

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
October 12, 2021 AGENDA

SCHOOL BOARD MEETING
7:00 PM
**Shorewood Intermediate School, Room 214
3830 North Morris Boulevard
Shorewood, WI 53211**

The District discourages the public and/or media from attending the meeting in person at its noticed location due to active health and safety concerns associated with the ongoing COVID-19 pandemic public health emergency.

Masks are required for all individuals (ages 2 and over) in all District buildings, regardless of vaccination status.

Attendees are encouraged to use the alternative method of access that the District is providing through the following link:

Shorewood School Board Meeting
Tuesday, October 12 at 7 pm

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)
Meeting ID: 815 9962 7722
Find your local number: <https://us02web.zoom.us/j/kdeePLnyIh>

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

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

C. Awards and Recognitions

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

Shorewood Ripples Adrienne Davis

III. 7:25 pm PUBLIC COMMENTS #1 (GC3)

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

IV. 7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Facilities Projects Updates Mike Huffman 3

B. Approval of OE7 Monitoring Report (Communicating with the Public) JoAnn Sternke and Katelin Watson 15

C. Approval of R2 Student Results (Literacy) Sam Coleman 26

D. Discussion of 2021-2022 Budget Assumptions and Data 32

V. 8:40 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes 71

September 28, 2021 Regular Meeting

VI. 8:35 pm BOARD MEMBER REPORTS 73

VII. 8:50 pm PUBLIC COMMENT #2 (GC3)

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

VIII. 9:05 pm SUPERINTENDENT'S REPORT 76

IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA

X. 9:30 pm PUBLIC COMMENT #3 (GC3)

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

XI. 9:45 pm REVIEW OF 'TO DO' ITEMS

XII. 9:50 pm FUTURE AGENDA ITEMS

XIII. 10:00 pm RECESS AND DEBRIEF

Project Status Report for

Shorewood School

District

10/2021

3

Mike Huffman, HFD

Your Partner in
Development



Construction Progress

Atwater

- New bookshelves for the LMC will be delivered by the end of this month.
- Both east and west playgrounds have been fully installed and the rubber, soft-ground has been poured. East Playground is fully operational, and kids are enjoying their new space! The west side should be ready for kids by October 13.
- Rooms 200, 201, and 202 have been completed which marks the end of construction in classrooms at Atwater. The only remaining work is related to wheelchair access to the gym. 4

Lake Bluff

- The north playground equipment has been installed. The rubber, soft-ground has been poured and will be available for kids to enjoy starting the week of 10/18.

Construction Progress

High School

- Construction is ongoing in Special Education, Recreation Office, and the Curriculum Instruction office and will wrap up in late October.
- Major repairs to the copper dome are continuing.
- Reconstruction of the pool vessel, deck and mechanical systems are now complete. Occupancy has been delayed as we work to install a chemical exhaust duct that the state inspector has required.
- At the Arena, the main gym will be done on October 29th.
- Utility work in and around the Powerhouse is well underway. Work is now advancing on schedule to allow for final paving of the parking lot on October 22nd.

Intermediate School

- We continue to plan for construction activities to commence during winter break.

Project Administration

FF&E

- High School
 - 1st floor admin areas will be fully furnished from mid-October to early November
 - Temporary offices being housed in the LMC are slowly being relocated to their new spaces on the first floor with furniture trickling in through October and into November.
- Lake Bluff
 - Additional classroom shelving has been delivered to our vendor, and will be installed in the coming weeks
- Atwater
 - LMC's bookshelves are scheduled to be delivered in mid-October, making the space fully usable

6

Elementary Playgrounds

- Natural Playscape conversations will resume now that SSD administrative positions are filled. This space at Lake Bluff is planned to be finished by the beginning of school year 2022-2023.

Budget and Bid Updates

In previous reports I have described change orders 1-39 that have been executed. We have now executed the following change orders:

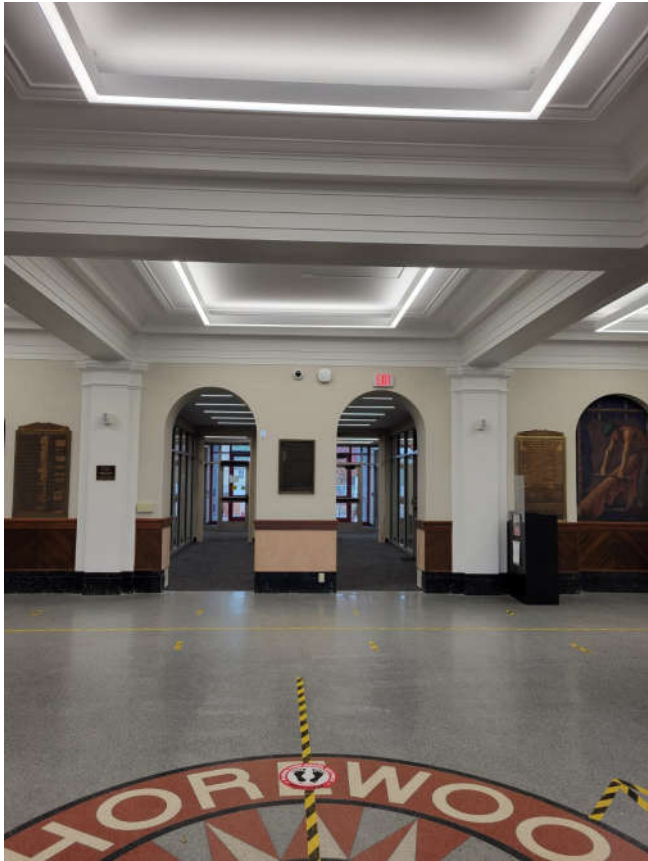
Change Order 40: \$102,991 for replacement of stairwell fire doors in the HS Administration building. This added work was approved by the BOE in April at \$70k and then in September for the balance.

Change Order 41: \$33,579 for additional fire sprinkler work at Lake Bluff. This is within the BOE approved funding for fire suppression at Lake Bluff and Atwater. 7

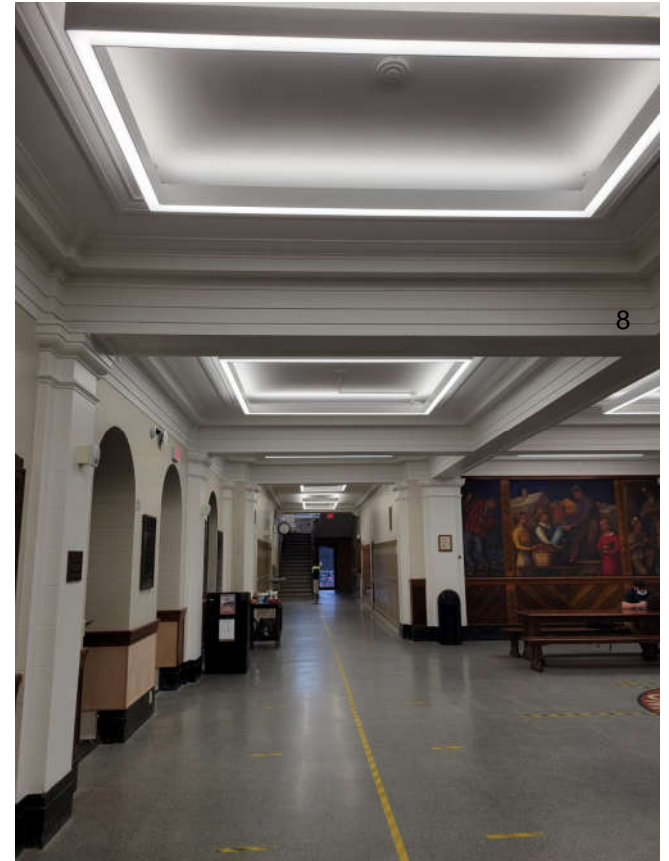
Change Order 42: \$167,020 for undercut of unsuitable soils and imported material to form an appropriate sub-base for the asphalt playground/drive at Lake Bluff. This contingency spending was approved by the BOE in September.

Change Order 43: \$10,776 for repair of a broken water main line in front of the Fitness Center.

Project Update Photos – High School



Newly renovated entrance corridor



Project Update Photos – High School



Renovations to the copper dome-exterior

Project Update Photos – High School



Utility and storm water retention work being done at the Powerhouse

Project Update Photos – Atwater



West Side Playground is almost ready!

Project Update Photos – Atwater & Lake Bluff



Atwater East Playground is complete



Lake Bluff's North Playground is ready for soft rubber ground surface

Huffman Facility Development, Inc.

Shorewood School District Referendum Projects
 BUDGET SUMMARY
 10/07/21

DESCRIPTION	BUDGET	FINAL PROJECTED COST	PAYMENTS TO DATE	% Complete
Pre-Development	44,588	39,588	39,588	100.00%
Professional Services <i>Design, Project Mgmt, Legal, Quality Testing</i>	4,381,730	4,612,500	4,127,750	89.49%
Owner Provided Equipment	2,440,000	2,440,000	492,115	20.17%
Construction	52,031,460	57,426,412	30,874,601	53.76%
Other Project Expense	505,000	880,000	504,653	57.35%
Additional Funding Sources	0	(1,081,000)	0	0.00%
Owner Contingency	5,597,223	682,501	0	0.00%
TOTAL	65,000,000	65,000,000	36,038,707	55.44%
FINAL PROJECTED COST		<u>65,000,000.00</u>		
Balance - Under / (Over)		<u><u>0.00</u></u>		

Operational Expectations Monitoring Document

OE-7 Communicating with the Public

(Monitoring Document Revisions April 2021)

Certification of the Superintendent: *With respect to Operational Expectation 9 (Communicating with the Public), 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: John Stamba , Interim Superintendent **Date:** October 12, 2021

Executive Summary

This OE-7 Monitoring Document focuses greatly on how we, as a district, work to provide timely, two-way communication with the public - which we currently define in this OE as both community members and District families (OE-7.1), and the steps we have in place to ensure the public is adequately informed and engaged.

Board Indicators 1 & 2 focus on how the District utilizes its communications channels to reach the public (e.g. Shorewood Today, social media, website, school/district/alumni newsletters, etc.). From a positive lens, we have had much public engagement and there appear to be no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents' race, ethnicity, gender, or other available identity grouping.

Board Indicators 3, 4, & 5 focus on the timeliness of communications, how communications translate to District support, and opportunities for input/feedback. There is room for growth in these areas as we continue to navigate the COVID-19 pandemic and the impact it has had on not only the tools the District uses to support and measure stakeholder engagement in 2020-2021 but also the needs and expectations of constituents and their use of communications tools and resources.

These are some topics that will be areas of focus to enhance information sharing and stakeholder dialogue in 2021-2022:

- District, school, and Board *email updates* will be further leveraged in 2021-2022 to share important information with students and their parents and ensure timely communications. Email was the number one way that families like to receive information.

- As a measure of public engagement and overall District performance, School Perceptions surveys have been used since 2017 to gather student, staff and parent/community feedback on a wide range of topics, and to analyze District progress toward other goals. It is difficult to measure what impact the pandemic had on public participation in this survey and to what degree it influenced responses. Furthermore, Board members and District leadership began to study School Perceptions survey indicators, specifically peer district comparisons, in 2020-2021. Updating comparison districts to accurately reflect the District's profile and measures for success as they have changed over time is a priority for the 2022 Survey.

As the data shows, there is reason to celebrate in this report as well as many opportunities to learn and improve. Changes over the past year - the pandemic, the social justice movement, and related disruptions - have uncovered a clear need to further differentiate between our "public" and "stakeholder" constituencies (e.g., non-parent Village homeowners and renters, business owners) if we are to meet our mission and Operational Expectations objectives for Treatment of District Stakeholders (OE3) and Communicating with the Public (OE7).

Considering changes made to OE-7 indicators during the reporting period, the District presents OE-7 (Communicating with the Public) as Compliant With Noted Exceptions.

Disposition of the Board: *With respect to Operational Expectation 9 (Communicating with the Public), 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-7 Communicating with the Public

The Board values an informed and engaged public. The Superintendent shall ensure that the public is adequately informed about the condition and direction of the District, and that there are no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents' race, ethnicity, gender, or other available identity grouping.

Superintendent Interpretation

- **Public:** District parents, alumni, partners, and community stakeholders*.
- **Adequately informed:** Public understands the activities in the District.
- **Condition:** Information about the organization's academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District's health.
- **Direction:** Communication about the District's strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement.

<p>OE-7.1:</p> <p>Ensure the timely flow of accurate information, appropriate input, and strategic two-way communication between the District and the public that builds understanding and support for District efforts, and that meets the needs of stakeholders from multiple cultural and linguistic backgrounds and is accessible to stakeholders regardless of special needs or physical limitations.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

The Board values an informed, involved community as a way to improve the system and check public perceptions of the system.

- **Timely flow:** Regular communications as needed through a variety of media throughout the year.
- **Appropriate input:** Thoughts, concerns, questions, and ideas from our parents, alumni, partners, and community members, with clear channels for input/feedback in place for our stakeholders.
- **Strategic two-way communication:** We engage the public by delivering information and receiving feedback from our parents, alumni, partners, and community members in an organized, cyclical process around the District’s condition and direction to help build mutual understanding and relationships.
- **Builds understanding and support:** Our communication efforts help stakeholders stay closely informed about the district’s direction and progress, and develop and maintain a positive perception of the District.

