PUBLIC NOTICE

Shorewood School District

SCHOOL BOARD TOWN HALL MEETING

February 28, 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)**
Student Achievement Presentation: Shorewood Intermediate School 8th Grade Physical Education Mindfulness Project
Student Results Update: Fastbridge Assessments

III. **7:20 pm PUBLIC COMMENTS #1 (GC3)**
Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

IV. **7:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**
- IV.A. Superintendent Search Update
- IV.B. Approval of OE 6 (Communicating with the Board) Operational Expectations Monitoring Report
- IV.C. Review and Approval of R3 (Character & Citizenship) Student Results Policy
- IV.D. Operating Referendum Update
- IV.E. Instructional Technology and STEP Plan Update
- IV.F. Board Governance
  - Student Representative Elections
  - March 14, 2023 Board Meeting Time Change

V. **8:45 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.

VI. **9:00 pm BOARD CONSENT AGENDA (GC2)**
- VI.A. Approval of Board Meeting Minutes
  - February 8, 2023 Closed Session
  - February 14, 2023 Regular Board Meeting
  - February 21, 2023 Closed Session

VII. **9:05 pm BOARD MEMBER REPORTS**

VIII. **9:10 pm SUPERINTENDENT'S REPORT**

IX. **9:20 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

IX.C. Approval of SHS Mock Trial Overnight Field Trip

X. **9:25 pm PUBLIC COMMENT #3 (GC3)**
Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

XI. **9:35 pm REVIEW OF 'TO DO' ITEMS**

XII. **9:40 pm FUTURE AGENDA ITEMS**

XIII. **9:45 pm RECESS AND DEBRIEF**

Shorewood
SCHOOL DISTRICT

Operational Expectations Monitoring Document
OE-6 Communicating with the Board

Certification of the Superintendent: ***With respect to Operational Expectation 8 (Communicating with the Board), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:***

_____ In Compliance
__X___ In Compliance with Noted Exceptions
_____ Not in Compliance

Signed: _____, **Interim Superintendent** **Date:** February 28, 2023

Executive Summary

Compliance Review:

6.1	Compliant	6.8	Compliant
6.2	Compliant	6.9	Compliant
6.3	Compliant	6.10	Compliant
6.4	Compliant	6.11	Compliant
6.5	Compliant	6.12	Compliant
6.6	Compliant with Exceptions	6.13	Compliant
6.7	Compliant		

Compliance Notes:

The goal of this Operating Expectation is to ensure that the Board is fully and adequately informed about matters relating to Board work and significant concerns in the District. Specifically, this OE has indicators the Board-Superintendent working relationship inclusive of multiple areas of communication, work plan execution, timeliness, and role clarity.

Of the thirteen areas measured, all but one are in compliance. The single area where there is compliance with exceptions is 6.6 - Governance Culture and Board/Superintendent. The Superintendent did not complete this report identifying compliance/non-compliance concerning encroachment into areas of responsibility of the Superintendent.

Highlights:

- Completion of semi-annual Board communication surveys in 2022 and compliance with related OE 6 indicators;
- Progress toward Operational Expectations and Results Monitoring Reports reviews and revisions, based on Board discussion;
- Overall, Board satisfaction with regular, timely communication updates and memo clarity;
- Completion of the 2022 Audit, with no findings noted by the audit firm.; and
- Enhancements to Board communications about curriculum development, academic standards, student assessments and other aspects of teaching and learning.

Goals:

- Onboarding the new Superintendent and new board member/s to the Operational Expectations and Results Monitoring Reports as part of the Board's Annual Work Plan;
- Hardwire revision process and adoption of same to the OEs and Rs with inclusion on the Work Plan;
- Updates to the District website, including regular postings of new and revised District financial information, Board reports and other communications; and
- Full participation in 2023-24 semi-annual Board communications surveys; all compliance goals were met but the appointment of a Board member in June 2022 to complete the remainder of a term vacant due to a resignation resulted in data from 4 of the 5 members at this time.

Disposition of the Board: ***With respect to Operational Expectation 6 (Communicating with the Board), 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-6: Communicating with the Board

The Superintendent shall assure that the Board is fully and adequately informed about matters relating to Board work and significant District concern.

Superintendent Interpretation

● The Board values complete information in a reasonable timeframe on notable issues and happenings in the schools and on issues that are relevant to its role and responsibilities.

● ***Fully and adequately informed*** shall mean that each Board Member receives enough information in a timely fashion to fulfill his or her responsibilities.

● ***Matters relating to Board work*** shall mean items outlined in all of the Coherent Governance Policies of the Board.

● ***Significant district concern*** shall mean matters that will have a material impact on the District's achievement of Board results policies.

OE - 6.1 **Submit required monitoring data (see policy B/SR-5-Monitoring Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant** **Data Not Available**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant** **Data Not Available**

Superintendent Interpretation

● The Board values complete information within an estimated timeframe on notable issues and happenings in the schools and on issues that are pertinent to its role and responsibilities.

● ***Monitoring data*** shall mean evidence provided by the Superintendent and his staff to support accomplishment of the indicators of compliance and reasonable progress.

● ***Annual work plan*** shall mean the schedule of indicator reports and monitoring reports outlined by the Board.

● ***Substantiate compliance or reasonable progress*** shall mean to determine whether the Superintendent or District has accomplished the measurable targets or operational standards outlined in the OE and results indicators.

Board Indicator 1: The District submits 100% of the monitoring data per the Board's annual work plan for all OE and Results policies.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All Operational Expectations and Results Monitoring Reports have been submitted in accordance with the Board's annual work plan.		

Board Comments:

OE- 6.2 **Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Timely manner*** shall mean appropriate relative to the urgency or uniqueness of the situation.

● ***Relevant to the Board's work*** shall mean items outlined in all of the Coherent Governance Policies of the Board.

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided relevant information in a timely manner during the previous year.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All responding Board members (4) indicated they were provided with relevant information in a timely manner during the prior year. One survey comment was submitted: *"Our memos are always thorough and I appreciate how much work they represent."*		

Board Comments:

OE- 6.3 **Inform the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Significant transfers of money*** shall mean any movement of money in budgeted line items over $50,000 from one line item to another.

● ***Substantially affecting the district's financial condition*** shall mean contrary to the indicators and interpretations outlined in OE-5 and OE-6.

Board Indicator 1: The annual audit of the District's finances (Comprehensive Annual Financial Report) reveals no instance in which a significant amount of money was transferred from one line item to another without having informed the Board and that no other changes substantially affecting the District's financial condition were made without having informed the Board.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant

Evidence:
The financial records of the District are audited yearly by an independent certified public accountant in compliance with state statutes and good business practices. The audit is conducted in conformance with generally accepted auditing standards and DPI regulatory requirements, and on behalf of the Board of Education. The auditors - Clifton, Larson, Allen LLP - provided the District's 2022 audit report on January 24, 2023. In its report, the auditors identified no issues regarding internal controls, financial reporting or compliance related to auditing standards (GASB) adopted by the District in 2021. For transparency, the audit is posted on the Business Services Department page on the district website.

Board Comments:

OE- 6.4 Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Adequate information*** shall mean sufficient data, document, communications and reports for each Board member to fulfill his or her responsibilities.

● ***Variety of internal and external viewpoints*** shall mean opinions and perspectives from sources inside and outside the school system.

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided adequate information from a variety of viewpoints from inside and outside the system.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All respondents to the Board communications survey (4) indicated compliance with this indicator.		

Board Comments:

OE- 6.5 **Inform the Board of concerns that have anticipated media coverage.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Concerns*** shall mean damaging reports, stories or commentary that may appear in the media.

● ***Anticipated*** shall mean reasonably predictable or probable.

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided appropriate notice with regard to concerning reports, stories or commentary that may appear in the media.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All respondents to the Board communications survey (4) indicated compliance with this indicator.		

Board Comments:

OE- 6.6 **Inform the Board, the Board president or individual members if, in the Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non compliant with any Governance Culture or Board/Superintendent Relations policies.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Encroached into*** shall mean taking action, making requests of staff, or delving in to outside of the role of the board and into the work of the Superintendent or District as delineated by the Governance policies.

● ***Non-compliant with any Governance Culture or Board/Superintendent Relations*** shall mean contrary to the policies outlined by the Board's Coherent Governance policies.

Board Indicator 1: The Superintendent provides an annual report on each Board member identifying compliance or non-compliance of the Governance Culture. If non-compliance is identified, the specifics of any non-compliance of the Governance Culture or Board/Superintendent Relations policies by Board Members or any encroachment by Board Members into the areas of responsibility assigned to the Superintendent will be documented.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: An annual report on Governance Culture has not been provided to the School Board during the term of the Interim Superintendent.		

Board Comments:

OE- 6.7 **Present information in clear and concise form, indicating whether the information is incidental, intended for decision preparation or for formal monitoring.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Clear and concise*** shall mean using language that is not industry specific and can be understood by people without an educational background.

● ***Information is incidental, intended for decision preparation or for formal monitoring*** shall mean identifying the use of the information that is provided so Board Members can properly prepare.

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been given information in a way they could understand.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All respondents to the Board communications survey (4) indicated compliance with this indicator and a survey comment noted improvement in this area: “We have come so far as a district in this respect - not only are our reports typically easy for me to understand, I think the public can understand them as well.”		

Board Indicator 2: In a poll of Board members each June and December, at least four Board members believe they understood the intent of the information they received.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All respondents to the Board communications survey (4) indicated compliance with this indicator.		

Board Comments:

OE- 6.8 **Treat all members impartially and assure that all members have equal access to information.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Treat all members impartially*** shall mean to interact with every Board member in a professional and respectful manner, and to communicate with each one in the amount and manner necessary for each Board member to fulfill his or her responsibilities, duties, and Board-assigned tasks.

● ***Equal access to information*** shall mean that every Board member shall receive the same verbal and written communications and documents on matters that are a concern to the Board as a whole and upon which the board makes decisions.

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been treated equally and have equal access to information.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All respondents to the Board communications survey (4) indicated compliance with this indicator.		

Board Indicator 2: Documents for work sessions for Board members are distributed equally and at the same time 100% of the time.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant

Evidence: The Superintendent's Office provides a weekly memo to all Board members that captures follow up from Board meetings, school and district updates and current administrative and operational issues. This is a key communications tool, as is use of BoardBook, the software used to publish Board meeting agendas and postings, and to share documents - including Operational Expectations and Results Monitoring Reports and the Superintendent's Report with Board members in advance of Board meetings.

Board Comments:

OE- 6.9 **Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***In a timely manner*** shall mean at the next scheduled work session or Board meeting after the time when the Superintendent has confirmed with staff that the District is likely to be "noncompliant" with regard to any OE policy or when the Superintendent determines that the District has failed to make reasonable progress toward the Results policy.

● ***Actual noncompliance*** shall mean failure to meet the indicators of compliance as outlined in the OEs and as determined by the Board after the monitoring report.

● ***Anticipated noncompliance*** shall mean likely failure to meet the indicators of compliance as outlined in the OEs as determined by the Superintendent and his staff after review of relevant data.

● ***Reasonable progress*** shall mean sufficient achievement gains to achieve the targets outlined in the Results policy.

Board Indicator 1: The Superintendent brings to the Board 100% of the instances he anticipates noncompliance with Board Operational Expectations or Results policy.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant

Evidence:
Collaborative work among administrators and building leaders, and with the School Board, over the past year has helped update Operational Expectations and Results Monitoring Reports to address compliance with Board indicators. Changes include acknowledgements of the changing availability of representative benchmark data, the introduction of new progress monitoring tools, and revisions that illustrate the evolution of programs, services and operations in step with the District Strategic Plan. Examples include:

- Revisions to OE 4 (Personnel Management) and OE 5 (Financial Management and Administration) to reflect the availability of third-party compensation and benefits data, and to update Human Resources and other business services functions and procedures;
- Discussion regarding the use of ACT results as a growth measure, and other recommendations to provide additional context for literacy and numeracy results, in the context of R2 (Academic Growth);
- Continued work to reestablish systems and protocols impacted by the pandemic (Educator Effectiveness, curriculum mapping, etc.); and
- Examination of the use of peer district comparisons and other benchmarks associated with annual School Perceptions surveys of students, staff and parents/community members.

Board Comments:

OE- 6.10 **Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Adequate*** shall mean sufficient communication and information that will allow the Board to fulfill its responsibilities as described by state law.

● ***Administrative actions and decisions*** shall mean steps taken by the Superintendent to manage the day-to-day operation of the District and meet the responsibilities outlined in the OE policies.

● ***Delegated to the Superintendent*** shall mean specifically (in either District or Board policy) assigned as a responsibility of the Superintendent by the Board.

Board Indicator 1: The Superintendent brings to the Board 100% of the decisions required by law to be approved by the Board on the Superintendent's Consent Agenda, including personnel decisions, school district calendar, and budget approval.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant

Evidence: District personnel changes (certified staff and administrators), monthly financial reports and student activities that require Board approval are presented in the Superintendent's Consent Agenda at each Board meeting, as needed. Approvals associated with the District budget development process, the Instructional Calendar, the District's Open Enrollment Recommendation and other action required by law or by the Department of Public Instruction are also scheduled for Board review and action, per the Board Annual Work Plan.

Board Indicator 2: In a poll of Board members each June and December, at least four Board members believe that they have been provided adequate information regarding administrative decisions that are delegated to the Superintendent, but required by law to be approved by the Board.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: All respondents to the Board communications survey (4) indicated compliance with this indicator. One comment was submitted as part of the survey: "Overall strong communication."		

Board Comments:

OE- 6.11 **Inform the Board in a timely manner of the administrative disposition of significant complaints presented to the Superintendent by the Board.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***In a timely manner*** shall mean by the next work session or regular meeting of the School Board.

● ***Administrative disposition*** shall mean how the complaint was handled or resolved.

● ***Significant complaints*** shall mean any concern or issue that is disruptive to operations or student learning, falls under the Board's legitimate purview and is presented to the Superintendent by the Board.

Board Indicator 1: The Superintendent responds to every Board complaint with an explanation of how the situation/complaint has been addressed.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant

Evidence:
In addition to direct communication with Board members, the weekly Board memo is used to discuss and document Board and/or community member complaints, as well as emerging administrative and operational issues at the District or building level.

Weekly updates include a review of dialogue with the Board, summaries of communications with District staff and families and copies of these communications, if needed, and a review of upcoming calendar items and personnel and policy updates. Updates regarding facilities, recreation and community services programs, etc., are provided as needed.

Board Comments:

OE- 6.12 **Inform the Board in advance of any deletions of, additions to or significant modifications of any instructional programs.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Deletions, additions, significant modifications*** shall mean removal or editing of valuable learning opportunities that require considerable professional development or resources to change.

● ***Instructional programs*** shall mean the teaching practices and classroom instruction that have valuable learning opportunities in the District's schools.

Board Indicator 1: The Superintendent briefs the Board on 100% of any significant changes to the instructional programs prior to the implementation of the change.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: Following extensive disruptions that were a result of the pandemic, the Superintendent and administrative and school leadership teams have fully reestablished the systems in place that govern the delivery of instructional programs and the associated staff and professional development. Issues, changes and progress are regularly reported through the weekly memo.		

Board Comments:

OE- 6.13 **Inform the Board in advance of any significant changes to any district policies.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation

● ***Significant changes*** shall mean changes by the Federal, State or Local Government that affect the day-to-day operation of the District or changes that impact employees, students, or stakeholders in more than routine ways.

Board Indicator 1: The Superintendent brings forward 100% of deletions of, additions to, or a significant modification of District Policy that are required by law to be approved by the Board.	Superintendent Compliant Not Compliant	Board Compliant Not Compliant
Evidence: The Board receives updates, as needed, regarding District policy work that is managed by NEOLA, and NEOLA continues to be responsible for providing technical and policy revisions directly to the District, as required by state and federal law. District policy is updated at least twice annually to reflect changes in the law, relevant citations, etc. Separately, the District continues to work on revisions to staff handbooks for all employee groups, and Board members are kept abreast of this work through the weekly memo.		

Board Comments:

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Presentation of Revised Indicators for Board Approval
Date: February 28, 2023
Prepared by: Mike Joynt, Interim Director of Teaching & Learning

Recommended action:
___ Information only
__ Presentation/discussion
_X_ Discussion/action by School Board
___ Presentation/action next meeting

Purpose:
To provide final proposed revisions to the R3 (Character and Citizenship) Student Results Policy and a corresponding draft of R3 Student Results Report revisions for Board review and adoption, effective for the 2023-2024 school year.

Background:
Proposed revisions to R3 policy were presented to the School Board in October 2022, following the District's presentation of the R3 Results Monitoring Report. Subsequent work on the R3 Student Results Monitoring Report has followed the model established through other Operational Expectations and Results Monitoring Reports reviewed and approved over the past year. These revisions eliminated the use of unidentified districts' data for the purposes of determining District compliance with Board policy. In addition to removing comparison district data, other revisions to R3 include:

- Closer alignment to the District's Overarching Goal: *"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."* Each of the R3 policies - and the corresponding Results Monitoring Report indicators - have been revised based on available School Perceptions Student Survey questions that are most relevant to these goals. As shown in the draft report, compliance with Board policy will be measured using comparisons to our student survey data from the prior year, as well as trends over time.

- Increased emphasis on citizenship, in alignment with the Wisconsin Department of Public Instruction's definition of citizenship and its growing focus on civic engagement in K-12 education;
- The elimination of 6th Grade Passages indicator and scoring rubric. As we have expanded Passages to the elementary and intermediate school, the rubric language varies between grade levels. We also place a greater emphasis on students' completion of Passages and providing feedback, over quantifying the completion with a quantitative rubric score. The new indicators will provide evidence of how students connect what they are learning to real world issues throughout the school year and across grade levels instead of focusing on this specific presentation;
- The elimination of specific environmental education topics and the related indicator. Shifting this indicator to outcomes from the Survey related to growth mindset, adaptability and internal motivation better align with the Character and Citizenship expectations of this report; and
- Elimination of indicators that draw on faculty-only responses to the School Perceptions staff survey, as this is a student results report and we are looking exclusively at student data about their school and learning experiences.

