

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
May 23, 2023 AGENDA

SCHOOL BOARD MEETING
8:00 PM
Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

To attend the School Board meeting, please enter through the Administration Building doors and take the west stairs up to the second floor to reach the Library Media Center. The building elevator can be accessed near the east stairs.

Community members can use the alternative method of Board meeting access that the District is providing on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

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Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/j/81599627722>

I. 8 pm CALL TO ORDER

A. Adopt the Agenda (GC2)	
B. Overarching Result for Shorewood School District (R1)	
<i>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. 8:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)	
Student Achievement Presentation: Lake Bluff Elementary School, Creating Unique Student Experiences with PTO Innovation Grants	
Student Results Presentation: Passages Update	
III. 8:30 pm PUBLIC COMMENTS #1 (GC3)	
<i>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.</i>	
IV. 8:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION	
A. Review and Adoption of Revisions to R4 (Student Wellness) Board Indicators and Report	3
V. 9:10 pm PUBLIC COMMENT #2 (GC3)	
<i>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.</i>	
VI. 9:20 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION (CONT'D)	
A. Preliminary 2023-2024 Budget Discussion	12
VII. 9:40 pm BOARD CONSENT AGENDA (GC2)	
VIII. 9:45 pm BOARD MEMBER REPORTS	25
IX. 10:00 pm SUPERINTENDENT'S REPORT	32
X. 10:10 pm SUPERINTENDENT'S CONSENT AGENDA	
A. Approval of Monthly Financials	34
XI. 10:15 pm PUBLIC COMMENT #3 (GC3)	
<i>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.</i>	
XII. 10:25 pm REVIEW OF 'TO DO' ITEMS	
XIII. 10:30 pm FUTURE AGENDA ITEMS	
XIV. 10:35 pm RECESS AND DEBRIEF	



**Results Monitoring Document
R-4 Wellness**

Certification of the Superintendent: *With respect to Results 4 (Wellness), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

Signed: _____, **Superintendent** **Date:** May 9, 2023

Executive Summary

This revised report reflects the Board indicators for R4 discussed at the April 25 Board meeting, as well as corrections and revisions to data benchmarks for approval. The information reflected in this report refers to district-wide data that will serve as indicators of District performance and progress toward strategic and operational goals that address overall student wellness in future years, and provide an opportunity to examine trends and comparisons to prior years, as well as to relevant state and national benchmarks.

Supporting student wellness and well being is a top priority. While indicators for R4 will be limited to those that most accurately reflect progress in terms of levels, trends and comparison, the District can provide additional survey results to supplement the School Board’s understanding of other factors that influence student wellness among student groups (e.g. diet, food security, self harm, screen time, focus/attention, school safety).

To review, the District will continue to use annual School Perceptions Survey data to report on Board indicators that reflect self-expression, emotional development and mental health, generally. These new data tools will be added to R4, beginning with the 2023-2024 school year:

- Data from the bi-annual Youth Risk Behavior Survey (YRBS) related to school connectedness, mental health and these key risk/health behaviors: alcohol, marijuana, vaping and prescription drug use. Results in these categories from the 2022-2023 YRBS survey will be provided in the 2023-2024 R4 report, and bi-annually thereafter.
- Social Academic and Emotional Behavior Risk Screener (SAEBRS) fall assessment window data related to social behavior, academic behavior and emotional behavior. This screener also aligns to our Social and Emotional Learning instruction including Growth Mindset and Goal-Setting, Emotion Management, Empathy and Kindness and Problem-Solving.

Highlights: Not Applicable

Analysis: Not Applicable

Disposition of the Board: *With respect to Results 4 (Wellness), the Board:*

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted

_____ **Failing to make reasonable progress**

Summary statement/motion of the Board:

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

Definition of Terms

- **Annual School Perceptions Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Youth Risk Behavior Survey (YRBS):** This survey is given out every other year and asks very pointed questions of students in grades 6-12. This survey goes much deeper into risky behavior than our annual students survey.
- **Social and Academic Emotional Behavior Risk Screener (SAEBRS):** This survey will be administered to staff and students three times per year to assess Social, Academic and Emotional Behaviors that students may display indicating either individual risk, overall risk or classroom risk. This screener will allow us to see trends across student, grade, classroom and building level and better address needs depending on the results in each area.
 - Social Behavior: reciprocal social relationships, social awareness and cooperation with others
 - Academic Behavior: academic enabling skills related to preparation, planning, production and work toward achieving goals
 - Emotional Behavior: self-management of emotions, awareness of emotions and reactions to others

R-4 Wellness

Students will develop and maintain habits that contribute to personal wellness

Superintendent Interpretation:

The board values social, mental and physical well-being for all students.

Develop and Maintain Habits: shall mean students, as age appropriate, understand how their decisions contribute to their well-being.

Personal Wellness: shall mean social, mental and physical well-being.

	<u>Superintendent</u>	<u>Board</u>
<p>R-4.1 Appropriately express and manage emotions Feel a sense of belonging and connection in their school community</p>	<p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>	<p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>

Superintendent Interpretation:

Appropriately Express Emotions: shall mean effectively and respectfully communicating feelings and needs to others.

Manage Emotions: shall mean students are able to appropriately control their behaviors.

Sense of belonging: shall mean that students feel welcome and an integral part of the school community.

Connection in school community: shall mean students have relationships with adults in school buildings and are engaged in school academically and/or socially

Superintendent Indicator 1:

- The ~~district average of students that~~ **percentage of District students who** “Always” or “Usually” agree **with the following statements** on the annual **School Perceptions** student survey is within **0.2%** of previous year: ~~to comparative school districts’ average on the following questions and overall “Index”:~~
 - o “My classmates care about me.”
 - o “I feel like I belong at this school.”
 - o “I participate in one or more clubs, sports or activities.”
 - o “There is at least one adult in my school that I can talk to about a personal problem.”
 - o ~~Overall Index~~

Evidence:

Superintendent Indicator 2 (Bi-Annual):

- The ~~average percentage~~ of students that “Agree” or “Strongly Agree” on the bi-annual Youth Risk Behavior Survey (YRBS) is greater than or equal to 80% across grade levels.
 - o “I feel like I belong at this school”
 - o “My teachers really care about me”

Evidence:

Superintendent Indicator 3:

- The ~~average percentage~~ of students **from the fall assessment window** that score within the low risk range in the Social Behavior domain is greater than or equal to 80% across grade levels on both the SAEBRS (teacher report) and mySAEBRS (student report).

Evidence:

Superintendent Indicator 4:

- **Percentage** of **grade 7-12** students that are participating in at least one extra-curricular sport, club or other extra-curricular activity.

Evidence:

<p>R-4.2 Identify and manage stress, including maintaining reasonable balance between and among competing demands. Maintain a healthy body and mindset.</p>	<p>Superintendent</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>	<p>Board</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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Superintendent Interpretation:

The board values student engagement in healthy lifestyles.

Healthy body: shall mean a mix of a balanced diet, regular exercise, quality sleep, and a healthy lifestyle

Healthy mindset: shall mean viewing challenges as growth opportunities; demonstrating flexibility and perseverance

Superintendent Indicator 1:

- Percent of 7-12 students that are participating in at least one extra-curricular sport.

The average percentage of students from the fall assessment window that score within the low risk range in the Academic Behavior Domain on the SAEBRS (teacher report) and mySAEBRS (student report) is greater than or equal to 80% across grade levels.

Evidence:

Superintendent Indicator 2:

- The district average of students that percentage of District students who “Always” or “Usually” agree with the following statements on the annual School Perceptions student survey is greater than or equal to comparative school districts average on the following questions is within 0.2% of previous year:
 - I exercise at least 3 times per week
 - I have a healthy lifestyle
 - I get enough sleep most nights
 - I make healthy eating choices most of the time

Evidence:

Superintendent Indicator 3:

- The district average of parents percentage of District parents who that responded that we are doing “Good” or “Great” on the annual School Perceptions parent/community survey in the area “Fostering students’ physical wellness” is within 0.2% of previous year.