<p>Board Indicator 1: We will know we are compliant when:</p> <p>The District develops an annual Communications Plan that includes opportunities for two-way communication between principals, administrators and their constituencies, a communications calendar, and goals for communication that are tied to the district’s strategic plan.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The communications calendar assists the District with the timing of promotions for the District’s strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement, as well as for academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District’s health. While the calendar is subject to change based on many factors, it remains a good outline for guidance. Some examples of District initiatives promoted via the website, social media, newsletters, Shorewood Today, etc include: student academic/athletic achievements, classroom happenings, District/school/SEED events, ICS work, SEL instruction, Board updates and much more.</p> <p>Weekly e-newsletter communication to families forms the foundation of school communication. Each school principal sends out a weekly communication with important updates, events, and initiatives, and invites family feedback.</p>		

Regarding opportunities for two way-communication between constituencies and principals/administrators, families can connect with any District personnel through the following ways:

- Email - contact information provided in the District website directory as well as at the bottom of every IC message sent
- Phone - numbers are provided in the District website directory and on the District calendar
- Social media - direct messaging is available through all District/school social media channels
- Website - there are multiple feedback portals (Covid page, Contact Us page, Submit a Question/Concern page)
- District newsletters - there is a feedback portal link at the bottom of each letter
- Linkages - participants may attend in person or virtually to provide feedback

<p>Board Indicator 2: We will know we are compliant when:</p> <p>Every two years, the District conducts a website audit/review, including an expert evaluation of accessibility and inclusive language, and reports to the board the results of those reviews, as well as changes planned in response to the analysis.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Applicable</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: This indicator was added at the end of the 2020-21 school year, therefore the current measure is not applicable; the District will be looking into potential options for website audit/review for the next school year, which includes evaluation of accessibility and inclusive language. The District will be prepared to address website audit results in the fall 2022 OE-7 Monitoring Report.

As it relates to website accessibility, the District implemented these website features over the past year:

Visual Web Accessibility: Edlio websites are designed to be easily readable with clear headings, distinguishable links, resizable text, and high contrast color combinations for visitors with reduced vision. For blind users, website controls and images are coded to allow screen readers and other assistive technology to easily navigate and dictate the visual elements of the site.

Motor Web Accessibility: Behind the scenes of our website is code that allows visitors with motor disabilities to navigate the website, skim through pages, and fill out forms by keyboard alone or through other assistive technology. Users can interact with content without time limits or unpredictable navigation.

Auditory Web Accessibility: Visitors to our website with auditory disabilities can still enjoy videos, as closed captions and transcripts are automatically generated for videos uploaded to Edlio websites. The video player controls also allow for pausing and adjusting volume easily.

Cognitive Web Accessibility: Edlio focuses on building websites that are easy to use and enjoyable for all. Navigation is clear, visual effects are not distracting, and video and audio are easily controlled. Plus, built-in tools for creating pages, news items, and calendar entries allow webmasters to produce content that is well structured for all visitors. Every District video or photo that is posted to the website has captions that accompany the content. This is required or the video/photo is not postable.

Multilingual Website Accessibility: The District has over 40 languages spoken across all schools. The website has a google language translation application that can translate the entire website into 108 different languages. Any important attachments that are not automatically translated by this feature are translated manually by Multilingual Learner Coordinator Roxanne Tibbits and her team of translators.

Based on feedback received at a meeting in September 2021, we will also communicate these accessibility features to the greater Shorewood community. (Accessibility features were shared in the Village Manager's Memo on September 23). We will also review the website, newsletters, and social media posts for inclusive language improvements, as suggested in our ICS work.

<p>Board Indicator 3: We will know we are compliant when:</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school was timely.</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from the District was timely.</p>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
For context, Board Indicator 3 measures were increased from “a majority” to 80% in the 2020-2021 school year.

Despite using multiple channels to communicate with stakeholders and following both school and District communications schedules, our School Perceptions survey results related to this indicator dipped slightly below the desired 80% threshold in Spring of 2021. However, the data suggests that there were no discrepancies between stakeholders from multiple cultural and linguistic backgrounds.

Perceptions of District communications from the 2021 survey are:

- 79% of participants believe the schools are effective in providing timely communications via multiple channels. (72%-ATW, 75%-LB, 81%-SIS, 88%-SHS/NH)
- 75% of participants believe the District is effective in providing timely communications via multiple channels.

	White	Black	Hispanic	Asian/Pacific
ATW	75%	N<10	N<10	N<10
LB	70.6%	N<10	N<10	N<10
SIS	81.7%	N<10	N<10	N<10
SHS	86%	N<10	N<10	N<10
District	76.7%	81.8%	N<10	N<10

The District and schools will work to improve timeliness of communications with stakeholders, focusing specifically on the top two requested means of receiving communication: emails from teachers/administrators (91% by families) and Shorewood Today Magazine (72% by community members). School, District, and Board updates will continue to be provided to stakeholders regularly via email and the District will continue to provide a wide variety of engaging, timely, and quality content for its Shorewood Today Magazine contributions as well as for the Village Manager’s Memo.

<p>Board Indicator 4:</p> <p>We will know we are compliant when:</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school has built their support of the district.</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from the District has built their support of the district.</p>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: As noted above, measures were increased from “a majority” to 80% in the 2020-2021 school year.

Despite using multiple channels to communicate with stakeholders and following both school and District communications schedules, our School Perceptions survey results were below the desired 80% threshold set in Spring of 2021. However, the District results (for participants who associate as Black) were over the threshold, at 81.8%.

- 68% of participants believe that the school communications have positively impacted my overall support of the School District. (60%-ATW, 67%-LB, 67%-SIS, 77%-SHS/NH)
- 56% of participants believe District communications have positively impacted my overall support of the District. (15% selected don't know/doesn't apply)

	White	Black	Hispanic	Asian/Pacific
ATW	60%	N<10	N<10	N<10
LB	47.4%	N<10	N<10	N<10
SIS	59.2%	N<10	N<10	N<10
SHS	60.3%	N<10	N<10	N<10
District	54.2%	81.8%	N<10	N<10

The District/schools will work to build support through their communications by prioritizing the promotion of the District’s strategic goals, programs, innovations, operational goals, as well as academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District’s health. Additionally, leaders will ask constituents what key

things influence constituent support and how we can better communicate to these identified priorities.

<p>Board Indicator 5:</p> <p>We will know we are compliant when:</p> <p>At least 80% of the respondents indicate the District provides channels for input and feedback.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>										
<p>Evidence:</p> <p>Again, our School Perceptions survey results dipped below the desired 80% threshold in Spring of 2021 (threshold increased from “a majority of” threshold in 2020). However, the District results (for participants who associate as Black) were over the threshold at 81.8%.</p> <ul style="list-style-type: none"> 60% of participants believe that the District provides opportunities for input and feedback. (8% selected didn't know/doesn't apply) <table border="1" data-bbox="212 1073 1416 1152"> <thead> <tr> <th></th> <th>White</th> <th>Black</th> <th>Hispanic</th> <th>Asian/Pacific</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>60.9%</td> <td>81.8%</td> <td>N<10</td> <td>N<10</td> </tr> </tbody> </table> <p>To improve upon opportunities for feedback/input in the 2021-22 school year, the District will concentrate its efforts on promoting the option for families/community members to submit feedback through the top two requested means: Emails (89% by families) and District website (62% by community members). Additionally, the Superintendent will work to open up in-person communication opportunities with our families.</p>				White	Black	Hispanic	Asian/Pacific	District	60.9%	81.8%	N<10	N<10
	White	Black	Hispanic	Asian/Pacific								
District	60.9%	81.8%	N<10	N<10								

Board Comments:

<p>OE-7.2:</p> <p>Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> 1. Data indicating student progress toward accomplishing the Board’s Results policies. 2. Information about School District strategies, programs and operations intended to accomplish the Board’s <i>Results</i> policies. 3. Information about the District’s financial condition, including revenues, expenditures, and costs of major programs. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

The Board values an annual summary of district performance to be developed and available to the public from the previous year and be presented as coming from the Board:

- **Publish:** make the “annual progress report to the public” available via print and online.
- **Data:** quantifiable and qualitative assessments summarizing student achievement towards the Board’s stated Results.
- **Information:** the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the district.

<p>Board Indicator 1:</p> <p>We will know we are compliant when:</p> <p>The Annual report containing all required components is presented to the Board as evidence.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p> <p>On August 24, 2021, the District held its annual meeting and budget hearing. An overview of financial performance was provided, including all of the mandatory components required under state statute 120.10. Written materials and a presentation highlighted the District’s</p>		

current financial position, including an overview of the previous year's revenues and expenses, projected revenues and expenses, and fund balance status. Two notices of the meeting were published in the North Shore Now, as is also required in the state statute.

The annual report is located on the District website under District Offices -> Business Services & HR -> Annual Meeting Publication. The Superintendent's State of the District, which summarized the 2020-21 school year priorities, is also located on the District website under Board of Education -> Videos of Board Meetings (August 24, 2021).

All OE and Results reports are posted and maintained on the District website under Board of Education -> Board Reports.

Board Comments:



**Shorewood
SCHOOL DISTRICT**

**Results Monitoring Document
R-2 Academic Growth - Literacy**

Certification of the Superintendent: *With respect to Results 2 (Academic Growth - Literacy), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

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

John Stamba

Signed: _____, **Interim Superintendent** **Date:** October 12, 2021

Executive Summary

The Shorewood School District prioritizes providing a comprehensive liberal arts education and academic growth for all students in grades K-12. This report describes the literacy indicators by which academic growth for all students is monitored and reported each school year, and the strategies employed to realize our goal of equity, growth and excellence for all.

Academic growth for students in grades K-8 is measured using data from the universal screening and progress monitoring assessment [Fastbridge](#) (Formative Assessment System for Teachers). Our district-wide literacy goals are:

- 80% or more of students in grades K-8 to achieve scores of low risk (on track) to college ready (40th percentile or above); and
- 80% or more of students will have an academic growth score of 60% or higher on the Fastbridge assessment. A growth score of 60% or higher is synonymous with students making typical to aggressive growth and are considered to have made one year's growth during the school year.

Introduced at the beginning of the 2020-2021 school year, FastBridge assessments were conducted in the fall, winter and spring, and brought together faculty, support staff, and administrators to begin working more closely together to review data in order to make decisions about instructional strategies and targeted support for students. Decisions about introduction of literacy pilot programs in the early elementary grades and an increased focus on writing in the intermediate grades, creating structured time for Fastbridge data review during in-service days in August and October, and providing parents with test results and communications that explain the Fastbridge assessment process and scores were notable changes in our work to address literacy results over the year.

In the higher grades, ACT Aspire and ACT Reading scores are used to report on 2020-2021 R2 Literacy

results, however the pandemic eliminated 2020 Aspire testing. As we reflect on our student growth objectives - especially the development and mastery of multiple skills that contribute to literacy (reading comprehension, vocabulary, phonemic awareness and others) - we will evaluate other available benchmarks and assessment tools in making recommendations to the Board for inclusion in future R2 reports. Grade-level state and national academic standards and other available measures (e.g, ACT English) will be considered to provide additional context for literacy results.

Disposition of the Board: *With respect to Results 2 (Academic Growth - Literacy), the Board determines the District is:*

- _____ 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:** _____

Academic Growth

All students will be literate and numerate, able to integrate and apply the knowledge, skills, competencies and dispositions acquired across all academic disciplines.

R-2 Academic Growth - Literacy

SUPERINTENDENT Interpretation:

Growth - Increasing achievement from one point in time to another.

Literacy - The ability to read with phonemic awareness, fluency, vocabulary, and comprehension.

R-2 - Academic Growth - Literacy	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making	Not Making

	Reasonable Progress	Reasonable Progress
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Superintendent Indicator 1: K-8 Grade Level Proficiency in Reading

- K-8 FastBridge data in Reading will indicate students at least 80% of our students will exceed the “low risk” benchmark by the end of the school year.

Evidence: See table below

Overall, 77% percent of students who completed the FastBridge assessment fell within the “low risk” or “college pathway” classification in reading. Although we fell short of our 80% goal,

Benchmark	Reading						
	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian
Proficiency (80%)	77%	44%	82%	82%	48%	67%	77%

Superintendent Indicator 2: At least one year of growth in reading in Grades K - 8

- K-8 FastBridge data in Reading will indicate overall, our students achieved typical or aggressive growth (a growth score of 60% or higher)

Evidence: See tables below

Benchmark	Reading						
	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian
Growth (60%)	57%	51%	58%	58%	55%	67%	56%

Overall, 57% of students who completed the FastBridge assessment achieved typical or aggressive growth in reading.

Disaggregation by Special Education

An analysis of FastBridge progress monitoring **data disaggregated by participation in special education services** indicates that 44% of students who receive special education services scored within the “low risk” or “college pathway” in reading.

When comparing this data to students who do not receive special education services, 82% of students without disabilities scored within the “low risk” or “college pathway” in reading and 85% of students without disabilities scored within the “low risk” or “college pathway” in math.

FastBridge progress monitoring data from fall 2020 to spring 2021 indicates significant disparities (a gap greater than 30%) in Reading and Math proficiency between students with disabilities and students without disabilities.