Shorewood
SCHOOL DISTRICT

Results Monitoring Document
R-3 Character and Citizenship

Certification of the Superintendent: ***With respect to Results 3 (Character and Citizenship), 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

Signed: _____, Interim Superintendent Date: _____

Compliance Summary

3.1 Students Will Be Welcome, Valued, Supported:
3.2 Students Will Contribute to a Better World:
3.3 Students Will Have AGrowth Mindset & Adaptable to Change:

Executive Summary

Student Survey Participation Overview	2019	2020 (in-person/ remote learning)	2021 (remote/hybrid/ in-person learning)	2022	2023

Student Survey Participation data and additional summary to be provided.

Disposition of the Board: ***With respect to Results 3 (Character and Citizenship):***

_____ 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 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.

~~● **Environmental Agency:** Are constituents in and out of our community that focuses on protecting our environment, or helping educate about our environment.~~

- **Citizenship:** The Wisconsin Department of Public Instruction defines students who are civically engaged as "problem-solvers who critically examine their roles in local, regional, state, national, and global communities."

R-3 Character and Citizenship

Students will be people of strong character with a commitment to contribute to the common good.

Superintendent Interpretation

- The Board values ~~students~~ educational experiences that help students ~~who~~ make decisions that positively impact themselves and their community.
- ***Strong Character*** shall mean students demonstrate respect, are kind to others and have integrity.
- ***Contribute to the common good*** shall mean students are positive members of a school community and community at large

~~● The board values students that are kind, demonstrate respect and have integrity.~~

~~● ***Ethical People:*** shall mean students demonstrate understanding of the difference between "right" and "wrong."~~

~~● ***Respect:*** shall mean regard for the feelings, wishes, rights, and/or traditions of others.~~

R-3.1 ~~**Be ethical people, treating others with respect.**~~ **Students will feel welcome, valued and supported.**	**Superintendent** **Making Reasonable Progress** **Making Reasonable Progress with Exceptions** **Not Making Reasonable Progress** **Data Not Available**	**Board** **Making Reasonable Progress** **Making Reasonable Progress with Exceptions** **Not Making Reasonable Progress**

Board Indicators:

- ~~The average of District students that "Always" or "Usually" agree on the annual student survey is greater than or equal to comparative school districts' average on the following questions:~~
  - ~~o "I am respected and treated fairly at school."~~
  - ~~o "I know how to resolve conflict in a healthy way."~~
  - ~~o "My classmates care about me."~~
  - ~~o "I help others when I see a need."~~
  - ~~o "I follow the rules at school."~~

The percentage of District students who "always" or "usually" agree with the following statements on the annual School Perceptions survey will be within .20% of the previous year.

- I feel my ideas, opinions and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

Evidence:

School Perceptions Student Survey Results

Statement	**2019**	**2020**	**2021**	**2022**	**2023**	**~~2022 District Comparison~~**
I feel my ideas, opinions and concerns are listened to by school staff.						
I feel I belong at school.						
I am respected and treated fairly at school.						
I feel my culture and beliefs are represented at school.						

~~Superintendent Indicator 2:~~

- ~~The district average of teachers that "Always" or "Usually" agree on the annual student survey is greater than or equal to comparative school districts' average on the following questions: o "Students are respected and treated fairly at school."~~
  - ~~o "Students know how to resolve conflict in a healthy way."~~
  - ~~o "Students care about each other."~~
  - ~~o "Students help others when they see a need."~~
  - ~~o "Students follow the rules at school."~~

Evidence:

~~School Perceptions Teacher Survey (2019-2022)~~
~~Averages (5 Point Scale)~~

R-3.2 **~~Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.~~** **Students will contribute to a better world through collaboration and engagement in real-world issues.**	**Superintendent** **Making Reasonable Progress** **Making Reasonable Progress with Exceptions** **Not Making Reasonable Progress** **Data Not Available**	**Board** **Making Reasonable Progress** **Making Reasonable Progress with Exceptions** **Not Making Reasonable Progress**

Superintendent Interpretation

- The Board values authentic learning where students engage in project based learning.
- ***Applying Knowledge & Skills*** shall mean what students know and are able to do and put into practical use beyond the classroom.
- ***Citizenship*** shall mean students understand and are aware of real-world issues and their role in the community.
- ***Service*** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

Board Indicators

~~The district average of students that "Always" or "Usually" agree on the annual student survey is greater than or equal to comparative school districts' average on the following questions:~~

~~o "I believe what I am learning in school connects to the real world"~~

~~o "I believe what I am learning in school will help me to be successful in life"~~

~~o "I believe what I am learning in school allows me to use my own original voice beyond the classroom"~~

The percentage of District students who "always" or "usually" agree with the following statements on the annual School Perceptions survey will be within .20% of the previous year:

- I believe what I am learning in school connects to the real world.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I work well with other students.

Evidence:

School Perceptions Student Survey Results

Statement	2019	2020	2021	2022	2023	~~2022 District Comparison~~
I believe what I am learning in school connects to the real world.						
I believe what I am learning in school allows me to use my own original voice beyond the classroom.						
I work well with other students.						

~~**Superintendent Indicator 2:**~~ ~~The district average of parents that "Agree" or "Strongly" agree on the annual parent/community survey increases annually with a goal of 75% to the following statement:~~ ~~o "The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom."~~
~~**Evidence:**~~

~~**Superintendent Indicator 3:**~~ ~~Percent of students that average a "2" or better on the 3-point scoring rubric during their passage presentation.~~
~~**Evidence:**~~

R-3.3 ~~**Be good stewards of the physical environment**~~ **Students will have a growth mindset, be adaptable to change, and internally motivated.**	**Superintendent** **Making Reasonable Progress** **Making Reasonable Progress with Exceptions** **Not Making Reasonable Progress** **Data Not Available**	**Board** **Making Reasonable Progress** **Making Reasonable Progress with Exceptions** **Not Making Reasonable Progress**

Superintendent Interpretation

- The Board values ~~students understanding the relationship between themselves and nature~~ learning experiences that help students learn the importance of taking personal responsibility.

~~***Stewards:*** shall mean students learn the importance of taking personal responsibility for the environment.~~

~~***Physical Environment:*** shall mean the natural world.~~

Board Indicator:

~~● Students will have an environmental experience at each school~~

The percentage of District students who "always" or "usually" agree with the following statements on the annual School Perceptions survey will be within .20% of the previous year:

- I set goals for the school year.
- I put my best effort into my school work
- If I commit to a task I will do what it takes to get it done.

School Perceptions Student Survey Results

Statement	2019	2020	2021	2022	2023
I set goals for the school year.					
I put my best effort into my school work.					
If I commit to a task I will do what it takes to get it done.					

~~**Evidence:**~~

~~In addition to the curriculum experiences below, students have many opportunities to have an environmental experience (e.g. the new hydroponic garden, visits to the Urban Ecology Center, upkeep of our nature centers/greenspace on campus).~~

- ~~Grade 1 = Plants~~
- ~~Grade 2 = Weather~~
- ~~Grade 3 = Erosion~~
- ~~Grade 5 = Earth and Space~~
- ~~Grade 6 = Populations & Ecosystems~~
- ~~Grade 7 = Rock & Water Cycle~~
- ~~Grade 8 = Global Climate~~
- ~~Grade 9/10 = Biology (required)~~
- ~~Grade 11/12 = AP Environmental Science (elective)~~
- ~~Grade 11/12 = Environmental Literature and Science (elective)~~
- ~~Grade 11/12 = Watershed Wisdom (elective)~~

R3 Student Results: Character and Citizenship

Revised and Adopted:

Policy Type: Results

Character and Citizenship

October 19, 2022 Suggested Revisions
February 28, 2023 Final Proposed Revisions

Students will be people of strong character with a commitment to contribute to the common good.

Students will:

3.1 Feel welcome, valued, and supported.

Indicators:
- I feel my ideas, opinions, and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

3.2 Contribute to a better world through collaboration and engagement with real-world issues.

Indicators:
- I believe what I am learning in school connects to the real world.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I work well with other students.

3.3 Have a growth mindset, be adaptable to change, and internally motivated.

Indicators:
- I set goals for the school year.
- I put my best effort into my school work.
- If I commit to a task I will do what it takes to get it done.

Revised and Adopted:

School Finance in Wisconsin

Where we are now | How we got here | What is ahead

SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE

FEBRUARY 14, 2023

Questions to address today

How do state policies shape local school finance today?

Where we are | How we got here | What is ahead

What does this mean for local districts?

Budgeting for inflation, pandemic recovery before state budget is passed.

What does K-12 public education need?

Unifying around a common message heading into 2023-25 state budget season



How do state policies shape local school finance today

- ❑ Where we are
- ❑ How we got here
- ❑ What is ahead

Where we are now

Frozen revenue caps and ESSER "pandemic aid"

Per pupil revenues lag behind inflationary change

Drop in Wisconsin K-12 spending rankings nationwide

Drop in share of GPR ⟶

Historic tax relief at expense of schools

Frozen revenue caps and ESSER "pandemic aid"



$2.6B in federal pandemic relief for Wisconsin schools was intended for unique pandemic-related needs and academic recovery.

Republican-led legislature **plugged** it into 21-23 state budget **to keep revenue caps flat** for two years.

"…with the unprecedented surplus [Joint Finance Committee] had, they could have taken care of a lot of issues that they basically chose not to…**without that revenue limit, it really does handcuff a lot of our districts.**"

– Kim Kaukl, Former Executive Director, Wisconsin Rural Schools Alliance

Source: Files, Emily (June 29, 2021) Federal COVID relief backfires on Wisconsin schools in state budget proposal. WUWM.

Source: Lang, Bob (January 25, 2022) Update on K-12 Maintenance of Effort Requirements Under Federal Coronavirus Acts. Legislative Fiscal Bureau

Frozen revenue caps and ESSER “pandemic aid”

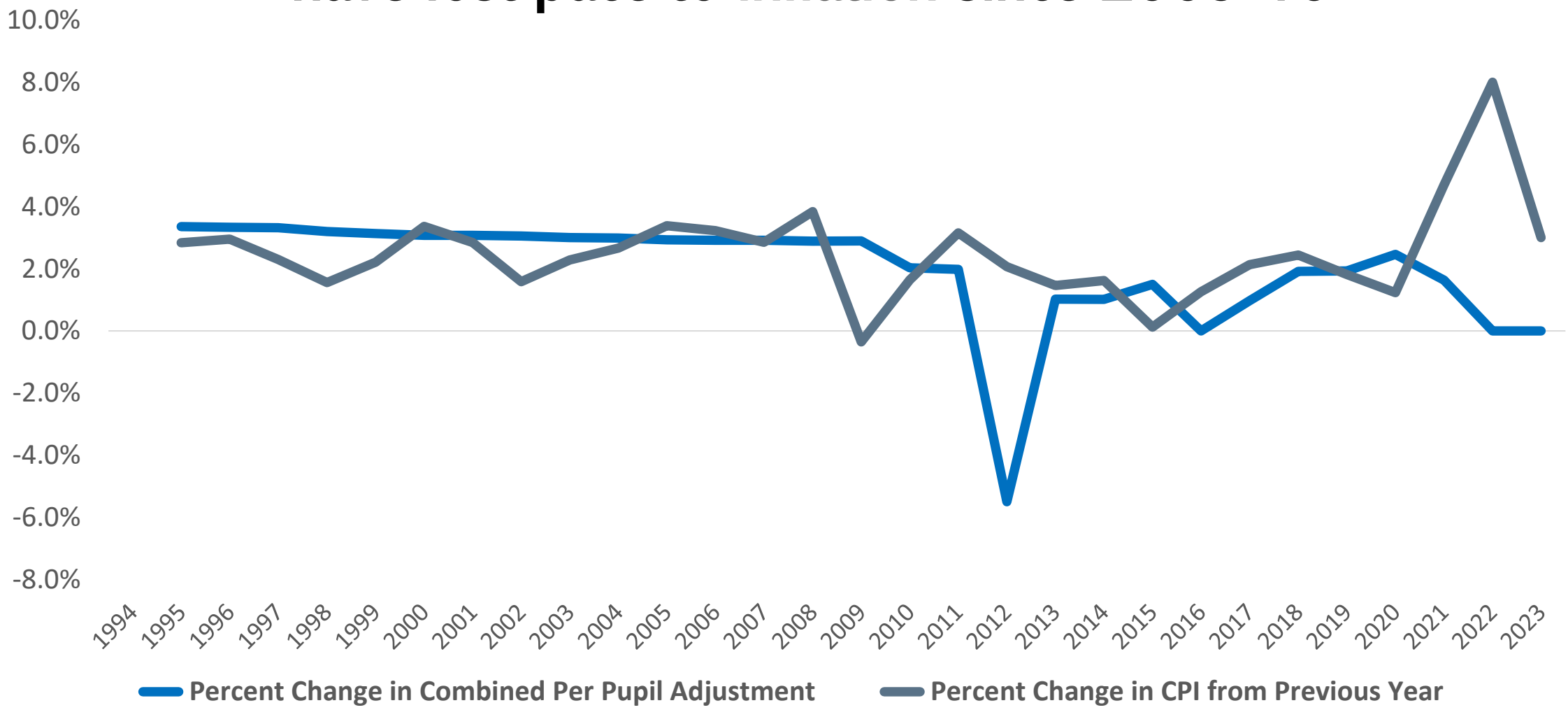


ESSER aid runs out in 2024. Many districts have already expended it on pandemic disruption and academic recovery.

With historic inflation and frozen revenue limits, many districts have been forced to use pandemic aid to cope with ongoing operating costs.

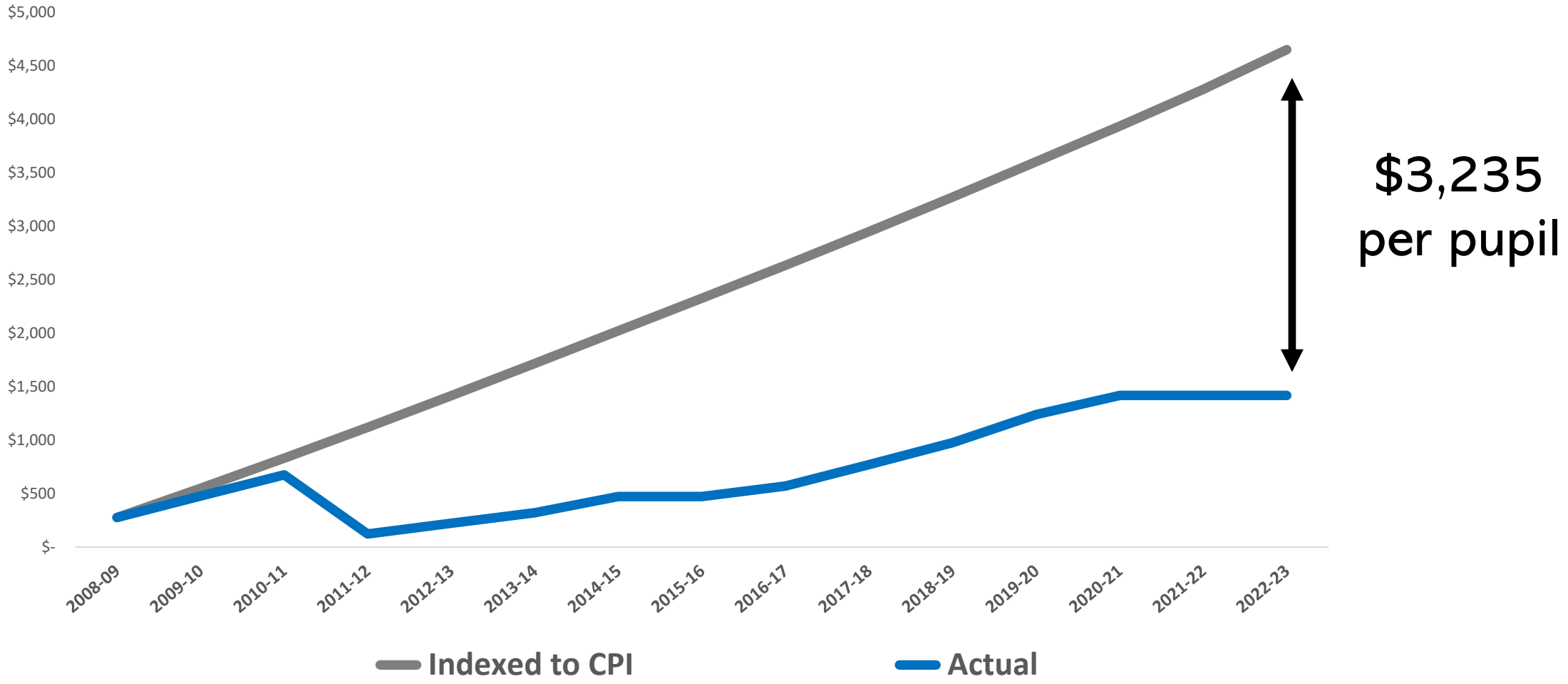
Result: Budget holes and fiscal cliffs

Year-to-year % changes in per pupil revenues have lost pace to inflation since 2009-10



Sources: U.S. Bureau of Labor Statistics, LFB, Wisconsin Policy Forum

Cumulative view: Per pupil revenues lag inflation by more than $3,200 since 2009



Source: Kava, Russ (January 9, 2023) Legislative Fiscal Bureau Memo re: Revenue Limit Per Pupil Adjustment Indexed to Inflation; WASBO Calculations

Where would school districts be had funding remained tied to inflation?

