

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
May 24, 2022 AGENDA

SCHOOL BOARD MEETING
7:00 PM
Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

Community members may attend the School Board meeting in person; masks are recommended, but optional.

Parking is available in the Shorewood High School lot; please enter through the new Administration Building doors and take the west stairs up to the second floor. An elevator can be accessed from the hall adjacent to the east stairs, if needed.

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic, attendees can use the alternative method of access that the District is providing on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

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Meeting ID: 815 9962 7722

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

The Shorewood School District does not discriminate on the basis of sex, race, color, national origin, religion, age, sexual orientation, creed, ancestry, pregnancy, marital or parental status, gender identity or expression, veteran status, physical, mental, emotional or learning disability, or any other legally protected status in its educational programs, activities, or employment with the District. The District also provides equal access to the Boy Scouts and other designated youth groups. The following designee handles inquiries regarding non-discrimination policies: Director of Human Resources, Title IX Coordinator and Compliance Officer, 1701 E. Capitol Drive, Shorewood, WI 53211; humanresources@shorewood.k12.wi.us.

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)

Lake Bluff Elementary School

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. Approval of Aramark Food Service Agreement 3
- B. Authentic Learning Update 10
- C. Review of 2022-2023 Preliminary Budget 24
- D. Board Governance

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

- A. Approval of Board Meeting Minutes 36
- May 10 Closed Session
- May 10 Regular Board Meeting
- B. Approval of 2022-2023 Instructional Calendar Change for Graduation 39

VI. 8:45 pm BOARD MEMBER REPORTS 40

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 67

IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA

- A. Approval of District Staffing Changes: Retirements, Resignations and Leave of Absence Requests 70
- B. Approval of Monthly Financial Reports 72

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



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Food Service Management Contract Amendment

Date: May 24, 2022

Prepared by: Heather Heaviland

Recommended action:

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

Purpose: Recommendation to amend Food Service Management Company Contract with Aramark Educational Services, LLC for the 2022-23 school year.

Background: The District entered into the current base contract with Aramark effective July 1, 2018. If approved, this will be the 4th renewal of that agreement. The District has received excellent service from Aramark, especially taking into account the considerable additional work and responsibilities that resulted from the application of federal stimulus funds. The contract is a fixed fee yearly amount with a 3% increase to \$33,503.

Attachment(s): DPI required contract renewal form.

**AMENDMENT TO RENEW COST REIMBURSABLE PLUS FIX FEE
FOOD SERVICE MANAGEMENT COMPANY CONTRACT**

Date of Base Contract:	<u>July 1, 2018</u>	Renewal Year (Circle):	1	2	3	4
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This "Amendment" is entered into and between Shorewood School District, the School Food Authority ("SFA") and Aramark Educational Services, LLC, the Food Service Management Company ("FSMC") and collectively referred to herein as the "Parties".

The Parties now desire to amend and renew the Base Contract. In consideration of the promises contained herein and for other good and valuable consideration, the Parties hereto agree as follows:

The term of the Base Contract shall be renewed for one (1) year beginning on July 1, 2022 and continuing until June 30, 2023 for 2022-2023 school year unless terminated by either Party.

I. Contract Renewal Terms: Per the contract renewal terms stated in the Base Contract, the Fixed Fee(s) shall be adjusted annually by the lower of either:

- A cap of three (3) percent, or
- 3% percentage increase in the Consumer Price Index ("CPI") Food Away From Home, Midwest Region, for the month of December of the current contracted School Year.

The following fees will be applied to each reimbursable meal pattern breakfast and/or lunch, Afterschool Care Snack Program (ASCSP), if applicable, Summer Food Service Program (SFSP) meals/snacks, and each meal equivalent served during the 2022-2023:

	Current School Year Rate	Renewal School Year Rate	Percentage Changed
Management fee per meal			
Administrative fee per meal			
The yearly fixed management fee	\$32,527.72	\$33,503.55	3.0%

Explanation of how yearly fee will be assessed on SFA invoice: Monthly over 10 months on the SFA invoice, detailed out on the Client Operating Statements.

If applicable	Current School Year Rate	Renewal School Year Rate	Percentage Changed
Child and Adult Care Food Program (CACFP) Fixed Price per Meal:			
• Reimbursable Breakfasts	n/a	n/a	n/a
• Reimbursable Lunches	n/a	n/a	n/a
• Reimbursable Suppers	n/a	n/a	n/a
• Reimbursable Snacks	n/a	n/a	n/a

Percentage Changed: Percentage changed must not exceed the allowable increase established in the Base Contract.

- II. **Meal Equivalent Rate:** The fixed per meal equivalent rate for non-program food sales (including a la carte, vending, adult meals, contract meals, and catering) will be determined by the Renewal Year - Lunch Equivalency Rate (LER) to arrive at a meal equivalent count.

Computation of LER for non-program food sales:

The computation below for computation of LER is only a model. SFAs are encouraged to use this criterion as a minimum in computing the LER and should establish the rate based on other district criteria in efforts to promote reimbursable meals over non-program food sales.

Renewal Year - Lunch Equivalency Rate (LER)		
1. Current Year Federal Free Rate of Reimbursement:	\$	3.7300
2. Current Year State Match Reimbursement Rate:	\$	0.0664
3. Current Year Value of USDA Entitlement USDA Foods:	\$	0.2600
Total Lunch Equivalency Rate (Sum of 1+2+3):	\$	4.0564

- III. **USDA Foods:** Under the provisions stated in the Base Contract, the FSMC must credit the SFA for the value and handling fees of all USDA Foods received for use in the SFA's meal service in the school year or fiscal year (including both entitlement and bonus foods), and include the value of USDA Foods contained in processed end products, in accordance with the contingencies in 7 CFR 250.51(a). Furthermore, the FSMC shall be responsible for activities related to USDA Foods in accordance with 7 CFR 250.50(d), and must assure that such activities are performed in accordance with the applicable requirements in 7 CFR part 250. In support of terms outlined in the USDA Foods section of the Base Contract, Parties shall provide the following:

- a) Confirm receipt of USDA Foods: SFA shall attach a copy of the SFA's Year-end reconciliation verifying correct and proper credit has been received for the full value and handling fees of all USDA Foods received by the selected FSMC during the fiscal year. The SFA reserves the right to conduct USDA donated food credit audits throughout the year to ensure compliance with federal regulations 7 CFR 210 and 7 CFR 250.
- b) Confirm usage of USDA Foods: Renewals of the Base Contract is contingent upon adequate usage of USDA Foods.

USDA Foods Entitlement Utilization: 2021- 2022	Estimated: Current SY	Actual: Prior SY
School Year USDA Foods Entitlement Amount:	\$41,023.40	\$32,905.84
Amount of USDA Foods credited to the SFA by the FSMC:	\$38,017.06	\$29,391.08

USDA Foods Entitlement Utilization (As of March 2022):	\$38,017.06	\$29,391.08
USDA Foods Entitlement Utilization Percentage:	93%	89%

IV. Assurance of Civil Rights Compliance

The Selected FSMC and local agency hereby agrees that it will comply with:

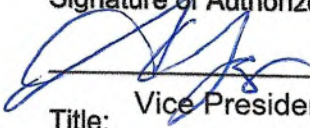
- i. Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.);
- ii. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.);
- iii. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);
- iv. Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.);
- v. Title II and Title III of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendment Act of 2008 (42 U.S.C. 12131-12189);
- vi. Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency." (August 11, 2000);
- vii. All provisions required by the implementing regulations of the Department of Agriculture (USDA) (7 CFR Part 15 et seq.);
- viii. Department of Justice Enforcement Guidelines (28 CFR Parts 35, 42 and 50.3);
- ix. Food and Nutrition Service (FNS) directives and guidelines to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any program or activity for which the Program applicant receives Federal financial assistance from USDA; and hereby gives assurance that it will immediately take measures necessary to effectuate this Agreement.
- x. The USDA non-discrimination statement that in accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs).

This assurance is given in consideration of and for the purpose of obtaining any and all Federal financial assistance, grants, and loans of Federal funds, reimbursable expenditures, grant, or donation of Federal property and interest in property, the detail of Federal personnel, the sale and lease of, and the permission to use Federal property or interest in such property or the furnishing of services without consideration or at a nominal consideration, or at a consideration that is reduced for the purpose of assisting the recipient, or in recognition of the public interest to be served by such sale, lease, or furnishing of services to the recipient, or any improvements made with Federal financial assistance extended to the Program applicant by USDA. This includes any Federal agreement, arrangement, or other contract that has as one of its purposes the provision of cash assistance for the purchase of food, and cash assistance for purchase or rental of food service equipment or any other financial assistance extended in reliance on the representations and agreements made in this assurance.

By incorporating this assurance into this Agreement, the Selected FSMC and local agency agrees to compile data, maintain records, and submit records and reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review and copy such records, books, and accounts, access such facilities and interview such personnel as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Selected FSMC and local agency, its successors, transferees and assignees as long as it receives assistance or retains possession of any assistance from USDA.

V. **Execution of Renewal:** This Amendment is effective July 1, 2022 and thereafter, unless otherwise amended. All other terms and conditions contained in the Base Contract shall remain unchanged and in full force and effect.

SFA
Name of Authorized Representative: _____
Signature of Authorized Representative: _____
Title: _____
Date: _____

FSMC
Name of Authorized Representative: Travis Young
Signature of Authorized Representative: 
Title: Vice President
Date: 5/10/22

Note: A copy of this document, after executed by both Parties, along with Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions must be emailed to:

Wisconsin Department of Public Instruction
School Nutrition Team
DPIFSMC@dpi.wi.gov

Advice of Counsel: Each Party acknowledge that, in executing this agreement, such Party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this agreement. Wisconsin Department of Public Instruction (DPI) is not a party to any contractual relationship between a SFA and a vendor. DPI is not obligated, liable, or responsible for any action or inaction taken by a SFA or vendor based on this prototype contract. DPI's review of the contract is limited to assuring compliance with federal and state procurement requirements. The DPI does not review or judge the fairness, advisability, efficiency or fiscal implications of the contract.

ATTACHMENT: SUSPENSION AND DEBARMENT CERTIFICATION

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower-Tier Transaction

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, Title 7 CFR Part 3017, §3017.510, Participants responsibilities. The regulations were published as Part IV of the January 30, 1989, *Federal Register* (pages 4722-4733). Copies of the regulations may be obtained by contacting the USDA agency with which this transaction originated.

(Before completing certification, read instructions on next page.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Aramark Educational Services, LLC

Shorewood School District

Organization Name

PR/Award Number or Project Name

Travis Young / Vice President

Name(s) and Titles of Authorized Representative(s)

Signatures

Date

5/10/22

INSTRUCTIONS FOR SUSPENSION DEBARMENT CERTIFICATION

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the previous page in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “transaction”, “debarred”, “suspended”, “ineligible”, “lower-tier covered transaction”, “participant”, “person”, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded”, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that he or she will include this clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower-Tier Covered Transactions*, without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant are not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Authentic Learning in Grades K-6

Date: May 24, 2022

Prepared by: JoAnn Sternke

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

Background

The principles of authentic learning are rooted in our mission and strategic plan. It is foundational in our commitment to the District's focus on academic achievement, character development and personal growth.

As we emerge from the pandemic and address the changing needs of our students, authentic learning will continue to be a powerful tool in fulfilling our mission. I saw this firsthand in our Passages presentations this week and last. Our sixth grade students benefit greatly from reflecting on their learning and using higher order thinking skills to apply what they have learned to predict success as they enter middle school.

One of the most visible aspects of our District-wide commitment to authentic learning has been our partnership with Expeditionary Learning (EL Education) at our elementary schools. Over the past five years, the EL team has worked collaboratively with elementary classroom teachers and our building leaders to implement work plans that focus on building a student-centered culture and expanding the capacity of teachers and staff to adapt the principles of authentic learning to specific objectives and student needs.

By its nature, authentic learning takes many forms. Atwater and Lake Bluff have documented a number of achievements this year. Janice Carter and Shana Lucas will summarize their 2021-2022 work plans and progress, along with input and recommendations provided by the EL team, for discussion about new directions for our maturing authentic learning initiatives in grades K-6, and our partnership with EL Education in the 2022-2023 school year.

After discussions with Director of Curriculum & Instruction, Sam Coleman, and our EL implementers, we are recommending moving forward with our EL partnership at Atwater and taking a pause on using EL consulting services next year at Lake Bluff. This is due to an analysis of current partnership health and a strong feeling that at Lake Bluff we feel it is best to take the year to recalibrate and get a stronger implementation plan in place for next year and beyond. This pause at Lake Bluff by no means diminishes our belief in authentic learning. In fact, we feel very strongly that this decision will serve both students and staff well in both schools.

Though our EL Implementation Team Leaders Penny Rossetto and/or Roel Mason-Vivit could not be with us this evening, they have provided EL Work Plans for 2021-22 for both Atwater and Lake Bluff for reference and the contract for EL services for Atwater for 2022-23, reflecting our consensus on next steps.