Evidence:

Superintendent Indicator 4: (Bi-Annual)

- Percent of 7-12 students that are getting a “C” or better in their physical education courses.

- The average percentage of students that report on the bi-annual Youth Risk Behavior Survey (YRBS) affirmatively to 0-1 days for each of the following, is greater than or equal to 80% across grade levels:
 - ~~During the past 30 days, on how many days did you: smoke cigarettes~~
 - During the past 30 days, on how many days did you: use an electronic vapor product
 - During the past 30 days, on how many days did you: have at least one drink of alcohol
 - During the past 30 days, on how many days did you: use marijuana
 - During your life, how many times have you: taken an over-the-counter drug to get high?
 - During your life, how many times have you: taken prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?

Evidence:

<p>R-4.3 Understand and avoid risky behaviors. Understand and regulate their emotions to cope effectively with stress</p>	<p>Superintendent</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>	<p>Board</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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Superintendent Interpretation:

~~The board values students making healthy choices that keep them and others safe from harm.~~

~~**Understand Risky Behaviors:** shall mean students know about unhealthy/unsafe choices.~~

~~**Avoid Risky Behaviors:** shall mean students know how to make healthy/safe choices.~~

The board values the mental emotional well-being of all students and when students are able to navigate stress..

***Understanding Emotions:** shall mean recognizing and communicating the feelings of self and others through verbal and non-verbal communication in respectful ways.*

***Regulating Emotions:** shall mean understanding and using strategies to self-monitor and manage emotions (e.g. stress, impulses, motivation) in a manner sensitive to self and others.*

<p>Superintendent Indicator 1:</p> <ul style="list-style-type: none"> • The district average of students that percentage of District students who “Always” or “Usually” agree with the following statements on the annual School Perceptions student survey is greater than or equal to comparative school districts average within 0.2% of the previous year on the following questions: <ul style="list-style-type: none"> o “When I feel stressed, I know how to cope.” o “I am able to get through challenging times.” o “There is at least one adult in my school that I can talk to about a personal problem.” <p>Evidence:</p>
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<p>Superintendent Indicator 2:</p> <ul style="list-style-type: none"> • Percent of 7-12 students that are participating in at least one extra-curricular sport. • The average percentage of students from the fall assessment window that score within the low risk range in the Emotional Behavior Domain on the SAEBRS (teacher report) and mySAEBRS (student report) is greater than or equal to 80% across grade levels. <p>Evidence:</p>

Superintendent Indicator 3: (Bi-Annual)

- ~~Percent of 7-12 students that are participating in at least one extra-curricular sport.~~

The ~~average~~ **percentage** of students that report on the bi-annual Youth Risk Behavior Survey (YRBS) their agreement to the following items occurring within the last 12 months, is less than or equal to 20% across grade levels:

- Had significant problems with feeling very anxious, nervous, tense, scared or like something bad was going to happen
- Ever felt so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities

Evidence:

R-4.4 Practice behaviors that encourage physical health	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

R-4.5 Understand the value of good nutritional habits	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Disposition of the Board: *With respect to Results 4 (Wellness), the Board:*

- _____ **Making reasonable progress toward achieving the desired results**
- _____ **Making reasonable progress with the exceptions noted**
- _____ **Failing to make reasonable progress**

Summary statement/motion of the Board:

Signed: _____, **Board President**

Date: _____



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Proposed Preliminary Budget

Date: May 23, 2023

Prepared by: Heather Heaviland

Recommended action:

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

Purpose: Discuss proposed preliminary budget and provide direction to management for preliminary budget to be presented for approval at the June 13th meeting.

Background: The preliminary budget serves the dual purpose of (a) allowing for the continued operation of the District and (b) is the basis for the Budget Hearing and Annual Meeting on August 22, 2023. The preliminary budget includes the best estimates of expected revenue and expenditures for the upcoming school year as of the date preparation. Adjustments will be made throughout the summer and early fall to develop what is known as the original budget to be approved by the Board in October.

The preliminary budget has been developed through multiple phases and conversations over the past several months. These include:

- 5-Year Financial Projections presented to the board on 12/13/22 and 12/20/22
- Enrollment Projections presented to the board on 1/24/23
- Budget Scenario Update, including revenue projections, on 3/14/2023
- ESSER Update provided to the board on 4/11/2023
- Budget Balancing Strategies presented to the board on 4/25/2023
- Multiple community conversations regarding the budget and the District's financial position during the Fall of 2022 and Winter of 2023, conducted as part of the operational referendum evaluation and information sharing process

Assumptions used to develop the proposed preliminary budget are consistent with those presented in the aforementioned informational presentation and are further detailed in the attached 2023-2024 Proposed Preliminary Budget.

Financial Impact

The proposed preliminary budget reflects significant progress in building the District's financial health. Efforts to align staffing and expenditures with the current student population and needs resulted in containment of general fund expenditure growth to within 1% of the current year's budget, which reflects progress towards the 5-Year Projections prepared in Fall 2022 of .55%. The aggregate general operating budget which includes special education, however, exceeded expectations with a net decrease of 1%. At the same time, the District was able to accommodate requests for additional funding in departments with the most significant expenditure growth, including athletics and technology, while returning all other department budgets to their pre-2022 reduction amounts.

Revenue expectations, despite a much needed contribution from the operating referendum, fell short of projected levels. Combined general operating revenues are projected at \$34.2 million, which is \$1.9 million short of the fall projections. Primary factors contributing to the decrease in revenue include decreased grant revenue and decreased open enrollment revenue compared to the projection. An increase in the state budget is unlikely to change this projection significantly given provisions in the funding formula that protect the District from further revenue decline and are already in place. While enrollment projections are unchanged at this time, ongoing concerns regarding decreases in the school age population suggest that revenue declines may continue in the future.

Despite the revenue shortfall, the District is well positioned to end the 2023-24 school year in a much stronger position than currently with a projected fund balance of 23% of projected expenditures. In order to maintain financial health and stability, the District will need to maintain the same level of fiscal stewardship. We continue to expect expense growth to outpace revenue growth, even with a significant increase in the state budget. Looking ahead to 2024-2025, loss of ESSER grants will need to replace several budgeted items that would be difficult for the District to operate without. The District will move forward with the strategies outlined in the April 25th budget balancing presentation and provide periodic updates to the board as appropriate.

Attachment(s):

The detailed budget and a full set of assumptions is provided in the document titled "2023-2024 Proposed Preliminary Budget."



2023-2024

Proposed

Preliminary Budget

(05-23-2023)

I. Assumptions for the Preliminary Budget

The preliminary budget establishes the intent of the district regarding programs and services for the ensuing year and is used as the basis for receiving public comment at the Budget Hearing and for approval of an initial estimated tax levy at the Annual Meeting.

To develop the preliminary budget several estimates must be made, some of which will materially change between the time of the estimate and when the original budget is adopted in October, such as general state aid, property tax levy, impact of actual enrollment, staffing changes, and others. The following assumptions were used for the proposed preliminary budget and reflect changes compared to the 22-23 revised budget:

- General state aid will decrease by \$300,000 with an estimated total amount of \$6,071,003.
- The property tax levy increased by \$3,064,097. This reflects the net of an increase to the general operating and capital project levies and a decrease to

the debt service and community service levies. Decreases to the debt service and community service levies were anticipated, as they had been increased temporarily based on specific needs for debt refunding and capital projects.