Cumulative differences between CPI and actual per pupil adjustments:

Various timeframes:

2021-22 to 2024-25: **$1,511** → **"Catch-up" from 2021-23 freeze to 2025**

2012-13 to 2024-25: **$3,032** → **Year after 5.5% revenue limit cut to 2025**

2009-10 to 2022-23: **$3,235** → **Since revenue limits were decoupled from CPI**

2009-10 to 2024-25: **$4,031** → **Same as above (includes 23-25 LFB projections)**

Source: Kava, Russ (January 9, 2023) Legislative Fiscal Bureau Memo re: Revenue Limit Per Pupil Adjustment Indexed to Inflation; WASBO Calculations



What would adjustments like this mean for your district?

Could you have avoided going to or considering going to referendum?

Where would your property tax levy be today?

What improvements could you be making in your programs or infrastructure?

How would compensation be affected? How would that affect your ability to attract and retain staff?

Result of inflationary lag: Wisconsin's drop in per pupil spending ranking

#11 in 2002 – **11% above** national average

Largest drop in rankings of any state – and that was *before* 2021-23 funding freeze

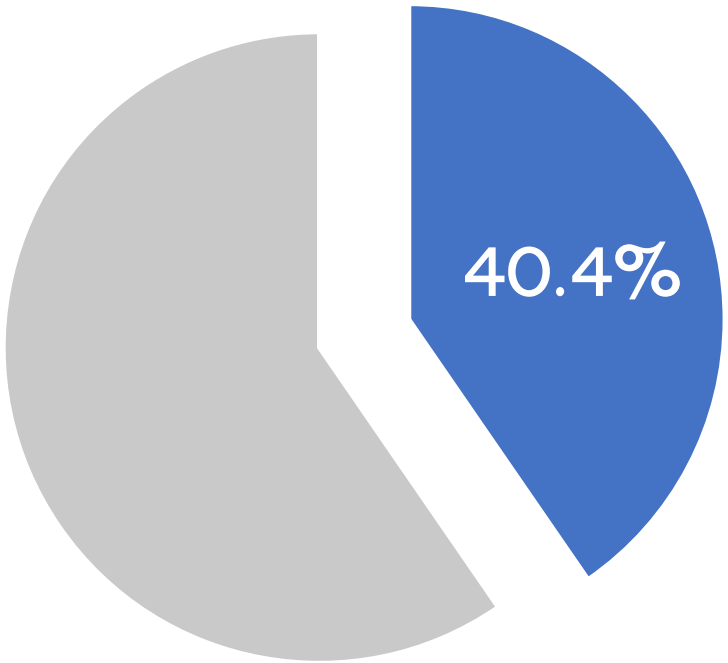


#25 in 2020 – **5.6% below** national average

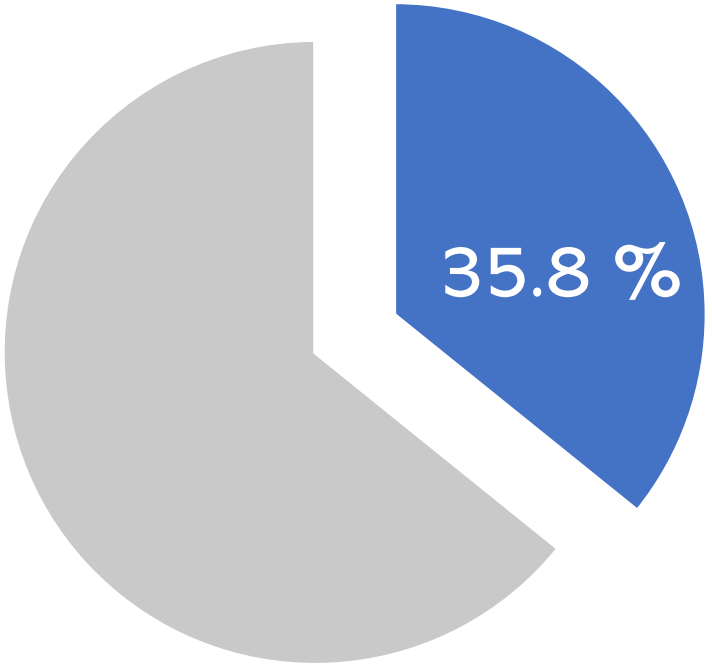
Source: US Census Bureau

Share of state GPR for K-12 school aids

2002



2020



Result: Historic tax relief (at expense of schools)



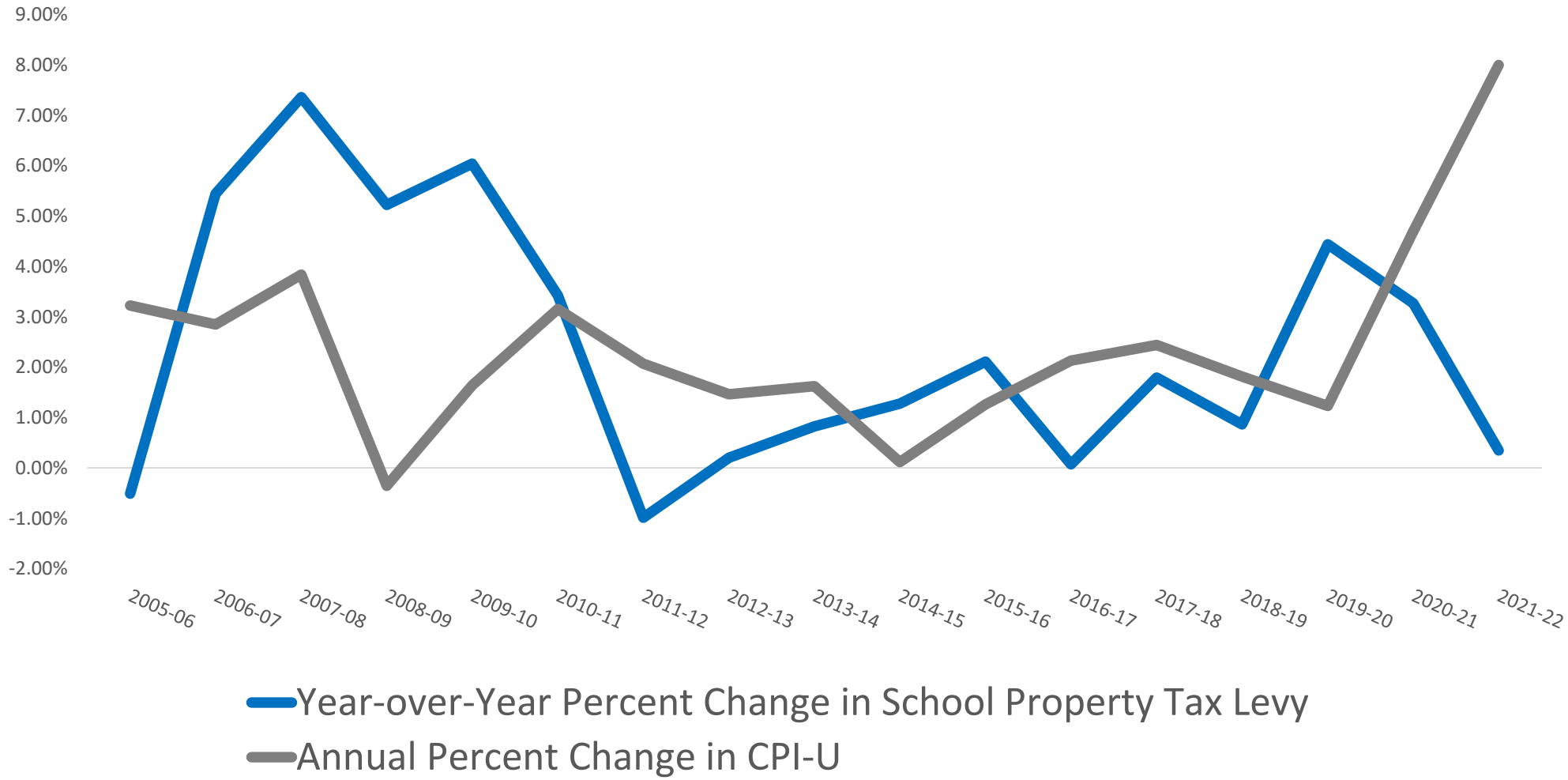
"…[F]ederal data confirm the **remarkable decrease** in Wisconsin's state and local tax burden over the past two decades, which has **exceeded that of almost all other states**."

Wisconsin Policy Forum ***Nov 2021***

"…Wisconsin's **state and local tax burden fell in 2022 to its lowest level on record**. Local taxes as a share of income have never been lower in more than a half century of data…"

Wisconsin Policy Forum ***Jan 2022***

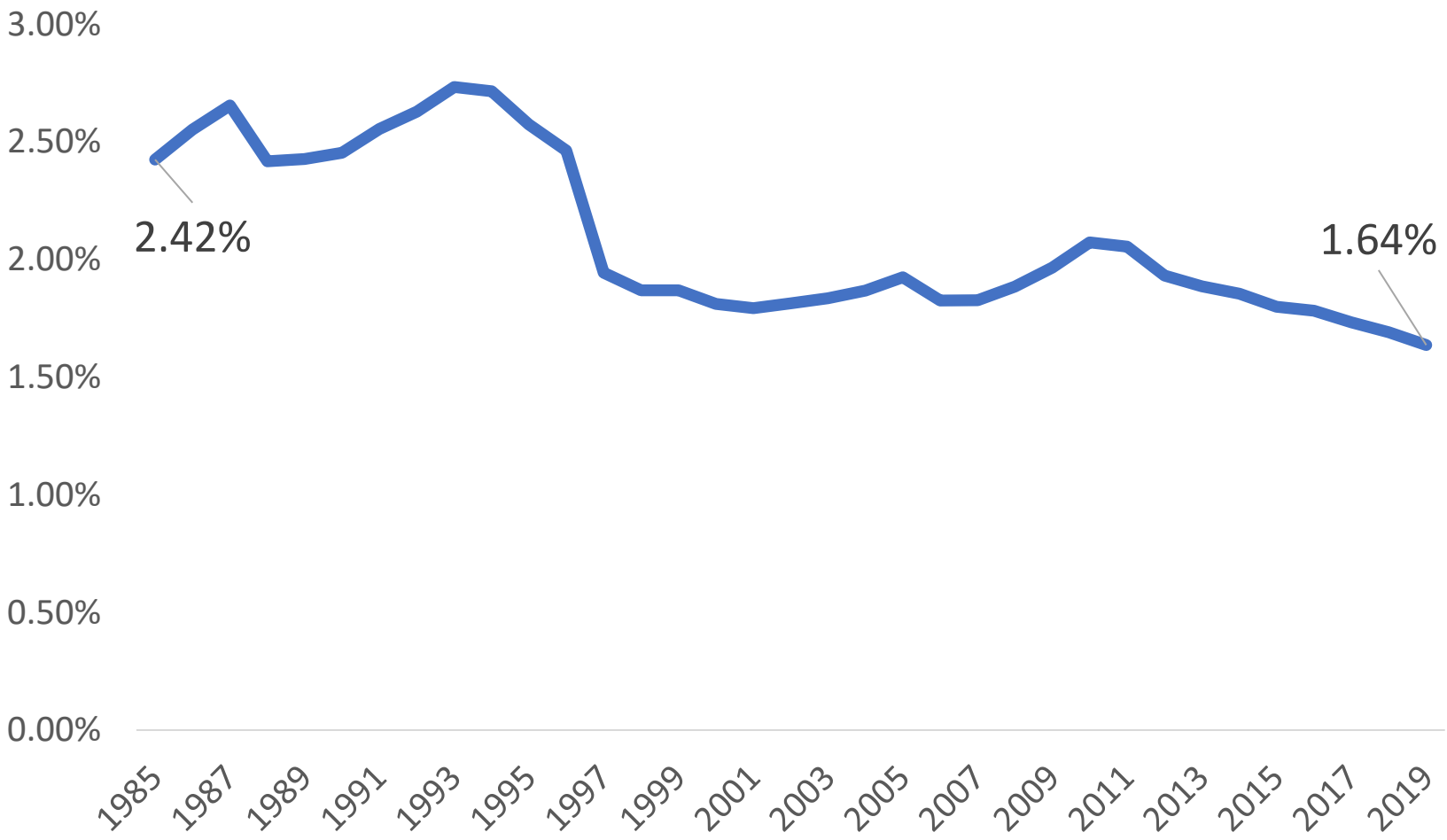
Annual percent change in school property tax: Tracks close to or below inflation in recent years



Source: Wisconsin School District Tax Levies 2005-6 to 2021-22. Department of Public Instruction

Source: Historical Consumer Price Index for All Urban Consumers (CPI-U) (December 2022) 2005-6 to 2021-22. U.S. Bureau of Labor Statistics

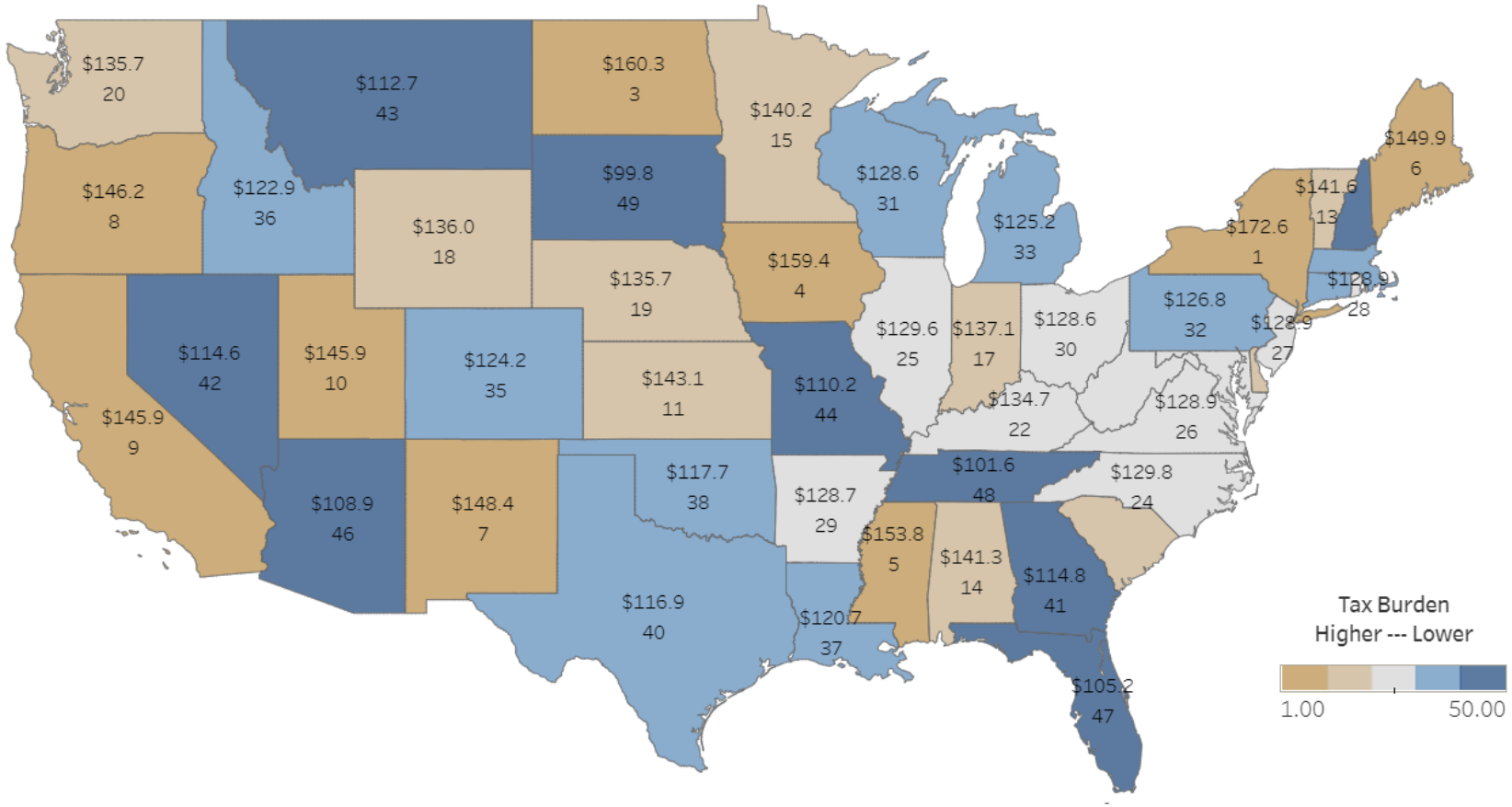
School property tax levy as % of personal income (tax burden)



Source: Property Tax Levies. WI Department of Revenue. Public Tableau Workbook

Wisconsin's state and local tax burden is among lowest in region

State and local revenues per $1,000 of personal income: Taxes and fees in 2019-20



Michigan: $125.2

Wisconsin: $128.6 –
National Rank: 31

Illinois: $129. 6

Minnesota: $140.2

Iowa: $159.4

Source: WI Department of Revenue. State and Local Tax Ranking

How we got here

Declining enrollment

Rising costs: Inflationary/Pandemic pressure on school budgets

Rising costs: Pandemic student need

Rise in school referenda

Declining Enrollment



Enrollment: Declining and becoming more concentrated

Declining birth rate – leading to declining share of school-age children

Under state per-pupil funding model, school districts do not shrink well

More competition for fewer students: Impact of expansion of vouchers/charters on all school districts

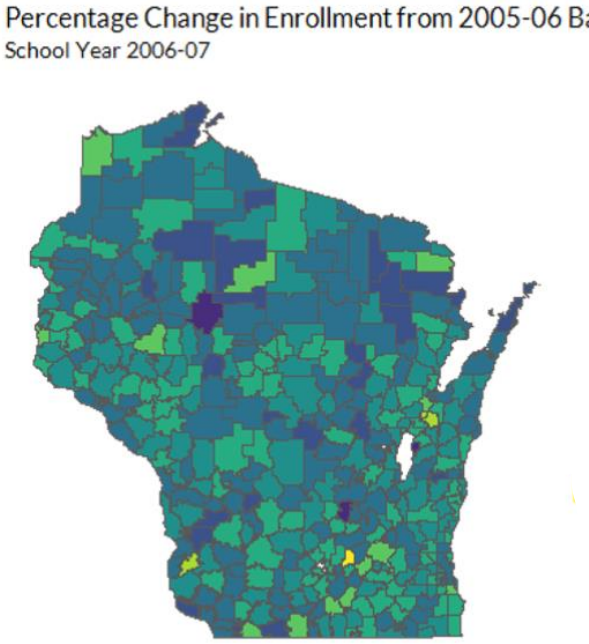
Enrollment: Declining and concentrated

Almost **three quarters** of districts are in declining enrollment (compared to 59% in 2007)

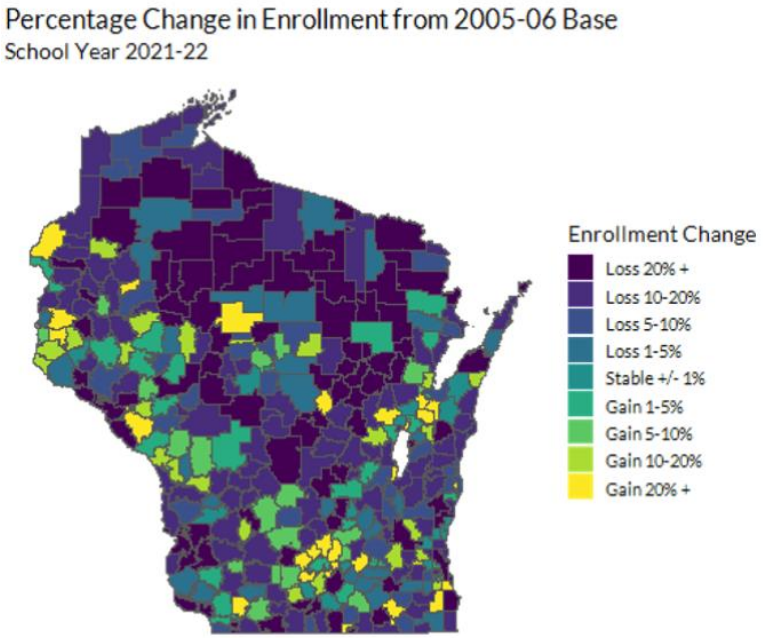
Students are concentrated: 75% of students are located in just 30% of districts.