Our Vision for Students:

2021-2022 Support Calendar Insert: SCHOOL CALENDAR

The long-term goal is to build the internal capacity of every member of the school staff. In order to maximize your relationship with EL, it is essential that instructional leaders work alongside school designers whenever possible. Think strategically about how leaders and school designers' work with teachers or teams can impact school-wide implementation. **5 Direct Service Days (+ 1 leadership support/ planning day that can be broken up into smaller segments)**

Use the calendar below to plan out how the learning and structures will be sequenced and scheduled in support of the goals. **INCLUDE PLC's, PD's, Walkthrough's, etc.**

<u>September:</u> 	<u>October:</u> 10/18 Work planning .25	<u>November:</u> 11/03 Walkthroughs (am) .5 11/23 Planning for 12/01 .25	<u>December:</u> 12/01 .5 PD LT/CFU 12
<u>January:</u> 01/24 Walkthroughs (am) .5	<u>February:</u> 02/22- MYR .5 Canceled	<u>12th</u>	<u>April:</u> 4/12- MYR completion with ILT
<u>May:</u> 05/23 Walkthroughs (am) .5 Canceled	<u>June:</u> EoY/ Work Planning Date TBD .5 Canceled	<u>July:</u> *Addendum 2 service days to send staff to Classrooms in Practice Elementary Institute	<u>August:</u> Work Planning with ILT

Mastery of Knowledge and Skills

Core Practice Priorities: CP 28: Learning Targets CP 29: Checking for Understanding Throughout a Lesson

Faculty Learning Target	Equity Connection	Internal Supportive Structures and Actions (Leader/IC/SLT)	EL Support and Services to Build Staff Capacity
<p>MKS Target: I can consistently post and unpack learning targets to frame a lesson, CFU (check for understanding) throughout a lesson, and help students reflect on targets at the end of a lesson.</p>	<p>Why are we doing this? This school wide target will leverage a shift in school culture that ensures an equitable student experience from one classroom to the next. Every child has access to the learning throughout the lesson, and can refer back to it if needed.</p>	<p>Walkthroughs using Dimensions ILT models checks for understanding for ILT IC and SD create sample weekly learning target map Monthly CPT support (“Noodling...”)opportunity to uncover ‘what things mean.’ EX: where to post learning targets, how to unpack them, fishbowl classroom visits, etc.</p>	<p>SD supports calibration around Dimensions LT Walkthroughs SD complete fall, winter, spring walkthroughs with ILT members PD on checks for understanding 13 Model checks for understanding for ILT</p>

Progress Monitoring Plan

<u>Baseline/Fall</u>	<u>Midyear</u>	<u>Spring</u>	<u>EoY</u>
<p>Dimensions Walkthroughs for LT/CFU (Nov 03) 2A, 2B, 2C, 3A, 3B *Baseline 50% posted LT’s (not in Dimensions)</p>	<p>Dimensions Walkthroughs for LT/CFU (Jan)</p>	<p>Dimensions Walkthroughs for LT/CFU (March)</p>	<p>Dimensions Walkthroughs for LT/CFU (May)</p>

Character

2022-2023 Character Performance Benchmarks

Implementation Priorities:

Faculty Learning Target	Equity Connection	Internal Supportive Structures and Actions (Leader/IC/SLT)	EL Support and Services to Build Staff Capacity
<p>I can craft daily crew targets that include PARK norm language.</p> <p>I can empower students to actively engage in the daily use of the PARK anchor charts.</p>			14

Progress Monitoring Plan

<u>Baseline/Fall</u>	<u>Midyear</u>	<u>Spring</u>	<u>EoY</u>
<p>Dimensions Crew Walkthrough 1B, 1C, 2A, 2E, 6A 2A, 2B, 2C, 3A, 3B</p>			

LEADERSHIP

Leadership Team Mission:
Rationale:
Implementation Priorities:

Leadership Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
Progress Monitoring		
Fall	Mid-Year	Spring

Our Vision:

Atwater students will:

- engage in challenging, authentic work
- grow through student centered experiences
- honor the voices, stories and experiences of themselves and others
- make connections with and generate change at Atwater, in Shorewood and in the broader global community.

Collective Norms - EL/ICS:

- Stay engaged/**Be Responsible - be present and be prepared**
- Speak your truth/**Be Respectful - share the air and listen with an open mind**
- Expect and accept non-closure
- No blame, shame or judgment/**Be Kind - assume good intentions and follow up**
- Equity work is life-long, never ending, at individual and organizational level
- "Collective Equity Capacity" - we are in this with you/**Be Safe - embrace honesty, what is said here stays here, what is learned here leaves here**

Honor all voices: seek first to understand

Honor time: begin and end on time

Honor each other: presume positive intent

Honor the work: be present

Focus on solutions and results: no problem admiration

Encourage productive conflict: help each other grow and accept non closure

Be comfortable with discomfort: use disruptive thinking

Celebrate success

Suggested New Norms:

- **Honor the work:** be present and be prepared; stay engaged; be comfortable with discomfort: embrace disruptive thinking; focus on solutions: no problem admiration
- **Honor all voices:** speak your truth, share the air, and listen with an open mind;
- **Honor each other:** presume positive intent and follow up; no blame, shame, or judgment; encourage productive conflict: help each other grow; we are in this together "Collective Equity Capacity"; celebrate success
- **Honor time:** begin and end on time; expect and accept non-closure; equity work is life-long, never ending, at the individual and organizational level

The long-term goal is to build the internal capacity of every member of the school staff. In order to maximize your relationship with EL, it is essential that instructional leaders work alongside school designers whenever possible. Think strategically about how leaders and school designers' work with teachers or teams can impact school-wide implementation. **18 Direct Service Days with Penny**

Use the calendar below to plan out how the learning and structures will be sequenced and scheduled in support of the goals. **INCLUDE PLC's, PD's, Walkthrough's, etc.**

<p><u>September:</u></p> <p>Sept. 21- Visit Classrooms, baseline walkthrough for Crew</p>	<p><u>October:</u></p> <p>Oct 11th- Baseline walkthroughs for Crew/Academic Targets - 50%</p> <p>Oct 19th-Penny joins the 10/19 DLT/ILT meeting virtually</p> <p>Oct. 20th- Visit Classrooms, baseline walkthrough for LT's - 66%/50%</p>	<p><u>November:</u></p> <p>Nov 1st- Classrooms/Check in</p> <p>Nov 3rd-Penny joins PD virtually</p> <p>Nov. 18th-Visit Classrooms- Supportive feedback</p>	<p><u>December:</u></p> <p>Dec. 2nd- Early Dec Visit Classrooms- winter Crew walkthrough or LT walkthrough</p>
<p><u>January:</u></p> <p>Jan. 4th- Penny joins ILT/DLT virtually to plan MYR:</p> <ul style="list-style-type: none"> ● Surveys ● focus groups ● Data collection/slides <p>Jan. 12th- .5 day virtual, supporting MYR prep of surveys, focus groups, etc. (could make full day if needed- in person for walkthroughs?)</p>	<p><u>February:</u></p> <p>Feb 8th- Penny joins ILT/DLT virtually</p> <p>Feb. 23rd - MYR with ILT/DLT (sub release needed) + PD- SLC refresher</p>	<p><u>March:</u></p> <p>March 3rd- SLC Support Day</p> <p>Virtual ILT meeting</p>	<p><u>April:</u></p> <p>April 6th Supportive classroom walks/ HQW PD</p> <p>April 26th ILT/DLT Penny joins for Implementation Review prep .5</p>
<p><u>May:</u></p> <p>May 16th- EoY Walkthroughs</p> <p>May 24th- IR Scoring part 1</p>	<p><u>June:</u></p> <p>June 1st- HQWP *addendum 3 days for summer institutes (4 slots for starting strong and 1 slot for credentialed leader institute)</p>	<p><u>July:</u></p> <p>1- day for planning w leader/ILT</p>	<p><u>August:</u></p> <p>August 4th- work planning</p> <p>August 9th- expedition planning</p>

Wellness

ICS - Create a more inclusive rigorous educational model - Asset Based Lens - Modules 1 and 2

2022-2023 HQW Performance Benchmark * Students will consistently produce high-quality work, through feedback and revision of multiple drafts, that reflects multiple perspectives, connects to big concepts within disciplines, and matters to students and the larger community.

Implementation Priorities: CP 5: Promoting Social, Emotional, and Physical Wellness pg. 9 - 10 - Core Practices

Faculty Learning Target	Equity Lens/ICS	Internal Supportive Structures and Actions (Leader/IC/SLT)	EL Support and Services to Build Staff Capacity
<p>Connectedness: (staff and students): Engage in ongoing and flexible connections with all students/families/staff to create a more inclusive educational environment</p> <p>Emotion Management: In order to build emotional intelligence and perseverance, I can help students identify feelings and how/when to utilize coping strategies (Second Step) (CREW)** explicit focus of crew curriculum and instruction**</p>	<p>Culture/climate surveys: students of color report disproportionate lack of connection to school</p> <p>Disaggregation of Referrals to Cole/Albrecht/Boyd</p> <p>Align disciplinary standards and learning expeditions topics to incorporate wellness goals</p> <p>Revisit Modules 1 and 2 - marginalization of education/Deficit to Asset based Thinking and Systems - Inclusive culture</p>	<p>Children’s resource guide</p> <p>Modeling activities with staff</p> <p>Second Step Curriculum- training and roll out</p> <p>Trauma PD</p> <p>Brain Breaks (culture of wellness)</p> <p>Newsletters - Crew News (parents)</p> <p>Staff Bulletins</p>	<p>SD can plan Crew meetings with teachers that incorporate emotional wellness - Second Step -</p> <p>Create learning targets and assessments for students to track their progress toward - teamwork; self management; perseverance ie - track days outside without incident; safe habits throughout the building; adhering to restroom, hallway, cafeteria expectations, etc.</p> <p>Revisit Crew norms - Asset based lens using PERKS/Design Principles</p> <p>Implementation of behavior interventions</p>

Progress Monitoring Plan

<u>Baseline/Fall</u>	<u>Midyear</u>	<u>Spring</u>	<u>EoY</u>
Crew Walkthrough - 50%	Crew Walkthrough	Student Focus Groups	Crew Walkthrough
Student Focus Groups	Student Culture & Climate Survey- District	Office Calls for Assistance - Data disaggregation	Office Calls for Assistance - Data disaggregation
Office Calls for Assistance - Data disaggregation	Office Calls for Assistance - Data disaggregation		

Mastery of Knowledge and Skills

ICS: Identity Development Shapes/Influences who you are as an Educator - Equity Research - Heterogeneous Classrooms - Modules 3 and 4

2022-2023 MKS Performance Benchmarks

Implementation Priorities: CP 19: Differentiating Instruction, CP 13: Teaching Reading Across the Disciplines

Faculty Learning Target	Equity Lens/ICS	Internal Supportive Structures and Actions (Leader/IC/SLT)	EL Support and Services to Build Staff Capacity
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<p>I can use data to identify areas of need and track progress.</p>	<p>Connection to future ICS C3 teams</p>	<p>Time to collaborate with colleagues (consistent Wednesdays)</p>	<p>Support Leadership Team in analyzing school-wide data throughout the year</p>
<p>I can collaborate with colleagues to design and implement Tier 1 research based support with fidelity.</p>	<p>ICS C3 Teams - realigning so we can Co-Plan to Co-Serve to Co-Learn; literacy and common assessments</p>	<p>Emma- Support for EMLSS Form Completion/Implementation</p>	<p>Implementation of Tier 1 supports in classrooms</p>
	<p>Sped - push in model of supports</p>	<p>PD around Tier 1 intervention</p>	
	<p>Choose strategies that allow for positive identity development - inclusive</p>	<p>PD around engagement strategies - active use of LTs and Checks for Understanding</p>	

Progress Monitoring Plan

<p><u>Baseline/Fall</u></p>	<p><u>Midyear</u></p>	<p><u>Spring</u></p>	<p><u>EoY</u></p>	<p>20</p>
<p>FastBridge data</p>	<p>Data from students in Tier 1 intervention</p>	<p>Grade Level Interim Assessment Data</p>	<p>Data from students in Tier 1 intervention</p>	
<p>Grade Level Interim Assessment Data</p>	<p>FastBridge data</p>	<p>Walkthrough - Effective Learners?</p>	<p>FastBridge data</p>	
<p>Walkthrough - Effective Learners?</p>	<p>Student Focus Groups</p>			
	<p>Walkthrough - Effective Learners?</p>			

Character (Connects to High Quality Work)

2022-2023 Character Performance Benchmarks ICS Modules 3 - Identity - Celebrate those successes
Implementation Priorities: CP 31: Communicating Student Achievement (E-portfolios/F- Student-Led Conferences)

Faculty Learning Target	Equity Lens/ICS	Internal Supportive Structures and Actions (Leader/IC/SLT)	EL Support and Services to Build Staff Capacity
I can build student ownership and reflection through implementation of spring Student-led Conferences where students will celebrate their Academic & Character growth, along with their HQW. (6th grade will do fall SLC's, due to Passages in the spring)	<p>Honor and engage student voice in artifact selection process</p> <p>Ensure all students have opportunities for reflection and feedback</p> <p>Re-examining the PERKS continuum through an equity lens</p> <p>The use of technology in the creation of high-quality work</p>	<p>LT will provide the 'why' behind student led conferences to staff, as well as develop communication and feedback opportunities for parents/families</p> <p>Celebration Crew on Fridays</p> <p>Crew/PERKS refresher</p>	<p>SD will support staff in developing SLC plan for grade levels</p> <p>SD will provide resources to support teachers in calendaring and setting expectations for SLC's, to ensure a balance between HQW and data to show student growth.</p> <p>PD on SLC's- What is a Student-led Conference like at Atwater? What's our vision?²¹</p>

Progress Monitoring Plan

<u>Baseline/Fall</u>	<u>Midyear</u>	<u>Spring</u>	<u>EoY</u>
<p><i>(family communication - at Oct. conferences, have info out and table for families to stop by)</i></p> <p><i>(family focus groups to gather thoughts on SLCs before planning)</i></p> <p>IR Rubric 21 score- Communicating Student</p>	<p>Student Focus Groups- Before/After on goal setting and reflection</p> <p>Learning Walk</p> <p>IR Rubric 21 score- Communicating</p>	<p>Student Focus Groups- Before/After on goal setting and reflection</p> <p><i>(family communication - 1: letter going home before conferences, 2: feedback on laptops night of conferences)</i></p>	<p>IR Rubric 21 score- Communicating Student Achievement</p> <p>Passages</p>



Achievement	Student Achievement		
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LEADERSHIP

Leadership Team Mission: This is about creating a student-centered culture, not about just implementing the work plan. The WHY we are doing the WP (it's about the kids). Equitable outcomes! ICS Module 4

Rationale: We believe that when we have a cohesive school vision, partnered with a collaborative staff culture built on relational trust, we will greatly impact student growth in the areas of academic mastery, character, and wellness.

Implementation Priorities: 34- Cultivating a Positive Professional Culture

Leadership Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
<p>TEAM GOAL:** We can create a sense of belonging that will build a supportive professional community by providing authentic feedback to our peers.</p> <p>STAFF CULTURE: We can support staff to utilize self-care strategies in order to show up as our best selves for our students, our colleagues, and our own families (including OURSELVES!)</p>	<p>One of the first crew/staff meetings, what self-care strategies do you use? EAP Program How can you work smarter not harder to complete tasks at a proficient level? Phone tree (to help relieve some pressure)  Atwater Crew Book vol. 2</p> <p>Gather self-care strategies for staff to support one another (virtual photo book? Ongoing staff connections) Google slideshow (virtual scrapbook) of staff Staff Crew Meetings; Healthy Minds app</p> <p>Coming out of MYR- ILT can remind teachers of where to go when they need to voice a concern</p>	<p> Recs for Empowering Leadership for R...</p> <p>Icebreakers - Variety</p> <p>Team will follow through with action items assigned</p> <p>Team will provide reflection opportunity for how things are going, and share feedback to continue to make progress</p> <p>SD will keep an eye out for additional resources to share on the staff culture board</p>
Progress Monitoring		
<p>Fall: Survey - ATW Staff Culture Survey</p>	<p>Mid-Year: EL Mid year review Target Tracker about Staff Culture??</p> <p>ATW Staff Culture Survey</p>	<p>Spring:</p> <p>End of Year Target Tracker about Staff Culture???</p> <p>ATW Staff Culture Survey</p>

	Staff Focus Groups	
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EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Proposed Preliminary Budget

Date: May 24, 2022

Prepared by: Heather Heaviland

Recommended action:

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

Purpose: Discuss proposed preliminary budget and provide direction to management for preliminary budget to be presented for approval at the June 14th meeting.