- Revenue for open enrollment is projected at \$1,887,408. This represents 90% of the District's open enrollment goal as a conservative estimate to account for the possibility that all non-returning open enrollment seats will not be filled.
- Wages were increased by 3.0%, inclusive of all changes to salary schedules.
- Realignment of workforce to reflect current enrollment and needs resulted in a net reduction of total salary expense, after increases, of \$294,349.
- Monthly medical premiums remained static; however, District contributions to the employee deductibles are projected to raise the total anticipated benefit expense for a total increase across health care premiums of \$489,065.
- Retirement benefit contributions are projected at \$541,597.
- School and department budgets were restored to their pre-2022 reduction levels and budgets for athletics and technology were increased to account for inflationary expense increases and replacement needs for classroom technology. After adjusting for the one time investment in student chromebooks made in 2022, and reductions made to certain contracts and other expenses that are no longer needed, the total general operating budgets for purchased services and supplies decreased by \$121,151 (3%).
- \$690,388 in ESSER funds will be leveraged for:
 - \$72,744 for summer school;
 - \$175,00 for substitute teachers;
 - \$88,800 to support the implementation of new phonics and math curriculum;
 - \$73,041 to support delivery of mental health services;
 - \$280,803 to support continuity of instruction by offsetting salary and benefit expense; and,
- Capital maintenance expenditures, as outlined in the 10-year capital maintenance plan, including \$350,000 in improvements to recreational facilities and \$650,408 in repairs and maintenance of other District properties.

The District's top five highest projected expenditures, excluding salaries and benefits, special education transfer, and items that are exempt from the revenue limit are:

- Open enrollment tuition payments for students enrolled in other Districts (\$320,736)
- Substitute teachers and aides (\$401,203)
- Property insurance (\$157,320)
- Repairs and maintenance (\$155,793)
- Worker's compensation insurance (\$152,244)

Within the general fund and across expense types, benefit expense increased the most by \$404,645, due to medical benefit increases, followed by purchased services which increased by a net of \$258,571, due primarily to increases in athletic, technology, utilities

II. General Operations, Fund Balance

The District maintains a fund balance as a safety net for unexpected events and has set a goal of increasing its fund balance over the next five years. The FY24 budget projects a year-end fund balance of \$7,211,048. This represents a much stronger financial position at 23% of the projected 2023-24 expenses for funds 10 and 27 than the District has experienced in previous years. With passage of the \$5.5M annual operating referendum, the District anticipated significant growth in fund balance in the first year (2023-24), followed by decreasing gains in the subsequent four years. The District anticipates careful management of the fund balance to ensure that it is maintained and used for non-recurring expenses, to reduce the need for operational debt, and to fuel program choices that help maintain a strong financial position.

III. Property Tax Levy

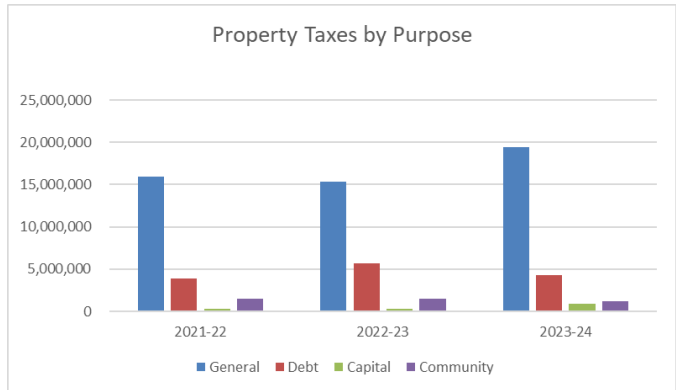
The budget anticipates a property tax increase of \$3,064,097 (13.4%) over the total current year levy. The increase is driven by the voter-approved operational referendum which provided for an increase to the revenue limit for purposes of operations and maintenance.

The equalized value amount for the Village of Shorewood is, for projection purposes, assumed at \$1.975 million. This represents an increase of 2.2%, or the average annual increase from 2017 through 2021. 2022 was omitted from the average calculation as a TID closure created a larger than typical increase in value. The chart below depicts the tax levy and the impact on the mill rate over time.

10 Year Tax Levy and Mill Rate History					
Fiscal Year		Tax Levy	Increase (Decrease)	Change	Equalized Mill Rate
2014-15	Actual	19,022,886			
2015-16	Actual	19,679,974	657,088	3.5%	13.88
2016-17	Actual	20,105,480	425,506	2.2%	13.88
2017-18	Actual	20,816,294	710,814	3.5%	13.88
2018-19	Actual	21,659,543	843,249	4.1%	13.88
2019-20	Actual	22,405,811	746,268	3.4%	14.07
2020-21	Actual	22,284,348	(121,463)	-0.5%	14.13
2021-22	Actual	21,665,147	(619,201)	-2.8%	13.40
2022-23	Actual	22,869,257	1,204,110	5.6%	11.84
2023-24	Proposed	25,933,354	3,064,097	13.4%	13.13

The tax levy supports educational and support programs (general operations), repayment of debt, capital projects and community services. Taxes for other than general operations are restricted to the specific purpose for which they are levied. As shown in the chart below, the levy is primarily for general operations.

2023-2024 represents a significant increase in general operating funds, which continues to represent the largest portion of the tax levy.



IV. State Aid

The State of Wisconsin shares in the costs of education based on three methods of revenue distribution. General Aid is direct property tax relief distributed to school districts in accordance with multiple formulae. Per Pupil Adjustment Aid is classified as a general-purpose aid and is used for operation and maintenance of school programs. Categorical Aid is based on performance of specific tasks or providing specific programs and is restricted to the specific purpose for which it is intended.

State Aid by Category					
Fiscal Year	General Aid	Per Pupil Aid	Categorical Aid	Total State Aid	Increase (Decrease)
2011-12	3,633,592	0	808,602	4,442,194	
2012-13	4,870,290	82,800	818,009	5,771,099	1,328,905
2013-14	5,143,964	126,225	815,378	6,085,567	314,468
2014-15	5,039,363	256,200	919,545	6,215,108	129,541
2015-16	5,367,323	268,650	951,145	6,587,118	372,010
2016-17	5,641,758	458,250	963,561	7,063,569	476,451
2017-18	6,131,376	840,150	1,041,050	8,012,576	949,007
2018-19	5,824,659	1,226,250	1,403,679	8,454,588	442,012
2019-20	5,390,317	1,386,056	1,129,249	7,905,622	(548,966)
2020-21	6,396,264	1,348,956	1,136,122	8,881,342	975,720
2021-22	6,340,962	1,314,824	1,169,809	8,825,595	(55,747)
2022-23	6,654,148	1,271,945	1,227,677	9,153,770	328,175
2023-24	6,364,812	1,275,498	1,133,814	8,774,124	(379,646)

The table above shows the amount of aid received in each of the three classifications since the 2011-12 school year. State aid increased every year until 2019-20 and has been less predictable since then. Per pupil aid is projected to remain relatively stable for next year, while general and categorical aid are projected to decrease slightly.

V. Other Budget Information

Revenue Limits

The State of Wisconsin limits the amount of revenue public schools generate through the combination of state general aid and the property tax levy. This limitation is referred to as “Revenue Limits”. The proposed budget includes \$5.5M in additional allowed revenue limit. The per student revenue amount is not projected to increase. While the state legislature may approve an increase, the District currently has a “hold harmless” allowance in the projected revenue limit formula which would decrease if the per pupil amount increases. These are anticipated to largely offset with no significant benefit to the District of an increase in 2023-24.

Student Membership and Enrollment

Student membership refers to the number of students that the District counts for the purpose of calculating the revenue limit, which includes all full time, resident students who attend Shorewood schools as well as Shorewood residents who attend other public-school districts in Wisconsin through the open enrollment option. The District also counts part time students, such as K4 and summer school, although they do not each count as a full-time student.

Membership used in the revenue limit formula for 2023-24 is 1,694, a decline from the prior year of 25 students. The formula uses a rolling 3-year average to smooth out the financial impact of a material change, such as experienced here. The table at the end of this section reports the 3-year average.

Enrollment is the number of students that are educated in a District school and may include students from other school districts. Enrollment is important in determining the resources needed, such as space, instructional materials, and number of staff. Whereas membership determines revenue, enrollment determines costs.

School funding formulae reallocate funds from one district to another for the number of non-resident students in each school district. Therefore, for budget purposes, the District must monitor both membership and enrollment. The table below shows the 3-year rolling average membership has been declining since 2018-2019. Total enrollment has been buffered by open enrollment.