More than half of our students **attend districts with fewer than 1,000** students.

2006-07



2021-22



Source: School Finance 101 (July 21, 2022). Presentation slides. Department of Public Instruction. Wisconsin Education Network Summer Summit

Under per-pupil funding model, school districts do not shrink well

Impact of declining enrollment:

ACUTE for **smaller districts**

At first glance – funding by student count makes sense – as districts grow, expenses grow, funding follows

Reality in declining enrollment world - costs do not fall in step with enrollment declines

Fixed costs do not go down: Facilities, utilities, curriculum…

Even "variable costs" do not follow enrollment – difficult to cut teachers, staff, number of classrooms…

Rising Costs:

Inflationary/Pandemic pressure on school budgets



CPI 2022: 4.7%

CPI 2023: 8.0% *(est. based on WERC calc)*

Labor: Competition for instructional and support staff – teachers, bus contracts, driver wages…

Operations: Ordinary expenses – fuel, food, supplies…

Capital: Rapid increase in construction, capital maintenance, cost to borrow funds

Programming: Pandemic-related student needs (academic, mental health, special ed…)

Source: Wisconsin Employment Relations Commission

Rising costs: Pandemic student need



Youth mental health on decline pre-pandemic

Pandemic exacerbated, added stress to families

Untreated mental illness interferes with development and learning

State support for mental health – grant funded, uneven, below need

Rising costs: Pandemic student need



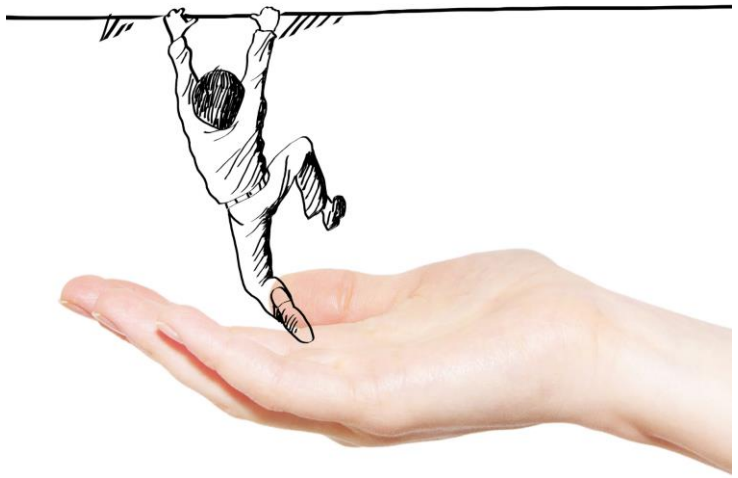
"Budgets are tight. What are we trying to emphasize? If you don't address the issue of their physical health, and their mental health, your ability to teach them is compromised."

– Paul Thome, President
Hortonville Area Board of Education

Source: Why support mental health in schools? WI Department of Public Instruction

Rising costs: Pandemic student need

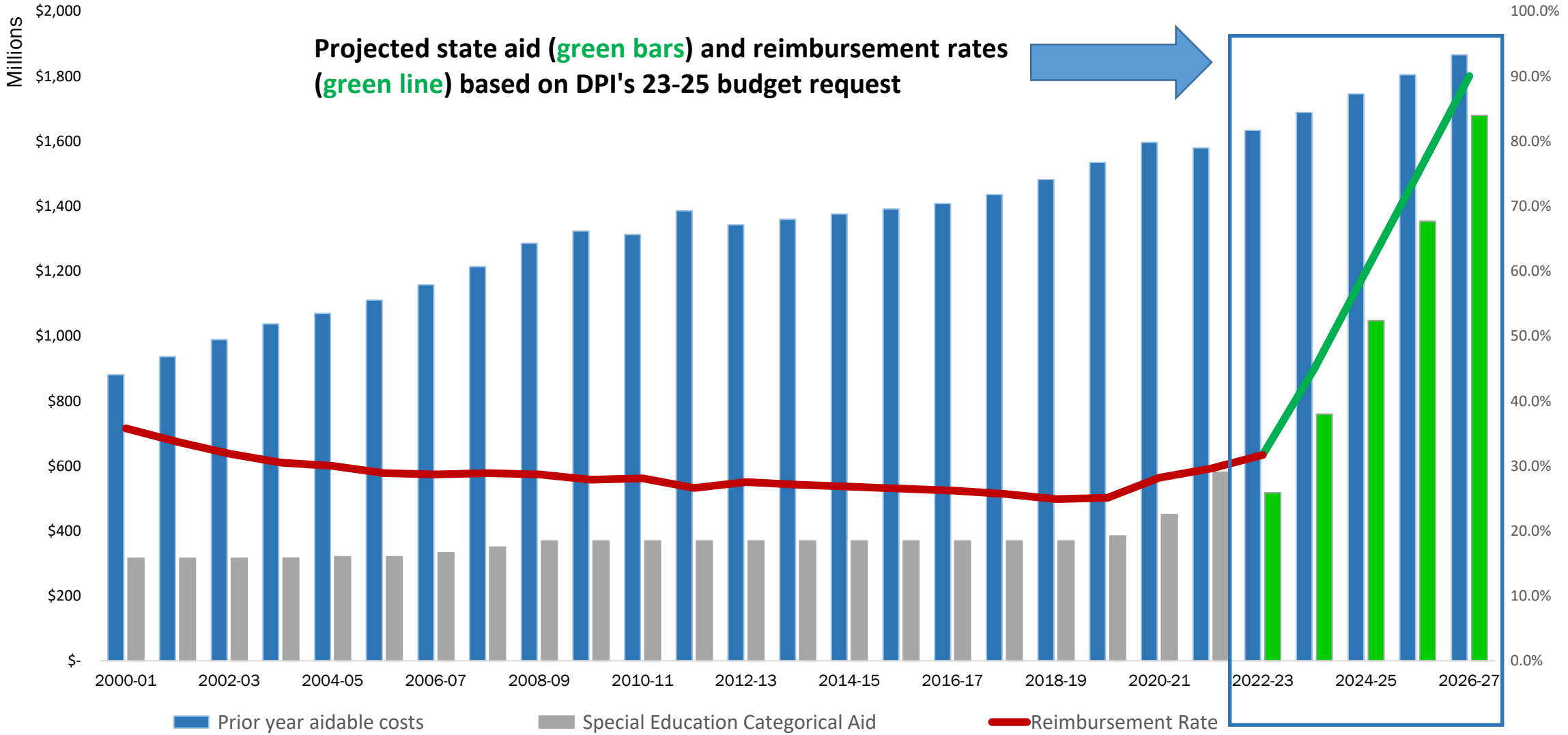
Special education



State aid on special education **had been flat for a decade** until modest increases began in 2019-20

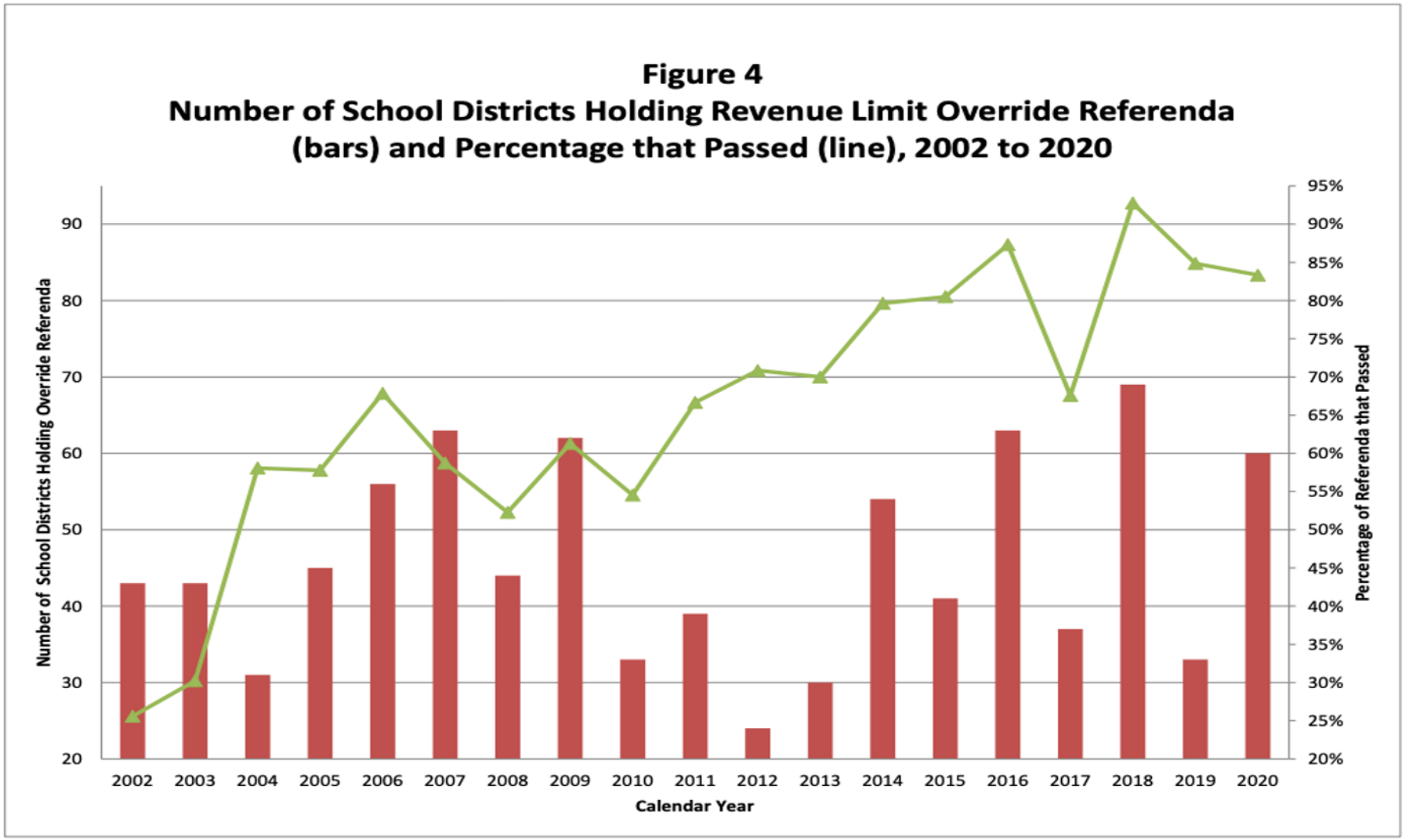
Current reimbursement levels for special education **covers less than one-third** of costs

State Reimbursement Rate for Special Education Well Below Costs



Sources: Legislative Fiscal Bureau. Department of Public Instruction. Wisconsin Policy Forum

Rise in school referenda



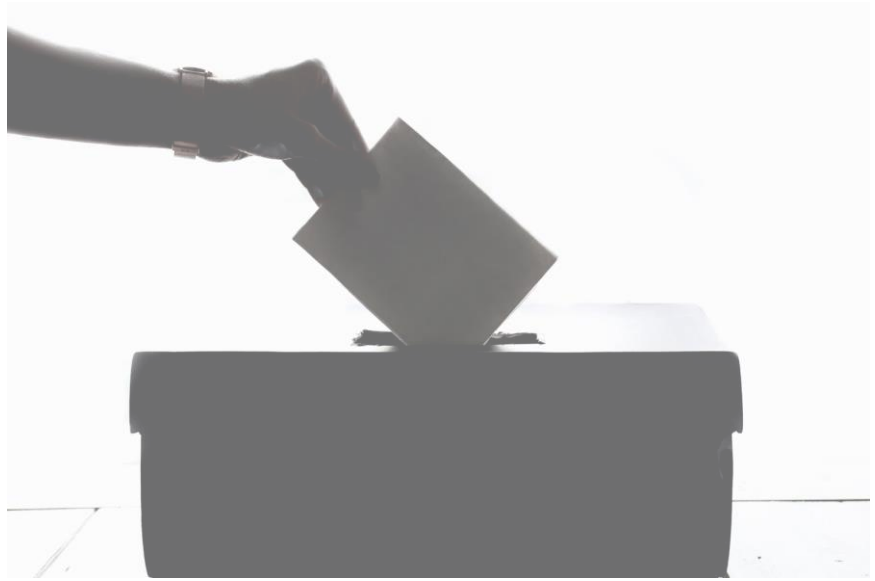
Most recently in 2022:

Highest number of operating referenda since 2000

Source: Funding Public Education in Wisconsin: The Property Tax-School Funding Dilemma (Reschovsky, 2021)

Referendum Use: Uneven statewide

Could deepen inequities between districts



Between 2002 and 2022:

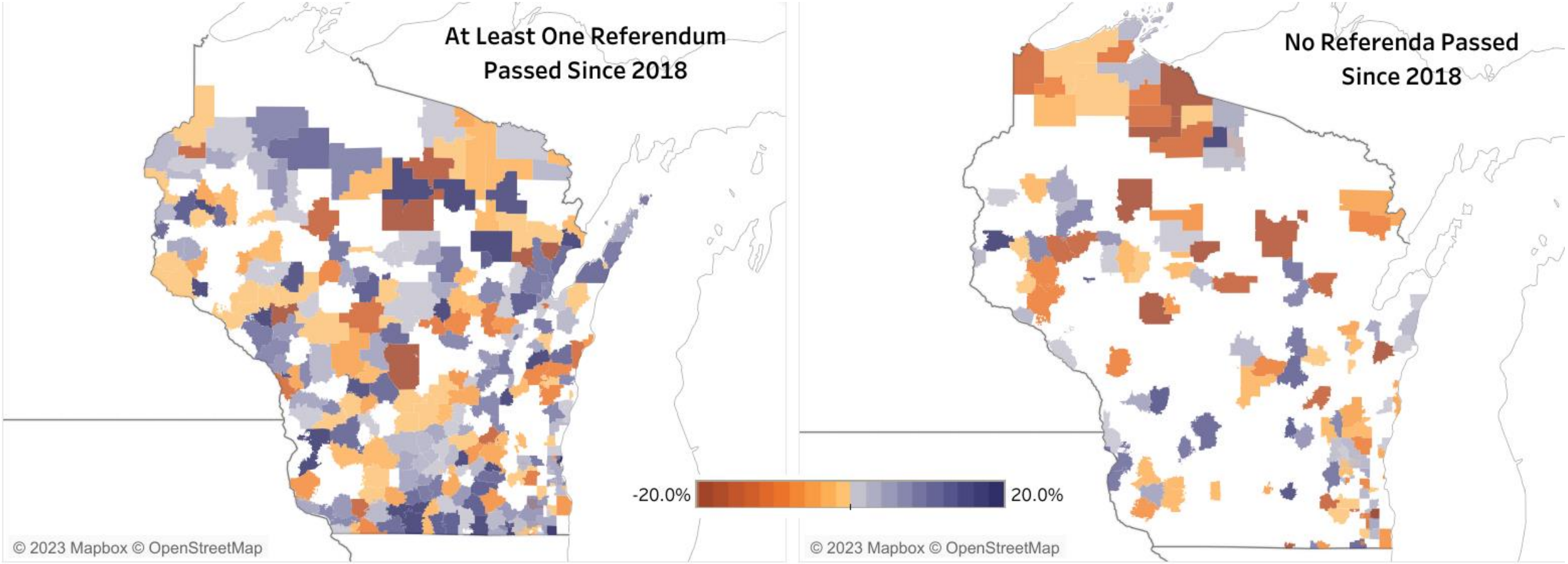
112 school districts had not held a single override referendum in the years 2002-2022