Background: The preliminary budget serves the dual purpose of (a) allowing for the continued operation of the District and (b) is the basis for the Budget Hearing and Annual Meeting on August 23, 2022. The preliminary budget includes the best estimates of expected revenue and expenditures for the upcoming school year as of the date preparation. Adjustments will be made throughout the summer and early fall to develop what is known as the original budget to be approved by the Board in October.

Major assumptions used for the preliminary budget:

1. The per pupil revenue limit increase will be \$0 as approved by the Joint Committee on Finance in 2021.
2. 1,690 resident students and 232 non-resident students for a total enrollment of 1,922 students across all grade levels.
3. \$500,000 of ESSER III funds are budgeted as revenue, to cover the following expenses:
 - a. \$117,906 for expenses related to curriculum/scope and sequence alignment and professional development;
 - b. \$104,000 for professional development;
 - c. \$263,094 to support continuity of staffing, including in-house substitute teachers; and
 - d. \$15,000 for miscellaneous initiatives.

4. 4.7% increase in base wages, inclusive of all changes to the salary schedule, for all employee groups.

The proposed preliminary budget also reflects multiple cost containment measures, including the following:

1. Net decrease in spending on salaries of \$595,209 compared to the FY22 budget, reflective of:
 - a. Reduction in the number of elementary grade level sections to align with current and projected enrollment, while maintaining class sizes at or below target levels;
 - b. Re-balancing of intermediate and high school course loads to eliminate the majority of 'overloads' which require faculty to teach additional courses and better leverage of shared staffing across both schools; and,
 - c. Re-distribution of responsibilities at the administrative and support staff levels to reduce the need for both school-level support staff and administrative staff.
 - d. The total decrease in salary spending is off-set by the 4.7% increase in salary spending for retained positions.
2. Decrease of \$236,384 in spending on purchased services and materials compared to the FY22 budget, reflective of:
 - a. 8% reduction in school and department budget allocations; and,
 - b. Reduction in non-essential outsourced services, including the contracts for expeditionary learning (this program will be managed primarily in house), ICS (due to an anticipated decrease in need for services during year 3), and miscellaneous outsourced services that will be managed by existing staff.

Attachment(s): The detailed budget and a full set of assumptions is provided in the document titled "2022-2023 Proposed Preliminary Budget."



2022-2023
Proposed Preliminary
Budget
(05-24-2022)

2022-2023 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 and reflect changes compared to the 21-22 original budget:

- General state aid will decrease \$455,880 for an estimated amount of \$5,500,642.
- The property tax levy increases \$1,214,110 for a total levy of \$22,869,257, due primarily to a placeholder estimate for an increase in the Fund 39 debt service levy following refinancing of the 5-year \$25M bond anticipation note.
- Wages will increase 4.7%, inclusive of all changes to salary schedules. The total cost of these increases, after workforce reductions is \$776,397 (not including payroll taxes, which add an additional \$110,637).
- Realignment of workforce to reflect current enrollment and needs resulted in a net reduction of salary expense, after increases of \$595,209.
- Medical premiums will increase 9.5%. Due to both a policy change that caps the employer contribution at the HMO rate and reduction in the number of insured individuals following workforce reductions, the net change in projected medical benefit expense is a reduction of \$260,836.
- The total cost of the Children's Hospital Contract will be covered by a grant from the Seed Foundation.
- \$500,000 in ESSER funds will be leveraged for:
 - \$117,906 for expenses related to curriculum/scope and sequence alignment and professional development;
 - \$104,000 for professional development;
 - \$263,094 to support continuity of staffing, including in-house substitute teachers; and
 - \$15,000 for miscellaneous initiatives.
- Decrease of \$236,384 in spending on purchased services and materials compared to the FY22 budget, reflective of:
 - 8% reduction in school and department budget allocations; and,
 - Reduction in non-essential outsourced services, including the contracts for expeditionary learning (this program will be managed primarily in house), ICS (due to an anticipated decrease in need for services

during year 3), and miscellaneous outsourced services that will be managed by existing staff.

II. General Operations, Fund Balance

The District maintains a fund balance as a safety net for unexpected events. The FY22 budget projected a year-end fund balance of \$2,679,854. While this represents only 8.8% of the projected 2022-23 expenses for funds 10 and 27, which is below the board policy of 10% and well below the auditor's recommendation of 25-30%, the actual year-end fund balance for FY22 is expected to exceed expectations due to unexpected revenue received.

The proposed preliminary budget anticipates only a nominal \$89,649 to the fund balance. To the extent that both the FY22 and FY23 budgets outperform expectations, it is management's recommendation that we seek to increase the fund balance to a level that is closer to auditor recommendations. Credit rating firms recommend a fund balance between 10% and 25% of the subsequent year's expenditures. In addition, as we continue to operate in an environment of great uncertainty with respect to future revenues, maintaining a more comfortable fund balance will provide us with more capacity to maintain programming during a potential upheaval.

III. Property Tax Levy

The budget anticipates a property tax increase of \$1,204,110 (5.6%) over the total current year levy. The large increase is due to a placeholder estimate for the refinance of the \$25M bond anticipation note which will be refinanced prior to payment of the second payment that is covered by the levy certified in the fall of 2022. Prior to certification of the final levy amount, the District will be working with PMA to refine this estimate.

The equalized value amount for the Village of Shorewood is also expected to increase due to a TID closure. For the past five years, the equalized assessment value for the Village of Shorewood has ranged from 2.0-4.1%. For planning purposes, the chart below assumes a 7.5% increase.

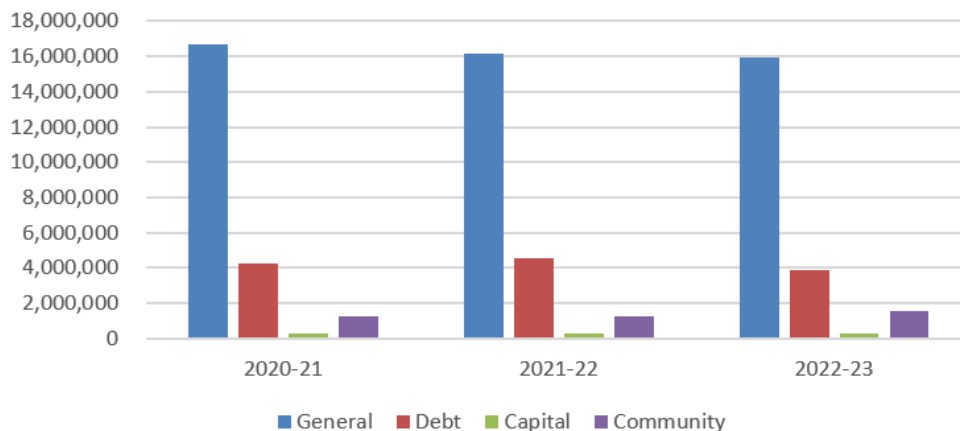
10 Year Tax Levy and Mill Rate History

Fiscal Year		Tax Levy	Increase (Decrease)	Change	Equalized Mill Rate
2013-14	Actual	18,402,018			
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	Actual	21,665,147	(619,201)	-2.8%	13.40
2022-23	Proposed	22,869,257	1,204,110	5.6%	13.16

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.

Property Taxes by Purpose



IV. State Aid

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

State Aid by Category					
Fiscal Year	General Aid	Per Pupil Aid	Categorical Aid	Total State Aid	Increase (Decrease)
2011-12	3,633,592	0	808,602	4,442,194	
2012-13	4,870,290	82,800	818,009	5,771,099	1,328,905
2013-14	5,143,964	126,225	815,378	6,085,567	314,468
2014-15	5,039,363	256,200	919,545	6,215,108	129,541
2015-16	5,367,323	268,650	951,145	6,587,118	372,010
2016-17	5,641,758	458,250	963,561	7,063,569	476,451
2017-18	6,131,376	840,150	1,041,050	8,012,576	949,007
2018-19	5,824,659	1,226,250	1,403,679	8,454,588	442,012
2019-20	5,390,317	1,386,056	1,129,249	7,905,622	(548,966)
2020-21	6,396,264	1,348,956	1,136,122	8,881,342	975,720
2021-22	6,340,962	1,314,824	1,169,809	8,825,595	(55,747)
2022-23	5,871,416	1,271,945	1,130,303	8,273,664	(551,931)

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, 2022-23. General aid and per pupil aid will both decrease for next year.

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 2022-23 is 1,690, a decline from the prior year of 35 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 been declining since 2018-2019. Total enrollment has been buffered by open enrollment and increased slightly in 2021-2022 and the projected 2022-23 figures.

10 Year Membership and Enrollment History					
Year	Revenue Limit Members *	Member Change from 2011-12	Enroll	Enroll Change	Enroll Over (Under) Members
2013-14	1,683		1,951		268
2014-15	1,728	45	2,011	60	283
2015-16	1,771	88	2,026	15	255
2016-17	1,832	149	2,042	16	210
2017-18	1,867	184	2,020	(22)	153
2018-19	1,878	195	1,930	(90)	52
2019-20	1,868	185	1,942	12	74
2020-21	1,818	135	1,889	(53)	71
2021-22	1,774	91	1,915	26	141
2022-23	1,718	35	1,922	7	204

* 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	
	Project Cost Including Financing	Utility Cost Savings	Non-Utility Cost Savings
Specific Energy Efficiency Measure or Products			
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 3.8%, well below the allowable amount.

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	0
Taxable G. O. Refunding Bonds	5,055,000	4/1/2015		4/1/2035	3,320,000
G. O. School Improvement Bonds	40,000,000	7/1/2019		4/1/2039	33,335,000
G. O. School Improvement Bonds	3,875,000	7/6/21		10/01/2028	3,875,000
Bond Anticipation Notes	25,000,000	7/6/2021		10/1/2023	25,000,000
					65,530,000
Debt Margin 6/30/2021			Debt Margin with New Debt		
Equalized value	1,737,761,224	Equalized value		1,737,761,224	
Allowable debt marging	10%	Allowable debt marging		10%	
Allowable debt	173,776,122	Allowable debt		173,776,122	
Outstanding long-term debt	65,530,000	Outstanding long-term debt		65,530,000	
Margin of indebtness	108,246,122	Margin of indebtness		108,246,122	

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 attached "FY23 Budget - Preliminary Proposed."

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 2022-23 *			
GENERAL FUND (FUND 10)	Audited 2020-2021	Budget 2021-2022	Budget 2022-23
Beginning Fund Balance (Account 930 000)	2,468,658	2,679,854	2,697,367
Ending Fund Balance, Unassigned (Acct. 939 000)	2,680,051	2,697,367	2,787,016
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	2,753,555	2,697,367	2,787,016
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	0	0	0
Local Sources			
210 Taxes	16,187,953	15,968,605	16,014,947
240 Payments for Services	0	0	0
260 Non-Capital Sales	810	8,316	3,940
270 School Activity Income	24,662	12,300	0
280 Interest on Investments	2,742	54,840	50,000
290 Other Revenue, Local Sources	430,091	606,713	460,299
Subtotal Local Sources	16,646,257	16,650,774	16,529,186
Other School Districts Within Wisconsin			
310 Transit of Aids	0	0	0
340 Payments for Services	1,126,891	1,516,964	1,731,974
380 Medical Service Reimbursements	0	0	0
390 Other Inter-district, Within Wisconsin	0	0	0
Subtotal Other School Districts within Wisconsin	1,126,891	1,516,964	1,731,974
State Sources			
610 State Aid -- Categorical	607,877	486,708	440,307
620 State Aid -- General	5,872,717	5,956,552	5,500,642
630 DPI Special Project Grants	93,968	14,080	0
640 Payments for Services	0	0	0
650 Student Achievement Guarantee in Education (SAGE Grant)	0	0	0
660 Other State Revenue Through Local Units	0	0	0
690 Other Revenue	1,360,647	1,330,494	1,271,945
Subtotal State Sources	7,935,208	7,787,834	7,212,894
Federal Sources			
710 Federal Aid - Categorical	0	0	0
720 Impact Aid	0	0	0
730 DPI Special Project Grants	249,018	855,878	648,001
750 IASA Grants	127,865	257,302	198,123
780 Other Federal Revenue Through State	33,590	33,590	0
Subtotal Federal Sources	410,473	1,146,770	846,124
Other Revenues			
960 Adjustments	78,035	59,240	0
970 Refund of Disbursement	115,058	35,920	0
990 Miscellaneous	1,799	2,000	0
Subtotal Other Revenues	194,892	97,160	0
TOTAL REVENUES & OTHER FINANCING SOURCES	26,400,415	27,199,502	26,320,178
EXPENDITURES & OTHER FINANCING USES			
Instruction			
110 000 Undifferentiated Curriculum	5,436,084	5,268,767	4,755,691
120 000 Regular Curriculum	7,487,930	7,709,756	7,139,982
130 000 Vocational Curriculum	160,221	163,849	173,731
140 000 Physical Curriculum	688,676	654,721	655,952
160 000 Co-Curricular Activities	342,057	398,526	436,066
170 000 Other Special Needs	95,194	43,968	49,592
Subtotal Instruction	14,210,162	14,239,586	13,211,014
Support Sources			
210 000 Pupil Services	1,237,030	1,115,250	1,202,325
220 000 Instructional Staff Services	995,109	1,314,190	1,297,888
230 000 General Administration	508,497	655,483	749,783
240 000 School Building Administration	1,285,116	1,310,767	1,546,051
250 000 Business Administration	3,330,510	4,073,202	3,819,471
260 000 Central Services	570,555	210,114	384,359
270 000 Insurance & Judgments	377,545	350,878	388,989
280 000 Debt Services	80,457	97,216	80,000
290 000 Other Support Services	139,300	317,786	242,334
Subtotal Support Sources	8,524,119	9,444,885	9,711,200
Non-Program Transactions			
410 000 Inter-fund Transfers	2,717,530	2,836,061	2,724,774
430 000 Instructional Service Payments	654,801	659,098	583,542
490 000 Other Non-Program Transactions	8,906	2,359	0
Subtotal Non-Program Transactions	3,381,237	3,497,518	3,308,316
TOTAL EXPENDITURES & OTHER FINANCING USES	26,115,518	27,181,989	26,230,530