10 Year Membership and Enrollment History					
Year	Revenue Limit Members *	Member Change	Enroll	Enroll Change	Enroll Over (Under) Members
2014-15	1,728		2,011		283
2015-16	1,771	43	2,026	15	255
2016-17	1,832	61	2,042	16	210
2017-18	1,867	35	2,020	(22)	153
2018-19	1,878	11	1,930	(90)	52
2019-20	1,868	(10)	1,942	12	74
2020-21	1,818	(50)	1,889	(53)	71
2021-22	1,774	(44)	1,915	26	141
2022-23	1,719	(55)	1,933	18	214
2023-24	1,694	(25)	1,911	(22)	217

* Rolling 3-year average membership

Energy Efficiency Exemption

The Board of Education approved upgrades to electrical, heating, ventilating, air conditioning and lighting systems under a provision of state law that allows the repayment of the debt for these upgrades to be exempt from the revenue limit. The following report provides information on utility cost savings because of this project, through the last reporting date of November 30, 2022.

ENERGY EFFICIENCY EXEMPTION			
§ 121.91 (4) (o) Revenue Limit Exemption for Energy Efficiencies-Evaluation of the Energy Performance Indicator			
Name of Qualified Contractor	Honeywell ESG		
Performance Contract Length (years)			15
Total Project Cost (including financing)			\$6,014,876
Total Project Payback Period			40
Years of Debt Payments			15
Remaining Useful Life of the Facility			50
Prior Year Resolution Expense Amount	Fiscal Year	2021-2022	\$552,423
Prior Year Related Expense Amount or CY debt levy	Fiscal Year	2021-2022	\$599,848
Utility Savings applied in Prior Year to Debt	Fiscal Year	2021-2022	\$159,474
Sum of reported Utility Savings to be applied to Debt			\$ 249,203
		Savings Reported for 2020	
Specific Energy Efficiency Measure or Products	Project Cost Including Financing	Utility Cost Savings	Non-Utility Cost Savings
Annual KWh electric savings		\$ 156,135	
Annual MMBtu gas savings		\$ 77,116	
Annual CCF water savings		\$ 15,952	

Outstanding Long-term Debt

The amount of long-term debt that a school district is permitted to issue is limited to 10% of equalized value. The following tables report debts for which there is a balance outstanding and the calculation of the margin of indebtedness. Credit rating firms consider the margin as one of the factors in assigning a credit rating to the District. Shorewood outstanding debt is 3%, well

below the allowable amount.

Outstanding Long-term Debt					
Type	Original Amount	Issue Date	Interest Rates	Date of Maturity	Balance as of 6/30/23
Taxable G. O. Refunding Bonds	5,055,000	4/1/2015		4/1/2035	\$ 3,090,000
G. O. School Improvement Bonds	40,000,000	7/1/2019		4/1/2039	\$ 31,200,000
G. O. School Improvement Bonds	3,875,000	7/6/21		10/01/2028	\$ 3,330,000
Bond Anticipation Notes	25,000,000	7/6/2021		6/12/2023	\$ -
General Obligation Refunding Bond	22,110,000	5/30/2023			\$ 22,110,000
					\$ 59,730,000

Debt Margin 6/30/2023	
Equalized value	1,932,192,151
Allowable debt marging	10%
Allowable debt	193,219,215
Outstanding long-term debt	59,730,000
Margin of indebttness	133,489,215
	3%

VI. Budget Publication

The DPI has established standard formatting for the publication of budgets and a recommended format for approval by the Board of Education. The required publication standard will be followed when the original budget is published in the local newspaper. The recommended budget adoption format is displayed below.

Budgets are estimates based on information available at the time of development and will change as additional facts and circumstances necessitate. Interpretation of budgets without an understanding of the programs and activities operated by the District and the federal and state rules and regulations can lead to erroneous conclusions.

For more information about this budget or the school district in general please refer to our web site, <https://www.shorewood.k12.wi.us/>.

PROPOSED PRELIMINARY BUDGET 2023-24 *			
GENERAL FUND (FUND 10)	Audited 2021-22	Budget 2022-23	Budget 2023-24
Beginning Fund Balance (Account 930 000)	2,680,051	3,418,636	3,898,045
Ending Fund Balance, Unassigned (Acct. 939 000)	2,680,051	3,898,045	7,211,408
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	3,418,636	3,898,045	7,211,408
REVENUES & OTHER FINANCING SOURCES			
<i>Local Sources</i>			
210 Taxes	16,665,979	15,353,032	19,228,056
260 Non-Capital Sales	23,733	3,940	7,650
270 School Activity Income	104,590	0	25,000
280 Interest on Investments	15,924	150,000	84,409
290 Other Revenue, Local Sources	455,736	460,299	425,035
Subtotal Local Sources	17,265,962	15,967,271	19,770,151
<i>Other School Districts Within Wisconsin</i>			
340 Payments for Services	1,493,031	1,819,390	1,887,408
Subtotal Other School Districts within Wisconsin	1,493,031	1,819,390	1,887,408
<i>State Sources</i>			
610 State Aid -- Categorical	456,092	354,359	340,307
620 State Aid -- General	5,959,758	6,356,951	6,071,003
630 DPI Special Project Grants	13,680	13,680	13,680
690 Other Revenue	1,319,016	1,304,316	1,298,533
Subtotal State Sources	7,748,546	8,029,306	7,723,523
<i>Federal Sources</i>			
730 DPI Special Project Grants	521,280	1,103,479	824,393
750 IASA Grants	248,256	198,123	205,983
780 Other Federal Revenue Through State	282,839	161,700	0
Subtotal Federal Sources	1,052,376	1,463,302	1,030,376
<i>Other Revenues</i>			
960 Adjustments	32,098	15,000	0
970 Refund of Disbursement	63,093	0	0
990 Miscellaneous	2,607	0	0
Subtotal Other Revenues	97,798	15,000	0
TOTAL REVENUES & OTHER FINANCING SOURCES	27,657,713	27,294,269	30,411,457

EXPENDITURES & OTHER FINANCING USES			
Instruction			
110 000 Undifferentiated Curriculum	5,234,012	5,060,535	5,012,285
120 000 Regular Curriculum	7,356,357	7,193,812	7,592,403
130 000 Vocational Curriculum	170,769	174,832	187,858
140 000 Physical Curriculum	748,070	658,053	566,033
160 000 Co-Curricular Activities	439,870	478,569	522,845
170 000 Other Special Needs	144,618	50,172	144,386
Subtotal Instruction	14,093,696	13,615,973	14,025,810
Support Sources			
210 000 Pupil Services	1,240,508	1,230,133	1,357,820
220 000 Instructional Staff Services	1,266,321	1,151,558	1,219,169
230 000 General Administration	659,035	812,911	723,607
240 000 School Building Administration	1,386,109	1,541,122	1,441,776
250 000 Business Administration	3,754,851	3,901,972	3,983,574
260 000 Central Services	281,651	320,158	392,805
270 000 Insurance & Judgments	312,324	403,989	370,644
280 000 Debt Services	62,933	80,000	65,000
290 000 Other Support Services	262,495	245,273	119,140
Subtotal Support Sources	9,226,225	9,687,116	9,673,534
Non-Program Transactions			
410 000 Inter-fund Transfers	2,478,360	2,768,529	2,472,660
430 000 Instructional Service Payments	824,367	743,242	926,090
490 000 Other Non-Program Transactions	279,274	0	0
Subtotal Non-Program Transactions	3,582,001	3,511,771	3,398,750
TOTAL EXPENDITURES & OTHER FINANCING USES	26,901,921	26,814,860	27,098,095

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2021-22	Budget 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	47,018	601,014	497,464
900 000 Ending Fund Balance	335,557	497,464	647,204
REVENUES & OTHER FINANCING SOURCES	569,065	0	150,700
100 000 Instruction	217,995	153,646	960
200 000 Support Services	34,627	75,596	0
400 000 Non-Program Transactions	27,903	181,600	0
TOTAL EXPENDITURES & OTHER FINANCING USES	280,526	410,842	960