Another 87 held only one referendum during this period

Source: Funding Public Education in Wisconsin: The Property Tax-School Funding Dilemma (Reschovsky, 2021)

Referendum Use: Uneven statewide

Change in property tax levy from 2021-22 to 2022-23
based on referendum passage



Source: Wisconsin Department of Revenue

Source: K-12 property taxes rise modestly despite state-imposed limits (December 2022) Wisconsin Policy Forum

Marquette University Law School Poll

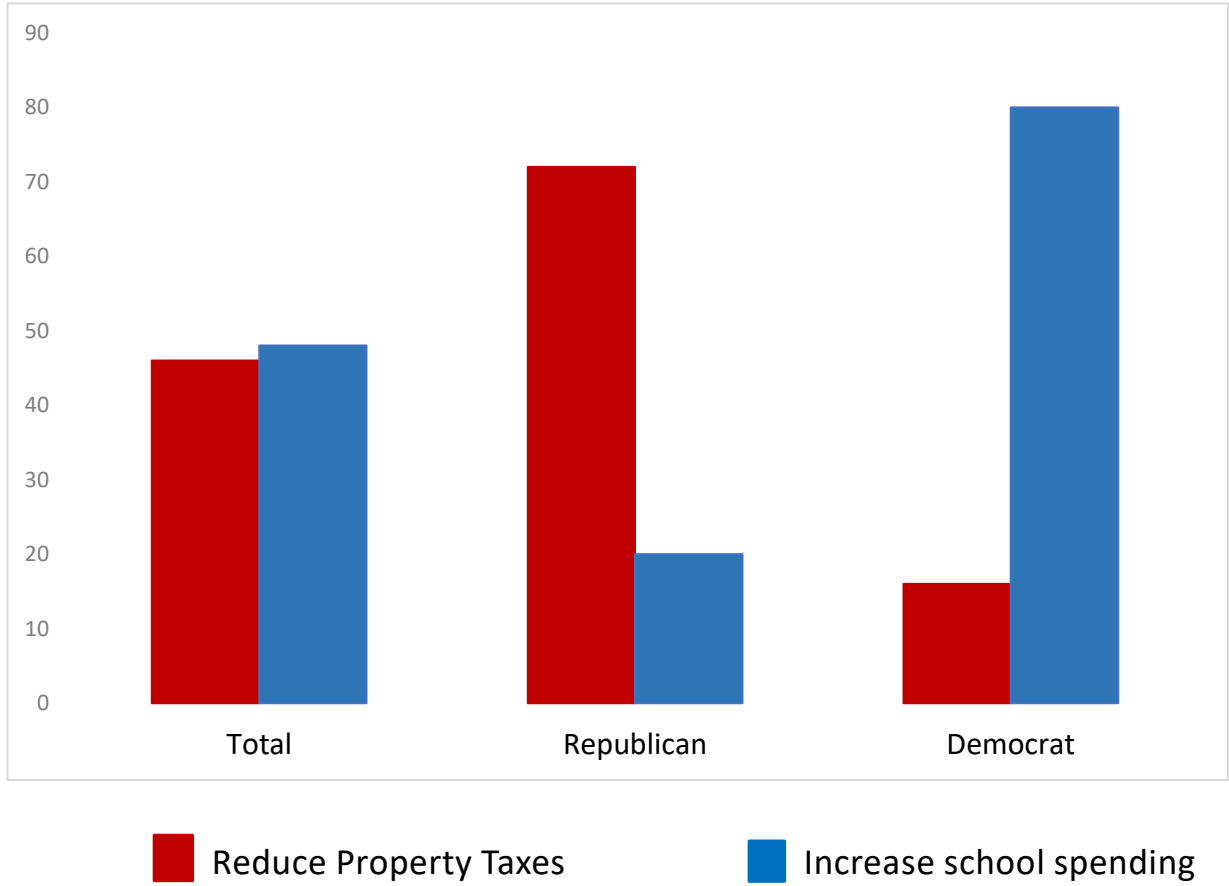
October 24 – November 1, 2022

Which is more important to you?

Reduce property taxes

or

Increase spending on public schools



Source: Marquette University Law School Poll – October 24 - November 1

What is ahead

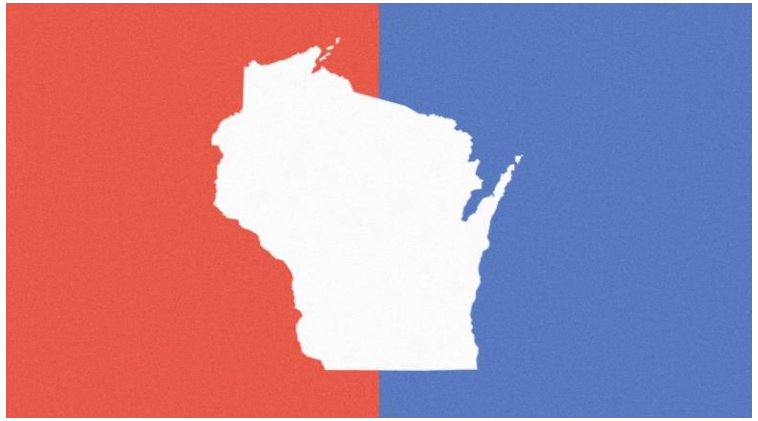
2023-25 state budget: How will K-12 education fare? Advocacy efforts heat up

Fiscal cliff:
Historic inflationary costs after pandemic and two-year funding freeze

Competition for state dollars:
Voucher/charter expansion | Tax cuts

Historic state surplus: How will it be spent?

2023-25 State Budget:
How will K-12 education fare?



Governor's race: Evers' win means divided government and no supermajority in Assembly that can override governor's veto.

School referenda – Almost 80% passed (64). 2022 - Record number of operating referenda passed (74). Majority of districts (340) did not run a referendum.

Potential threats to K-12 funding in 2023-25 state budget:

- "Transformational" tax law changes
- Voucher/charter expansion
- Education is not only area facing a fiscal cliff



What is the Fiscal Cliff?

Federal pandemic aid was distributed based on student poverty – uneven impact on districts

ESSER III expires Sept 2024 - midway through next state budget

Districts need two-year funding freeze/ESSER gap filled AND inflationary adjustments

Many districts have added staff to support pandemic student need – seeing progress – need funding to continue

"We attempted to resist the pressure to use one-time funding for ongoing expenses because of the great cliff that it would build…We shouldn't have had to choose between reducing opportunities for children and making a fiscal cliff."

Blaise Paul
Chief Business and Finance Officer, Oak Creek-Franklin Joint School District

Linnane, Rory (March 2, 2022) Alliance of business, public school and private school leaders delivers unified message: Use state surplus to improve aid to schools. Milwaukee Journal Sentinel

Competition for state budget $: Voucher/charter expansion & Flat tax



New coalition of parental choice advocates PLUS largest business association in state (WMC) formed to advocate for voucher/charter expansion in the current legislative session.

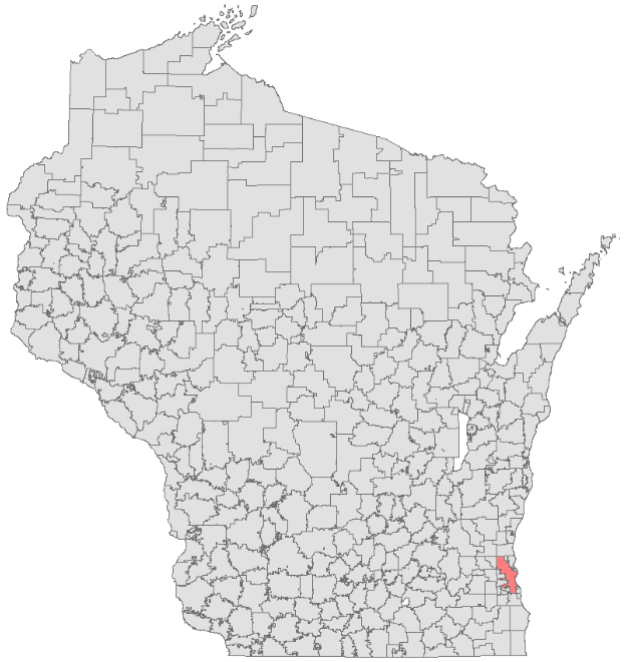
GOP legislative leaders have signaled interest in eliminating or raising income limits.

2026-27: End of cap on number of participating students in WPCP (not income limits) – Already in state law

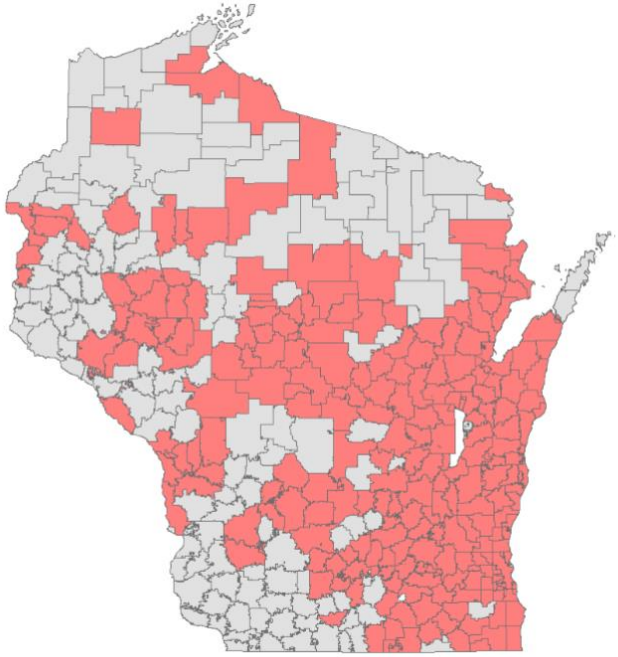
Choice program expansion

2012-13 to 2018-19

2012-13



2018-19



Source: DPI Presentations - Impact of Private School Vouchers and Public Charters on WI School Districts

Potential impact of statewide voucher expansion

Local districts

Aid is reduced by cost of vouchers: Fiscal impact depends on mix of districts' state aid (equalization vs. categorical)

Districts can levy local taxpayers to offset aid cuts

Essentially, private school vouchers are paid for statewide by local property taxpayers (not the state).

Sources: DPI Presentations: School Finance Puzzle and Impact of Private School Vouchers and Public Charters on WI School Districts

Potential impact of statewide voucher expansion

Statewide

Aid cuts at local level shrink the size of the pie: Amount of equalization aid available to all districts goes down.

Voucher students are counted for resident district's state aid the following year. Reduces state aid and relative membership for all other districts.

Multiple expansion avenues: Eliminating enrollment caps, raising income limits, increasing per-pupil payments.

Sources: DPI Presentations: School Finance Puzzle and Impact of Private School Vouchers and Public Charters on WI School Districts

Public school districts have distinct mandates and purposes

Key requirements for different types of K-12 schools ->

Beware of apples-to-oranges

per-pupil payment comparisons between school types

	Public districts	Charter	Private	
			Non-voucher	Voucher
Special education: **Own students**	✓	✓		
Special education: **Private school students**	✓ Limited			
Transportation: **Own students**	✓			
Transportation: **Private school students**	✓			
DPI Teacher licensure	✓	✓		
Enroll any student in district	✓			✓ Within school capacity
State assessments	✓	✓		✓ Limited
Establish technical prep program	✓			

Source: Wisconsin Legislative Council: Various publications

Potential impact of statewide voucher expansion

Bottom Line

Public schools have a unique mandate to serve all students – including private school students for specific needs

More competition for fewer students – deepens impacts of declining enrollment on public schools

Multiple school systems put strain on state and local resources to educate kids

Fiscal impact affects all districts – even with no voucher schools

Expansion of enrollment and funding could also enable new schools to open in more communities

Sources: DPI Presentations: School Finance Puzzle and Impact of Private School Vouchers and Public Charters on WI School Districts

Historic state surplus:

How did we get here? How will it be spent?

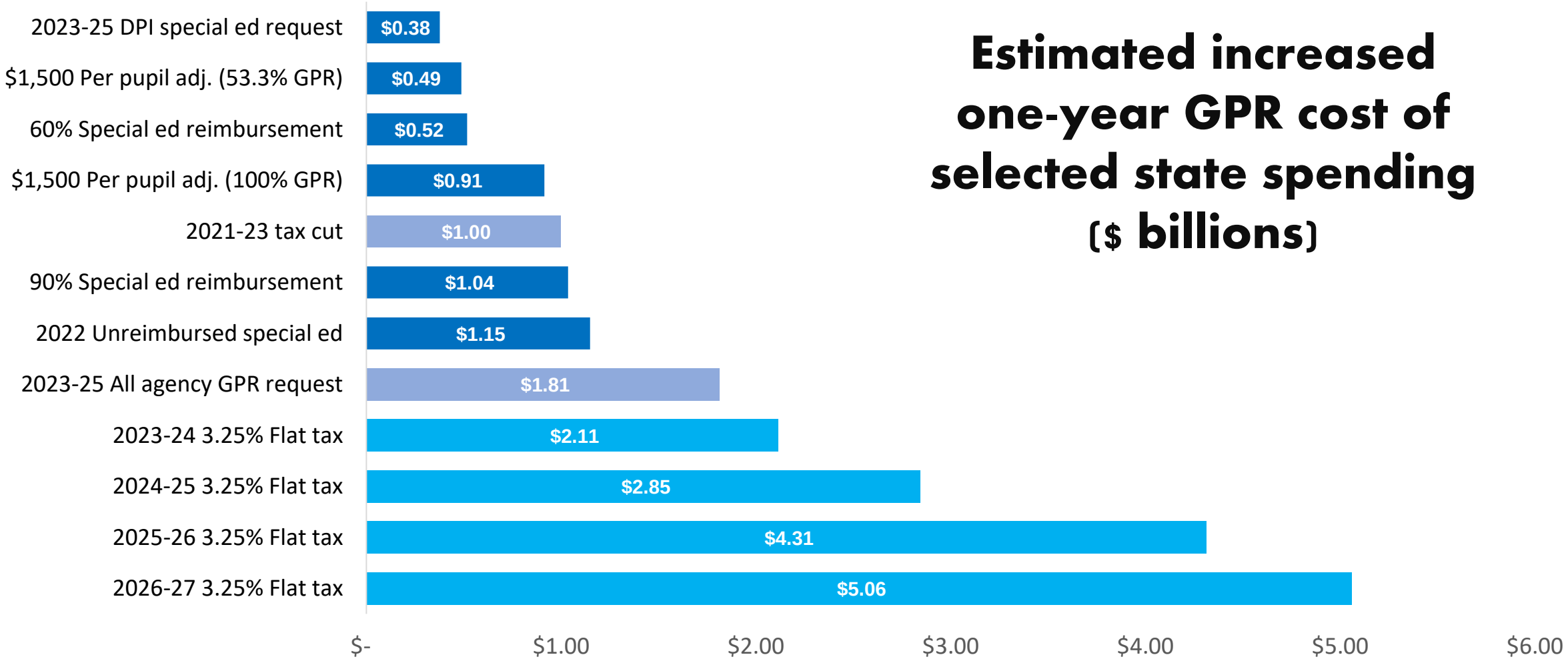
"State…is in its strongest position in state history."

Projected Budget Surplus:	$7.1 billion
Required Rainy Day Fund:	$1.7 billion
Combined Total:	**$8.8 billion**

"Between the projected surplus and the expected revenue growth, the state could fund every single agency request and still have [at least] $4.4 billion left over in the general fund."

Source: DOA Projects $6.6 billion surplus at end of 2022-23 (November 21, 2022) WisPolitics.com
Source: Lang, Robert (January 25, 2023) Estimated general fund revenues and expenditures. LFB
Source: Projected Medicaid expenditures for the 2021-23 biennium (December 30, 2022) WI Dept. of Health Services
Source: Agency Budget Request and Revenue Estimates FY2024 FY2025 (November 21, 2002) WI Dept. of Administration

State spending in perspective: K-12 Education, Flat Tax, Other



Estimated increased one-year GPR cost of selected state spending ($ billions)

Source: WASBO calculations using LFB, DPI, and DOA data



What does this mean for local districts?

Budgeting for inflation, pandemic recovery before state budget is passed

Districts are budgeting blind while waiting for state budget

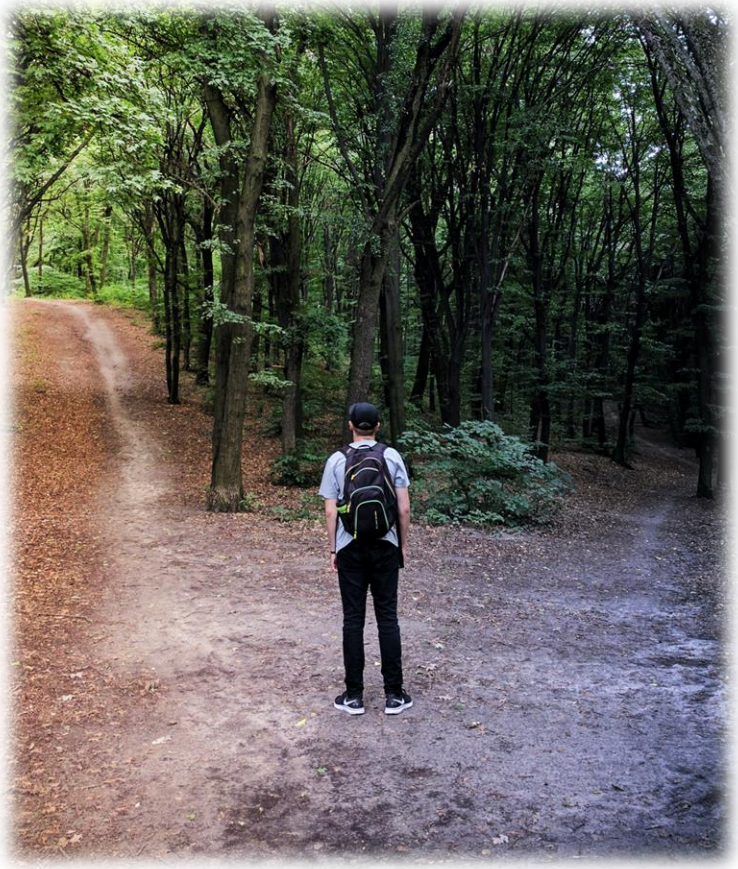


School districts are building 2023-24 budgets now

State revenues for schools will not be set until the 2023-25 state budget is adopted

Divided government means state budget deliberations could stretch out beyond summer 2023

Budgeting amid uncertainty



How to communicate with board and community? What assumptions to use?