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2020-2021	Budget 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	47,018	340,580	326,580
900 000 Ending Fund Balance	313,175	326,580	337,520
REVENUES & OTHER FINANCING SOURCES	535,919	0	102,341

100 000 Instruction	132,042	14,000	601
200 000 Support Services	121,490	0	90,800
400 000 Non-Program Transactions	16,230	0	0
TOTAL EXPENDITURES & OTHER FINANCING USES	269,762	14,000	91,401

SPECIAL EDUCATION FUND (FUND 27)	Audited 2020-2021	Budget 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	0	0	0
900 000 Ending Fund Balance	14,238	0	0
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	2,717,530	2,710,423	2,724,774
Subtotal Local Sources	1,120	0	0
<i>Intermediate Sources</i>			
510 Transit of Aids	2,855	2,900	0
Subtotal Intermediate Sources	2,855	2,900	0
<i>State Sources</i>			
610 State Aid -- Categorical	1,073,708	1,020,761	1,052,190
690 Other Revenue	17,000	17,000	0
Subtotal State Sources	1,090,708	1,037,761	1,052,190
<i>Federal Sources</i>			
710 Federal Aid - Categorical	0	0	0
730 DPI Special Project Grants	448,204	479,528	443,865
780 Other Federal Revenue Through State	6,882	145,000	25,000
Subtotal Federal Sources	455,086	624,528	468,865
Subtotal Other Revenues	135	0	0
TOTAL REVENUES & OTHER FINANCING SOURCES	4,267,434	4,375,612	4,245,829
EXPENDITURES & OTHER FINANCING USES			
150 000 Special Education Curriculum	3,250,946	3,145,890	3,165,098
Subtotal Instruction	3,250,946	3,145,890	3,165,098
<i>Support Sources</i>			
210 000 Pupil Services	485,429	471,165	454,646
220 000 Instructional Staff Services	346,531	455,557	362,150
230 000 General Administration	0	30,957	45,874
240 000 School Building Administration	0	0	0
250 000 Business Administration	17,539	50,535	0
260 000 Central Services	1,697	3,650	0
Subtotal Support Sources	851,196	1,011,864	862,669
<i>Non-Program Transactions</i>			
410 000 Inter-fund Transfers	0	952	0
430 000 Instructional Service Payments	151,054	216,906	218,061
Subtotal Non-Program Transactions	151,054	217,858	218,061
TOTAL EXPENDITURES & OTHER FINANCING USES	4,253,196	4,375,612	4,245,828

DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2020-2021	Budget 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	2,653,197	3,372,487	3,448,510
900 000 ENDING FUND BALANCES	2,722,140	3,448,510	4,192,580
TOTAL REVENUES & OTHER FINANCING SOURCES			
281 000 Long-Term Capital Debt	3,635,499	3,564,947	4,285,240
282 000 Refinancing	0	3,966,377	0
285 000 Post Employment Benefit Debt	531,143	343,486	0
289 000 Other Long-Term General Obligation Debt	336,143	0	0
TOTAL EXPENDITURES & OTHER FINANCING USES	4,502,784	7,874,810	4,285,240
842 000 INDEBTEDNESS, END OF YEAR	10,480,000	44,275,000	44,275,000

CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2020-2021	Budget 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	35,789,409	5,631,948	640,960
900 000 Ending Fund Balance	5,136,089	640,960	(4,294,928)
TOTAL REVENUES & OTHER FINANCING SOURCES			
200 000 Support Services	30,922,198	5,411,088	5,211,088
TOTAL EXPENDITURES & OTHER FINANCING USES	30,922,198	5,411,088	5,211,088

FOOD SERVICE FUND (FUND 50)	Audited 2020-2021	Budget 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	0	155,458	198,310
900 000 ENDING FUND BALANCE	75,411	198,310	114,239
TOTAL REVENUES & OTHER FINANCING SOURCES			
200 000 Support Services	316,742	351,053	477,976
TOTAL EXPENDITURES & OTHER FINANCING USES	316,742	351,053	477,976

COMMUNITY SERVICE FUND (FUND 80)	Audited 2020-2021	Budget 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	481,026	297,349	533,857
900 000 ENDING FUND BALANCE	480,072	533,857	568,897
TOTAL REVENUES & OTHER FINANCING SOURCES			
200 000 Support Services	560,174	933,316	674,439
300 000 Community Services	1,163,006	1,544,796	1,460,521
TOTAL EXPENDITURES & OTHER FINANCING USES	1,761,297	2,478,112	2,284,960



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
May 10, 2022

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

District Staff Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services
Mike Joynt, Alexis McDowell and Marcy Berenschot, SIS

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman AYE: 5 NAY: 0

II. 7:06 pm STUDENT ACHIEVEMENT

8th Grade Passages and Student Outcomes - Faculty Design Thinking Process

III. 7:19 pm PUBLIC COMMENT #1 - no comments

IV. 7:20 pm BOARD BUSINESS AND BOARD ACTION

A. Facilities Projects Update, Mike Huffman

B. Approval of Final Notices of Non-Renewal

1. Three One-Year Contract Non-Renewals

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

2. One Part-time Reduction from 1.0 to .6 FTE

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

3. Four 1.0 FTE Reductions

MOVED by Becky Freer and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

C. Approval of R2 Student Results Monitoring Report

MOVED by Ellen Eckman and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

D. Board Governance

1. Approval of Student Representatives Bylaw Revisions

MOVED by Becky Freer and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

2. Board Linkage Schedule

3. Operational Referendum Ad Hoc Committee

V. 8:42 pm BOARD CONSENT AGENDA

Approval of April 26 Board Minutes

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

VII. 8:43 pm PUBLIC COMMENT #2

Hilary Kim

4435 North Maryland

VIII. BOARD MEMBER REPORTS - no reports

VIII. 8:46 pm SUPERINTENDENT'S REPORT

IX. 9:00 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of Staffing Changes, Atwater School Tree Planting and Monthly Financials

MOVED by Ellen Eckman and SECONDED by Emily Berry

AYE: 5 NAY: 0

X. 9:01 pm PUBLIC COMMENT #3

Hilary Kim

4435 North Maryland

XI. 9:03 pm REVIEW OF 'TO DO' ITEMS

Operational Referendum Ad Hoc Committee; Fastbridge Assessments Data Review; R2 Student Results Reporting Schedule, Summer Linkage Schedule (community groups: BID, Realtors, Shorewood Foundation, Mens Club, etc.)

XII. 9:06 pm FUTURE AGENDA ITEMS

XIII. 9:10 pm RECESS AND DEBRIEF



SCHOOL BOARD MEETING
CLOSED SESSION
Tuesday, May 10, 2022 at 5:30 pm

Board Members Present: Paru Shah, President
Emily Berry, Vice President
Pablo Muirhead, Clerk
Ellen Eckman, Treasurer
Becky Freer, Member

District Participation: JoAnn Sternke, Interim Superintendent
Sarah Hanneman, Von Briesen & Roper

President Paru Shah called the meeting to order at 5:30 pm.

Motion by Paru Shah to go to a Closed Session per posting.

Board members convened in Closed Session to consider employment of an administrator, under Wis. Stat. § 19.85(1)(c), and to confer with legal counsel with respect to potential litigation, under Wis. Stat. § 19.85(1)(g).

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 6:45 pm.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Change to High School Graduation Date

Date: May 24, 2022

Prepared by: JoAnn Sternke

Recommended action: Approval

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

Purpose:

Recommendation to approve moving the Shorewood High School graduation ceremony from the Sunday before the last day of school to the Sunday following the last day of school, effective June 11, 2023.

Background:

Over time, the High School graduation ceremony moved from the evening of the last day of school (Thursday) to the Sunday before the final day in order to address an increasing number of conflicts with student activities and postseason play for sports programs.

With the return to a full schedule of in-person activities this spring, the High School has acknowledged new conflicts that will impact Senior Celebration and graduation rehearsal annually, including the WIAA State Track and Field Meet and final performing arts rehearsals and performances. Moving graduation to the Sunday following the last day of school would eliminate conflicts with these and other school-sponsored activities during the final days of the school calendar for High School seniors, as well as for families with students in other grades.

This change would also increase opportunities to provide valuable student experiences to soon-to-be graduates, including assessments, social-emotional support during the final days of their senior year, and alumni and other events that connect students, families and staff.

Board Member Report – Pablo Muirhead

May 23, 2022

Coherent Governance Training

-Madison, May 17, 2022

-sharing of best practices with growing number of districts from across the state

Passages

-Atwater & Lake Bluff with 6th graders

-impressed by how many students speak a language other than English at home

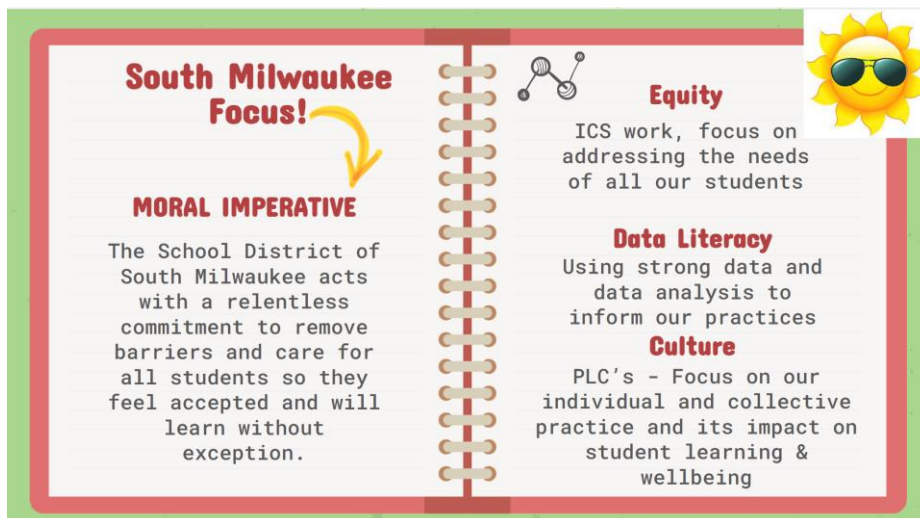
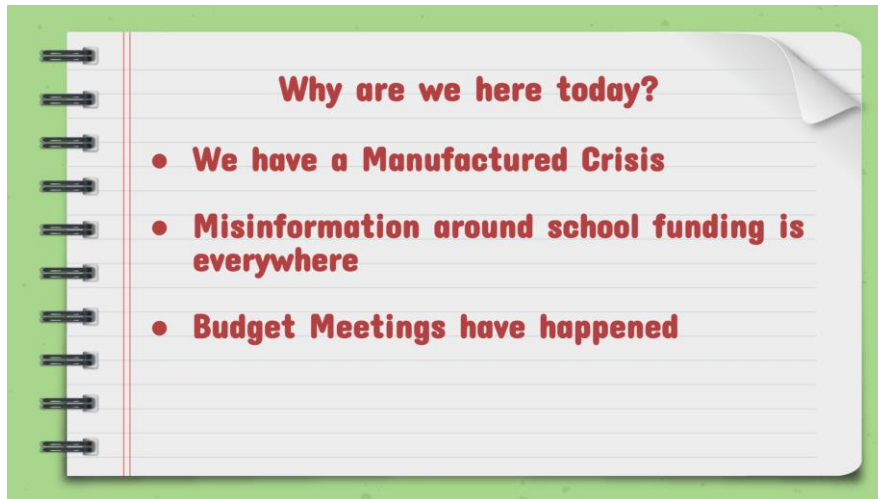


<https://schoolsalliance.com/>

Legislative Advocacy

[South Milwaukee](#)

- Educating community on impact of state budget on school budget
- A presentation and story that reflects what most SWSA member districts are experiencing



Legislative Updates

- [Recalculation of district report cards per the Assembly Education Committee request](#)
- [ESSER III finally approved!](#) Final funds will be available to districts; DPI will send additional information
- [Marquette Poll released April 27, 2022](#)
 - <https://law.marquette.edu/poll/>
 - [Here is the video of the conversation between Alan Borsuk and Charles Franklinklin:](#) (30:33-37:33)
 - A substantial majority of respondents are satisfied or very satisfied with the public schools in their community. Sixteen percent say they are very satisfied, and 47% say they are satisfied, while 19% are dissatisfied and 13% are very dissatisfied, with 4% saying they don't know. The trend in satisfaction with public schools is shown in Table 18.

- Extending vouchers for students to attend private or religious schools statewide and without family income limits is supported by 58%. It is opposed by 33%, while 8% say they don't know. Support for vouchers is related to satisfaction with public schools, although a majority of those satisfied with schools are also in favor of vouchers, as shown in Table 20.
 - Parental influence over public school curricula has emerged as a national issue recently. In this poll, 31% say parents should play the biggest role in curriculum choice, while 35% say teachers should, 18% say school boards, and 7% say superintendents and principals. Four percent say the state legislature should set curriculum.
- [Record number of legislators choosing not to run](#)
 - SWSA Strategy for legislator engagement must be considered
 - June 1st Nomination Papers are due
- Shared Services Legislative Study Committee
 - Jeff Dellutri from Fox Point Bayside applying to serve on this committee
- State Superintendent launched [Reading Advisory Council](#)
 - [Roster of participants](#)
 - [Slide deck from first meeting](#)
- [Information from LFB dated April 18, 2022](#)
 - This memo documents what the the revenue limit per pupil adjustment would have been in each year had the prior law indexing mechanism been in place since its repeal, and how that amount compares to the actual annual combined resource change provided from the revenue limit per pupil adjustment and the change in the per pupil aid payment relative to the prior year.

Administrative Items

The SWSA Executive Committee is pleased to introduce Dr. Maura Zinni as the next SWSA Executive Director.

- Dr. Zinni is a retired superintendent from the Frankfort School District, a south suburb of the Chicago area, and currently lives in the Lake Geneva area in Wisconsin.
- In addition to being a superintendent from 2014-2021, she has also been an Assistant Superintendent for Teaching and Learning, a Director of Curriculum and Assessments, an elementary principal, an assistant principal, a regular education teacher, a special education teacher and a reading specialist over the course of her 40-year career in education.
- Since retiring Dr. Zinni has been volunteering at two organizations in Walworth Co., and she is looking forward to being a part of the SWSA organization.
- She will be working with Terri during the next two months to ensure a smooth transition for the organization.