SPECIAL EDUCATION FUND (FUND 27)	Audited 2021-22	Budget 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	0	0	0
900 000 Ending Fund Balance	0	0	0
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	2,478,360	2,798,828	2,472,660
State Sources			
610 State Aid -- Categorical	1,099,185	1,052,190	997,101
690 Other Revenue	8,608	35,000	0
Subtotal State Sources	1,107,793	1,087,190	997,101
Federal Sources			
710 Federal Aid - Categorical	0	0	0
730 DPI Special Project Grants	468,930	443,865	366,375
780 Other Federal Revenue Through State	125,231	25,000	0
Subtotal Federal Sources	594,162	468,865	366,375
Other Revenues			
960 Adjustments	0	50,000	0
Subtotal Other Revenues	0	50,000	0
TOTAL REVENUES & OTHER FINANCING SOURCES	4,180,315	4,404,883	3,836,136

EXPENDITURES & OTHER FINANCING USES			
150 000 Special Education Curriculum	2,940,701	3,206,206	2,737,138
Subtotal Instruction	2,940,701	3,206,206	2,737,138
Support Sources			
210 000 Pupil Services	501,023	456,287	550,054
220 000 Instructional Staff Services	372,904	363,454	381,139
230 000 General Administration	63,768	45,874	35,601
250 000 Business Administration	42,841	25,000	3,000
290 000 Other Support Services	4,079	0	0
Subtotal Support Sources	985,990	890,615	969,795
430 000 Instructional Service Payments	253,624	308,061	129,203
Subtotal Non-Program Transactions	253,624	308,061	129,203
TOTAL EXPENDITURES & OTHER FINANCING USES	4,180,315	4,404,882	3,836,136

DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2021-22	Budget 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	2,653,197	3,447,956	4,853,941
900 000 ENDING FUND BALANCES	2,728,666	4,853,941	4,853,941
TOTAL REVENUES & OTHER FINANCING SOURCES			
281 000 Long-Term Capital Debt	3,564,945	4,285,240	3,994,063
282 000 Refinancing	3,966,378	0	0
283 000 Operational Debt	0	0	0
285 000 Post Employment Benefit Debt	343,486	0	341,235
289 000 Other Long-Term General Obligation Debt	0	0	0
400 000 Non-Program Transactions	0	0	0
TOTAL EXPENDITURES & OTHER FINANCING USES	7,874,809	4,285,240	4,335,298
842 000 INDEBTEDNESS, END OF YEAR	65,530,000	59,730,000	57,575,000

CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2021-22	Budget 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	35,789,409	9,791,175	2,071,216
900 000 Ending Fund Balance	5,136,089	2,071,216	2,045,808
TOTAL REVENUES & OTHER FINANCING SOURCES	25,643,072	275,200	875,000
100 000 Instructional Services	0	0	0
200 000 Support Services	21,699,667	7,995,159	900,408
300 000 Community Services	0	0	0
400 000 Non-Program Transactions	0	0	0
TOTAL EXPENDITURES & OTHER FINANCING USES	21,699,667	7,995,159	900,408

FOOD SERVICE FUND (FUND 50)	Audited 2021-22	Budget 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	0	485,063	400,992
900 000 ENDING FUND BALANCE	409,652	400,992	300,432
TOTAL REVENUES & OTHER FINANCING SOURCES	944,278	393,905	518,000
200 000 Support Services	527,823	477,976	618,560
400 000 Non-Program Transactions	6,803	0	0
TOTAL EXPENDITURES & OTHER FINANCING USES	534,626	477,976	618,560

COMMUNITY SERVICE FUND (FUND 80)	Audited 2021-22	Budget 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	481,026	1,034,150	1,023,144
900 000 ENDING FUND BALANCE	1,011,080	1,023,144	772,998
TOTAL REVENUES & OTHER FINANCING SOURCES	2,419,661	2,320,000	2,174,775
200 000 Support Services	543,153	671,070	981,252
300 000 Community Services	1,346,453	1,509,936	1,443,669
400 000 Non-Program Transactions	0	150,000	0
TOTAL EXPENDITURES & OTHER FINANCING USES	1,889,606	2,331,006	2,424,921

Becky Freer, CESA 1 Annual Convention, Pewaukee, May 16, 2023, 5:30 p.m.

- Attended annual convention for the Cooperative Educational Service Agency, Region 1 (CESA 1). See attached documents.
- Executive Director presented an annual report which included:
 - They provide shared services for school districts including ongoing and new grants, services related to literacy, eCampus (online courses, micro-credentials), leader coaching, leader networking, etc.
 - They are funded by grants and fees for services (they do not have taxing authority). They presented a balanced budget.
 - CESA 1 serves 45 school districts and serves 224,000 students.
- Leigh Wallace Tabak, Nicolet Unified High School was elected as the Board of Control Representative for our geographic area.

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Linkage with Youth Rising Up Student Group
Friday, May 5, 2023

School Board: Ellen Eckman

YRU – Advisor – Mr. Nelson Brown

Students: Bella Busby, MaHailey Stephens, Maya Lofton, Tristan Papara, Sherrod Fowler,
Enzo Litz

Issues discussed:

Concern over changes in Curriculum for next year.

- 1) Expressed great support for a 2 hour block class of Art/English
Felt that it represented “how we should teach” with exposure to outside/community work. Open to Soph – Srs.

- 2) Understand the loss of African History course but still disappointed

Concerns over teacher/student relationships – in particular attitudes/approaches to Black and Brown students

- 1) Feel that Black students are removed from class to have behavior handled by Hall Aides in greater number than white students.
- 2) Classroom teachers remove students rather than ask them “what do you need?” which is approach hall aides take.
- 3) Want to be seen as students who might need help/redirection – not being sent out of class room
- 4) To build relations with Black students teachers should: listen and self-reflect and then guide students
- 5) Examples of teachers who do that are: Ms Mohagen and Mr. Andris. They “lean in” and ask “how the day is” and “weekend was” and if there are any needs?

YRU students are seeking respect and constructive conversations about race – “critical conversations” about important issues.

More African-American authors for books in English classes

Hard to be asked to represent all Black students when teachers ask questions.

Food service – not seen as a problem. Opinions expressed by Bobby don’t represent all students. Many students complaining may not even eat the school lunch. This group felt the food is better and pleased with efforts being made.

Board Report: May 23, 2023
Emily Berry

Advanced Learning Linkage
April 6, 2023

Board members present:
Emily Berry

Administrators and staff present:
Director of Teaching and Learning Mike Joynt
Advanced Learning Coordinator Jennifer Damm

Students present from SHS and SIS

Notes:
Because we just had one family member and three students in attendance, our conversation wasn't so much a Q and A as a presentation from Ms. Damm and a conversation with students.

Please take a look at the great presentation outlining this year's accomplishments in Advanced Learning: [Advanced Learning School Board Linkage April 2023](#)

The top takeaway from this presentation and conversation: Advanced Learning staff of just four part-time employees is managing to continue to offer incredibly robust programming with broad participation across our schools. Students doing advanced work and participating in enrichment programs are very successful, especially compared to other districts. We should be proud of what both staff and students have been able to accomplish.

It's important to note as well that our AL department is guided by a strong belief and practice of educational equity (see slide 3 in the presentation). The team is working in collaboration with Mr. Joynt to ensure broader access to advanced math at multiple entry points K-12, for example, and is working to screen students on a universal level to gauge their readiness for accelerated curriculum, rather than more select screening that has happened in the past.

We have a lot to be proud of when it comes to Advanced Learning!

Date/Time: May 17, 2023

Linkage Group: Families and Caregivers of Students with Disabilities

Board members present: Ellen Eckman, Emily Berry

Administrators present: Superintendent Sternke, Director of Special Education and Student Services Kate Harder

Attendees:

In person: Julie Knox, Erin Meinke

Zoom: Jennifer Maple, Paige Connolly, Monica Woods, Rachel Crites, Steffany Woods, John Berges, Elizabeth Beeghly

Information shared by the board:

- Superintendency will transition from Interim JoAnn Sternke to recently selected Laurie Burgos, effective July 1
- The next board meeting will include a look at our preliminary budget, which as expected will reflect some staff reductions, but not nearly the degree we would have made without an operating referendum

Overview:

This linkage was held in a hybrid in-person/virtual format - thank you to Jack Wallner and Kelly Stackhouse for facilitating virtual participation. We did our best to use microphones - apologies to attendees who had trouble hearing.