Too conservative: Risk triggering painful cuts: layoffs, health care, etc.

Too optimistic: Risk budget items exceeding available resources – deficits/holes

Labor costs: How will districts negotiate and budget for compensation amid record inflation, tight labor, unknown revenues?

Budgeting amid uncertainty

Coping with possible lack of stable, predictable funding

Preemptive stance: Expanded use of levy overrides – Record number of passed operating referenda in 2022

Defensive stance: Increased use of fund balance

Temporary stop-gaps: Defer maintenance/tech, delay filling positions, other unsustainable "gymnastics"

Last resorts: Program cuts, larger class sizes, staff cuts, delay compensation increases, risk losing staff to other districts, industries

Where are we in the state budget timeline?

September 6 – Governor Evers and State Superintendent Underly announce shared 2023-25 budget priorities

September 15 – DPI requests $2.5 billion in 2023-25 budget request (reflects SAA priorities)

December 2022: Governor starts holding public listening sessions

January 24 – Governor delivers State of the State address (likely to include budget priorities)

February 15 – Governor delivers Biennial Budget Message

ADVOCACY ACTIVITY ACCELERATES

Feb/March - Joint Finance Committee receives budget, holds public hearing, votes on budget, sends to legislature



What does K-12 public education need?

Unifying around a common message heading into the 2023-25 state budget season

Key: Advocate around common K-12 needs

Focus is on what kids need:

A recovery budget

All school districts reflect specific communities with particular goals, spending needs, but…

Biggest impact on state budget will depend on consistent focus on **our common priorities and challenges**

Focus on a few big priorities



Goal: Garner broad support and substantial overdue "catch up" resources:

- ❑ **Special education:** Categorical aid reimbursement: Substantial increase over current 31.7%
- ❑ **General, flexible, spendable dollars**: Combination of inflationary revenue limit adjustment and per pupil aid PLUS increases to low revenue ceiling
- ❑ **Mental health:** Broad-based flexible categorical aid (not grants)

Aligning our agendas: Common message



Tell your district story: After two years of frozen funding, what would “recovery” look like?
How would you use new spendable dollars?

Beware of falling prey to “negotiating with ourselves.”

3 big priority focus: Helps everyone meet their particular needs. Avoids splintering K-12 advocacy efforts.



Questions? Suggestions?

Please reach out!

Anne Chapman | WASBO Research Director
Anne.Chapman@wasbo.com

Shorewood School District
1701 E. Capitol Drive
Shorewood, WI 53211

Postage

PROTECT OUR TRADITION OF EXCELLENCE

VOTE APRIL 4, 2023

EQUITY, GROWTH AND EXCELLENCE FOR ALL



The Shorewood School District is a top-ranked school district with outstanding educators and a proven history and commitment to delivering a high-quality education in support of the mission of Equity, Growth, and Excellence for All.

Years of state funding falling short of inflation - combined with increasing costs to deliver the student-focused education that defines our district - has placed our ability to maintain our comprehensive educational programs and unique learning experiences at risk.

Despite these challenges, school district leaders have been careful stewards of taxpayer dollars and made decisions to support your investment in our Shorewood schools. Employing budget balancing strategies that prioritize student programming, we reduced expenses by over $1 million in the 2022-23 budget - and we continue to identify opportunities to control costs.

The bottom line? Without an operating referendum, we project a gap of $25 million over the next five years. This will cause sizable reductions to existing instructional and extra-curricular programs and staff.

WHAT'S THE PROPOSED SOLUTION?

On Tuesday, April 4, 2023, Shorewood residents will vote on an operating referendum to address these needs.

The ballot question asks voters to approve a non-recurring operating referendum that would provide the school district with an additional $5.5 million in funding in each of the next five years. This is not a capital referendum for facilities; it is for operational and maintenance expenses, including salaries, benefits and instructional and extra-curricular programming.

Learn more by scanning the QR code or visiting **www.shorewood.k12.wi.us.**



HOW DO I LEARN MORE?

SCAN ME

Scan the QR code for more information about the proposed Shorewood School District operating referendum, including:

- Questions & Answers
- State Funding Facts and Trends
- District Financial Information and Budget Projections
- April 4 Ballot Language and Voter Information
- Legislative Advocacy



Upcoming Community Referendum Information Sessions - No RSVP is necessary. Please join us!

SUNDAY, MARCH 5, 2023	TUESDAY, MARCH 21, 2023
1:30pm Village Center Meeting Room (Shorewood Public Library) Following the Shorewood Women's Club Candidate Forum	6:30pm Virtual

SCAN ME

ELECTION DAY APRIL 4, 2023

WHY ARE WE VOTING ON A REFERENDUM?



The state caps the amount of money a district can receive through state funding and local property taxes.

Wisconsin school districts are now entering the second year of $0 increases per student from the state, while facing increasing costs to operate our schools and attract and retain staff. Moreover, the percentage of special education expenses reimbursed by the state has declined by more than 40% - creating an annual multi-million dollar funding gap for the Shorewood School District.

Without increases in state funding, a voter-approved operating referendum is the only option to increase revenue.

STATE FUNDING FACTS

#11 in 2002 – 11% above national average

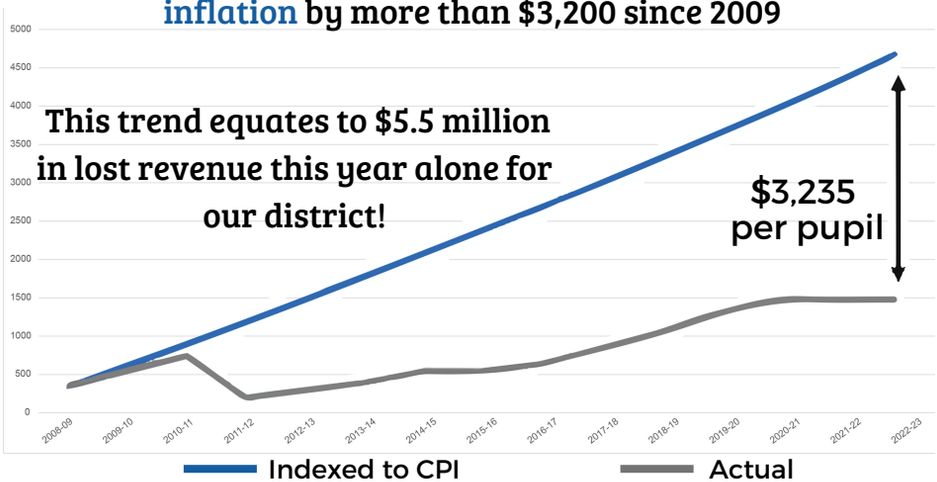
Largest drop in rankings of any state – and that was before 2021-23 funding freeze

#25 in 2020 – 5.6% below national average



Source: Wisconsin Association of School Business Officials

Cumulative view: Per pupil revenues lags inflation by more than $3,200 since 2009



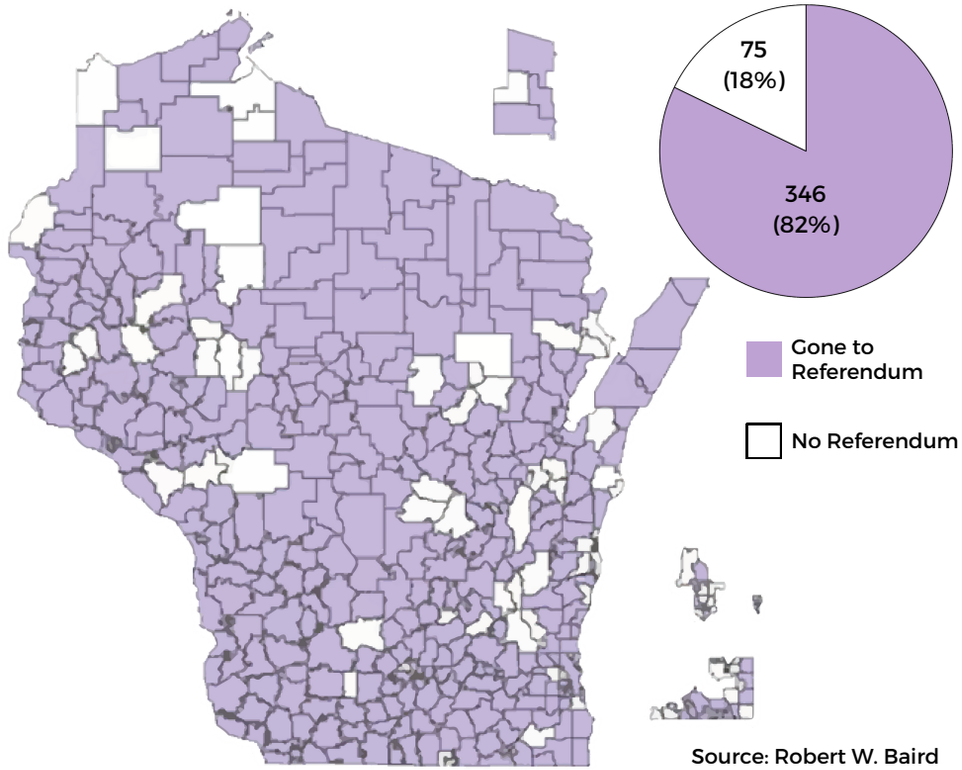
Source: Wisconsin Association of School Business Officials

WE ARE NOT ALONE. DID YOU KNOW?

Increasingly, local school districts are looking to taxpayers for assistance in funding schools.

- 82% of Wisconsin school districts have pursued an operating referendum to cover funding needs.
- 83% of the operating referenda presented to voters have passed since 2018.
- In 2022 & 2023, close to ¼ of WI school districts pursued an operating referendum.

NUMBER OF WI DISTRICTS SEEKING OPERATING REFERENDUMS SINCE 1992



Source: Robert W. Baird

HOW WILL THIS IMPACT MY PROPERTY TAXES?

Based on current projections, the property tax impact of the referendum is estimated to be $123 per $100,000 of assessed property value; fluctuations are possible.

WHAT'S ON THE APRIL 4, 2023 BALLOT?

Shall the School District of Shorewood, Milwaukee County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by $5,500,000 per year beginning with the 2023-2024 school year and ending with the 2027-2028 school year, for non-recurring purposes consisting of operational and maintenance expenses, including salaries, benefits, and instructional and extra-curricular programming?

SCHOOL BOARD MEETING
CLOSED SESSION

Tuesday, February 8, 2023
5:00 pm

Board Member Participation:	Paru Shah, President Emily Berry, Vice President Ellen Eckman, Treasurer Becky Freer, Clerk Abby Fowler, Member
Other Participants:	JoAnn Sternke, Interim Superintendent Heather Heaviland, Director of Business Services Ryan Heiden, Von Briesen & Roper

Call to Order: Paru Shah called the meeting to order at 5:00 pm.

Motion by Paru Shah to go to Closed Session, per posting, to discuss personnel matters, including employment, promotion, compensation or performance evaluation data, pursuant to Wis. Stat. 19.85(1)(c).

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 6:00 pm.

SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
February 14, 2023

Board Member Participation:	Paru Shah, President Emily Berry, Vice President Ellen Eckman, Treasurer Becky Freer, Clerk Abby Fowler, Member
District Administrator Participation:	JoAnn Sternke, Interim Superintendent Jody Brooks, Director of Recreation & Community Services

I. 7:00 pm CALL TO ORDER
Motion to Adopt the Agenda
MOVED by Abby Fowler and SECONDED by Emily Berry AYE: 5 NAY: 0

II. 7:04 pm STUDENT ACHIEVEMENT and STUDENT RESULTS (R1)
SHS Lady Greyhounds Community Service Projects, James Wright, Coach
District CPR Training and Curriculum, Perry Perkins, Recreation Department Supervisor

III. 7:17 pm PUBLIC COMMENT #1
Elissa Suechting 4020 North Farwell

IV. 7:24 pm BOARD BUSINESS AND BOARD ACTION
A. Superintendent Search Update
B. Recreation & Community Services Department Update, Jody Brooks, Justin Calvert and Perry Perkins
C. Approval of the 2023-24 Instructional Calendar
MOVED by Abby Fowler and SECONDED by Ellen Eckman AYE: 5 NAY: 0
D. Operating Referendum Update

V. 8:13 pm PUBLIC COMMENT #2
Susan Leslie SHS Faculty

VI. 8:14 pm BOARD CONSENT AGENDA
Approval of Board Meeting Minutes
Closed Sessions: January 24 and February 3
Superintendent Candidate Forums and Closed Sessions: January 30, 31 and February 1 and 2 and January 24 Board Meeting
January 26 Board Meeting
MOVED by Ellen Eckman and SECONDED by Emily Berry AYE: 5 NAY: 0

VII. 8:15 pm BOARD REPORTS - Emily Berry WASB Delegate Assembly Update

VIII. 8:18 pm SUPERINTENDENT'S REPORT

IX. 8:23 pm SUPERINTENDENT'S CONSENT AGENDA
A. Approval of District Staffing Changes: Vince Peterson and Deb Schwinn Retirements; Sarah Milia Resignation
B. Approval of Gifts and Grants to Shorewood School District
MOVED by Emily Berry and SECONDED by Ellen Eckman AYE: 5 NAY: 0

X. 8:25 pm PUBLIC COMMENT #3
Patty Sibbernsen 3901 North Farwell

XI. 8:28 pm REVIEW OF 'TO DO' ITEMS
OE and R Report formats, Student Elections, Legislative Advocacy

XII. 8:29 pm FUTURE AGENDA ITEMS
IT and STEP Plan Updates, OE 6 (Communicating with the Board) Report, Review of Board Linkages

XIII. 8:30 pm RECESS AND DEBRIEF

SCHOOL BOARD MEETING
CLOSED SESSION

Tuesday, February 21, 2023
6:00 pm

Board Member Participation:	Paru Shah, President Emily Berry, Vice President Ellen Eckman, Treasurer Becky Freer, Clerk Abby Fowler, Member
Other Participants:	Pat Antony, School Exec Connect Jack Linehan, School Exec Connect

Call to Order: Paru Shah called the meeting to order at 6:00 pm.

Motion by Paru Shah to go to Closed Session, per posting, to interview Superintendent candidates and to discuss personnel matters, including employment, promotion, compensation or performance evaluation data, pursuant to Wis. Stat. 19.85(1)(c).

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 8:30 pm.

SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report
Date: February 28, 2023
Prepared by: JoAnn Sternke

Board Action:

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

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

District and School Activities
Please mark your calendars for the rescheduled Black History Month presentation of our Youth Rising Up's "*A Collective of Consciousness* " on Wednesday, March 1 at 7 pm. Though the evening performance on February 22 was canceled due to the District's inclement weather closing, the assembly performance for SIS and SHS students and staff during the school day went on as scheduled, and it was fantastic!

This was the first in-person Black History presentation in three years and student performers and their Youth Rising Up advisors - Nelson Brown, Brandon Hemphill and Tanisha Schowalter - were greeted by a packed house in our beautiful auditorium. The student-written show focused on how art and activism have gone hand in hand in the 20th and 21st centuries - both when things are good and when times get tough. In the program for the performance, some students relayed how Youth Rising up and Black History Month is meaningful to them. Take time to read this and I think you'll see their commitment resound in the production. This production gives voice to people who have been historically silenced. Students Bella Busby and MaHailey Stephens, Youth Rising Up co-presidents, acknowledged the opportunity to present this assembly at its conclusion, and I think every student involved in the production and every student in the audience

(and staff, too), came away feeling that this was a special experience. I learned, reflected and celebrated as I watched. I left so proud of our student performers and technicians, proud of our student audience for their engagement and enjoyment, and so proud of our school district. Please try to attend this inspiring program created by dozens of talented student leaders and artists.

The SEED Foundation has supported Youth Rising Up in past years, in addition to their many contributions over the years to support academic, arts and authentic learning experiences in our schools. The Foundation's spring 2023 grants cycle has begun, and schools, departments and staff have the opportunity to submit preliminary funding proposals by March 13. The Foundation will consider the applications selected for full proposals in April, and awards will be made prior to the end of the year. Swing with Shorewood is another component of SEED Foundation funding, and school "wish list" items will be included in the event on May 6.

SEED has also provided significant support for District-level projects this school year, and Kate Harder and Mike Joynt attended the Foundation's February meeting to discuss literacy and arts curriculum development work being funded by the Foundation, as well as our student mental health services partnership with Children's Hospital of Wisconsin. SEED's support was instrumental in maintaining this partnership in 2022-23, and Mike, Kate and I will be following up with the Foundation to provide a final report on the use of their contributions to these initiatives after the end of the school year.

This ties into the literacy curriculum development that is occurring. Our elementary teachers are working on Wisconsin's English Language Arts standards created in 2020 during their early release Wednesdays. Teachers are spending some time on making the shift from Common Core Standards needed, as well as needed alignment with literacy work mentioned above. Specials teachers (Music, Art, World Language, and PE) are using this time to meet and work on their prioritized standards documents separately, and their work will complement the arts curriculum work SEED is also funding.