Although there is a narrow difference (7% in reading and 8% in math) in growth between students with disabilities and students without disabilities, it is important to note the significant disparity of the percent of students who scored within the “low risk” or “college pathway” when disaggregating this data by ability. A continuation of this growth trend (even though there difference of less than 10% between percent of students with disabilities and students without disabilities making typical or aggressive growth) is likely to result in the 30+% disparity in reading proficiency between students with disabilities and students without to persist or increase from year to year.

Addressing these disparities and inequities we are producing as an educational system is a top priority. Maintaining a focus on equity is critical as we identify root causes of these results and the strategies that must be implemented to reduce and ultimately eliminate inequities in proficiency results of students with disabilities.

Disaggregation by Race

An analysis of FastBridge Progress monitoring **data disaggregated by race** reveals the most significant disparities in proficiency exists between students who are Black and students who are White. Forty-eight percent (48%) of Black students scored within the “low risk” or “college pathway” in reading and 46% of Black students scored within the “low risk” or “college pathway” in math compared to 82% of White students who scored within the “low risk” or “college pathway” in reading and 87% of White students who scored within the “low risk” or “college pathway” in math.

An analysis of FastBridge data that identifies student growth indicates a difference of 3% between Black and White students who are making typical or aggressive growth in reading. Although 55% of Black students are making typical or aggressive growth in reading and 58% of White students making typical or aggressive growth in reading, considerations must be made for ways to address the 30+% disparity in reading proficiency between Black and White students.

A continuation of this growth trend (even though there is minimal difference between percent of Black and White students making optimal growth) is likely to result in the 30+% disparity in reading proficiency between Black and White students to persist or increase from year to year. There is a disparity of 16% of typical or aggressive growth in math when comparing the growth between Black and White students.

Superintendent Indicator 3:

- o At least 80% of Students in Grades 9,10, and 11 will be at grade level on the Reading section of the Aspire and ACT

Evidence: For this indicator, the District considers students who receive a score of “ready or exceeding” to be at or above grade level on the ACT Aspire (9th and 10th grade). ACT Aspire data for spring 2020 was not available due to the pandemic; both ACT and ACT Aspire testing were conducted in spring 2021.

Generally, ACT scores are viewed as college readiness indicators, not grade-level proficiency measurements. The District uses the ACT Reading score - which measures craft and structure, integration of knowledge and ideas and key ideas and details - to report on 11th reading mastery in R2 indicators and the data below reflects overall student results. At this time, the District does not include ACT English scores in R2 Results, and the Department of Curriculum & Instruction will evaluate use of this data as a possible recommendation to the Board for future years.

At 63% of 11th grade students meeting the college readiness threshold, and 62% of 9th grade students meeting optimal reading benchmarks, the overall District average is at or above state and national averages in the test populations. We have noted the disparity in performance between 9th and 10th grade over time and are analyzing potential factors that may contribute to the test results. Other measures of grade-level reading proficiency - including classwork and classroom assessments against state and national academic standards are also considered.

Reading				
Grade	% at or above Grade Level 2018 N	% at or above Grade Level 2019 N	% at or above Grade Level 2020 N	% at or above Grade Level 2021 N
9th - Aspire	66% N = 103 of 155	67% N = 104 of 155	N/A	67% N = 83 of 124
10th - Aspire	60% N = 91 of 152	66% N = 97 of 147	N/A	57% N = 72 of 127
11 - ACT	63.5% N = 101 of 159	61.5% N = 91 of 148	64.6% N = 95 of 147	63.3% N = 93 of 147

Superintendent Indicator 4:

- o At least 80% of Students in Grades 10 and 11 will show a year’s worth of growth on Aspire and ACT Reading

Evidence: See tables below.

ACT Aspire data is not used to measure academic progress in terms of years. Overall, the percentage of students meeting the reading benchmark is consistent with how students have scored on the ACT Reading assessment in the recent four years. A review of the data disaggregated by race/ethnicity show that overall, students in 11th grade are scoring above the state and national averages. This data further shows a significant achievement disparity (5 or more points) between ACT reading scores of Black and Hispanic students compared to White students. To more accurately evaluate “one year’s growth” the District encourages further discussion of growth indicators, including state and national grade-level standards.

Reading					
	Percent meeting Benchmark 2017	Percent meeting Benchmark 2018	Percent meeting Benchmark 2019	Percent meeting Benchmark 2020	Percent meeting Benchmark 2021
11th grade students	55% N = 83 of 152	64% N =101 of 159	62% N =91 of 148	65% N = 95 of 147	63% N = 93 of 147

Race and Ethnicity	2021 District Average ACT Reading Scores	2021 State Average ACT Reading Scores
All Students	23.8	19.4
Black/African American	15.9	15.5
White	25.4	20.4
Hispanic/Latino	19.8	16.9
Asian	24.0	19.9



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Budget Review
Date: October 12, 2021
Prepared by: Heather Heaviland

Recommended action:

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

Purpose

To review previous presentations of the District’s financial trajectory and preliminary budget, and provide an opportunity for board discussion, as a foundation for the updated budget to be presented at the October 26th meeting.

Background

Community Budget Workshop: On March 16th, 2021, Roger Dickson, then interim Director of Business Services, presented an overview of the District’s financial status with specific focus on enrollment, staffing, and fiscal capacity. Highlights of the workshop included:

- Projected annual declines in membership, that in turn decrease the revenue limit, create operating deficits and lead to steady declines in the fund balance. Mr. Dickson advised that the District approach budget planning with the intent to address potentially detrimental longer term trends to address building fiscal capacity, rather than building one year budgets that may or may not be sustainable.
- Shorewood has increased the number of teaching and support staff at a much faster pace than enrollment has increased over the past 10 years:
 - 29% increase in teaching FTEs compared with a 6% enrollment increase
 - 61% increase in support staff compared with a 6% enrollment increase
 - Student to teacher ratios are below average among North Shore schools
- Average salaries compared to other North Shore schools vary, but the relationship between salaries and years of experience is very close to the average for other North Shore schools.

The full presentation is attached.

Preliminary Budget

The preliminary budget was approved by the board on June 22nd, 2021. Significant budget assumptions included:

- A \$0 increase in the revenue limit;
- Return of 50% of students who left the District during virtual learning; and,
- A 1.23% total wage increase for all employee groups, partially offset by a projected decrease in savings from staffing changes.

A fiscal year 2021 ending fund balance in the general fund of \$2,911,210 was projected. At that fund balance, the District could expect to maintain a cushion of 10.8% over anticipated expenses, which is just within board policy. (The board policy is to maintain an ending general fund balance of 10-25% of the preceding year's expenditures.)

The preliminary budget assumed that the District would receive reimbursement for previously incurred ESSER expenses. ESSER revenue from this reimbursement constituted the majority of the expected ending fund balance gain.

The 2021-2022 Preliminary Budget proposal presented to the board in June is attached. This budget was also reviewed as part of the August 24, 2021 annual meeting.

The administration is currently in the process of updating the 2021-2022 preliminary budget and will present a proposed budget update to the board for adoption consideration on October 26th. At this time, the following key indicators are known and/or anticipated:

- The final 3rd Friday membership FTE was 1,717, which is 18 below the September 2020 membership FTE.
- Last year's general fund balance was approximately \$200K short of the projection on which the FY22 budget was based which will in turn affect the District's ability to maintain a 10% margin on expenses.
- State aid is expected to increase over the initial projection and the mill rate and property tax levy is expected to decrease; however, the projected total general operating funds the District will receive from state aid and the tax levy is expected to decrease by approximately \$275,000.
- The CPI adjustment for 2022-2023 is currently expected to be significantly higher than in the recent past. Therefore, salary expenses are projected to increase significantly in 2022-2023.

Because changes have materialized on both the revenue and expense sides of the budget, it is necessary to complete the budget update before specific recommendations can be made to the board and the budget is adopted on October 26, 2021. Subject to review of feasibility, the administration proposes the following for board consideration and direction:

- Given future uncertainties and board policy, the District recommends that we aim to maintain a projected ending balance in the general fund of as close to 10% of projected expenditures as possible, given the likelihood of increased salary and potentially other expenses in 2022-2023. This will help us achieve our goals of growing fiscal capacity while also ensuring that we have a cushion in place to address any unforeseen budget needs.
- As the labor market continues to tighten, attracting and retaining not only teaching staff, but also support staff, custodians, and administrators has become increasingly difficult. SSD relies on these critical staff for the healthy functioning of our District and would like to include them in any additional increase that may be awarded. If funds are available above and beyond those already allocated and after maintaining a sustainable fund balance, the District is looking to the Board to recommend how that money will be allocated in wages across all groups. In the event that it is not possible to increase wages beyond the previously allocated 1.23%, the District's current plan is to maintain programming and staffing levels to the extent feasible, while carefully examining the necessity of infilling positions.

22-23 Budget Planning

With increasing costs and the potential for the revenue limit to decline in the future, it is essential that the District act strategically to ensure that we are meeting our goals for equity, growth, and excellence for all while building our fiscal capacity now and for a more sustainable future. In particular, SSD will be engaged in a close examination of our staffing models and expenses this winter. The board can expect to receive an update on this process this winter as the budget process begins.

Attachment(s):

Community Budget Workshop 2021-03-16
2021-2022 Preliminary Proposed Budget (2021 06 22)
2021-2022 Annual Meeting and Budget Packet



BUDGET WORKSHOP

March 16, 2021

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Topics

- Budget Concept Change
- Budget Development Timeline
- 5-Year Financial Overview
- Assumptions Overview
 - 2021-22 Initial Assumptions
 - 5-year Forecast
- Next Steps

2

Budget Concept Change

- Balance budget for upcoming year,
vs
- Create fiscal capacity to meet challenges in future years:
 - Focus is on 5-year forecast.
 - Unmet needs today that may need funding tomorrow.
 - What is impact on future years of decisions for next year.

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Budget Development Timeline

- Enrollment projections - Jan 26
- Revenue limit changes based on enrollment projections - Feb 24
- Initial budget assumptions reviewed by Board - Mar 9
- Initial budget assumptions presented to public - Mar 16
- Updated assumptions & impact reviewed by Board - Apr 27
- Updated assumptions & impact reviewed by Board - May 11
- Proposed preliminary budget presented to Board - May 25
- Preliminary budget adopted by Board - Jun 8

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5-Year Financial Overview

State Imposed Revenue Limit

- Applied to:
 - General aid
 - Property taxes
- Based on:
 - Rolling 3-year average membership
 - State approved per pupil increase
 - Exemptions and hold-harmless provisions
- Short & long-term result = structural deficit

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5-Year Financial Overview

Impact of change in enrollment only.

Scenario	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total Change
Low Membership						
Projected revenue limit change	(504,243)	(725,598)	(1,404,550)	(895,337)	(361,874)	
Projected fund balance	5,809,085	5,566,487	3,893,734	1,312,654	(1,648,238)	(7,457,323)
Mid-Membership						
Projected revenue limit change	(686,105)	(652,853)	(1,186,316)	(446,743)	(119,391)	
Projected fund balance	5,638,847	5,315,823	3,813,385	1,848,774	(224,368)	(5,863,215)
High Membership						
Projected revenue limit change	(892,215)	(495,240)	(943,833)	38,223	13,974	
Projected fund balance	5,825,507	5,869,979	4,995,939	4,185,442	3,410,777	(2,414,730)

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5-Year Financial Overview

Conclusions

- Higher student membership
 - Greater deficit in early years.
 - Smaller deficit in later years.
- Educational delivery model not sustainable without additional resources.
- Staffing impact:
 - Largest cost.
 - Increased significantly faster than enrollment during last 10 years.
 - Did needs for student support increase?
 - Are there opportunities to right size staff levels?

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Assumptions

- Assumptions will change throughout budget process.
 - New information from schools and departments.
 - New information from state and federal governments.
 - Feedback from stakeholders.
- Initial assumptions for purpose of starting conversations.
- Multiple scenarios created for assumptions.

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2021-22 Initial Assumptions

Enrollment

- Midpoint scenario for purposes of projecting revenue
- High scenario for purposes of projecting staffing

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2021-22 Initial Assumptions

Revenue

- Per pupil revenue limit increase of \$100 - \$446,175.
 - CARES Act receipt of \$560,000, 75% to reimburse expenditures incurred in previous year - \$420,000.
 - Special education reimbursement will be 25%. *
 - No change in per pupil categorical aid.
 - Increase open enrollment aid - \$397,200.
 - Reduce student and course fees by \$25,000.
- Amount presented on Mar 9 Board meeting assumed increased reimbursement rates.

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2021-22 Initial Assumptions

Staffing

- General education staffing level based on high enrollment scenario.
- Reduce professional staff by 2 FTE - \$160,000.
- Reduce support staff by 6 to 8 FTE - \$120,000.
- Move cost of Director of Equity to General Fund – \$87,500.
- Move 25% of cost of Athletic Director to General Fund - \$49,650.
- General wage increase of 1.23% - \$246,620.
- Lane changes for teachers - \$57,700.
- Health insurance increase of 7.5 - \$200,000.

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2021-22 Initial Assumptions

Expenditures

- Utility increase of 2.5% - \$12,700.
- Equity Office - \$10,000.
- ERP Upgrades - \$22,000.
- Technology upgrades - \$82,000.