Director Harder gave a brief overview of the state of special education services in the district, including important learning model updates that reflect our efforts at creating a more inclusive learning environment free of student segregation.

Questions and issues for administrators to follow up on:

Question	Verify follow up date/notes on resolution
<p>Could we explore offering more adaptive and inclusive courses through the Rec Department, especially for swimming? The Milwaukee Jewish Community Center does a good job at this. Could we do something similar? Could we co-op with another district or community organization? If this isn't possible, could we at least keep current information on other organizations' offerings available to Shorewood families?</p> <p>Related: Is there a way to have older students volunteer in Rec Dept. programs as peer mentors/buddies to students with special needs?</p>	<p>JoAnn Sternke to discuss with Director of Recreation Jody Brooks</p>
<p>Is there an active chapter of Best Buddies in Shorewood? (read more about Best Buddies here: https://www.bestbuddies.org/wisconsin/) Note that there is an active chapter at UW Milwaukee that could offer collaboration/co-programming opportunities.</p>	<p>JoAnn Sternke will ask Tim Kenney about current interest/status of our chapter at SHS</p>
<p>With one Special Education position eliminated at SHS, what will happen to the Transitions program, which services students 18-21 years old with special needs?</p>	<p>Dr. Sternke and Director Harder answered this during the linkage: the Transitions program is not going anywhere. Responsibilities related to Transitions will be reassigned as needed following staff reductions.</p>
<p>When will families be notified of 2023-24 school year case manager assignments? Families want to know asap.</p>	

Questions for the board to follow up on:

Question	Who raised it?	Verify follow up date/notes on resolution
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Are there any changes to board policy, operating expectations or monitoring the board should consider or debate further based on conversation at this linkage?

- Comment from Julie Knox encouraging the board and district to think about equity as being more than about “push in” when it comes to students with special needs. For some students, their diagnosis/abilities call for separation and time to be away from the classroom. Please don’t always assume that “push in” is better.
- Are there any district policies we would like the Superintendent to consider and follow-up on?

For Board discussion: How did or will this conversation impact student results?

The Board should continue to orient our goals around educational equity to meeting every student's unique needs, not one-size fits all policies.

Other notes:



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent’s Report for the Meeting on May 23, 2023

Date: May 22, 2023

Prepared by: JoAnn Sternke, Interim Superintendent

Recommended action:

- 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.

May 23, 2023 Meeting Agenda

We will begin this Tuesday’s May 23rd Board meeting at 8:00 PM so that members and attendees can attend the SHS Band Concert. There are two key items on the agenda for Board discussion: R4 Revision Discussion and Possible Action and the Presentation of the Preliminary Budget (discussion only).

End of the School Year

As we enter a busy week before a longer Memorial Day weekend, we are in the midst of many activities to wind down the school year. Awards and Scholarships. End-of-Year concerts. Passages. Orientations for incoming 7th and 9th grade students. Graduation. So much going on - and all to celebrate student growth. Here are a few end-of-year events coming up in the next few weeks:

- SHS Band Concert, May 23 at 7pm
- Atwater Passages, May 23-25
- Incoming 9th Graders Tours, May 23-25, SHS
- District Retirement Reception, May 30 at 4pm, SHS Lobby
- SHS Orchestra Concert, May 31 at 7pm
- Lake Bluff Hot Dog Day, June 1 at 12pm

- SHS Senior Celebration, June 4 from 5-8pm
- 8th Grade Promotion, June 7 at 6pm
- Last Day of School, June 8
- Graduation, June 11 at 2:30pm

As I think of the many activities that bring meaning at the end of the school year, Passages comes to mind. I was one of many panelists for Passages at Lake Bluff last week and will serve at the Atwater Passages this week. I value the insights of our 6th grade students who take such care in preparing their reflections on their learning and growth as they transition from our elementary schools. Our teachers, too, guide our students both in writing and presentation skills. Our panelists who offer feedback are so helpful and professional - and take time from their busy schedules to support our students. I also thank our school leaders and office staff who organize these Passages. This is a huge undertaking, and it's one that enhances the learning we hold dear in Shorewood. Passages are an element of our commitment to authentic learning that is so vital and impactful. It also propels student voice - and I love how we value and nurture that here.

Katelin Watson's Departure

Our District Communication Specialist Katelin Watson will be leaving the District in early June after nine years of service. In this role, Katelin was the key communicator of District information using a wide variety of communication channels: our website, *Shorewood Today* articles, family & caregiver communication, and social media messaging, to name just a few. In her leadership here, she has been impactful in many ways - always focusing on celebrating what makes Shorewood Schools so special, and always celebrating student and staff success. Katelin will be missed, and we wish her well.

Southeast Wisconsin School Alliance (SWSA)

On May 9, I represented the District in attending the SWSA Meeting. At this meeting, we approved the budget for the upcoming year and received the approved calendar of SWSA meetings for 2023-24. We received updates concerning State legislative advocacy and I was able to convey recent communication our district has held with legislators. There is still no timeline for approval of the State budget and there is discussion about action to change statutes regarding financial literacy requirements in high school, and rehired annuitants, to name a few. In small groups, members discussed staffing and teaching shortages and how to address these challenges.

Transition

Dr. Burgos continues to be very visible in transition before she begins on July 1. She is in the District on May 23 and plans to be here again on June 2. We value her commitment to building relationships and learning about our district prior to her start date.

Shorewood Sch Dist - Budget Performance Update - General Fund

Fund summary basis: General and Special Education

Month of April (fiscal year 2023):

↑ Total MTD Revenues: \$2,201,154; over plan* (favorable) by +\$1,010,880
 ↓ Total MTD Expenditures: \$2,294,835; under plan (favorable) by -\$83,426

Fiscal year to date (July-April):

↓ Total YTD Revenues: \$20,386,471 (64.1% of annual budget compared to 66.5% prior YTD); under plan (unfavorable) year-to-date (YTD) by **-\$1,273,779**