On the 4K front, both elementary schools hosted Open Houses and some presentations on Thursday, February 23. This year we held two sessions, one in the afternoon and another in the evening. This plan is one of the steps that came out of our collaboration with Milestones and Bright Beginnings earlier this year to examine how we can work more closely together to serve resident families with young children. School principals and teachers, our Recreation Department staff, and our childcare partners have been working on other engagement and communications plans that will roll out as student registration continues. Thanks to our principals, leaders, and teachers for making the Open House events happen.

We have some surveys coming up. This letter was sent to all families with students in grades 6-12 regarding the Youth Risk Behavior Survey. Additionally, the School Perceptions surveys for students, staff and family/caregivers and community members

will be distributed following Spring Break, similar to last year's schedule. Results of the Youth Risk Behavior Survey and the School Perceptions Student Survey are important tools used to measure student wellness and evaluate our support services, and we will provide updates about participation, results and how we will use survey data later this year.

Finally, the School Board will be reviewing OE 6 (Communicating with the Board) Operational Expectations Monitoring Report, and revisions to R3 (Character and Citizenship) Student Results Monitoring Report. Both of these reports incorporate a summary of performance against the compliance indicators and some other formatting changes, and we hope that Board and community members will find these easier to use, and more useful as we track progress year over year. The Superintendent's Office will be making similar changes to all OE and R reports in advance of presentation at Board meetings, according to the Board Work Plan. Changes to report content - Board policy, expectations, and indicators will continue to require Board review and adoption.

Inclement Weather Procedures

We are offering an update of our inclement weather communication since we had a snow day on February 16 and cancellation of after school and evening activities on February 22. Student and employee safety is our priority at all times and especially during the winter storms we have in Wisconsin. Earlier this school year, we sent this Inclement Weather School Closing and Make-Up Days information out to staff and families. I encourage you to review it as this outlines our decision making and communication protocol for addressing school closure due to inclement weather. I'm proud to say our district team has terrific systems in place to make and communicate these decisions. Thanks to all of them for their teamwork.

Staffing Update

Three finalists for the position of Director of Teaching & Learning are interviewing with a panel of administrative and school leaders, educators and other certified staff this week. Others who report to the Director - the Registrar, the instructional technology team and our instructional coach - are also involved in this process. We have also begun accepting applications for the position of Principal at Shorewood Intermediate School. Interviews for this position will involve parents and additional school staff, in keeping with the model established for other principal vacancies; more information about this will be provided as the process moves forward.

I also want to provide an update about the District Library Media Specialist vacancy as two citizens raised a question about this position at the last meeting. This was an unanticipated vacancy that resulted from a resignation just before our Winter Break. Mike Joynt acted quickly to post the position and begin the interview process. He and an interview team have met with applicants with the required certifications since posting the position when classes resumed and the process is advancing and our goal is to have District Library Media Specialist in place as soon as possible.

Budget and Operating Referendum Communications
Using the budget development timeline established last year, we are currently focused on compiling needed financial and programming information - including proposals for food service management and staff health coverage. The process for contracting with a food service vendor has been discussed at prior meetings, so I want to confirm that requests for proposals from all eligible food service management companies (identified by the DPI) are pending; our selection will also be based on DPI-provided criteria. Though the process will not be fully complete until April or May, we will gain a better understanding of projected expenses as the proposal process continues. With student scheduling recently completed at SHS and about to be completed at SIS, we will begin to look at course section numbers in earnest. This is a key driver of our staffing budget. Concurrent with these District-level budget processes, schools and departments are working on their budget plans.

The School Board will receive preliminary budget assumptions and funding scenarios based on all of this information in March; the April 11 meeting will provide an opportunity for Board members to review and provide feedback about potential budget balancing strategies. A preliminary budget will be presented at the May 23 meeting, and the final preliminary budget will be presented to the Board for approval in June. Separately, any required revisions to 2022-2023 revenue and expenses will be presented at the April 25 meeting; the monthly financials on the Superintendent's Consent agenda reflect year-to-date financial activity. A report on ESSER funds is also scheduled for the April 25 meeting.

The Governor's recently proposed biennial budget generated a question from the community about how this proposed budget would impact our annual budget and potential referendum funding. I want to be clear that *even if* the biennial budget ends up including 100% of the amount for schools that the Governor is proposing, this falls well short of the gap that has developed in our school district over the past several years. It's also key to remember that the governor's budget is a proposal that will be discussed for months at the legislative level, and may be reduced. In other words, the total proposed is unlikely to become reality - and we will not know the result prior to the referendum. Further, the benefit could be quickly minimized if these increases are followed by another two-years of flat funding from the state. Regardless, our legislative advocacy efforts need to support a sustainable system for school funding; we do not have that now.

We continue to follow up on other questions about the Operating Referendum raised by Board and community members. New additions to the FAQ section on the website include a publication date, and information about these topics has recently been added:

- the use of funding from tax incremental districts (TIDs);
- the impact of a referendum on the amount of state funding the District receives;
- the use of ESSER funds; and

- the history of the teacher salary structure in Shorewood and related compensation information.

We know some community members have questions about staffing, student programs and services that we are not yet able to respond to with the level of detail desired. As we move toward compiling school and department budget needs and firm projections of District expenses (including staff compensation and benefits, food service, and more) and gain a better understanding of other variables that will be included in our March budget materials, we will be able to respond more fully to these questions. I understand the request for more detailed information, and want you to know we are working diligently to prepare a very complex budget and respond to your questions.

In the Supplemental Materials section of our Referendum Information on the district website, community members can view this presentation to the Southeastern Wisconsin Schools Alliance. Created by the Research Director of the Wisconsin Association of School Business Officials, this presentation offers easy-to-understand graphics about the impact of state funding and rising inflation on schools throughout Wisconsin, as well as some of the other key economic and legislative dynamics that have resulted in significant funding gaps - in our community and many others. This paints a clear picture of why 82% of districts in our state have pursued an operating referendum.

Village residents will be receiving a referendum information mailing that explains the mechanics of the referendum along with information about voting on April 4. This is the first of our planned mailings to residents, and an important opportunity to communicate with those in the community who value the facilities and resources the District provides to residents of all ages. On that note, we have scheduled some additional Operating Referendum Information Sessions in the community, and I want to share the updated schedule for your reference:

- Sunday, March 5 at 1:30 pm in the Shorewood Public Library (Village Center Meeting Room), following the Shorewood Women's Club Candidate Forum
- Wednesday, March 14 at 3 pm in the Shorewood Public Library (Village Center Meeting Room)
- Monday, March 20 at 6 pm in the Shorewood Public Library (Village Center Meeting Room)
- Tuesday, March 21 at 6:30 pm VIRTUAL

Additionally, referendum information tables will be hosted by staff and Board members at the Lake Bluff Gallery Night event and before the rescheduled Black History program on March 1, before the District Orchestra Festival, Band-O-Rama, and Choir Concert, and at several other school activities in the coming weeks. Referendum Information is also available at the Fitness Center and in the SHS Arena for community members attending recreation programs or using these athletic facilities.

Finally, Public Schools Week is February 27-March 3, and there are a number of activities scheduled in Madison to amplify messages to state legislators about support for public schools. We encourage you to thank a teacher, leader or staff member here in Shorewood who celebrates and strengthens learning for our students, thereby making our schools strong. We also encourage you to make your voice heard with your legislators regarding the need for strong public schools and the impact they can have by adequately funding public education.

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Monthly Financial Reports
Date: February 28, 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:

January 2023 Statements
January 2023 financial statements reflect activities and financial changes for the first seven months of the fiscal year.

- Revenue and Expenses
    - While operating fund revenues show a large projected shortfall, this is largely due to an algorithm error that overstates the proportion of property tax revenue that should be collected in January. The District expects to receive 100% of the budgeted property tax amount. State revenue is, however, expected to fall short of the projected budget and is currently showing a projected shortfall of $231,778.
    - Operating fund expenses are tracking in the aggregate very close to the budget, but certain categories are showing higher than budgeted expenses while others are tracking under budget. Unanticipated expenses account for a portion of the categories that are trending towards over budget.

    - Given the anticipated variances in revenues and expenses compared to the budget, the District will be preparing a recommended budget adjustment that aligns our overall projected revenues and expenses.
- 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 below the projected amount.

Attachments:

- ☐ Budget Performance Update
- ☐ Revenue Dashboard
- ☐ Expense Dashboard
- ☐ Cash Receipts 2023-01
- ☐ Budget Status 2023-01
- ☐ Check Register 2023-01
- ☐ Balance Sheet 2023-01

Additional Information

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

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

10	General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions.
21	Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth.
27	The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan.
38 & 39	These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.

41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts.

50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.

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

Type - accounts codes have the following account types:

A	Asset
L	Liability
Q	Equity
E	Expense
R	Revenue

Shorewood Sch Dist - Budget Performance Update - General Fund

Fund summary basis: General and Special Education

Month of January (fiscal year 2023):

↓ Total MTD Revenues: $4,658,482; under plan* (unfavorable) by -$2,788,048
↓ Total MTD Expenditures: $2,298,865; under plan (favorable) by -$231,760

Fiscal year to date (July-January):

↓ Total YTD Revenues: $8,664,150 (27.2% of annual budget compared to 25.0% prior YTD); under plan (unfavorable) year-to-date (YTD) by -$2,495,064

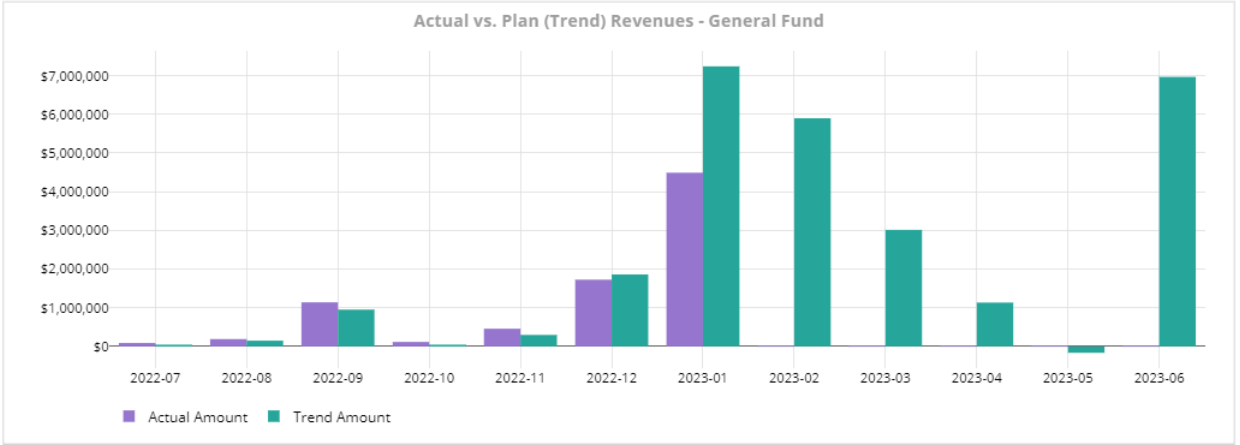
- 100 TRANSFERS - IN FROM ANOTHER FUND: +$0
- ↓ 200 REVENUE FROM LOCAL SOURCES: -$2,439,751
- 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: +$0
- 500 REVENUE FROM INTERMEDIATE SOURCES: +$0
- ↓ 600 REVENUE FROM STATE SOURCES: -$231,778
- ↑ 700 REVENUE FROM FEDERAL SOURCES: +$39,236
- ↑ 900 OTHER REVENUES: +$137,230

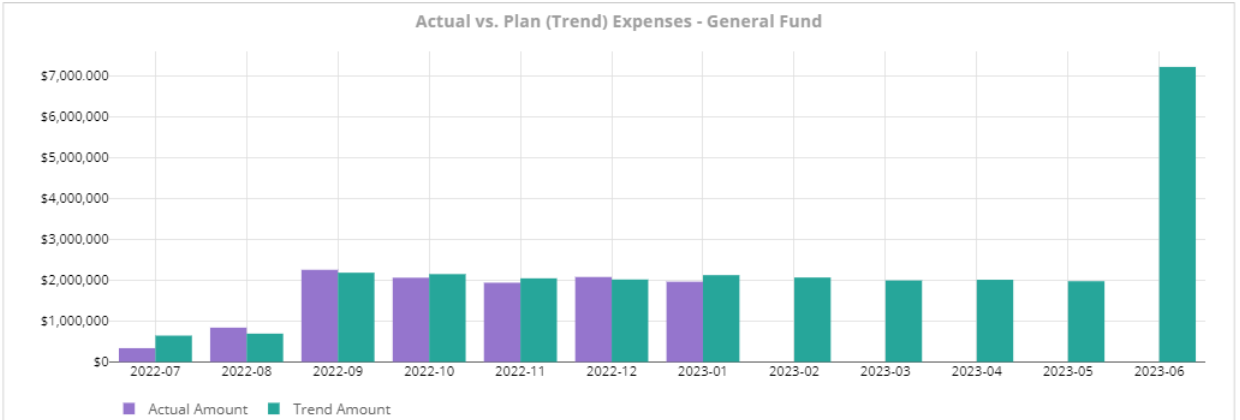
↓ Total YTD Expenditures: $13,288,167 (42.2% of annual budget compared to 42.7% prior YTD); under plan (favorable) year-to-date (YTD) by -$552,369

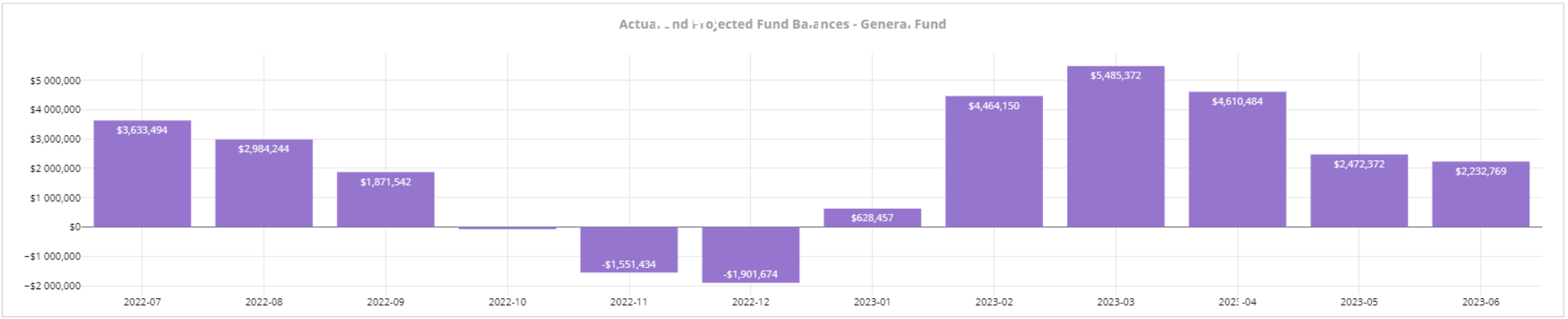
- ↓ 100 SALARIES: -$192,503
- ↓ 200 EMPLOYEE BENEFITS: -$118,079
- ↓ 300 PURCHASED SERVICES: -$146,315
- ↑ 400 NON-CAPITAL OBJECTS: +$1,717
- ↓ 500 CAPITAL OBJECTS: -$14,583
- ↓ 600 DEBT RETIREMENT: -$34,741
- ↓ 700 INSURANCE AND JUDGMENTS: -$57,079
- 800 TRANSFERS: +$0
- ↑ 900 OTHER OBJECTS: +$9,213

End of Fiscal Year Projection

	Projected	Annual Budget	Variance
Total Revenues	$29,308,697	$31,803,761	-$2,495,064
Total Expenditures	$30,927,521	$31,479,890	-$552,369
Difference	↓ $1,618,824	↓ $323,871	$1,942,695





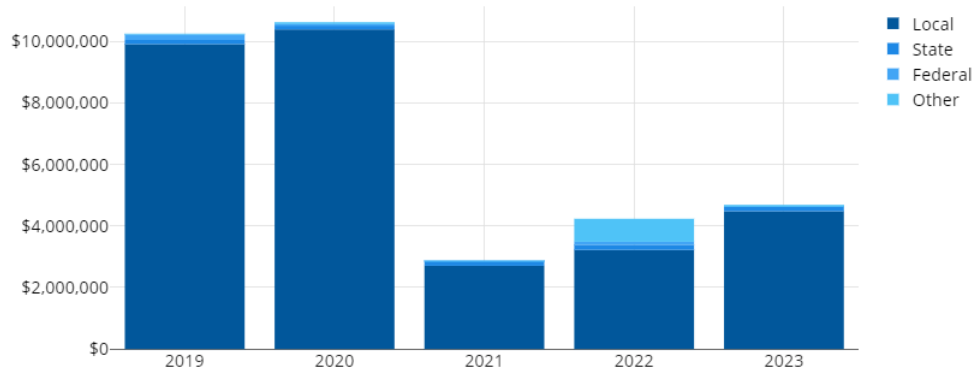


Shorewood Sch Dist - Monthly Revenue Overview - Funds 10 & 27 (Transfers Not Included)

frontline education

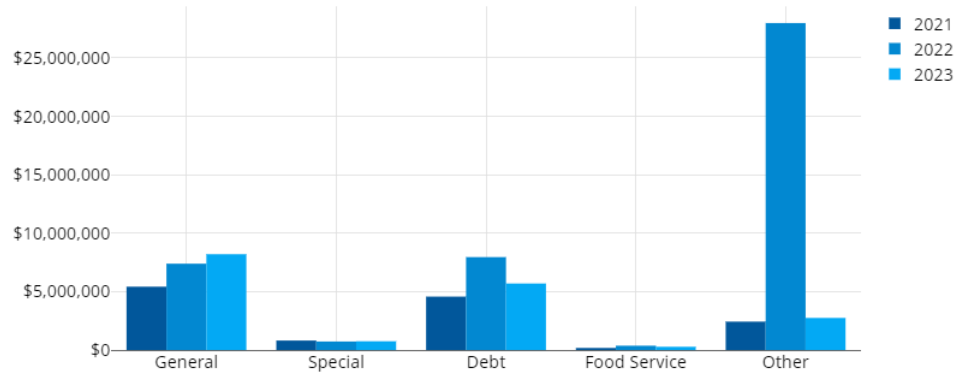
Total YTD Revenues	YTD Local Sources	YTD State Sources	YTD Federal Sources
$8,664,151	**$4,992,551**	**$2,868,419**	**$636,784**
Variance to Budget $-2,495,064	Variance to Budget $-2,439,751	Variance to Budget $-231,778	Variance to Budget $39,236
UNFAVORABLE	UNFAVORABLE	UNFAVORABLE	FAVORABLE

