreation & Community Services Department Advisory Board, the Public Library, our childcare and early learning program partners and other groups. These are crucial to understanding the issues that are priorities across the community. I will also be scheduling fall listening sessions for District families and others who want to attend following school open houses, orientations and other building level back-to-school activities.

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Monthly Financial Reports
Date: August 8, 2023
Prepared by: Heather Heaviland

Recommended action:
___ Information only
___ Presentation/discussion
_X_ 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:

June 2023 Statements
June 2023 financial statements reflect activities and financial changes for fiscal year 2023, prior to final completion of the District's year-end closeout. While the attached statements depict the revenues and expenses recorded for the fiscal year to date, we continue to receive and record invoices and payments for fiscal year 2023. In addition, final year end processes, such as recording of the transfer of funds from fund 10 to fund 27 will significantly impact our balance sheet.

- Revenue and Expenses
    - The District is currently reflecting total revenue for the year of $27,568,949.83. Additional revenue is expected once our fourth quarter grant claims are finalized and recorded. This figure currently exceeds our budget by approximately $170,000. This is primarily due to larger than expected interest gains as well as receipt of revenue with an offsetting expense, such as insurance claims.
    - While the District is currently reflecting $24,097,413 in expenses, the fund 27 transfer which is recorded as a final step in our year-end closeout will increase this figure by a currently projected amount of approximately $2,400,000. The

District does expect that our final expenses will reflect savings from our projected expense amount.

- Balance Sheet
    - The balance sheet for general operating funds projects that the District will end the year in a favorable financial position.

Attachments:

- Cash Receipts 2023-06
- Budget Status 2023-06
- Check Register 2023-06
- Balance Sheet 2023-06

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

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: New Hires
Date: August 8, 2023
Prepared by: Carrie Wettstein

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

Recommendation(s): Approval
Purpose: New Hires
Background:

Abigail Meier has been hired as a school psychologist, replacing Mariah Ferri, at Atwater Elementary and Shorewood Intermediate School.

Keith Roberts has been hired as a physical education/health teacher at SIS, to fill the vacancy left by Sam Keller, who will move to SHS.

Isabell Stratte has been hired as a 1st grade teacher at Atwater, replacing Linda Fernandes, and Jenna Rheingans has been hired as a 6th grade teacher at Atwater, replacing Kerstin Mestelle.