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2021-22 Initial Assumption

Revenue & Expenditure Summary

Revenue Summary

Revenue limit decrease	(\$239,930)
CARES Act *	420,000
Categorical state aid	546,524
Reduce fees	(25,000)
Total revenue change	\$701,594

Expenditure Summary

Net personnel cost increase	\$249,644
Purchased services	223,955
Non-capital items	92,000
Interest on short-term debt	49,980
Total expenditure change	\$615,579

Revenue over Expenditures \$86,015

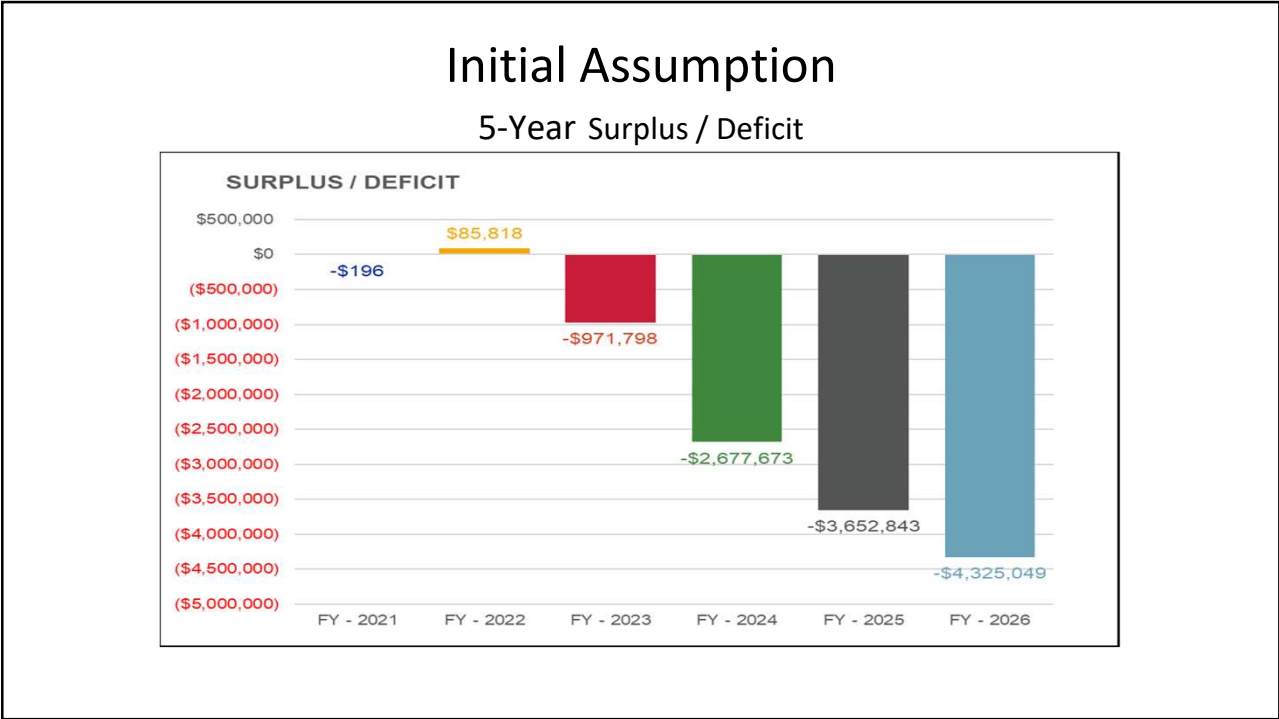
* One-time revenue.

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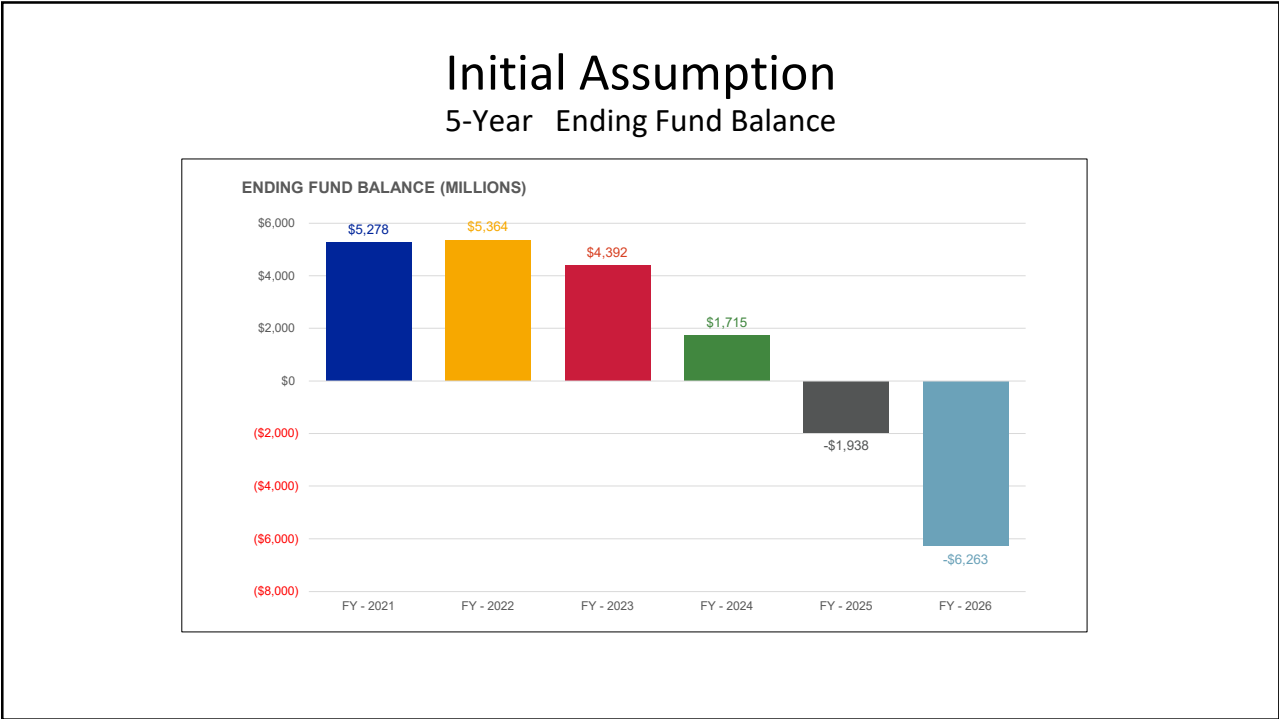
5-Year Assumptions

Expenditure	2021-22	2022-23	2023-24	2024-25	2025-26
Wage	1.23%	2.00%	2.50%	2.50%	2.50%
Medical	7.50%	5.00%	5.00%	5.00%	5.00%
Utilities	2.50%	2.50%	2.50%	2.50%	2.50%
Transportation (fuel, SPED)	6.60%	5.80%	5.80%	5.80%	5.80%
Dental	3.00%	3.00%	3.00%	3.00%	3.00%
Non-capital purchases	10.00%	0.00%	0.00%	0.00%	0.00%

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Initial Assumption

	BUDGET		REVENUE & EXPENDITURE PROJECTIONS								
	FY - 2021	FY - 2022	% Δ	FY - 2023	% Δ	FY - 2024	% Δ	FY - 2025	% Δ	FY - 2026	% Δ
REVENUE											
Local Sources	\$17,114,415	\$17,844,053	4.26%	\$18,188,789	1.93%	\$17,772,165	-2.29%	\$18,053,270	1.58%	\$18,542,389	2.71%
State Sources	\$7,949,754	\$6,910,245	-13.08%	\$6,048,958	-12.46%	\$5,419,868	-10.40%	\$4,841,690	-10.67%	\$4,381,340	-9.51%
Federal Sources	\$465,267	\$885,267	90.27%	\$930,534	5.11%	\$930,534	0.00%	\$930,534	0.00%	\$930,534	0.00%
Other	\$1,124,202	\$1,679,552	49.40%	\$1,708,652	1.73%	\$1,737,752	1.70%	\$1,766,852	1.67%	\$1,795,952	1.65%
TOTAL REVENUE	\$26,653,638	\$27,319,117	2.50%	\$26,876,933	-1.62%	\$25,860,319	-3.78%	\$25,592,346	-1.04%	\$25,650,215	0.23%
EXPENDITURES											
Salary and Benefits	\$20,046,338	\$20,412,366	1.83%	\$20,888,398	2.33%	\$21,467,263	2.77%	\$22,065,089	2.78%	\$22,682,504	2.80%
Other Objects	\$6,607,496	\$6,820,933	3.23%	\$6,960,333	2.04%	\$7,070,729	1.59%	\$7,180,100	1.55%	\$7,292,760	1.57%
TOTAL EXPENDITURES	\$26,653,834	\$27,233,299	2.17%	\$27,848,731	2.26%	\$28,537,992	2.48%	\$29,245,189	2.48%	\$29,975,264	2.50%
SURPLUS / DEFICIT	(\$196)	\$85,818		(\$971,798)		(\$2,677,673)		(\$3,652,843)		(\$4,325,049)	
Change over Previous Year		\$86,014		(\$1,057,616)		(\$1,705,876)		(\$975,170)		(\$672,205)	
BEGINNING FUND BALANCE	\$5,278,416	\$5,278,220		\$5,364,038		\$4,392,240		\$1,714,567		(\$1,938,276)	
ENDING FUND BALANCE	\$5,278,220	\$5,364,038		\$4,392,240		\$1,714,567		(\$1,938,276)		(\$6,263,325)	
FUND BALANCE AS % OF EXPENDITURES	19.80%	19.70%		15.77%		6.01%		-6.63%		-20.89%	

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Feedback

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2021-2022
Preliminary Budget
Proposed
(06-22-2021)

2021-2022 Budget Highlights

I. Assumptions for the Preliminary Budget

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

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

- General state aid will decrease \$963,000 for an estimated amount of \$5,434,717.
- The property tax levy increases \$922,999 for a total levy of \$23,207,347, due primarily to the loss in general aid.
- Wage will increase 1.23% or \$196,440.
- Personnel cost adjustments for market conditions and positions that hired mid-year, offset by normal savings from attrition have an added cost of \$32,890.
- Medical premiums will increase 7.5%, \$228,530.
- Staffing will be aligned to enrollment and student needs for a savings of \$229,155.
- A learning coach will be employed at an estimated cost of \$128,340, including benefits.
- The general fund will absorb costs paid by donations or other funds (e.g., Expeditionary Learning, Equity Director, Athletic Director) for a cost of \$163,550.
- Tuition and open enrollment payments to others in adjusted to be in line with historic trends for a cost of \$78,000.
- The buildings and grounds allocation for emergency repairs will be reduced \$143,910 in recognition of the recent investment in buildings through the referendum project.

II. General Operations, Fund Balance

The District maintains a reasonable fund balance as a safety net for unexpected events. The fund balance declined at the end of the 2019-2020 year due to unexpected COVID 19 related expenses, exceeding cost savings in other areas. Management expects the fund balance at the end of the 2021-2022 school year to increase due to the COVID related shut-down impacting the ability to offer several traditional programs.

The proposed preliminary budget includes a further additional \$440,000 being added to the fund balance. Management believes this is necessary to create fiscal capacity to meet anticipated costs that are expected to be more than increased revenue in the next several years.

Credit rating firms recommend a fund balance between 10% and 25% of subsequent year's expenditures. The projected fund balance for general operations at the end of the 2021-22 year will be \$2,911,200, an estimated 10.8% of projected subsequent year expenditures. Efforts will be made to further improve the fund balance ratio by outperforming budgeted estimates.

III. Property Tax Levy

The budget anticipates a property tax increase of \$942,724, 4.2% over the current year levy. The large increase is due to an expected loss of state general aid of \$963,000.

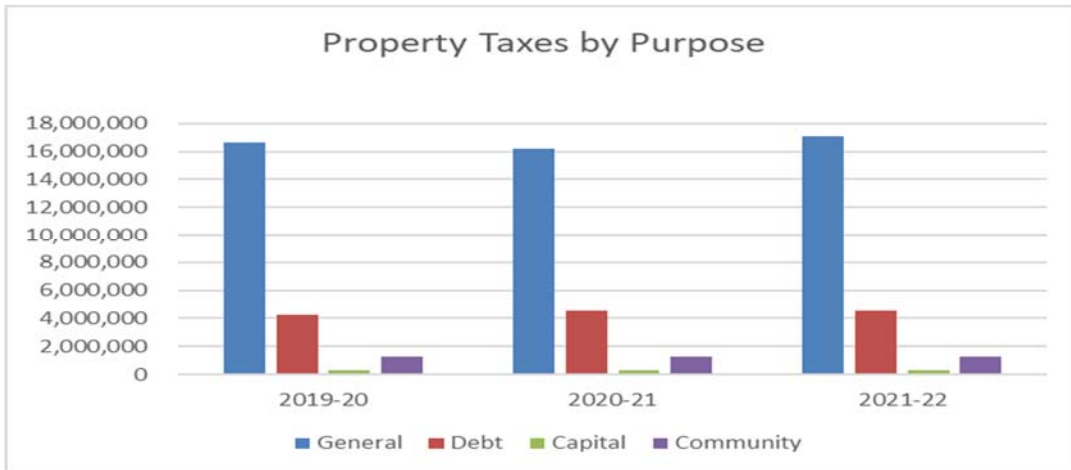
The tax rate per \$1000 of equalized value is estimated to increase 1.7% to \$14.37 from the current \$14.13. An estimated increase in equalized value of 2.5% offsets the percentage increase in the levy.