SWSA 2020-2021 Annual Report

May 17, 2022

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Thanks to our transitioning SWSA Board Members	<u>7</u>
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Final reflection & thank you	<u>15</u>

I was perusing my bookshelf the other day and came across a book titled [Finding our Way: Leadership for an Uncertain Time](#), by Margaret Wheatley, first published in 2004.

As I thumbed through the book (with my sticky notes popping out, the pages dogeared, and key phrases underlined), I had forgotten how fabulous this book was and how important it was to me back in the early 2000's. Ms. Wheatley shared stories and examples of courageous leaders during tumultuous times. In her prologue she says, "It's truly a dark time because people are losing faith in themselves and each other and *forgetting how wonderful humans can be, how much hope we feel when we work well together on things we care about.*"

That was 2004. Think back on what was happening in our country and across the globe; that was even before the Great Recession! And here we are in 2022, still trying to lead during "dark times". Throughout this book, Ms. Wheatley stressed the importance of courageous leaders and the "*great potential of the human spirit*".

This book about great leaders reminded me of **you**; the education leaders in this organization. Each of one you is a courageous leader with an open heart and the desire (and drive) to provide incredible opportunities for the children in your communities. You are passionate, caring, education leaders who work ridiculously long hours to ensure that kids, staff, and community are safe. You are leaders and heroes who continue to make a difference in so many lives every single day. What I know is that sometimes, you aren't always taking care of yourselves. ***Please do so, we need you. Our kids need you.***

As I write my last SWSA Annual Report, I want to sincerely thank each and every one of you. It has been my pleasure to serve the members of this organization since 2013 as your Executive Director. As we welcome Dr. Maura Zinni, the new Executive Director to the organization, I am confident the organization will continue to evolve with new ideas to support your advocacy efforts. As always, if there is anything I can to support your work in the future, please let me know!

Gratefully,

Terri Phillips

Enjoy one of my favorite Margaret Wheatley Poems (feel free to share!)

*This poem is by Margaret
Wheatley from her book
Turning to One Another:
Simple Conversations
to Restore Hope to the
Future, 2002.*

*On her website she says, "I
have always wanted to be
out in the world and
curious about its workings.
I eagerly studied in many
different disciplines,
including science, history,
literature ... We all must
draw from many different
perspectives to both
understand and reweave
the world."*

Turning to One Another

There is no power greater than a community discovering what it cares about.

Ask: "What's possible?" not "What's wrong?" Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don't know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

Invite in everybody who cares to work on what's possible.

Acknowledge that everyone is an expert about something.

Know that creative solutions come from new connections.

Remember, you don't fear people whose story you know.

Real listening always brings people closer together.

Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together

Special thanks to our Executive Committee

Please take a moment to thank the following Executive Committee Members:

- Lisa Elliot, SWSA Co-Chair (Superintendent, Greenfield)
- Faith Vanderhorst, SWSA Co-Chair (School Board, Menomonee Falls)
- Quin Brunette, SWSA Co-Chair (School Board, Whitnall)
- Paul Mielke, SWSA Co-Chair Elect (Superintendent, Hamilton)
- Region 1 Rep: Monica Kelsey-Brown (Superintendent, Brown Deer)
- Region 2 Rep: Judy Mueller (Superintendent, Franklin)
- Region 3 Rep: Jim Romanowski (Board Member, Kettle Moraine)
- Region 4 Rep: Glen Allgaier (School Board Member, Elmbrook)
- Region 5 Rep: Chris Thiel (Legislative Policy Director Milwaukee Public Schools)
- Blaise Paul, Business Manager for South Milwaukee School District, and SWSA's fiscal agent
- Ramie Zelenkova, SWSA Legislative Liaison



- **Faith VanderHorst** has provided her leadership as the Co-Chair of the SWSA and has “retired” from the school Menomonee Falls School Board in April 2022 after 15 years of service to her community. She has served her community and the SWSA with an incredible passion for education and the children in her community. Thanks Faith!
- **Judy Mueller** will also be transitioning off of our Executive Committee as she heads into her retirement after serving 40 years as a leader in education. Judy, thank you for your leadership! We are grateful!
- **Glen Allgaier** has been a tremendous leader on our Executive Committee. Glen has been a tremendous advocate for students in his community after 15 years of service on the board. Thank you Glen!

Retirements & Transitions: Superintendents



- **Dr. Judy Mueller, Superintendent of Franklin.**
Judy has been a dauntless advocate throughout her career and will be retiring at the end of June. She has served on the SWSA Executive Committee completing almost 2 terms! Judy, we thank you for your service and wish you the best in your next adventure!
- **Dr. Mary Gavigan, CESA 1 Executive Director.**
Mary has been part of the SWSA as a superintendent and also as a great partner for the organization as the CESA 1 Executive Director. We appreciate the opportunity to work with CESA 1 on education issues and are thankful for Mary's leadership. We wish you the very best as you "reimagine" your future.

***Special thanks to our board members who are transitioning.
Thank you for your community service and dedication to the
children in your communities and across Wisconsin.***

(please accept our apologies if we are missing anyone!)

- Cathy Olig, Menomonee Falls
- Faith VanderHorst, Menomonee Falls
- Glen Allgaier, Elmbrook
- Jo Maehl, Grafton
- Kim Hoover, Racine Unified



SWSA Strategic Areas

The SWSA's mission is to advocate for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

The SWSA supports our mission through the following tiered approach:

1. Develop and implement key strategies to advocate for sound education policy
2. Raise the impact of SWSA by identifying and developing mutually beneficial partnerships
3. Strengthen the SWSA business model by supporting school districts and their communities
4. Leverage research to drive educational practice and advocacy



Our outcomes during the 2021-2022 calendar year are outlined on the subsequent pages.

Strategic Area 1: *Advocate for sound education policy*

- **Developed a legislative agenda with input from the SWSA Membership & guidance from the Executive Committee**
 - The [2021-2023 Legislative Priorities](#) have become the foundation for our legislative advocacy work.
 - Resources were created to support advocacy efforts during the legislative session including talking points, draft letters and testimony. [Weekly membership updates](#) were provided summarizing key legislative issues and action required by members.
- **The SWSA Executive Director & legislative liaison, Ramie Zelenkova and her staff supported the membership by**
 - Submitting testimony on critical bills (example [Letter to Assembly Education Committee](#) & [Senate Education Committee](#)).
 - Supporting SWSA members to provide their testimony to the Assembly and Senate Education Committees; both in-person and virtually.
 - Working behind the scenes to have conversations with key legislative offices on K-12 education issues.
 - Providing the membership with a weekly “bill tracker” to highlight key pieces of legislation and action needed.

Strategic Area 1: *Advocate for sound education policy*

State Superintendent Dr. Underly shared her plans for K12 education in Wisconsin and participated in an interactive conversation with the membership.



Met with members of the Assembly Education Committee and engaged in conversations about how to continue to work together to develop sound education policy.



Rep. Kitchens



Rep. Wittke

Strategic Area 2: *Raise the impact of SWSA by identifying and developing mutually beneficial partnerships*



- **Children's Hospital Partnership**
 - The Chief Medical Officer, Dr. Gutzeit and and Head of the Pediatric practice, Dr. Khare, met monthly with the SWSA Membership to provide the most up to date information and guidance during the pandemic. Looking to expand the partnership for 2022-2023.
 - [Greenfield Students thanked the physicians with this beautiful video.](#)
- **The SWSA Executive Director and legislative liaison met weekly with key partners across the state to continue to advocating and strategizing for our members**
 - Weekly strategy meetings with the following partners:
 - School Administrators Alliance (SAA)
 - Wisconsin Association of School Boards (WASB)
 - Wisconsin Rural Schools Alliance (WiRSA)
 - Weekly stakeholder meetings with the Department of Public Instruction (DPI)
- **Worked with business leaders and K12 partners across the state to sign the [Budget Surplus Letter](#).**
 - John Kersey, formerly with Zilber Ltd., met with the membership to discuss how to engage business partners in the education conversation.



Strategic Area 3: *Strengthen the SWSA business model by supporting school districts and their communities*

- The SWSA continued to host virtual meetings to provide easy access to meetings and information to its members. An average of 40-50 SWSA members participated in these meetings.
 - The membership will be hosting four in-person with hybrid option meetings beginning in June. The calendar for the 2022-2023 calendar year can be found [HERE](#).
- **Communications**
 - Joe Donovan, with the Donovan Group, provided a fabulous presentation to the membership: [Media Training for School Leaders](#)
- The Executive Director provided one on one support to member districts when needed.



Strategic Area 4: *Leverage research to drive educational practice and advocacy*

- Continued to cultivate our partnership with the Wisconsin Policy Forum to provide access to research and educational opportunities for SWSA members.
 - SWSA serves on the Education Committee with the Wisconsin Policy Forum. This committee helps guide their research efforts and identify ways to improve the value of the information they are providing.
 - The relationship between SWSA and the Wisconsin Policy Forum gives our team the opportunity to drive education policy for the region and the state.
 - SWSA is frequently invited to review and revise report drafts before the Wisconsin Policy Forum releases their reports.
 - The Wisconsin Policy Forum met with the SWSA Membership to share their [School Data Tool](#) tool with the team.
 - Terri Phillips participated in a panel discussion hosted by the Wisconsin Policy Forum along with other education leaders, Dr. Keith Posley (MPS), Dan Rossmiller (WASB), and Kim Kaukl (WiRSA).
 - As members of the Wisconsin Policy Forum, all SWSA members are on their mailing lists and have access to their reports and webinars.



[Click here to watch the interview.](#)

Strategic Area 4: *Leverage research to drive educational practice and advocacy*

- **Special guests:**
 - **Charles Franklin**, nationally recognized government scholar and director of the Marquette Law School Poll
 - **Alan Borsuk**, well known columnist for the Milwaukee Journal Sentinel specializing in K-12 education issues and Senior Fellow in Law and Public Policy at the Marquette Law School.



Charles Franklin



Alan Borsuk

Charles and Alan discussed polling results with the team and K12 education trends.



Thank you all for prioritizing the difficult task of advocacy!

The primary goal of the SWSA is to support you and your team to advocate on behalf of kids. You are all amazing education leaders!

As we welcome Dr. Maura Zinni, our new Executive Director, we know there are new and exciting ideas that will come to support your great work!

Please let us know what more we can do to support you and your team.

Warmly,

*Terri Phillips
SWSA Executive Director*



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Summer Linkages

Date: 05/24/22

Prepared by: Paru Shah

Recommended action:

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Recreation Board Summary - May 16, 2022

- I. Introductions.
- II. Review and follow up on the minutes from March 7, 2022.
- III.
 - A. Recreation and Community Services Department Communications
 - Spring Programs
 - Summer Program Preview
 - B. Newsletters
 - C. Website/Facebook
 - Barb and Nora post
 - D. Facility Updates
 - Math and Science Building Unavailable this Summer
 - Child Care at Atwater again
- IV. Old Business
 - Pool and Hot Tub Update
- V. New Business
 - 2022-23 Meeting Discussion
- VI. Feedback on department/programs/customer service. How can we improve?
- VII. Committee Updates
- VIII. Adjourn. Thank you for attending and for your participation!

Notes:

Continue to have difficulty finding staff for all positions/activities.

Example: Recreation Wednesday.

Pickleball Courts - Klode Park (4) and Nicollet (14)

Emily Berry - Report for May 24, 2022 Regular Meeting

CESA #1 Board Delegate Annual Convention

I attended the annual meeting of our regional Cooperative Educational Service Agency (#1) on Tuesday, May 17 in Pewaukee.

CESAs "serve educational needs in all areas of Wisconsin by serving as a link between school districts and between school districts and the state. Cooperative Educational Service Agencies may facilitate communication and cooperation among all public and private schools, agencies, and organizations that provide services to pupils." (Wisconsin State Statute, Chapter 116, 1983)

CESA #1 Executive Director Mary Gavigan presented the group's annual report (attached), and delegates elected members to the CESA #1 Board of Control. Dr. Gavigan is retiring after several years leading CESA #1 and doing exemplary work, and newly hired executive director Sue Doyle will start in the role this summer.

Each year at the convention, school board members from CESA member boards elect district representatives to the CESA Board of Control, the CESA governing body.

Shorewood's subgroup (A) is represented by Nicolet Union High School District, as well as 5 at-large members of the Board of Control. A complete list of Board of Control members is [here](#).

Links:

www.cesa1.k12.wi.us

Attachments:

[CESA #1 Annual Report](#)

SEED Foundation Board Meeting, Monday, May 16, 2022

- Board members discussed the sold out *Swing with Shorewood* event on Saturday May 7, 2022 at Discovery World. Thanks was given to all who helped coordinate and contribute to the event. Members commented on the wonderful music performed by the SHS Jazz Combo and SHS String Ensemble. The event was widely seen as a success. Though they are still tallying funds raised, they believe that they will have raised one of their higher net totals in recent years.
- Board members also discussed funding opportunities for the district. They plan to present this information at our June 14th School Board meeting.
- Board members briefly discussed events and opportunities to engage with the community and raise funds for the upcoming school year. Planning is ongoing.

Coherence Governance Training, Tuesday, May 17, 2022

- Several districts from across the state attended.
- Facilitators provided an overview of the Coherence Governance Model and provided monitoring resources and examples of forms and reports from other districts.
- Participants engaged in case studies and small group discussions to improve practice and share ideas on how to operate more effectively.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: SIS Student Linkage

Date: 05/24/22

Prepared by: Alexis Hu, Robert Gronert

Recommended action:

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

SIS Summary - May 17, 2022

Agenda:

- I. Introductions
- II. Positive Feedback from Students
- III. Concerns and Criticisms from Students

Notes:

Positives:

Transition back from COVID has gone well

Community Circle is, as a general idea and concept, extremely well liked

Negatives:

Students feel that some teachers and students are making inappropriate comments
Students feel not only uncomfortable and fearful reporting harassment from students and staff to administration, but also believe that reporting it will have no effect on the situation.

Community Circle varies wildly in execution, and is too uniform, scripted, and controlled in many cases.

Report from Emily Berry:

Date/Time: May 17, 2022, at noon at Shorewood Intermediate School
Linkage Group:
Board members present: Robert Gronert, Alexis Hu, Emily Berry Administrators present: JoAnn Sternke Other leaders: Dean of Students Moriah Weingrod, Math teacher Sam Nadolsky
<i>Attendees included 20+ SIS students</i>
Information shared by the board: Greetings and context for this linkage.