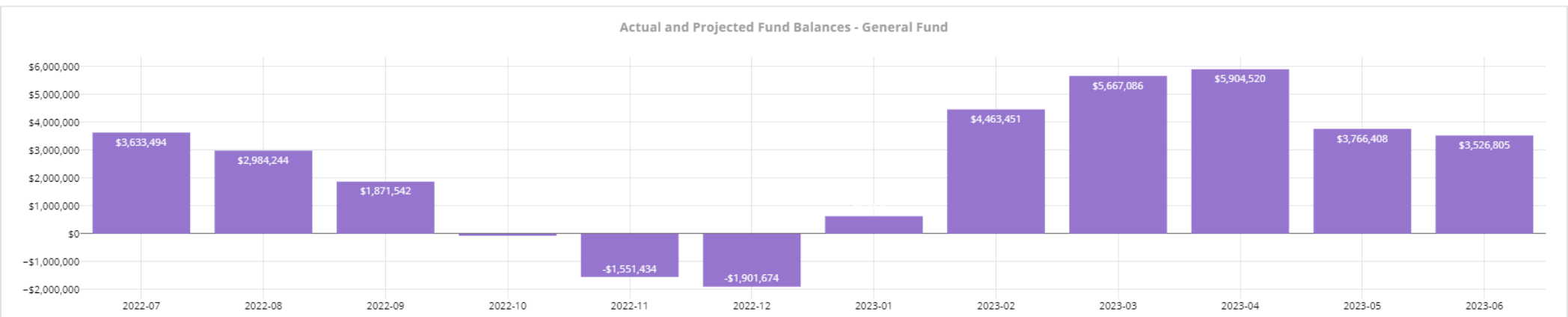
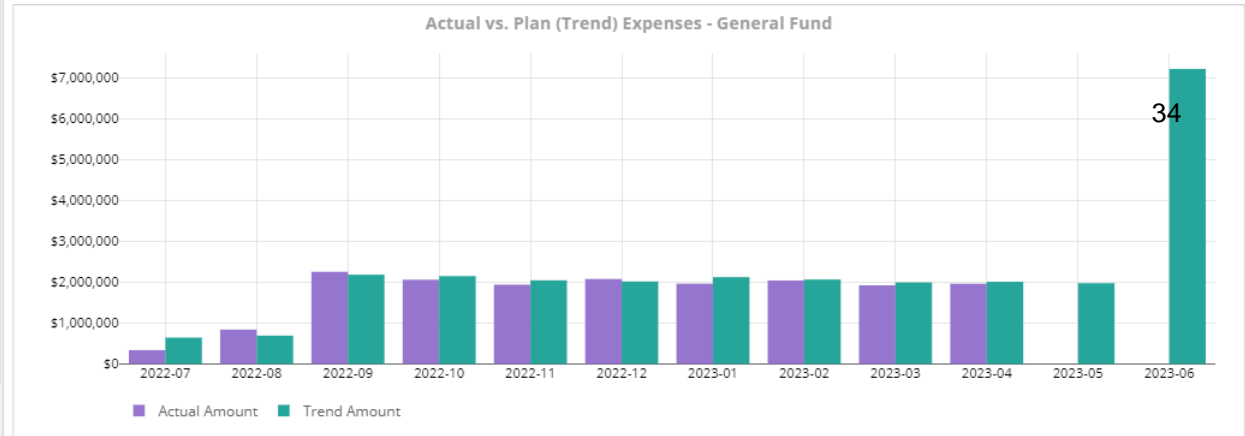
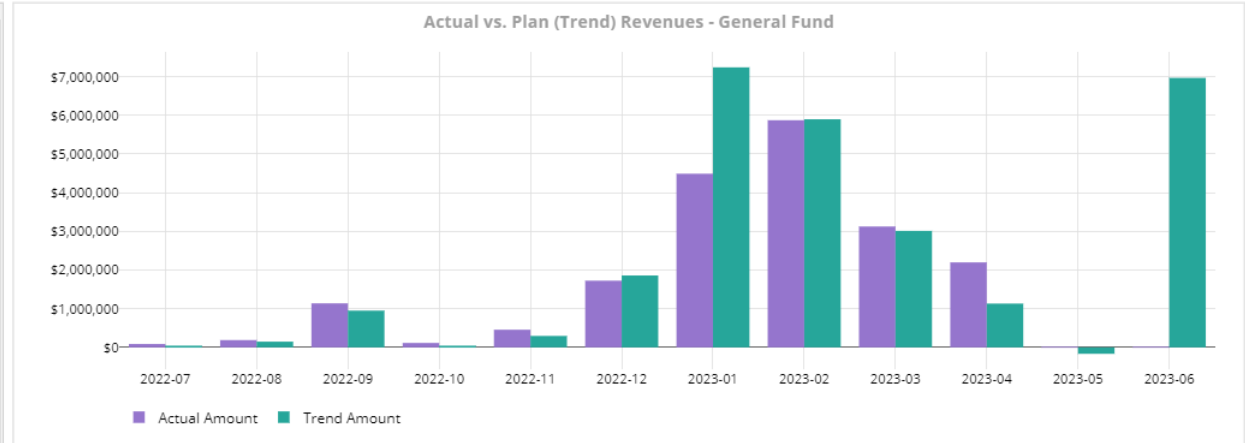
- 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
- ↓ 200 REVENUE FROM LOCAL SOURCES: **-\$1,182,667**
- ↓ 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: **-\$57**
- 500 REVENUE FROM INTERMEDIATE SOURCES: +\$0
- ↓ 600 REVENUE FROM STATE SOURCES: **-\$53,269**
- ↓ 700 REVENUE FROM FEDERAL SOURCES: **-\$235,253**
- ↑ 900 OTHER REVENUES: +\$197,468

↓ Total YTD Expenditures: \$20,284,609 (64.4% of annual budget compared to 65.4% prior YTD); under plan (favorable) year-to-date (YTD) by **-\$782,864**

- ↓ 100 SALARIES: -\$359,876
- ↓ 200 EMPLOYEE BENEFITS: -\$136,616
- ↓ 300 PURCHASED SERVICES: -\$183,368
- ↓ 400 NON-CAPITAL OBJECTS: -\$14,477
- ↓ 500 CAPITAL OBJECTS: -\$20,833
- ↓ 600 DEBT RETIREMENT: -\$5,538
- ↓ 700 INSURANCE AND JUDGMENTS: -\$61,984
- 800 TRANSFERS: +\$0
- ↓ 900 OTHER OBJECTS: -\$173

End of Fiscal Year Projection

	Projected	Annual Budget	Variance
Total Revenues	\$30,529,982	\$31,803,761	-\$1,273,779
Total Expenditures	\$30,697,026	\$31,479,890	-\$782,864
Difference	↓ \$167,044	↓ \$223,971	\$490,915





**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: May 23, 2023

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:

April 2023 Statements

April 2023 financial statements reflect activities and financial changes for the first ten months of the fiscal year.

- Revenue and Expenses
 - Revenue received to date is \$752,518 lower than in the same period of fiscal year 2022. However, two anomaly payments were received in fiscal year 2022 - a TID closure payment and a reimbursement for prior year ESSER expenses. Together, these payments total over \$900 thousand, which more than accounts for the difference and suggests that the District is on track to meet or exceed our revenue goal for the year.
 - As a percentage of budget, expenses are tracking close to the same period in fiscal year 2022. While supplies show a significant increase over 2022, this increase was expected and due to the large chromebook purchase approved last summer.

- In the aggregate, expenses are trending under expectations and, while trending under also, revenue is expected to end the year on budget. Therefore, the District anticipates a favorable end to the year.
- Balance Sheet
 - The balance sheet for general operating funds is consistent with expectations for this time of year. Current trends project a year-end fund balance that is close to or slightly above the projected amount.

Forecast5, the District’s financial management software, recently released new financial dashboards that are attached to this report. These reports rely less on previous years’ performance to predict future performance. Because the past few years have had many irregularities, these predictions have at times required a significant level of explanation. The Budget Performance Report, which does rely on historical data to project performance is still included as we do believe there is some value in reviewing those data.

Attachments:

- Budget Performance Update
- FY23 YTD Revenue Overview 2023-04
- FY23 YTD Expense Overview 2023-04
- Cash Receipts 2023-03
- Budget Status 2023-03
- Check Register 2023-03
- Balance Sheet 2023-03

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
 FY23 YTD Overview - Expense - Funds 10 & 27 Unless Otherwise Noted
 April 2023