10 Year Tax Levy and Mill Rate History

Fiscal Year		Tax Levy	Increase (Decrease)	Change	Equalized Mill Rate
2012-13	Actual	18,013,932			
2013-14	Actual	18,402,018	388,086	2.2%	13.88
2014-15	Actual	19,022,886	620,868	3.4%	13.88
2015-16	Actual	19,679,974	657,088	3.5%	13.88
2016-17	Actual	20,105,480	425,506	2.2%	13.88
2017-18	Actual	20,816,294	710,814	3.5%	13.88
2018-19	Actual	21,659,543	843,249	4.1%	13.88
2019-20	Actual	22,405,811	746,268	3.4%	14.07
2020-21	Actual	22,284,348	(121,463)	-0.5%	14.13
2021-22	Proposed	23,227,072	942,724	4.2%	14.37

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

In the three years shown, the proportion of taxes levied for each of the four categories does not change substantially.



IV. State Aid

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

State Aid by Category					
Fiscal Year	General Aid	Per Pupil Aid	Categorical Aid	Total State Aid	Increase (Decrease)
2011-12	3,633,592	0	808,602	4,442,194	
2012-13	4,870,290	82,800	818,009	5,771,099	1,328,905
2013-14	5,143,964	126,225	815,378	6,085,567	314,468
2014-15	5,039,363	256,200	919,545	6,215,108	129,541
2015-16	5,367,323	268,650	951,145	6,587,118	372,010
2016-17	5,641,758	458,250	963,561	7,063,569	476,451
2017-18	6,131,376	840,150	1,041,050	8,012,576	949,007
2018-19	5,824,659	1,226,250	1,403,679	8,454,588	442,012
2019-20	5,390,317	1,386,056	1,129,249	7,905,622	(548,966)
2020-21	6,397,785	1,378,883	1,104,674	8,881,342	975,720
2021-22	5,434,717	1,228,883	1,435,406	8,099,006	(782,336)

The table above shows the amount of aid received in each of the three classifications since the 2011-12 school year. State aid has increased in every year except 2019-20 and next year, 2021-22. General aid and per pupil aid will both decrease for next year:

- General Aid – decrease over \$963,000.
- Per pupil aid – decrease \$150,000.

- Categorical aid is expected to increase over \$330,000, as a result of improved grant management processes.

V. Other Budget Information

Revenue Limits

The State of Wisconsin limits the amount of revenue public schools generate through the combination of state general aid and the property tax levy. This limitation is referred to as “Revenue Limits”. The proposed budget is based on a \$0.00 per pupil increase as approved by the legislature’s Joint Committee on Finance.

Student Membership and Enrollment

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

Membership used in the revenue limit formula for 2021-22 is 1,630, a decline from the prior year of 76 students. The formula uses a rolling 3-year average to smooth out the financial impact of a material change, such as experienced here. The table below reports the 3-year average.

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

School funding formulae reallocate funds from one district to another for the number of non-resident students in each school district. Therefore, for budget purposes, the District must monitor both membership and enrollment. The table below shows the 3-year rolling average membership has increased by 86 students from 2012-13 to the projected membership for 2021-22, whereas year to year enrollment will show an increase of 115 because of adding open enrollment students.

10 Year Membership and Enrollment History					
Year	Revenue Limit Members *	Member Change from 2011-12	Enroll	Enroll Change	Enroll Over (Under) Members
2012-13	1,656		1,947		291
2013-14	1,683	27	1,951	4	268
2014-15	1,728	72	2,011	64	283
2015-16	1,771	115	2,026	79	255
2016-17	1,832	176	2,042	95	210
2017-18	1,867	211	2,020	73	153
2018-19	1,878	222	1,930	(17)	52
2019-20	1,868	212	1,942	(5)	74
2020-21	1,818	162	1,889	(58)	71
2021-22	1,742	86	2,062	115	320

* Rolling 3-year average membership

Energy Efficiency Exemption

The Board of Education approved upgrades to electrical, heating, ventilating, air conditioning and lighting systems under a provision of state law that allows the repayment of the debt for these upgrades to be exempt from the revenue limit. The following report provides information on utility cost savings because of this project, through the last reporting date of June 30, 2020.

ENERGY EFFICIENCY EXEMPTION			
121.91 (4) (o) Revenue Limit Exemption for Energy Efficiencies-Evaluation of the Energy Performance Indicator			
Name of Qualified Contractor	Honeywell ESG		
Performance Contract Length (years)			15
Total Project Cost (including financing)			\$6,014,876
Total Project Payback Period			40
Years of Debt Payments			15
Remaining Useful Life of the Facility			50
Prior Year Resolution Expense Amount	Fiscal Year	2019-20	\$455,349
Prior Year Related Expense Amount or CY debt levy	Fiscal Year	2019-20	\$159,474
Utility Savings applied in Prior Year to Debt	Fiscal Year	2019-20	\$295,875
Sum of reported Utility Savings to be applied to Debt			\$ 222,467
			Savings Reported for 2019
Specific Energy Efficiency Measure or Products	Project Cost Including Financing	Utility Cost Savings	Non-Utility Cost Savings
Annual KWh electric savings		\$ 139,311	
Annual MMBtu gas savings		\$ 70,013	
Annual CCF water savings		\$ 13,143	

Outstanding Long-term Debt

The amount of long-term debt that a school district is permitted to issue is limited to 10% of equalized value. The following tables report debts for which there is a balance outstanding and the calculation of the margin of indebtedness. Credit rating firms consider the margin as one of the factors in assigning a credit rating to the District. Shorewood outstanding debt is 2.7%, well below the allowable amount.

Outstanding Long-term Debt					
Type	Original Amount	Issue Date	Interest Rates	Date of Maturity	Balance
G. O. School Improvement Bonds	5,515,000	2/1/2013		10/15/2028	4,395,000
Taxable G. O. Refunding Bonds	5,055,000	4/1/2015		4/1/2035	3,545,000
G. O. School Improvement Bonds	40,000,000	7/1/2019		4/1/2039	34,975,000
					42,915,000

Debt Margin	
Equalized value	1,616,522,069
Allowable debt margin	10%
Allowable debt	161,652,207
Outstanding long-term debt	42,915,000
Margin of indebtedness	118,737,207

In addition to the amounts reported above, the district has an outstanding bond anticipation loan of \$25,000,000 that is expected to be refinanced as a general obligation debt in the 2nd half of 2023.

VI. Budget Publication

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

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

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

PROPOSED PRELIMINARY BUDGET 2021-22 *			
GENERAL FUND (FUND 10)	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance (Account 930 000)	2,661,032	2,468,658	2,468,562
Ending Fund Balance, Unassigned (Acct. 939 000)	2,468,658	2,468,562	2,911,200
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	2,468,658	2,468,562	2,911,200
REVENUES & OTHER FINANCING SOURCES			
Local Sources			
210 Taxes	16,647,526	16,187,953	17,113,917
260 Non-Capital Sales	1,750	2,000	19,108
270 School Activity Income	74,952	102,000	102,300
280 Interest on Investments	59,985	60,000	3,000
290 Other Revenue, Local Sources	736,678	762,462	795,562
Subtotal Local Sources	17,520,890	17,114,415	18,033,887
340 Payments for Services	1,118,098	1,050,300	1,544,120
Subtotal Other School Districts within Wisconsin	1,118,098	1,050,300	1,544,120
State Sources			
610 State Aid -- Categorical	780,392	614,984	541,280
620 State Aid -- General	4,710,639	5,872,717	4,988,303
630 DPI Special Project Grants	66,843	70,000	85,000
690 Other Revenue	1,399,134	1,392,053	1,242,053
Subtotal State Sources	6,957,008	7,949,754	6,856,636
Federal Sources			
710 Federal Aid - Categorical	0	0	0
730 DPI Special Project Grants	64,988	213,048	725,544
750 IASA Grants	152,907	214,955	202,484
780 Other Federal Revenue Through State	4,842	37,264	35,000
Subtotal Federal Sources	222,737	465,267	963,028
Other Revenues			
960 Adjustments	31,198	12,000	58,000
970 Refund of Disbursement	68,172	59,902	60,000
990 Miscellaneous	26,539	2,000	2,000
Subtotal Other Revenues	125,909	73,902	120,000
TOTAL REVENUES & OTHER FINANCING SOURCES	25,944,642	26,653,638	27,517,671
EXPENDITURES & OTHER FINANCING USES			
Instruction			
110 000 Undifferentiated Curriculum	5,757,316	5,933,641	6,162,610
120 000 Regular Curriculum	7,209,653	7,315,504	7,430,931
130 000 Vocational Curriculum	148,372	144,206	146,252
140 000 Physical Curriculum	719,707	711,459	726,620
160 000 Co-Curricular Activities	319,177	387,409	363,874
170 000 Other Special Needs	118,081	124,469	130,755
Subtotal Instruction	14,272,306	14,616,688	14,961,043
Support Sources			
210 000 Pupil Services	1,099,549	1,091,111	1,119,626
220 000 Instructional Staff Services	1,146,169	1,265,114	1,449,004
230 000 General Administration	605,494	589,804	664,261
240 000 School Building Administration	1,316,200	1,292,920	1,316,464
250 000 Business Administration	3,550,899	3,652,024	3,615,176
260 000 Central Services	469,392	456,978	360,908
270 000 Insurance & Judgments	396,244	347,513	347,513
280 000 Debt Services	55,000	14,000	14,000
290 000 Other Support Services	46,461	43,557	262,025
Subtotal Support Sources	8,685,407	8,753,021	9,148,978
Non-Program Transactions			
410 000 Inter-fund Transfers	2,779,667	2,931,145	2,481,683
430 000 Instructional Service Payments	399,789	352,880	483,330
490 000 Other Non-Program Transactions	(153)	0	0
Subtotal Non-Program Transactions	3,179,302	3,284,025	2,965,013
TOTAL EXPENDITURES & OTHER FINANCING USES	26,137,015	26,653,734	27,075,034

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2019-20	Budget 2020-21	Budget 2021-22
900 000 Beginning Fund Balance	47,018	74,136	60,610
900 000 Ending Fund Balance	74,136	60,610	161,420
REVENUES & OTHER FINANCING SOURCES	509,325	408,129	422,129
100 000 Instruction	241,440	196,081	153,611
200 000 Support Services	240,767	225,574	167,708
400 000 Non-Program Transactions	0	0	0
TOTAL EXPENDTURES & OTHER FINANCING USES	482,207	421,655	321,319

SPECIAL EDUCATION FUND (FUND 27)	Audited 2019-20	Budget 2020-21	Budget 2021-22
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	2,779,667	2,931,145	2,481,583
<i>Intermediate Sources</i>			
510 Transit of Aids	589	0	0
Subtotal Intermediate Sources	589	0	0
<i>State Sources</i>			
610 State Aid -- Categorical	873,643	944,884	1,177,190
620 State Aid -- General	78,815	78,815	60,000
690 Other Revenue	8,026	0	0
Subtotal State Sources	960,484	1,023,699	1,237,190
<i>Federal Sources</i>			
710 Federal Aid - Categorical	0	0	0
730 DPI Special Project Grants	234,529	352,263	443,782
750 IASA Grants	0	0	0
760 JTPA	0	0	0
770 Other Federal Revenue Through Local Units	0	0	0
780 Other Federal Revenue Through State	144,800	145,000	100,000
790 Other Federal Revenue - Direct	6,273	6,510	6,510
Subtotal Federal Sources	385,602	503,773	550,292
Subtotal Other Revenues	6	0	0
TOTAL REVENUES & OTHER FINANCING SOURCES	4,126,347	4,458,617	4,269,065
EXPENDITURES & OTHER FINANCING USES			
<i>Instruction</i>			
110 000 Undifferentiated Curriculum	0	0	0
150 000 Special Education Curriculum	3,194,062	3,405,462	3,222,451
Subtotal Instruction	3,194,062	3,405,462	3,222,451
<i>Support Sources</i>			
210 000 Pupil Services	449,513	446,544	452,420
220 000 Instructional Staff Services	258,664	285,750	273,332
250 000 Business Administration	32,339	32,850	32,850
260 000 Central Services	808	4,500	4,500
Subtotal Support Sources	741,323	769,644	763,102
<i>Non-Program Transactions</i>			
410 000 Inter-fund Transfers	0	0	0
430 000 Instructional Service Payments	182,088	274,637	274,637
490 000 Other Non-Program Transactions	8,874	8,875	8,875
Subtotal Non-Program Transactions	190,962	283,512	283,512
TOTAL EXPENDTURES & OTHER FINANCING USES	4,126,347	4,458,618	4,269,065

DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2019-20	Budget 2020-21	Budget 2021-22
900 000 Beginning Fund Balance	2,653,197	3,303,544	3,372,154
900 000 ENDING FUND BALANCES	3,303,544	3,372,154	3,267,576
TOTAL REVENUES & OTHER FINANCING SOURCES	6,665,510	4,571,395	8,666,585
281 000 Long-Term Capital Debt	5,161,515	3,635,499	3,933,446
282 000 Refinancing	0	0	3,970,431
285 000 Post Employment Benefit Debt	588,860	591,686	591,686
289 000 Other Long-Term General Obligation Debt	264,788	275,600	275,600
TOTAL EXPENDITURES & OTHER FINANCING USES	6,015,163	4,502,785	8,771,163
842 000 INDEBTEDNESS, END OF YEAR	10,480,000	47,455,000	44,275,000

CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2019-20	Budget 2020-21	Budget 2021-22
900 000 Beginning Fund Balance	0	35,789,409	17,606,722
900 000 Ending Fund Balance	35,789,409	17,606,722	29,305,047
TOTAL REVENUES & OTHER FINANCING SOURCES	40,562,082	597,306	25,597,306
200 000 Support Services	4,772,673	18,779,993	13,898,981
TOTAL EXPENDITURES & OTHER FINANCING USES	4,772,673	18,779,993	13,898,981

FOOD SERVICE FUND (FUND 50)	Audited 2019-20	Budget 2020-21	Budget 2021-22
900 000 Beginning Fund Balance	0	77,168	77,168
900 000 ENDING FUND BALANCE	77,168	77,168	77,168
TOTAL REVENUES & OTHER FINANCING SOURCES	465,431	465,515	465,515
200 000 Support Services	388,264	465,515	465,515
TOTAL EXPENDITURES & OTHER FINANCING USES	388,264	465,515	465,515

COMMUNITY SERVICE FUND (FUND 80)	Audited 2019-20	Budget 2020-21	Budget 2021-22
900 000 Beginning Fund Balance	481,026	298,303	220,476
900 000 ENDING FUND BALANCE	298,303	220,476	143,619
TOTAL REVENUES & OTHER FINANCING SOURCES	1,982,575	2,268,500	2,268,500
200 000 Support Services	837,630	742,879	749,077
300 000 Community Services	1,327,669	1,603,448	1,596,280
TOTAL EXPENDITURES & OTHER FINANCING USES	2,165,299	2,346,327	2,345,357

PROPOSED PROPERTY TAX LEVY			
FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
General Fund	16,647,526	16,187,953	17,113,917
Referendum Debt Service Fund	3,777,937	3,971,546	3,983,550
Non-Referendum Debt Service Fund	455,348	599,849	604,605
Capital Expansion Fund	275,000	275,000	275,000
Community Service Fund	1,250,000	1,250,000	1,250,000
TOTAL SCHOOL LEVY	22,405,811	22,284,348	23,227,072
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		-0.5%	4.2%
Equalized property tax rate	14.07	14.13	14.37



SHOREWOOD SCHOOL DISTRICT

**2021-2022
Annual Meeting and
Budget Hearing**

August 24, 2021

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ANNUAL SCHOOL DISTRICT MEETING

AGENDA August 24, 2021

1. Call to Order
2. Election of Annual Meeting Chairperson
3. Approval of Agenda
4. Introduction of Board of Education
5. Approval of 2020 Annual Meeting minutes
6. Recess the Annual Meeting to Convene the Budget Hearing
7. Superintendent State of the District Report
8. Budget Hearing
9. Reconvene Annual Meeting
10. Consideration of a Capital Expansion Fund 120.10 (10M)
11. Consideration of the 2021 Tax Levy (120.10)
12. Consideration of School Board Salaries (120.10(3))
13. Consideration of School Board Expenses (120.10(4))
14. Authorize the School Board to Establish the Date for the 2022 Annual Meeting
15. Adjourn

Annual Meeting Minutes

August 24, 2020

Board Members Present: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Treasurer
Emily Berry, Clerk
Clarke Warren, Member-at-Large

Call to Order: President Paru Shah called the meeting to order at 7:01 pm

- I. Election of the Annual Meeting Chair
Nomination of Abby Fowler by Sarah McEneaney
Moved by Sarah McEneaney and Seconded by online participant to Elect Abby Fowler as 2020 Annual Meeting Chair; Motion: Passed
- II. Motion to Approve the 2020 Annual Meeting Agenda
Moved and Seconded by online participants; Motion: Passed
- III. Introduction of the Board of Education
- IV. Motion to Approve the 2019 Annual Meeting Minutes
Moved by online participant and Seconded by Amy Miller; Motion: Passed
- V. Motion to Recess the Annual Meeting to Conduct a Budget Hearing
Moved and Seconded by online participants; Motion: Passed
- VI. State of the District Presentation, Bryan Davis, Superintendent
- VII. Budget Hearing, Roger Dickson, Interim Director of Business Services
- VIII. Motion to Reconvene Annual Meeting
Moved by online participant and Seconded by Hilary DeBlois; Motion: Passed
- IX. Motion to Approve Creation of a Capital Expansion Fund
Moved and Seconded by online participants; Motion: Passed
- x. Motion to Approve Property Tax Levy of \$22,840,220, (\$275,000 for the Capital Expansion Fund)

Amendment proposed by Miguel Salas to change the Levy to \$23,272,646 as published and Seconded by Jennifer McIntosh; Restatement of the Motion as amended

Moved and Seconded by online participants; Motion: Passed

XI. Motion to Approve Salaries of Board Members

Moved by Amy Miller and Seconded by Miguel Salas; Motion: Passed

XII. Motion to Approve Reimbursement of Board Member Expenses

Moved by Miguel Salas and Seconded by Mike Halloran; Motion: Passed

XIII. Motion to Authorize the School Board to Establish the Date for the 2020 Annual Meeting

Amendment to change the Motion to 2021, not 2020; Restatement of the Motion as amended

Moved by Amy Miller and Seconded by Jennifer McIntosh; Motion: Passed

XIV. Motion to Authorize the Shorewood School District to Sell or Dispose Of Property

Moved by Sarah McEneany and Seconded by Hilary DeBlois; Motion: Passed

XV. Motion to adjourn without objection by Abby Fowler and Seconded by online participant at 8:20 pm.

Pablo Muirhead, Clerk
Shorewood School Board

Date

POWERS OF THE ANNUAL MEETING

The statute outlining the powers of the annual meeting is Section 120.10. The laws provide that the annual meeting may:

1. Set the annual salaries for board members or an amount for each meeting attended.
2. Authorize the payment of actual and necessary expenses for board members when traveling in the performance of their duties.
3. Designate sites for school buildings.
4. Authorize the board to acquire real estate by purchase or condemnation.
5. Vote a tax for the operation of the schools, to create a capital expansion fund, and for other purposes, enumerated in s.120.10.
6. Authorize the sale of school property.
7. Direct and provide for the prosecution or defense of any legal action or proceedings in which the school district is interested.
8. Direct the school board to furnish school lunches to district students and appropriate funds for that purpose.
9. Authorize the school board to furnish textbooks to students under conditions prescribed by the meeting or school board.
10. Authorize the purchase of vehicles or finance contracts for the use and services of transportation vehicles.
11. Adjourn the annual meeting from time to time or establish a different date and time for a subsequent annual meeting.

THE BUDGET HEARING, WHICH WILL BE CONDUCTED DURING THE ANNUAL MEETING, PROVIDES AN OPPORTUNITY FOR THE BOARD TO EXPLAIN THE BUDGET AND TO HEAR COMMENTS AND SUGGESTIONS FROM THE CITIZENS. THE ANNUAL MEETING HAS NO AUTHORITY TO CHANGE SPECIFIC BUDGET ITEMS.

ANNUAL MEETING Suggested Motions

1. School Board President, Dr. Paru Shah, will call the meeting to order at 7:00 p.m.:
 - a. The meeting is being called pursuant to State Statutes 65.90 and 120.08
 - b. The meeting was duly noticed and publicized in the 11th and 18th of August editions of the North Shore Now.

2. **ELECTION OF ANNUAL MEETING CHAIRPERSON:** nomination from the floor will be requested by the School Board President, not less than 3 times.

Nomination of: _____

Motion By: _____ Second: _____

(Repeat for additional nominations. A vote is not required for a nomination)

MOTION to close nominations. (If only one nomination, this could be a combined motion to close nominations and confirm [nominee] as Chairperson of the meeting).

Motion By: _____ Second: _____

Motion carried: _____

If more than one nominee, vote by show of hands (unless a motion for a division of the house is made).

3. **MOTION TO APPROVE AGENDA**

Motion By: _____ Second: _____

Motion carried: _____

4. **INTRODUCTION OF BOARD OF EDUCATION**

<u>Position</u>	<u>Name</u>
President	Paru Shah
Vice-President	Hilary DeBlois
Treasurer	Emily Berry
Clerk	Pablo Muirhead
Member	Ellen Eckman

5. **MOTION TO APPROVE MINUTES OF THE 2020 ANNUAL MEETING**

Motion By: _____ Second: _____

Motion carried: _____

6. **MOTION TO RECESS ANNUAL MEETING FOR THE PURPOSE OF CONVENING THE BUDGET HEARING**

Motion By: _____ Second: _____

Motion carried: _____

7. **STATE OF DISTRICT REPORT**

8. **BUDGET PRESENTATION**

9. **MOTION TO RECONVENE THE ANNUAL MEETING**

Motion By: _____ Second: _____

Motion carried: _____

10. **MOTION TO APPROVE RESOLUTION TO CREATE A CAPITAL EXPANSION FUND**

RESOLUTION

BE IT RESOLVED by the electors of the Shorewood School District that a Capital Expansion Fund is hereby created pursuant to Section 120.10 (10M) of the Wisconsin Statutes for the purpose of financing remodeling, maintenance, repair and improvement projects at various district buildings and sites; and

BE IT FURTHER RESOLVED that a tax in the amount of \$275,000 be levied for the 2021-22 school year to be deposited in the Capital Expansion Fund created above to be used only for the purposes specified above.

Motion By: _____ Second: _____

Motion carried: _____

11. **MOTION TO APPROVE PROPERTY TAX LEVY FOR THE 2021-22 SCHOOL YEAR.**

TAX RESOLUTION

BE IT RESOLVED by the 2021 Annual Meeting, School District of Shorewood, Milwaukee County, Wisconsin, that there is hereby levied upon all the taxable property of said School District a tax in the amount of \$23,227,072, including \$275,000 for a Capital Expansion Fund, to provide for operation and maintenance of said School District.

Motion By: _____ Second: _____

Motion carried: _____

12. **MOTION TO APPROVE SALARIES OF BOARD MEMBERS.** Electors fix the salaries of School Board members and authorize one family fitness club membership per School Board member. Present salary is \$1,000 per annum for Board members and \$1,300 for the President

Motion By: _____ Second: _____

Motion carried: _____

13. **MOTION TO APPROVE REIMBURSEMENT OF BOARD MEMBER EXPENSES.** Electors may authorize the payment of actual and necessary expenses of a School Board member. Presently, the approval is for a maximum of \$3,000 per person, when traveling in the performance of duties.

Motion By: _____ Second: _____

Motion Carried: _____

14. **MOTION TO AUTHORIZE THE BOARD TO ESTABLISH THE DATE FOR THE 2022 ANNUAL MEETING.** This motion will allow the Board to set the Annual Meeting date within the parameters established by section 120.08(1), Wisc. Stats. which requires the Annual Meeting to be held between May 15 and October 31.

Motion By: _____ Second: _____

Motion Carried: _____

15. **ADJOURN**

Although it is common to have a motion to adjourn, the Chair can adjourn the meeting, without a motion, if all topics on the approved agenda have been considered.

BOARD OF EDUCATION

<u>Position</u>	<u>Name</u>	<u>Term Expires</u>
President	Paru Shah	April 2023
Vice-President	Hilary DeBlois	April 2022
Treasurer	Emily Berry	April 2022
Clerk	Pablo Muirhead	April 2023
Member	Ellen Eckman	April 2024

ADMINISTRATION

Interim Superintendent	Dr. JoAnn Sternke
Director of Curriculum and Instruction	Mr. Samuel Coleman
Director of Business Services	Ms. Heather Heaviland
Director of Special Education and Pupil Services	Ms. Julie Harris
Director of Recreation and Community Services	Mr. Jody Brooks
Principal, High School	Mr. Tim Kenney
Principal, Intermediate School	Mr. Michael Joynt
Principal, Atwater	Ms. Janice Carter
Principal, Lake Bluff	Ms. Tamira Rasco

2021-2022 Budget Highlights

I. General Operations Fund Balance (Pre-Audit)

The District maintains a reasonable fund balance as a safety net for unexpected events, such as the current pandemic. Credit rating firms recommend a fund balance between 10% and 25% of subsequent year's expenditures. The budgeted fund balance for general operations as of June 30, 2021 is \$2,468,562, which is 9.1% of projected subsequent year expenditures.

The June 30, 2022 General Fund Balance is budgeted to be \$2,911,200, an increase of \$442,638 from the year ended June 30, 2020. This budgeted increase is largely attributed to an expected reimbursement for previously incurred expenses related to the COVID-19 pandemic and is anticipated to help the District return the fund balance to a minimum of a 10% threshold of projected subsequent year expenditures.

Fund balance is not a static amount, it is a single day balance on the last day of the fiscal year. Fund balance includes cash and booked receivables for the District.