Overview:

- Our student representatives did an admirable job soliciting feedback from students at SIS, and Ms. Weingrod was incredibly helpful in moderating discussion so that students took turns speaking.
- Many of the concerns we heard centered on a feeling of disenfranchisement - lack of voice - on the part of students. Not in the sense that they aren't asked for input, but that when important issues arise and conflicts occur, or they report something harmful or problematic, the adults in the building do not circle back to explain how they followed up, or even that they did follow up.
- Project Wayfinder did not get positive reviews from this group. They found it scripted and described superficial discussions of heavy, deep topics. Combined with the feeling that reported problems aren't addressed, this feels like a missed opportunity for connection between students and adults.
- Community Circle and Flex time were welcomed but the students said each teacher has their own structure for Community Circle, so some were described as great and some not so great. Student preferences varied widely as to how to improve or best make use of this time - some wanted time to get organized for the day, some just wanted more time to do homework, some wanted more club time and others wanted time outside.

Questions and issues for administrators to follow up on:

Question	Who raised it?	Verify follow up date/notes on resolution
N/A		

Questions for the board to follow up on:

Question	Who raised it?	Verify follow up date/notes on resolution
N/A		

Are there any changes to board policy, operating expectations or monitoring the board should consider or debate further based on conversation at this linkage?

I think the board should hear more about plans for Project Wayfinder for next school year, and verify that it is meeting our goals based on this year's experience. If it is not hitting the mark this year, I would like to hear how we might address some student feedback to improve next year's experience.

Are there any district policies we would like the Superintendent to consider and follow-up on?

I would like to understand better how student reports of peer or adult misconduct are documented and the results validated. How should we be circling back with students who report to trusted adults something that isn't right? Even while respecting privacy of anyone who is accused of misconduct or abuse, it seems like we should be letting the reporting student know a) that someone did follow up, and b) what to do if it happens again/continues.

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

Student wellness is one of our strategic pillars - knowing that some interventions aren't working as intended should give us helpful direction, but it is also concerning because we know how urgently our students need SEL and mental health support.

Other notes:



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: May 24, 2022

Prepared by: JoAnn Sternke

Board Action:

X Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose:

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

Staffing

First, I want to take this opportunity to thank Board and community members for your deep commitment to our schools at a challenging time for the District. The school district is facing challenging personnel issues. Administrative investigations and possible resulting disciplinary actions of the District are carefully considered and undertaken to ensure that our standards of honesty, integrity, and professional conduct are not compromised. These are our policies, and what our students in our classrooms, our colleagues, and our families and community deserve. Though legal and personnel policies prevent further comment and careful compliance takes time, I want to assure you that the District is taking all necessary steps - administratively, operationally and legally - to address these challenges.

The search for a new Lake Bluff Principal is underway, and I appreciate all of the responses we have received to a brief survey of school families and staff that went out last week. I will be scheduling follow up discussions with parents and staff prior to school being out. The position is posted and we are receiving applications.

As part of the Board’s review and discussion of the preliminary 2022-2023 budget, I also want to touch on the staff-related elements of next year’s budget proposal:

- Competitive Compensation
 - 4.7% increase to base wages inclusive of all changes to salaries and salary schedules for all employee groups
 - 4.7% added to the teacher salary schedule will fully fund a full-step, lane changes, and an additional 2-3% on all cells on the salary matrix
- Workforce Realignment
 - Re-evaluation of staffing needs based on current student population and needs
 - Projected \$90K in savings from reductions in ‘overloads’
 - Projected \$975K savings through FTE reductions across schools and administration
 - Savings from reductions in administrative staff positions through attrition

I want to reiterate that the strategies we have exercised to balance the 2022-2023 budget are a first step in a multi-year process to preserve programming and services while further containing costs. As outlined in our [April 12 Board presentation](#), reorganizations of administrative and support staff and job functions, and implementation of additional efficiencies will continue, and are key to the mid-term financial strategies (2023-2025) that need to be implemented to improve the District’s financial position.

School and Department Updates

Passages presentations made by 6th grade students in our elementary schools have been underway since May 18. As a panelist, I have enjoyed hearing our students reflect on their growth as citizens and scholars. These Passages bring me joy - and I’m grateful to staff and community members who are serving as Passages panelists. This, our final Drama production of the year, 6th grade orientation at the Intermediate School, the High School Awards & Scholarships event last week and many other activities have us closing in on a successful year of in-person learning for students at all grade levels.

As a follow up to the District’s presentation of Student Literacy and Numeracy results at the May 10 Board meeting, I want to share amended [student proficiency and growth data](#). These results were filtered incorrectly in WiseDash and now accurately reflect the total number of students. I also want to confirm that Fastbridge assessment data for Spring 2022 will be available in early June, following the close of the testing window on May 27.

Though COVID protocols will continue to be a part of school operations for the foreseeable future, I am confident we can continue to be successful, thanks to commitments to health and safety by students, staff and community members. I continue to participate in pandemic update meetings between area superintendents and public health partners and these discussions will remain very valuable. Summit Clinical Laboratories also continues to provide daily, optional testing to District staff as well as

regular testing for student families in the High School Arena. These schedules will continue through the last day of school and an update about testing resources will be posted on the website.

The noise barrier (Acoustifence) is up in preparation for the beginning of the Recreation Department's pickleball program in June. Community members have been bringing their own equipment to play - and will continue to do so - and I want to make sure that neighbors and community members are aware that the courts will be used outside Department programming hours.

The warmer weather has also allowed staff and volunteers to begin landscaping and grounds maintenance projects at our schools. These are priorities, and I want to acknowledge our elementary school PTOs and the many elementary families who have supported landscaping projects with financial assistance and volunteer hours. Atwater's first planting day on May 11 invited each school Crew to plant a tree, and the PTO plans call for almost 100 trees and shrubs to be installed before school starts on September 1. Similarly, the Lake Bluff PTO and Lake Bluff families are actively working with the District on plans for renovating their lower playground and related landscaping opportunities. The District has invited vendor proposals for High School landscaping and maintenance, and I will provide an update in June.

Finally, I want to remind you that Shorewood Intermediate School will be closed for construction after the school year ends; summer school classes (June 20-July 27) will be located at Atwater Elementary. Our terrific High School Associate Principal, Amanda Jamerson, will be the Summer School Administrator.

I thank you for your continued support of our fine schools.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Resignation

Date: May 24, 2022

Prepared by: JoAnn Sternke

Recommended action:

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

Recommendation(s): Approval

Purpose: Resignation

Background:

Kimberly Salem will resign from her position of Director of Human Resources. Her last day with the district will be 5/23/22.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Retirement

Date: May 24, 2022

Prepared by: JoAnn Sterneke

Recommended action:

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

Recommendation(s): Approval

Purpose: Retirement

Background:

Cindy Brown will retire from her position of Special Education Teacher at Atwater Elementary effective at the end of the school year.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: May 24, 2022

Prepared by: Heather Heaviland

Recommended action:

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

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

Notes and Comments:

April 2022 Statements

March 2022 financial statements reflect activities and financial changes for the first nine months of the fiscal year.

- Revenue and Expenses
 - General fund revenues are, for our largest sources, meeting expectations. While student fee collections continue to fall short of expectations, this has been offset by both additional funds provided by the state in December and the recently received TID closure funds.
 - Expenses are currently projected to fall below expected revenue, resulting in a savings for the District. The majority of anticipated savings are in salary expenditures, due to unexpected vacancies, and purchased services. Purchased services savings are primarily in anticipated maintenance expenses.
- Balance Sheet
 - Currently, we are projected to exceed our budgeted year-end fund balance of \$2,697,564. The District hopes to capture these funds for future needs as we face potentially significant budgetary constraints in future years.

Attachments:

- Budget Performance Update
- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2022-04
- Budget Status 2022-04
- Check Register 2022-04
- Balance Sheet 2022-04

Additional Information

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

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

- 10 General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions.

- 21 Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth.

- 27 The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan.

- 38 & 39 These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.

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

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

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

Type - accounts codes have the following account types:

A	Asset
L	Liability
Q	Equity
E	Expense
R	Revenue

Shorewood Sch Dist - Budget Performance Update - General Fund



Fund summary basis: General and Special Education

Month of April (fiscal year 2022):

↑ Total MTD Revenues: \$1,833,322; over plan* (favorable) by +\$421,220
 ↓ Total MTD Expenditures: \$2,258,114; under plan (favorable) by -\$137,874

Fiscal year to date (July-April):

↓ Total YTD Revenues: \$21,087,631 (66.8% of annual budget compared to 64.8% prior YTD); under plan (unfavorable) year-to-date (YTD) by **-\$683,795**

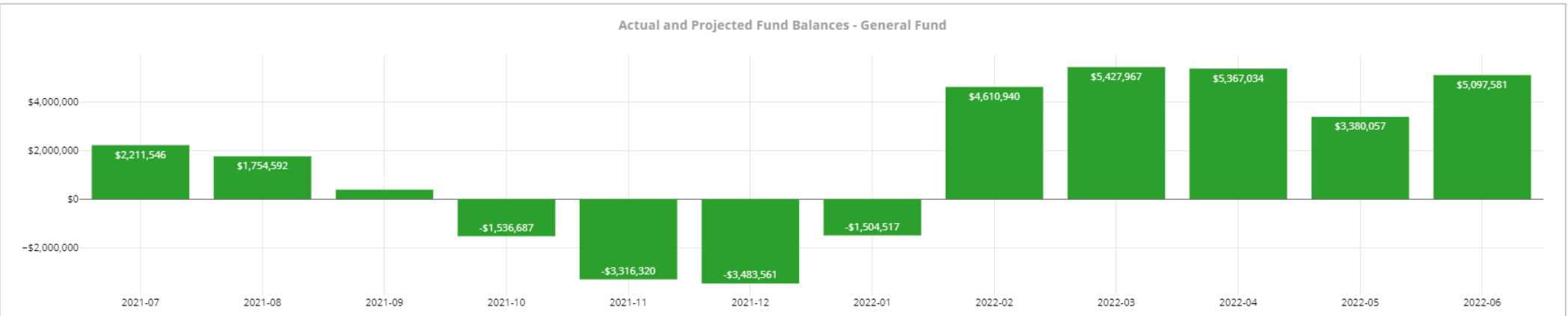
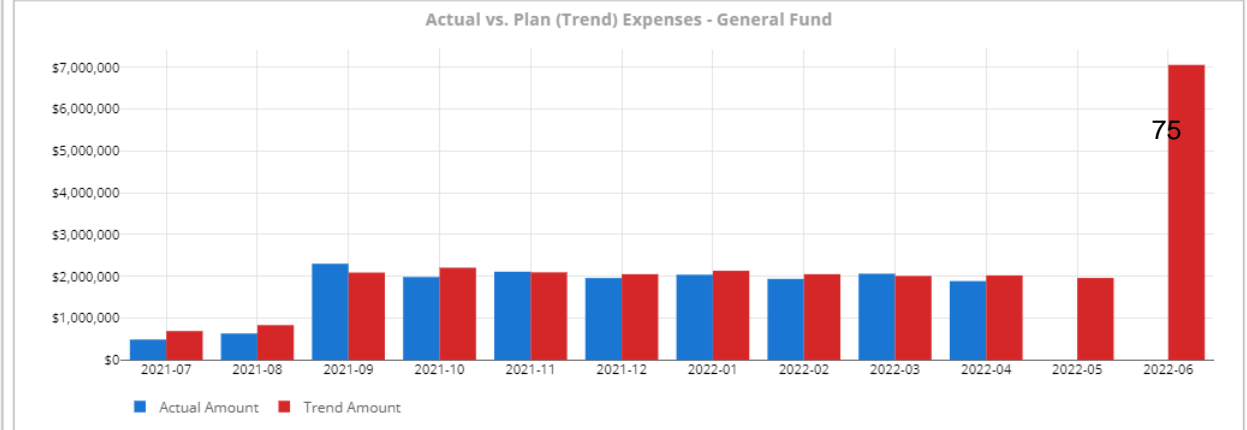
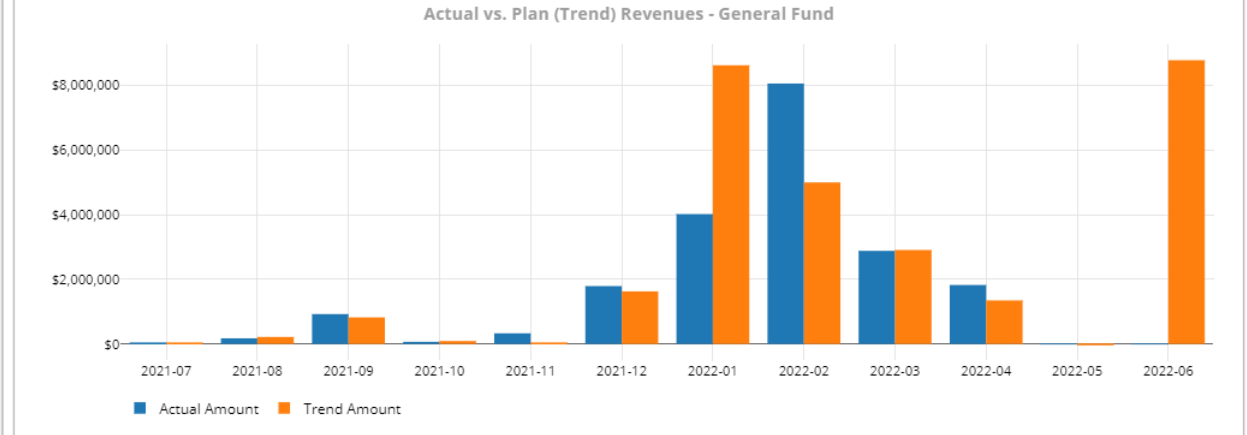
- 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
- ↓ 200 REVENUE FROM LOCAL SOURCES: **-\$1,613,532**
- ↓ 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: **-\$1,498**
- ↓ 500 REVENUE FROM INTERMEDIATE SOURCES: **-\$2,191**
- ↑ 600 REVENUE FROM STATE SOURCES: +\$169,624
- ↑ 700 REVENUE FROM FEDERAL SOURCES: +\$98,055
- ↑ 900 OTHER REVENUES: +\$665,747

↓ Total YTD Expenditures: \$20,398,664 (64.6% of annual budget compared to 65.2% prior YTD); under plan (favorable) year-to-date (YTD) by **-\$899,058**

- ↓ 100 SALARIES: -\$424,072
- ↓ 200 EMPLOYEE BENEFITS: -\$181,943
- ↓ 300 PURCHASED SERVICES: -\$214,831
- ↓ 400 NON-CAPITAL OBJECTS: -\$99,076
- ↑ 500 CAPITAL OBJECTS: **+\$39,652**
- ↓ 600 DEBT RETIREMENT: -\$23,638
- ↓ 700 INSURANCE AND JUDGMENTS: -\$45,794
- ↓ 800 TRANSFERS: -\$22,108
- ↑ 900 OTHER OBJECTS: **+\$72,753**