YTD Salary and Benefits

70.76% of Budget

Prior Year YTD: 72.09% of Actuals

YTD Purchased Services

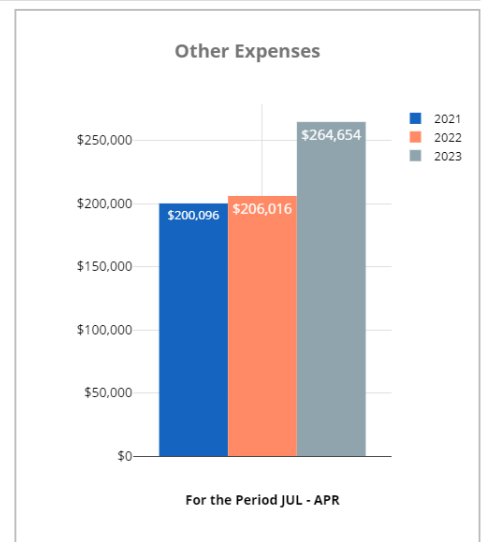
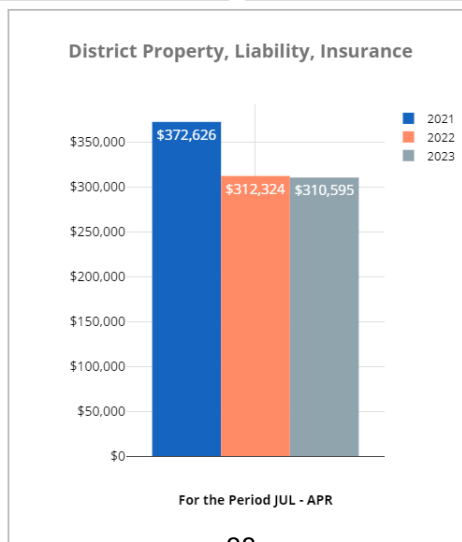
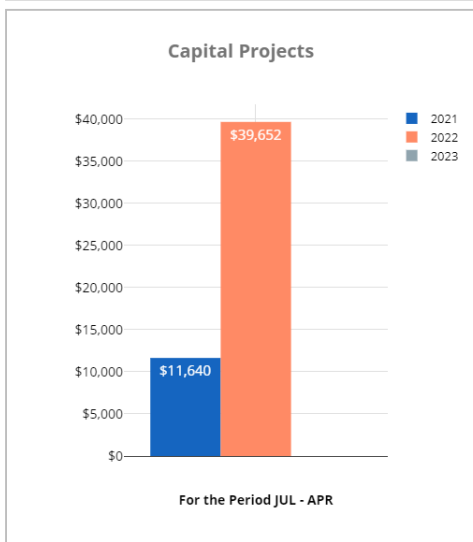
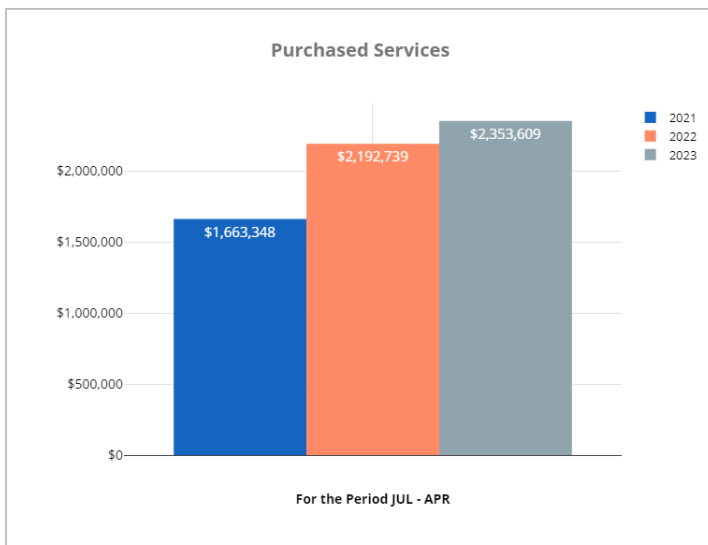
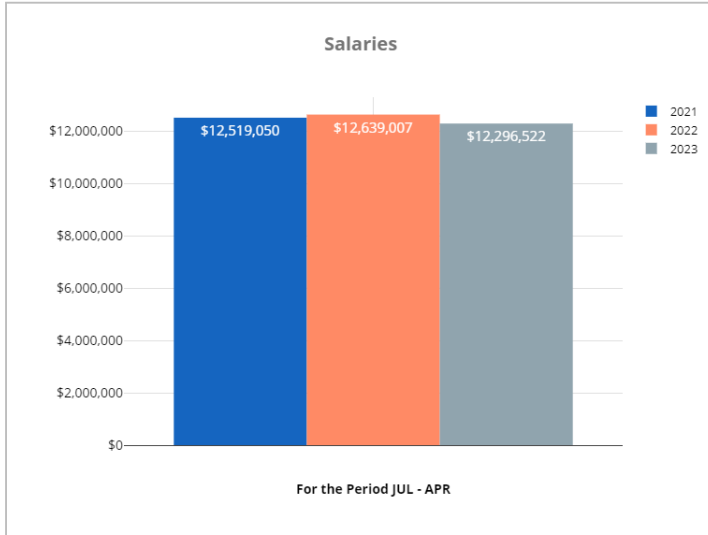
67.21% of Budget

Prior Year YTD: 64.59% of Actuals

YTD Other Expenses

30.09% of Budget

Prior Year YTD: 27.85% of Actuals



Shorewood Sch Dist
 FY23 YTD Overview - Revenue - Funds 10 & 27 Unless Otherwise Noted
 April 2023



YTD Local Sources

81.83% of Budget

Prior Year YTD: 80.60% of Actuals

YTD State Sources

66.72% of Budget

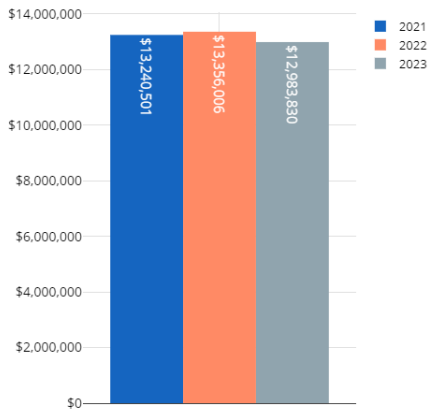
Prior Year YTD: 68.84% of Actuals

YTD Federal Sources

46.80% of Budget

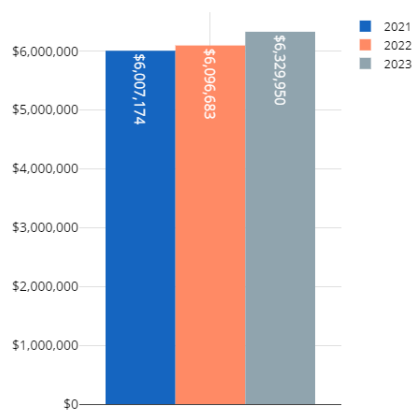
Prior Year YTD: 56.43% of Actuals

Local Sources



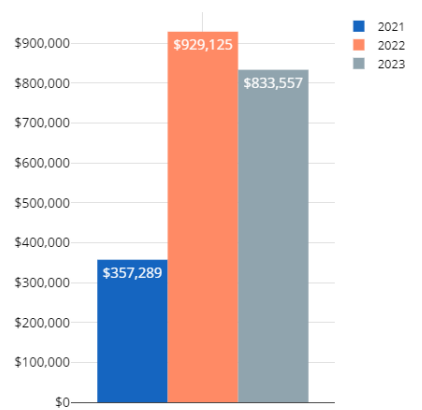
For the Period JUL - APR

State Sources



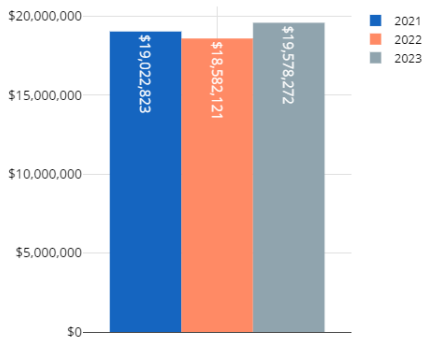
For the Period JUL - APR

Federal Sources



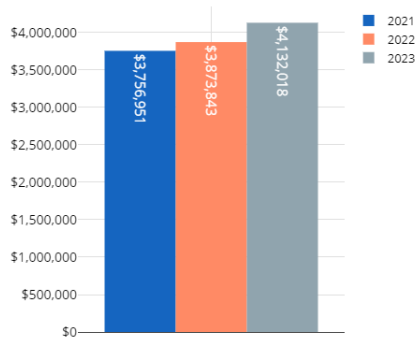
For the Period JUL - APR

Property Taxes (All Funds)



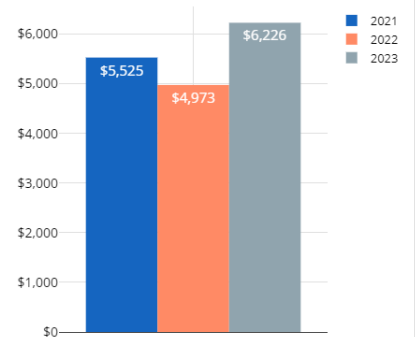
For the Period JUL - APR

Equalization Aid



For the Period JUL - APR

Categorical Aid



For the Period JUL - APR