II. Property Tax Levy

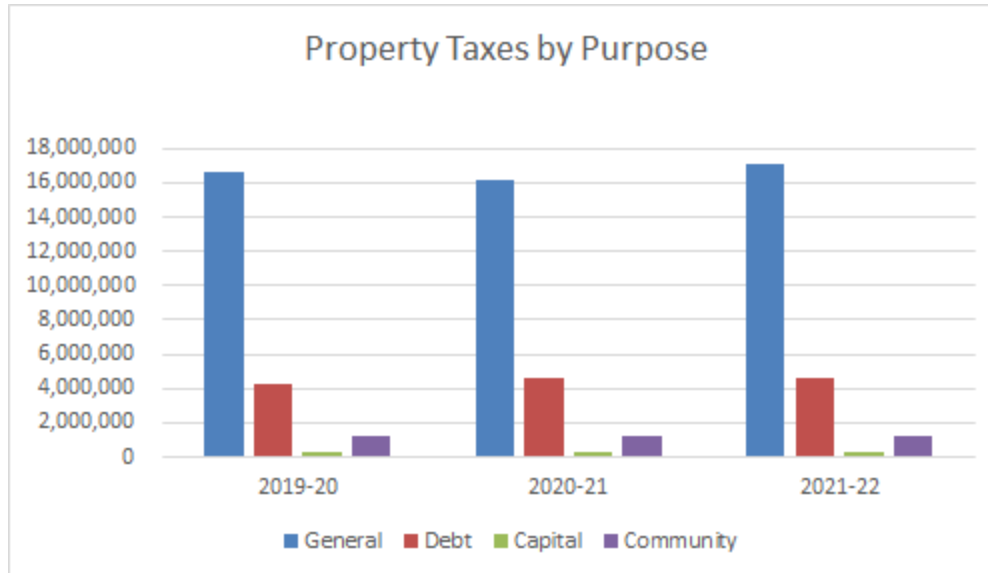
The budget anticipates a property tax increase of \$942,724, or 4.2% over the current year levy. The equalized mill rate will increase \$0.24 to \$14.37 based on an estimated property value increase of under 1%.

10 Year Tax Levy and Mill Rate History

Fiscal Year		Tax Levy	Increase (Decrease)	Change	Equalized Mill Rate
2012-13	Actual	18,013,932			
2013-14	Actual	18,402,018	388,086	2.2%	13.88
2014-15	Actual	19,022,886	620,868	3.4%	13.88
2015-16	Actual	19,679,974	657,088	3.5%	13.88
2016-17	Actual	20,105,480	425,506	2.2%	13.88
2017-18	Actual	20,816,294	710,814	3.5%	13.88
2018-19	Actual	21,659,543	843,249	4.1%	13.88
2019-20	Actual	22,405,811	746,268	3.4%	14.07
2020-21	Actual	22,284,348	(121,463)	-0.5%	14.13
2021-22	Proposed	23,227,072	942,724	4.2%	14.37

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

In the three years shown, the proportion of taxes levied for each of the four categories does not change substantially. The capital projects levy was first used in the 2019-20 school year.



III. State Aid

The State of Wisconsin has three classifications of revenue designed to share the costs of education between the state and the local district. General Aid is direct property tax relief distributed to school districts in accordance with several aid formulae. Per Pupil Adjustment Aid is classified as a general-purpose aid and is used for operation and maintenance of school programs. Categorical Aid is based on performance of specific tasks or programs and restricted to the specific purpose for which it is intended.

State Aid by Category					
Fiscal Year	General Aid	Per Pupil Aid	Categorical Aid	Total State Aid	Increase (Decrease)
2011-12	3,633,592	0	808,602	4,442,194	
2012-13	4,870,290	82,800	818,009	5,771,099	1,328,905
2013-14	5,143,964	126,225	815,378	6,085,567	314,468
2014-15	5,039,363	256,200	919,545	6,215,108	129,541
2015-16	5,367,323	268,650	951,145	6,587,118	372,010
2016-17	5,641,758	458,250	963,561	7,063,569	476,451
2017-18	6,131,376	840,150	1,041,050	8,012,576	949,007
2018-19	5,824,659	1,226,250	1,403,679	8,454,588	442,012
2019-20	5,390,317	1,386,056	1,129,249	7,905,622	(548,966)
2020-21	6,397,785	1,378,883	1,104,674	8,881,342	975,720
2021-22	5,434,717	1,228,883	1,435,406	8,099,006	(782,336)

The table above shows the amount of aid received in each of the three classification since the 2011-12 school year. Per pupil and general aid has remained relatively static for the last four years with an overall decrease in state aid projected for the 2021-2022 school year. Over the same 4-year period, expenses have increased, resulting in higher property taxes.

IV. Other Budget Information

Revenue Limits

The State of Wisconsin limits the amount of revenue public schools generate through the combination of state general aid and the District tax levy. This limitation is referred to as “Revenue Limits”. The biennial budget signed into law in July 2021 provides for no increase in the revenue limit for Wisconsin Schools. The Shorewood School District budget reflects this \$0 increase.

Student Membership and Enrollment

Student membership refers to the number of students that the District counts for the purpose of calculating the revenue limit. The District counts all full time, resident students who attend Shorewood schools, as well as Shorewood residents who attend other public-school districts through open enrollment. The District also counts part time students, such as K4 and Summer School, although they do not each count as a full-time student. The membership upon which the District’s 2021-2022 revenue is determined is 1,742, based on the rolling average of the previous three years.

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

School funding formulas reallocate funds from one district to another for the number of non-resident students in each school district. Therefore, for budget purposes, the District must monitor both membership and enrollment. The table below shows that membership has declined over the past two years after a relatively steady trend over the previous three years. The projected enrollment for 2021-22 is based on the assumption that 50% of students who chose not to enroll during the previous year will return to the District.

10 Year Membership and Enrollment History					
Year	Revenue Limit Members *	Member Change from 2011-12	Enroll	Enroll Change	Enroll Over (Under) Members
2012-13	1,656		1,947		291
2013-14	1,683	27	1,951	4	268
2014-15	1,728	72	2,011	64	283
2015-16	1,771	115	2,026	79	255
2016-17	1,832	176	2,042	95	210
2017-18	1,867	211	2,020	73	153
2018-19	1,878	222	1,930	(17)	52
2019-20	1,868	212	1,942	(5)	74
2020-21	1,818	162	1,889	(58)	71
2021-22	1,742	86	2,062	115	320

* Rolling 3-year average membership

State Per Pupil Adjustment Aid

The preliminary 2021-2022 budget reflects a per pupil aid adjustment of \$150,000 due to the projected decrease in membership.

Outstanding Long-term Debt

The district's outstanding long-term debt as of June 30, 2021, is \$42,915.00 as shown in the table below. Subsequent to the end of the fiscal year, the district issued an additional \$28,875,000 to refinance debt and to complete the approved borrowing for school construction projects.

Outstanding Long-term Debt					
Type	Original Amount	Issue Date	Interest Rates	Date of Maturity	Balance as of 6/30/21
G. O. School Improvement Bonds	5,515,000	2/1/2013		10/15/2028	4,395,000
Taxable G. O. Refunding Bonds	5,055,000	4/1/2015		4/1/2035	3,545,000
G. O. School Improvement Bonds	40,000,000	7/1/2019		4/1/2039	34,975,000
G. O. School Improvement Bonds	3,875,000	7/6/21		10/01/2028	0
Bond Anticipation Notes	25,000,000	7/6/2021		10/1/2023	0
					42,915,000
Debt Margin 6/30/2021			Debt Margin with New Debt		
Equalized value	1,616,522,069		Equalized value		1,616,522,069
Allowable debt maring	10%		Allowable debt maring		10%
Allowable debt	161,652,207		Allowable debt		161,652,207
Outstanding long-term debt	42,915,000		Outstanding long-term debt		71,790,000
Margin of indebttness	118,737,207		Margin of indebttness		89,862,207

V. Energy Efficiency Exemption

The school district borrowed \$5,515,000 in February 2018 to complete several energy efficiency projects as permitted under Wisconsin Acts 28 and 32. In compliance with the acts the District is required to report to the taxpayers the utility

cost savings achieved during the most recent reporting period. The savings for the 2020 reporting period are provided in the table below.

ENERGY EFFICIENCY EXEMPTION			
§ 121.91 (4) (o) Revenue Limit Exemption for Energy Efficiencies-Evaluation of the Energy Performance Indicators			
Name of Qualified Contractor	Honeywell ESG		
Performance Contract Length (years)			15
Total Project Cost (including financing)			\$6,014,876
Total Project Payback Period			40
Years of Debt Payments			15
Remaining Useful Life of the Facility			50
Prior Year Resolution Expense Amount	Fiscal Year	2019-20	\$455,349
Prior Year Related Expense Amount or CY debt levy	Fiscal Year	2019-20	\$159,474
Utility Savings applied in Prior Year to Debt	Fiscal Year	2019-20	\$295,875
Sum of reported Utility Savings to be applied to Debt			\$ 222,467
Savings Reported for 2019			
Specific Energy Efficiency Measure or Products	Project Cost Including Financing	Utility Cost Savings	Non-Utility Cost Savings
Annual KWh electric savings		\$ 139,311	
Annual MMBtu gas savings		\$ 70,013	
Annual CCF water savings		\$ 13,143	
Entire Energy Efficiency Project Totals	\$ 6,014,879	\$ 222,467	\$ 22,174

VI. Budget Publication

The DPI has established standard formatting for the publication of budgets and a recommended format for approval by the Board of Education. The required publication standard was followed in the publication of the budget in the local newspaper. The recommended budget adoption format is displayed below, and provides additional information about the sources and uses of funds.

Projected budgets are estimates based on information available at the time of development and will change as additional facts and circumstances necessitate. This is particularly true for the 2021-22 budget due to changes in District leadership and the impact of costs, at both the local and state level, associated with the COVID 19 virus.

GENERAL FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance	2,661,032	2,468,658	2,468,562
Ending Fund Balance	2,468,658	2,468,562	2,911,200
REVENUES & OTHER FINANCING SOURCES			
Transfers-In (Source 100)	0	0	0
Local Sources (Source 200)	17,520,890	17,114,415	18,033,887
Inter-district Payments (Source 300 + 400)	1,118,098	1,050,300	1,544,120
Intermediate Sources (Source 500)	0	0	0
State Sources (Source 600)	6,957,008	7,949,754	6,856,636
Federal Sources (Source 700)	222,737	465,267	963,028
All Other Sources (Source 800 + 900)	125,909	73,902	120,000
TOTAL REVENUES & OTHER FINANCING SOURCES	25,944,642	26,653,638	27,517,671
EXPENDITURES & OTHER FINANCING USES			
Instruction (Function 100 000)	14,272,306	14,616,688	14,961,043
Support Services (Function 200 000)	8,685,407	8,753,021	9,148,978
Non-Program Transactions (Function 400 000)	3,179,302	3,284,025	2,965,013
TOTAL EXPENDITURES & OTHER FINANCING USES	26,137,015	26,653,734	27,075,034

SPECIAL PROJECTS FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance	47,018	74,136	60,609
Ending Fund Balance	74,136	60,609	161,419
REVENUES & OTHER FINANCING SOURCES	4,635,673	4,866,746	4,691,194
EXPENDITURES & OTHER FINANCING USES	4,608,554	4,880,273	4,590,384

DEBT SERVICE FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance	2,653,197	3,303,544	3,372,154
Ending Fund Balance	3,303,544	3,372,154	3,267,576
REVENUES & OTHER FINANCING SOURCES	6,665,510	4,571,395	8,666,585
EXPENDITURES & OTHER FINANCING USES	6,015,163	4,502,785	8,771,163

CAPITAL PROJECTS FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance	0	35,789,409	17,606,722
Ending Fund Balance	35,789,409	17,606,722	29,305,047
REVENUES & OTHER FINANCING SOURCES	40,562,082	597,306	25,597,306
EXPENDITURES & OTHER FINANCING USES	4,772,673	18,779,993	13,898,981

FOOD SERVICE FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance	0	77,168	77,168
Ending Fund Balance	77,168	77,168	77,168
REVENUES & OTHER FINANCING SOURCES	465,431	465,515	465,515
EXPENDITURES & OTHER FINANCING USES	388,264	465,515	465,515

COMMUNITY SERVICE FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance	481,026	298,303	220,476
Ending Fund Balance	298,303	220,476	143,619
REVENUES & OTHER FINANCING SOURCES	1,982,575	2,268,500	2,268,500
EXPENDITURES & OTHER FINANCING USES	2,165,299	2,346,327	2,345,357

PACKAGE & COOPERATIVE PROGRAM FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
Beginning Fund Balance	0	0	0
Ending Fund Balance	0	0	0
REVENUES & OTHER FINANCING SOURCES	0	0	0
EXPENDITURES & OTHER FINANCING USES	0	0	0

Total Expenditures and Other Financing Uses

ALL FUNDS	Audited 2019-20	Budget 2020-21	Budget 2021-22
GROSS TOTAL EXPENDITURES -- ALL FUNDS	44,086,968	57,628,627	57,146,434
Interfund Transfers (Source 100) - ALL FUNDS	2,779,667	2,931,145	2,481,583
Refinancing Expenditures (FUND 30)	0	0	3,970,431
NET TOTAL EXPENDITURES -- ALL FUNDS	41,307,301	54,697,482	50,694,420
PERCENTAGE INCREASE -- NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR		32.4%	-7.3%