End of Fiscal Year Projection

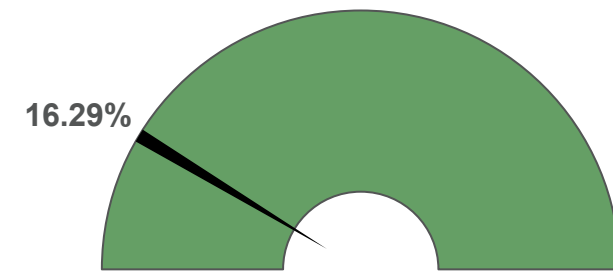
	Projected	Annual Budget	Variance
Total Revenues	\$33,123,252	\$31,575,114	+\$1,548,138
Total Expenditures	\$30,658,543	\$31,557,601	-\$899,058



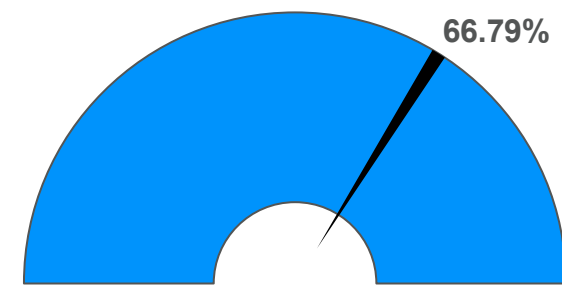
General and Special Education Funds | Revenue Dashboard

For the Period Ending April 30, 2022

Projected Year End Fund Balance as % of Budgeted Revenues

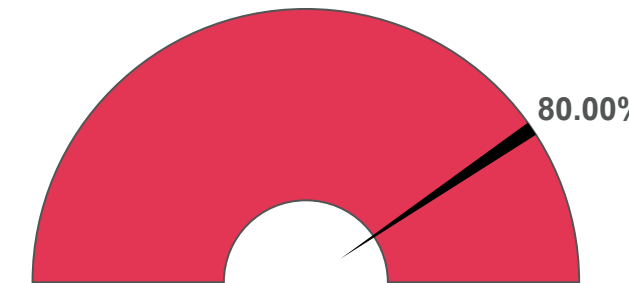


Actual YTD Total Revenues



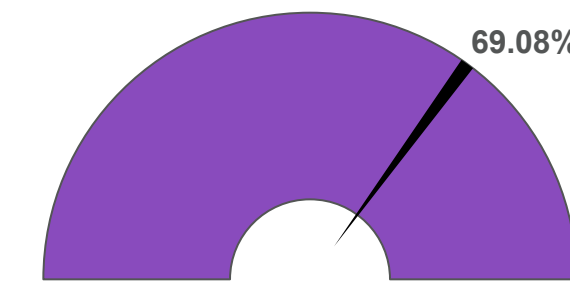
Projected YTD Total Revenues
68.95%

Actual YTD Local Sources



Projected YTD Local Sources
89.69%

Actual YTD State Sources

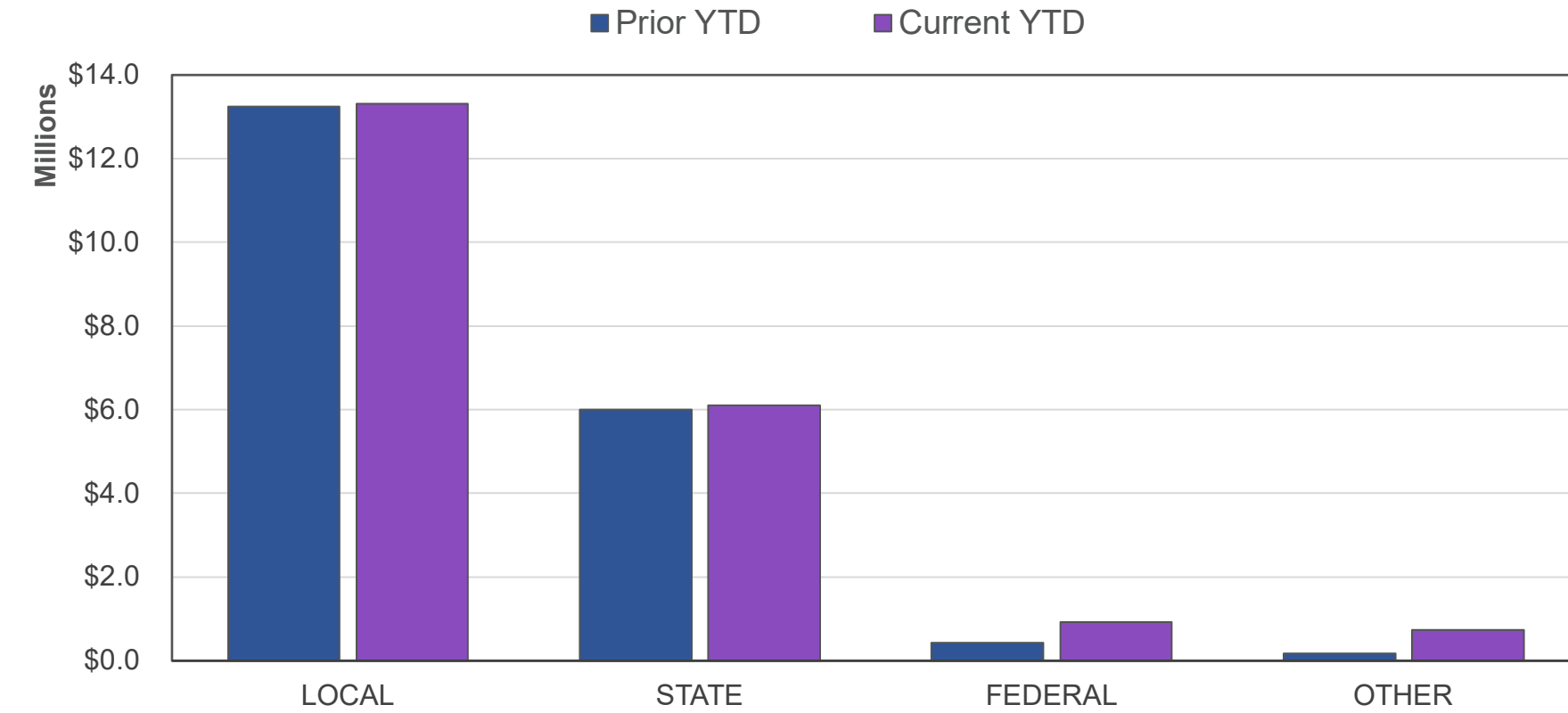


Projected YTD State Sources
67.16%

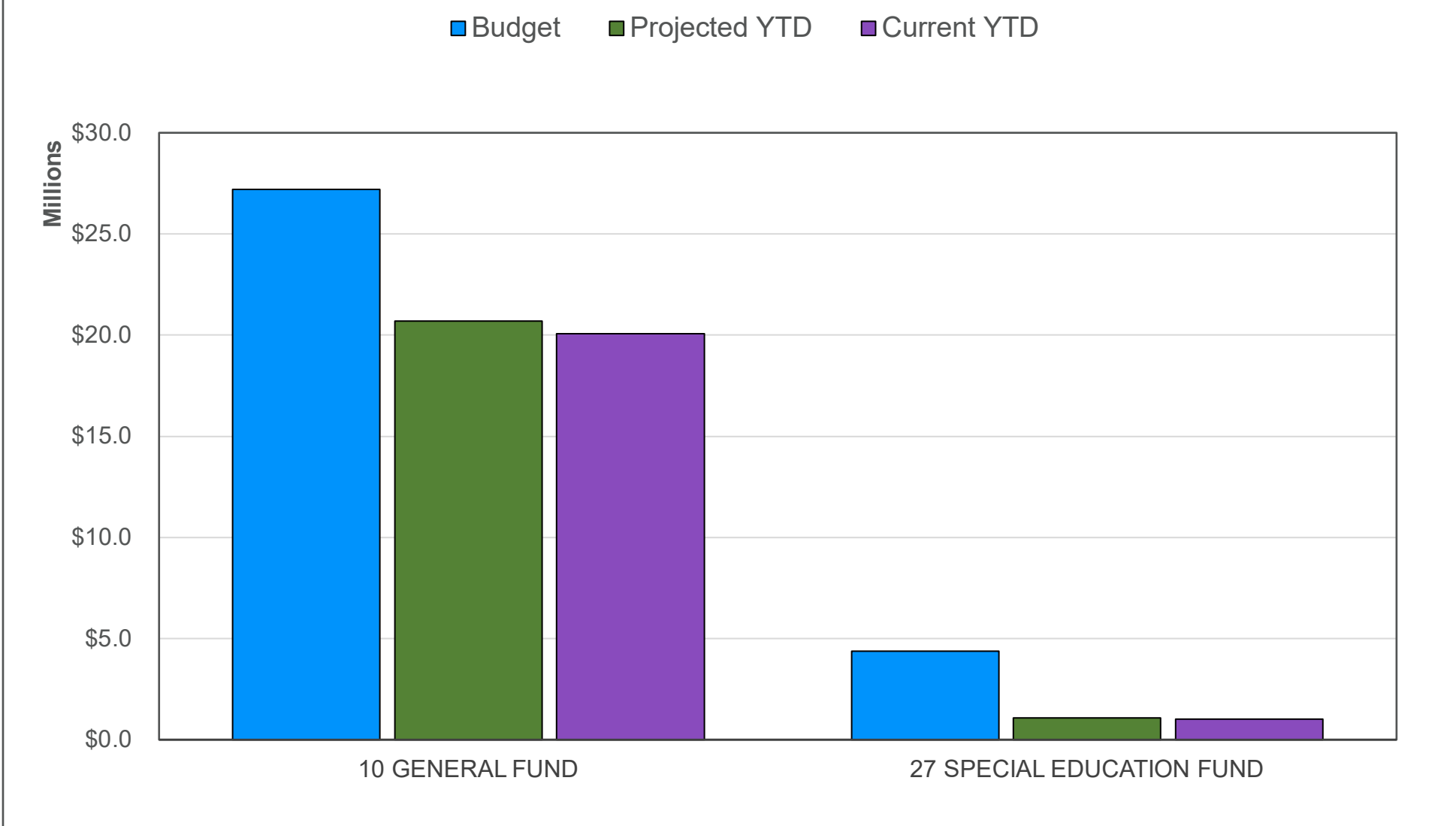
Top 10 Sources of Revenue (Year-to-Date)

Property Tax	\$12,885,578.69
Equalization Aid	\$3,873,843.00
Per Pupil Aid	\$1,316,308.00
Special Education State Aid	\$832,026.00
Other Miscellaneous Revenues	\$699,532.03
Federal Special Projects Aid Transited Through Dpi	\$521,149.68
Federal Aid Received Through State Agencies Other Than Dpi	\$307,196.38
Student Fees	\$261,804.02
Esea Title L	\$100,778.71
Rentals	\$70,836.25
Percent of Total Revenues Year-to-Date	98.96%