Historical Revenues for Current Month



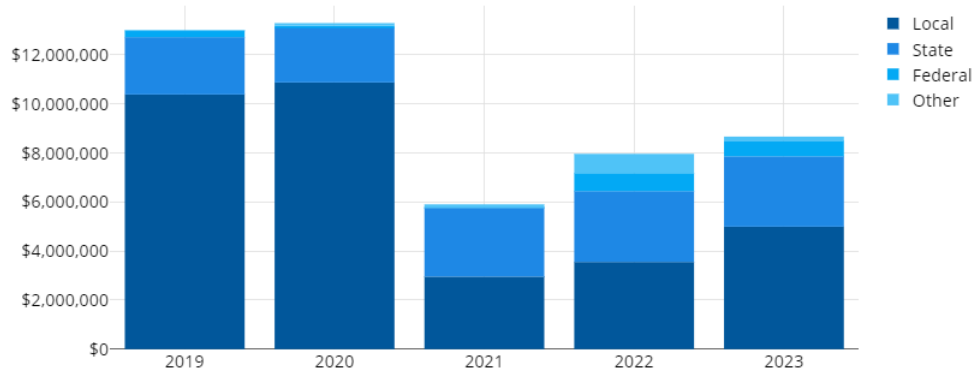
For the Month Ending - JAN

Year to Date Revenues by Fund



For the Period JUL - JAN

Year to Date Revenues by Source



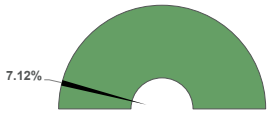
For the Period JUL - JAN

Source Level 2	For the Period JUL - JAN			
	2019	2020	2021	2022
	YTD Amount	YTD Amount	YTD Amount	YTD Amou
210 TAXES	$9,847,598	$10,296,956	$2,695,238	$3,170,3
290 OTHER REVENUE FROM LOCAL SOURCES	$441,668	$481,206	$246,396	$306,3
610 STATE AID - CATEGORICAL	$409,185	$397,306	$483,148	$504,3
620 STATE AID - GENERAL	$1,928,362	$1,853,395	$2,311,970	$2,383,9
690 OTHER REVENUE FROM STATE SOURCES	$0	$0	$7,920	
730 FEDERAL SPECIAL PROJECTS AID TRANSITED THROUGH DPI	$194,404	$3,591	$0	$379,8
750 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)	$61,177	$44,708	$0	$100,7

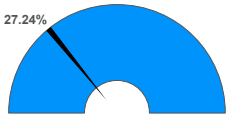
General and Special Education Funds | Revenue Dashboard

For the Period Ending January 31, 2023

Projected Year End Fund Balance as % of Budgeted Revenues

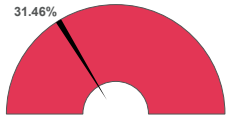


Actual YTD Total Revenues



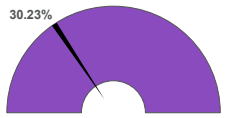
Projected YTD Total Revenues
35.09%

Actual YTD Local Sources



Projected YTD Local Sources
46.84%

Actual YTD State Sources

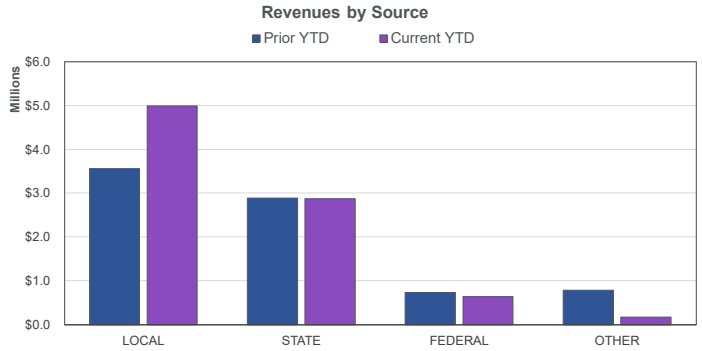


Projected YTD State Sources
32.68%

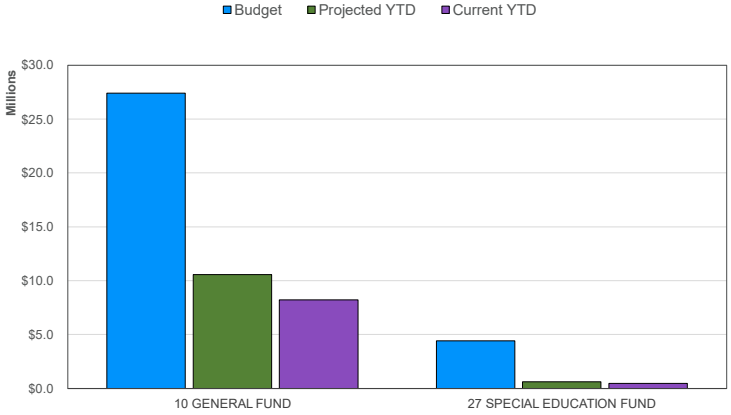
Top 10 Sources of Revenue (Year-to-Date)

Property Tax	$4,371,561.70
Equalization Aid	$2,542,780.00
Federal Special Projects Aid Transited Through Dpi	$437,988.53
Student Fees	$319,716.90
Special Education State Aid	$319,412.65
Federal Aid Received Through State Agencies Other Than Dpi	$176,420.16
Earnings On Investments	$134,833.62
Insurance Claims And Reimbursements	$110,047.20
Rentals	$71,239.25
Other School Activity Income	$58,549.94
Percent of Total Revenues Year-to-Date	**98.60%**

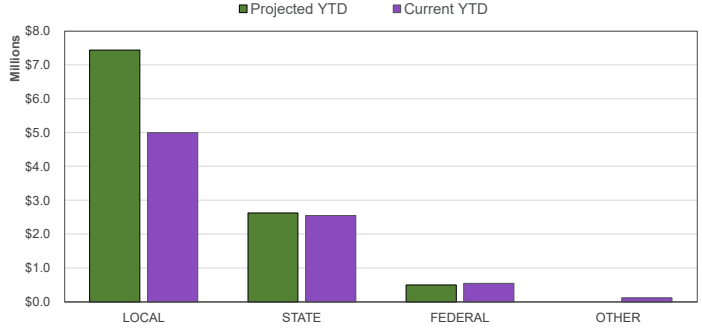
Revenues by Source



Total Revenues



Revenues by Source



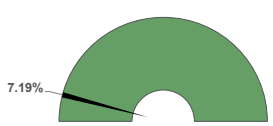
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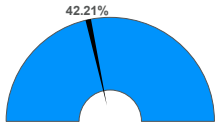
General and Special Education Funds | Expenditure Dashboard

For the Period Ending January 31, 2023

Projected Year End Fund Balance as % of Budgeted Expenditures

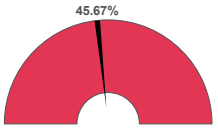


Actual YTD Total Expenditures



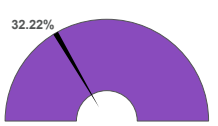
Projected YTD Total Expenditures
43.97%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits
46.99%

Actual YTD Other Objects

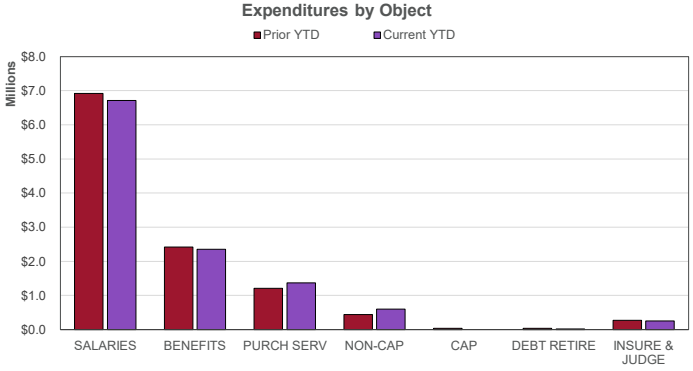


Projected YTD Other Objects
35.21%

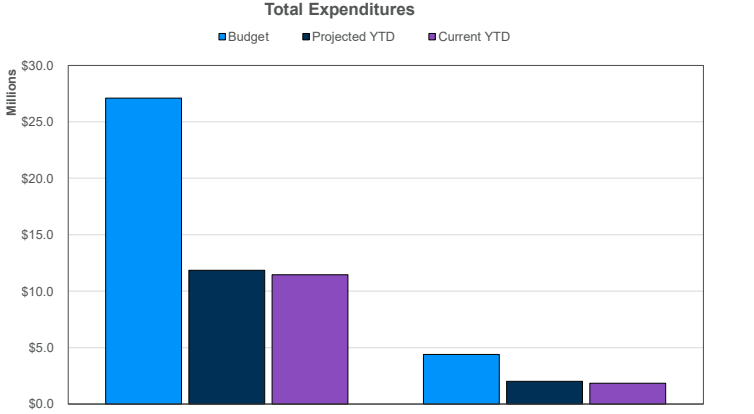
Top 10 Expenditures by Function (Year-to-Date)

Regular Curriculum	$3,380,236.47
Undifferentiated Curriculum	$2,279,534.01
Business Administration	$2,063,053.31
Special Education Curriculum	$1,261,436.60
Pupil Services	$824,528.00
Instructional Staff Services	$815,767.59
School Building Administration	$713,821.63
General Administration	$451,971.06
Purchased Instructional Services	$312,569.51
Physical Curriculum	$306,842.91
Percent of Total Expenditures Year-to-Date	**93.39%**

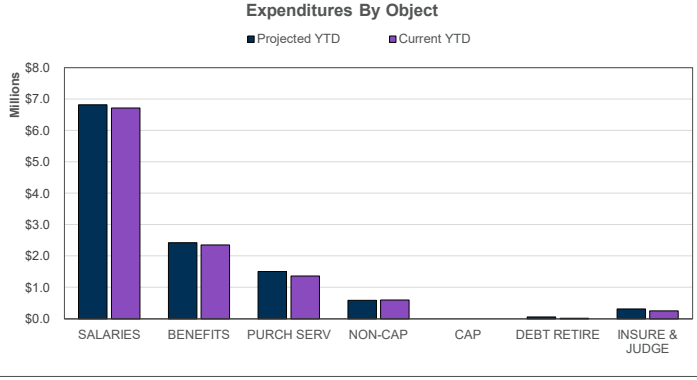
Expenditures by Object



Total Expenditures



Expenditures By Object



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

frontline education

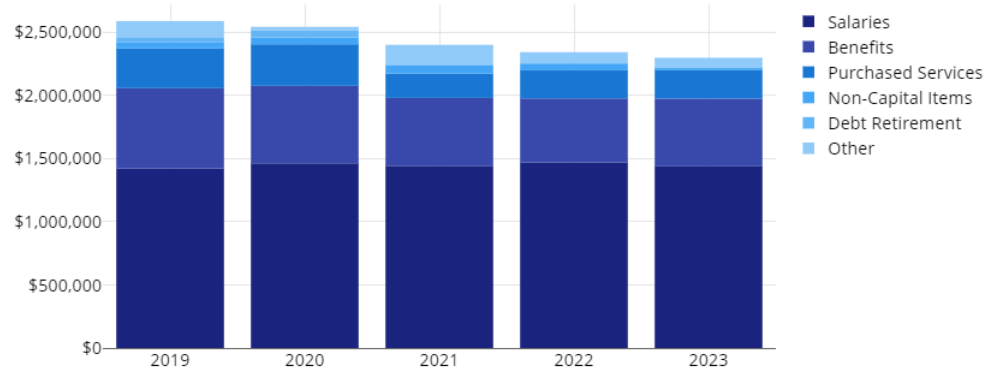
Total YTD Expenses
$13,288,167
Variance to Budget $-552,369
FAVORABLE

YTD Salaries & Benefits
$10,681,518
Variance to Budget $-310,582
FAVORABLE

YTD Purchased Services
$1,577,292
Variance to Budget $-146,315
FAVORABLE

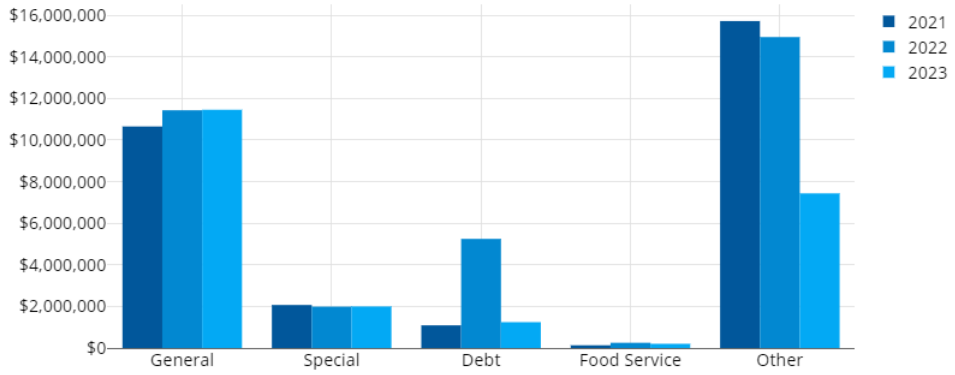
YTD Other Expenses
$1,029,357
Variance to Budget $-95,472
FAVORABLE

Historical Expenses for Current Month



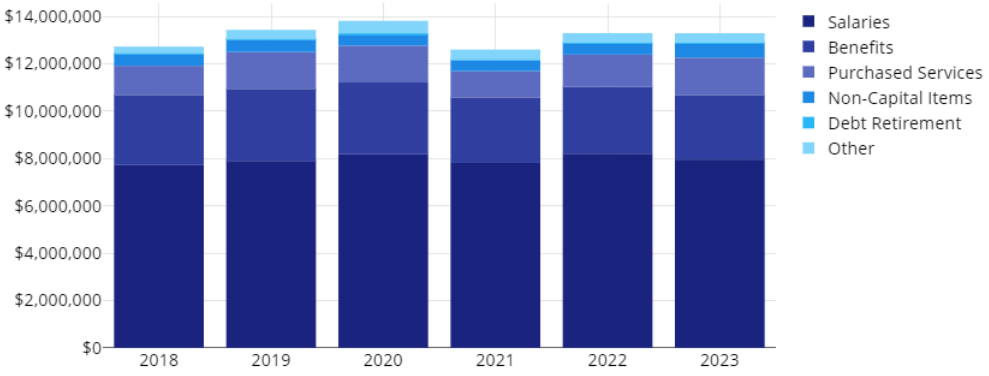
For the Month Ending - JAN

Year to Date Expenses by Fund



For the Period JUL - JAN

Year to Date Expenses by Object



For the Period JUL - JAN

Object Level 1	For the Period JUL - JAN			
	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
Salaries	$8,174,452	$7,810,193	$8,203,495	$7,953,366
Benefits	$3,033,243	$2,770,299	$2,814,626	$2,728,153
Purchased Services	$1,556,693	$1,105,095	$1,365,597	$1,577,292
Non-Capital Items	$466,996	$462,385	$456,222	$604,193
Capital Items	$37,318	$11,640	$39,652	$0
Debt Retirements	$55,000	$16,224	$38,016	$15,262
District Insurance	$354,494	$314,902	$267,476	$251,508
Other	$133,588	$106,354	$108,229	$158,394
Transfers	$0	$0	$0	$0

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Resignation

Date: February 28, 2023

Prepared by: Liliana Mendoza

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: Resignation

Background: Tiffany Bares, 1st Grade Teacher at Atwater Elementary School, has decided not to return from her one year leave of absence (2022-2023).

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Resignation

Date: February 28, 2023

Prepared by: Liliana Mendoza

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: Resignation

Background: Rebecca Vandersluis, Mathematics Teacher at Shorewood High School, has decided not to return from her one-year leave of absence (2022-2023).

Shorewood
SCHOOL DISTRICT

SHOREWOOD HIGH SCHOOL
1701 E Capitol Dr.
Shorewood, WI 53211
(414) 963-6921

TEACHER REQUEST FOR OVERNIGHT FIELD TRIP

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

Name of District employee in charge: Jesse Perez

Destination: The Madison Concourse Hotel, 1 W Dayton St, Madison, WI 53703 & Dane County Courthouse, 215 S Hamilton St, Madison, WI 53703

Date and time of departure: 3/3/2023 @ 11:47 AM

Date and time of return: 3/5/2023 @ 2:00 PM **Time is approximate based on ending time of state final

Name of class or co-curricular activity/student group: SHS Mock Trial Red (Varsity) Team

Number of Students attending the trip: Minimum: 9 Maximum: 9

Will students miss any instructional days/hours of school for this trip? ✓ YES

If yes, please explain: Students to be excused hours 5-7, Friday, 3/3/23 due to departure after 4th hour

Description of the educational expectations/correlation to the classroom curriculum: Students will be competing in the Mock Trial State Championships in Madison, WI.

Describe your discipline plan: Students will be held to the same guidelines written in the SHS handbook.

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) who desire to observe the holiday? Students who practice or participate in any religious holiday will be given time and space to accommodate whatever they need.

What is your plan for health and safety emergencies? SHS staff will be noted of any health issues, allergies, etc. ahead of time, and compile emergency contact lists. Permission slips will also be sent All health and safety materials will be gathered.