PROPOSED PROPERTY TAX LEVY

FUND	Audited 2019-20	Budget 2020-21	Budget 2021-22
General Fund	16,647,526	16,187,953	17,113,917
Referendum Debt Service Fund	3,777,937	3,971,546	3,983,550
Non-Referendum Debt Service Fund	455,348	599,849	604,605
Capital Expansion Fund	275,000	275,000	275,000
Community Service Fund	1,250,000	1,250,000	1,250,000
TOTAL SCHOOL LEVY	22,405,811	22,284,348	23,227,072
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		-0.5%	4.2%
Equalized property tax rate	14.07	14.13	14.37



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood Intermediate School, Room 214
September 28, 2021

Board Member Participation: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Clerk
Emily Berry, Treasurer
Ellen Eckman, Board Member
Bobby Gronert, Student Representative
Alexis Hu, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Sam Coleman, Director of Curriculum & Instruction
Heather Heaviland, Director of Business Services
Kim Salem, Director of Human Resources

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda; Ellen Eckman to join the meeting late
MOVED by Emily Berry and SECONDED by Hilary DeBlois

AYE: 4 NAY: 0

II. 7:0 pm STUDENT ACHIEVEMENT

SIS Project Wayfinder: Moriah Weingrod, Sam Nadolsky and Juliette Riu

III. 7:21 pm PUBLIC COMMENT #1

Sam Harshner	4065 North Prospect
Kevin Peterka	4244 North Ardmore
Mark Sweet	2423 East Beverly
Sachin Pandya	SEA
Katherine Myszewski	District Faculty
Melissa Shew	3701 North Prospect
Julie Wernke	4452 North Ardmore

IV. 7:40 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of OE 4 Personnel Management Operating Report
MOVED by Pablo Muirhead and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

B. Approval of R3 Student Results (Character and Citizenship)
MOVED by Emily Berry and SECONDED by Hilary DeBlois

AYE: 5 NAY: 0

C. Approval of R4 Student Results (Wellness)

MOVED by Ellen Eckman and SECONDED by Pablo Muirhead

AYE: 5 NAY: 0

D. Key Communicators Group Discussion
E. Community Linkage Priority Meetings
SIS and SHS Students; Building Leadership Teams and School PTOs

V. 9:28 pm BOARD CONSENT AGENDA

Motion to Approve the Board Consent Agenda: September 14 Board Meeting Minutes

MOVED by Pablo Muirhead and SECONDED by Emily Berry AYE: 5 NAY: 0

VI. 9:29 pm PUBLIC COMMENTS #2 - no public comments

VI. 9:31 pm BOARD MEMBER REPORTS

Wisdom Sharing

VII. 9:33 pm SUPERINTENDENT'S REPORT

VIII. 9:37 pm SUPERINTENDENT'S CONSENT AGENDA

Monthly Financials and Staffing Changes

MOVED by Hilary DeBlois and SECONDED by Ellen Eckman AYE: 5 NAY: 0

X. 9:52 pm PUBLIC COMMENT #3

Jennifer McIntosh 4436 North Prospect

Sachin Pandya SEA

Davida Amenta 4400 North Wildwood

XI. 10:03 pm REVIEW OF 'TO DO' ITEMS

OE 4 revisions; Linkage schedule; tax bill communications plan; budget data; coffee chats

XII. 10:06 pm FUTURE AGENDA ITEMS

OE 7 Communicating with the Public

R2 Student Results

Key Communicators Group Candidates

XIII. 10:08 pm RECESS AND DEBRIEF

Community-Based Finance Meeting 9/27

Five committee members met masked and distanced in person at the high school for our first optional in-person meeting. Unfortunately, sound and video quality was poor for the community member joining by videoconference, so I will post minutes from the meeting along with sharing highlights here.

The group debriefed broader board discussions about the role of the committee and sunsetting it early in 2022. To deliver valuable input to the board, the group would like to share a set of recommendations based on understanding of community values and needs as well as the fiscal realities the district faces.

The committee will work to make these recommendations focused on board work and policy rather than recommending operational decisions.

The main job over the next few months is to work to understand the issues in context well enough to feel confident in advising the board in a meaningful way. Everyone understands that this is no small challenge, but those present, at least, felt it would be possible to tackle at least some of the questions the board is facing and offer some feedback based on the collective understanding of what is most important to our community and is realistically possible.

These questions include:

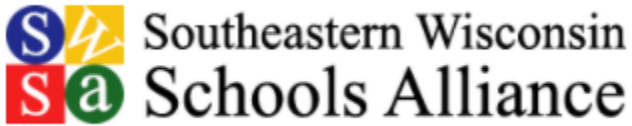
- The optimum position of our fund balance
- Whether we should consider alternative compensation models for teachers and staff, or instead, set policy that locks in our “steps and lanes” model as set in stone,
- Whether our tax rate should be variable but as low as possible, or the board should strive to keep the rate stable above all

Committee members’ primary challenge is the same as that of the board - capacity and time for research and time to meet and discuss what we learn. The committee’s next meeting will be Oct 18.

-Emily Berry, October 6, 2021

Board Member Report – Pablo Muirhead

October 12, 2021



Meeting Notes, October 12, 2021 (Link to [SLIDES](#))

<https://schoolsalliance.com/>

Agenda & Highlights

- **COVID related topics- from Dr. Gutzeit and Dr. Khare (reference slides 3-9)**
- Where we are today
 - A slight decrease in the number of cases over the past few days
 - Hopeful wave will start to ease; not quite seeing that yet across WI; a number of counties that are in critically high or high transmission
 - Burden 715
 - Rate of rise is steady; more encouraging
 - ⅓ of cases are in kids under 18; higher burden of cases in this age range
- Case load infections at Children's
 - See significant volumes of patients
 - Most hospitalized have respiratory illness combination of covid and other respiratory viruses
 - Extra precautions for transmission; about double than we would normally see
 - Overall caseload; an increase in number of covid patients hospitalized with covid

 - Historically high volumes
- How close are we for vaccinations for the under 12 group?
 - FDA has published their timeline; October 26th FDA will take up the evaluation of data for Pfizer vaccine for 5-11 years.
- **SWSA Administrative Items (reference slide 11)**
 - Deb Kerr, Superintendent St. Francis
 - David Watkins, Superintendent Port Washington-Saukville
 - Jody Landish, Assistant Superintendent- Waukesha

- **Legislative Discussion (reference slides 13-16)**
 - SWSA Weekly Membership Update (revised October 8th)
 - SWSA Bill Tracker (dated September 27th)
 - Keeping an eye on Jagler bill SB587 / AB600 (*wide open enrollment*)
 - Relating to: state aid payments for pupils in grades kindergarten to 12 who transfer schools due to the existence or absence of mandates regarding pupil face coverings or COVID-19 vaccines; school district membership in an interscholastic athletic association in the 2021-22 school year; and making an appropriation
 - A lot of bills moving very quickly; processing them fast
 - Assembly on the floor last; education theme; they moved a number of bills
 - AB411 CRT, list of banned words & threat of 10% deduction in funding
 - Ab488 requires school boards ed activities materials online
 - AB561 credit recovery
 - AB563 civics education (initially that bill included all sectors; amendment removed private schools from that bill)
 - Now the senate will need to advance them before move to Governor's desk
 - Senate
 - SB454-reading readiness bill
 - AB475- re: the referendum interest rates (bill not workable)
 - SB587- important for everyone to take a look at (Jagler bill)
 - Bills heading to Guv's office; we haven't received confirmation from Guv's office; but we do think some if not all will be considered for vetoes (veto-bait style bills)
- **Special Guests, Charles Franklin & Alan Borsuk (reference slide 17-26)**
 - Alan Borsuk shared insights as he examines K-12 issues in a broader sense.
 - Charles Franklin will share the latest polling information specifically related to K-12 issues. Here is a one-pager on K-12 education issues that can be used as a resource.



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: October 12, 2021

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 follow up on items from prior Board meetings.

Playground Update

Atwater's playgrounds were completed at the beginning of October and we are just a few days away from the completion of Lake Bluff's playgrounds. I know everyone in our schools and in the community are looking forward to making full use of these important playspaces this fall.

Annual and Strategic Planning

The strategic priorities below were established last spring for the 2021-2022 school year, guided by both our 2020-2025 Strategic Plan and our mission of **equity, growth and excellence for all**. We added the 5th priority, which has become a clear need as we continue to navigate the impacts of the pandemic on students, families and staff, and reflect on how we fulfill our mission:

1. Early Literacy Instruction - 4K - 4th Grade
2. 4K - 12th Grade Integrated Social Emotional Learning (SEL) Curriculum
3. Retainment of Staff of Color
4. Systemic Improvements for Equitable Student Results
5. (Added 8.5.21) Enhance Connectedness & Belonging for All Students and Staff

With October Parent Conferences coming up, I want to confirm that curriculum implementation and professional development are focused on the identified strategic priority work this year.

For example, teachers in our early grades have been focusing on refining early literacy instruction with a focus on phonics, Priorities 1 and 4. Moreover, new social and emotional learning curriculum is being integrated throughout the district to address Priority 2. Our October 15 inservice will focus on our use of data to better serve students, with a key focus on Priority 4. Our K-8 teachers will be using our Fastbridge assessments to benchmark student needs and inform their instructional practice.

The full 2021-2022 assessment calendar will be posted to the District website soon, as it is still undergoing some changes since we were recently notified that 4th grade at Atwater will be giving the National Assessment of Educational Progress (NAEP) test in math and reading (dates to be determined).

As we think about this fall, we know that many of our students have adjusted to being back in school full-time, but some are still struggling socially, emotionally, and/or academically. This is one of the reasons why our new, integrated social and emotional learning curriculum is so important. I am grateful to our administrators and staff who are embracing these tools and making them a priority in the school day. They will be sharing information about this work during conferences as well, which will be held virtually to maximize health and safety measures.

Recently Mr. Joynt communicated with Shorewood Intermediate School families regarding student lunch procedures. This year, SIS has given families the option to allow their student(s) to eat lunch at home, in order to limit contact with classmates as a COVID safety measure. Families who give permission for their student(s) to go home during lunch should reinforce this expectation with students. Leaving SIS for any other reasons during lunch is not permitted.

School Perceptions Follow Up

As a follow up to recent Board reports and discussions about our 2021 School Perceptions surveys, we have begun revisiting how we use survey data in measurements of progress and performance across learning environments, programs, administrative services and District operations. Much like ICS work that is focused on building a better system to address equity in its many forms, realignment of School Perceptions with Board Operating Expectations and Student Results will help maximize their value in shaping the system of administrative guidelines and learning and teaching practices that will support the District's evolving mission.

This will be a priority for me, and I will be completing faculty and staff meetings this month (at each school and in the administrative offices) to discuss 2021 School Perceptions survey results. I will also be scheduling coffees in the coming month so that parents/community members can share survey feedback. Members of the administrative leadership team will be meeting with Bill Foster about our 2022 School Perceptions plans, including discussion about these needs and questions:

- Rescheduling the survey window to late March 2022, instead of late April/early May, so that we have more time prior to the end of the school year to review and adapt results

to annual planning, back to school priorities that we address in professional development meetings in August, etc.;

- Revisiting how we use peer district comparisons for continued discussion at the Board level about District performance and Operating Expectations Monitoring Reports;
- Determining how we can begin to capture the impact of new social-emotional learning (SEL) curriculum, our continuing ICS work and pandemic-related changes to learning and instruction (e.g., use of instructional technology); and
- Refining and updating phrases and other survey content so that the survey questions and answers yield the clearest snapshot possible in terms of student behaviors, outside interests (jobs, hobbies, etc.), communications (the use of social media/other) and other cultural trends that impact students, as well as staff and parents/community members.

COVID-19 Updates

I came back to the District two months ago with a goal of making the start of this school year safe and joyous for all of us, and I am deeply grateful to our faculty and staff for keeping classrooms safe. This collective effort has allowed us to keep our schools open and maintain the joyful and stimulating environments our students need, both academically and socially. I am also very grateful to the School Board for approving an extension of COVID health benefits to staff through December 31, 2021, which will help those who become ill themselves or need to care for a close family member with COVID-19.

The Wisconsin Department of Health Services announced that educators who received the two-dose Pfizer vaccination would be eligible for a booster shot; we notified all District staff about this change, as well as the availability of clinic appointments being offered by the North Shore Health Department. This is also great news and staff members who are eligible have begun making appointments at various community sites. We hope that soon those who received other types of vaccinations will be able to receive a booster, once approved.

The District's [COVID dashboard](#) continues to be updated each Monday, and we encourage parents, staff and community members to submit questions about any COVID protocols or resources through the website. These are answered personally and relevant questions and answers are posted to the FAQ section as well, to benefit all community members; this information is easily accessible, along with our [COVID-19 Self Screener](#) and other COVID-19 resources.

We have addressed some customer service concerns we received about our COVID-19 diagnostic testing site at the Village Center with Summit leadership over the past few weeks. Starting on October 5, a dedicated Summit staff member has been performing testing, and we are confident regular staffing will improve service, consistency of health and safety protocols, and hours. District Nurse Kelly Barlow and our terrific school health staff continue to do an amazing job in addressing COVID protocols, case management, and communications along with their many other duties.

Finally, Von Briesen & Roper (the District's legal counsel) has been holding Town Hall discussions for school districts about COVID policies and evolving legal issues around mandates and accommodations. These discussions, and the area superintendents' roundtable, and check-ins with our Medical Advisory Group representative continue to be vital local resources to help me and our team stay on top of current practices and communications related to COVID-19.