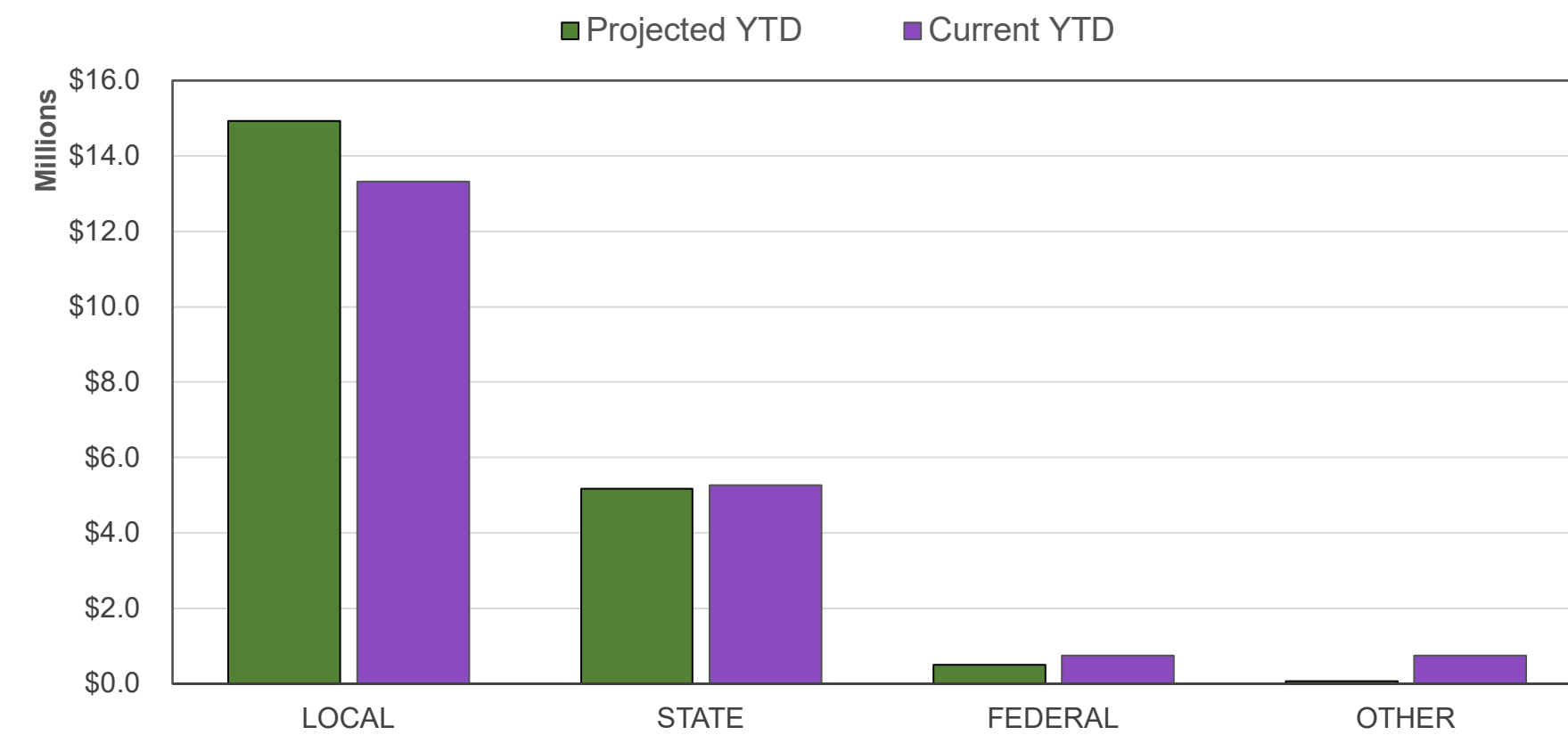
Revenues by Source



Total Revenues



Revenues by Source

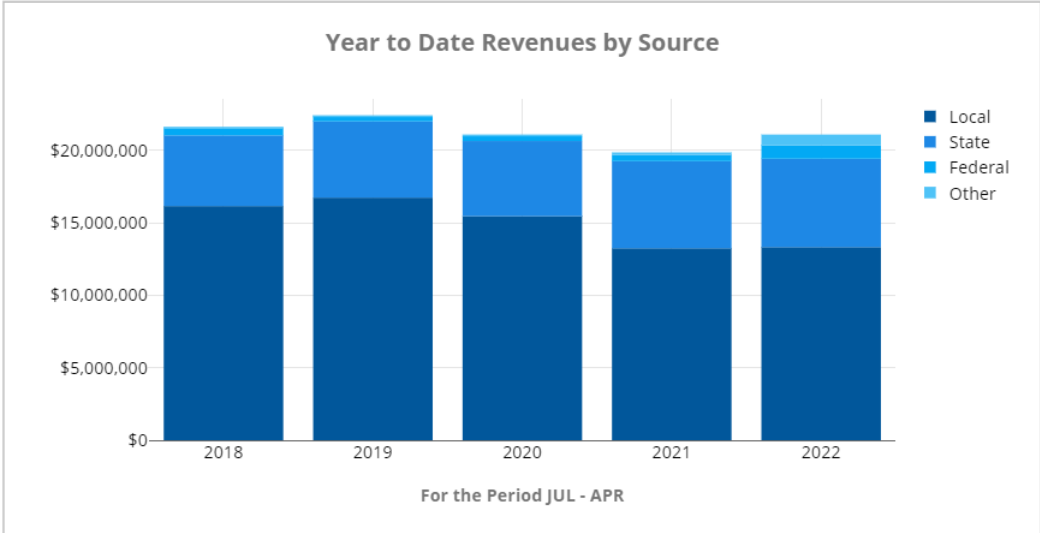
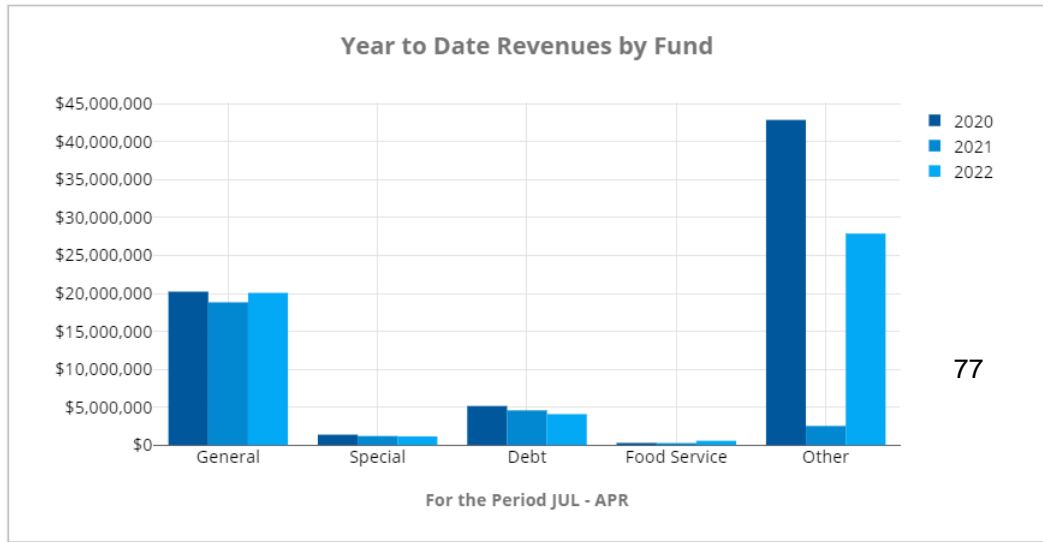
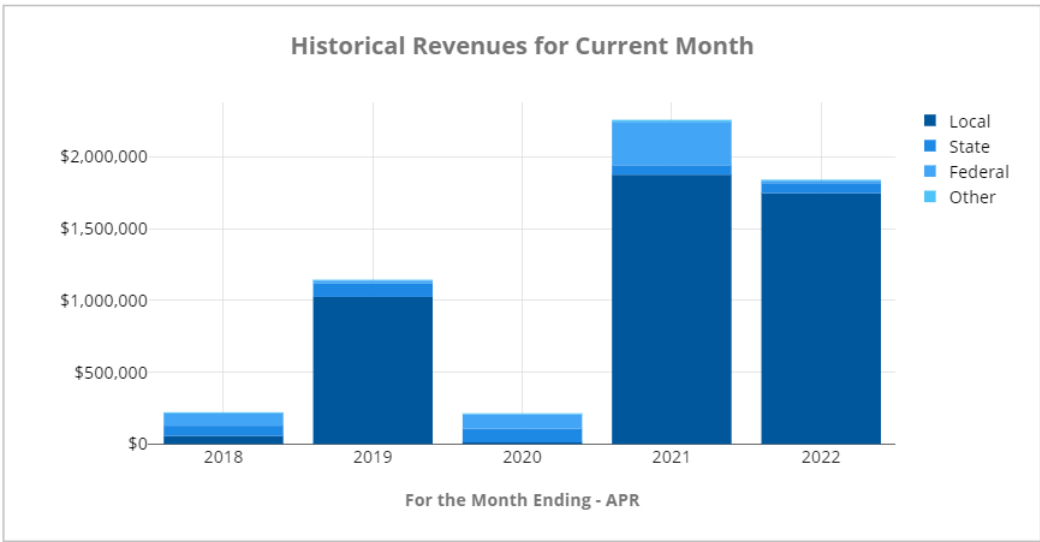


Total YTD Revenues
\$21,087,631
 Variance to Budget \$-683,795
UNFAVORABLE

YTD Local Sources
\$13,321,321
 Variance to Budget \$-1,613,532
UNFAVORABLE

YTD State Sources
\$6,096,683
 Variance to Budget \$169,624
FAVORABLE

YTD Federal Sources
\$929,125
 Variance to Budget \$98,055
FAVORABLE



Source Level 2	For the Period JUL - APR			
	2018 YTD Amount	2019 YTD Amount	2020 YTD Amount	2021 YTD Amount
210 TAXES	\$15,394,697	\$16,043,630	\$14,740,536	\$12,926,4
290 OTHER REVENUE FROM LOCAL SOURCES	\$635,291	\$536,032	\$586,863	\$291,5
610 STATE AID - CATEGORICAL	\$746,105	\$752,606	\$752,873	\$891,8
620 STATE AID - GENERAL	\$3,274,867	\$3,133,588	\$3,011,767	\$3,756,9
690 OTHER REVENUE FROM STATE SOURCES	\$840,254	\$1,375,701	\$1,386,082	\$1,359,3
730 FEDERAL SPECIAL PROJECTS AID TRANSITED THROUGH DPI	\$363,500	\$240,380	\$197,154	\$367,6
750 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)	\$119,921	\$61,177	\$105,767	\$45,6

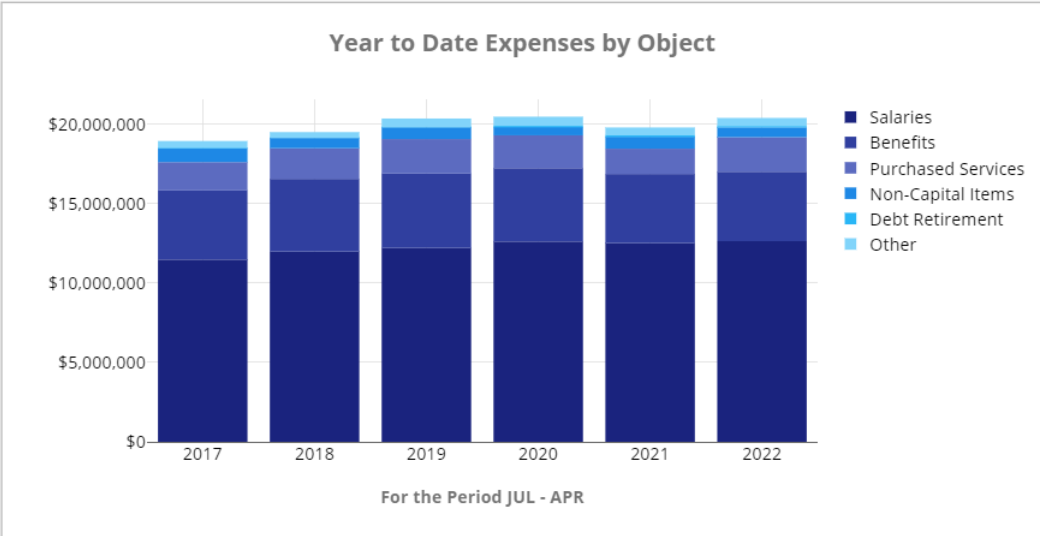
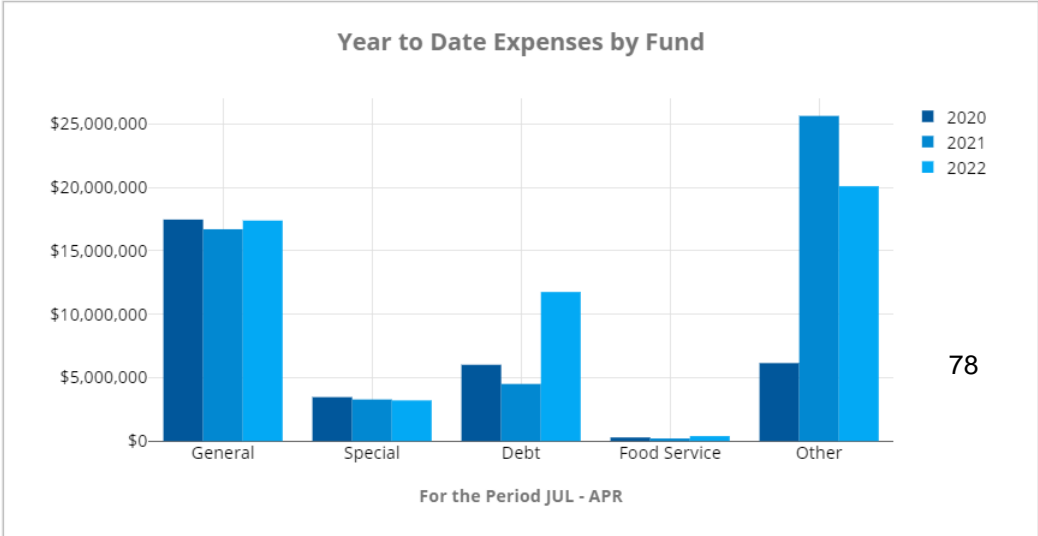
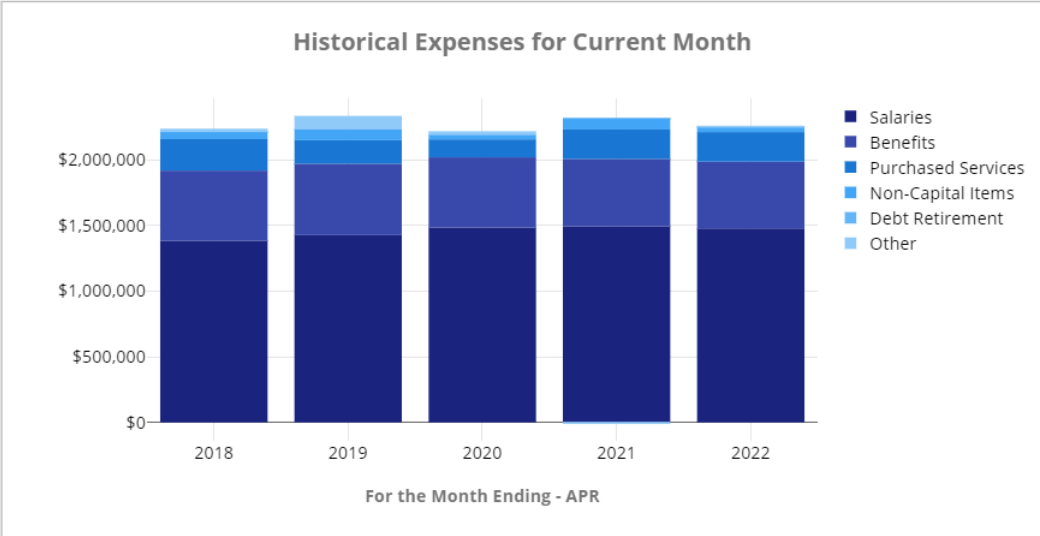
Shorewood Sch Dist - Monthly Expenditure Overview - Funds 10 & 27 (Transfers Not Included)

Total YTD Expenses
\$20,398,664
Variance to Budget \$-899,058
FAVORABLE

YTD Salaries & Benefits
\$17,009,994
Variance to Budget \$-606,015
FAVORABLE

YTD Purchased Services
\$2,177,137
Variance to Budget \$-214,831
FAVORABLE

YTD Other Expenses
\$1,211,533
Variance to Budget \$-56,104
FAVORABLE

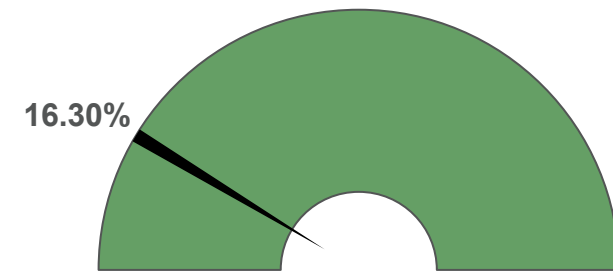


Object Level 1	For the Period JUL - APR			
	2019 YTD Amount	2020 YTD Amount	2021 YTD Amount	2022 YTD Amount
Salaries	\$12,212,161	\$12,614,024	\$12,519,050	\$12,639,007
Benefits	\$4,680,241	\$4,620,785	\$4,348,739	\$4,370,987
Purchased Services	\$2,176,613	\$2,068,641	\$1,594,891	\$2,177,137
Non-Capital Items	\$734,551	\$531,713	\$754,744	\$615,377
Capital Items	\$114,950	\$38,126	\$11,640	\$39,652
Debt Retirements	\$34,175	\$55,000	\$80,457	\$62,933
District Insurance	\$266,046	\$386,855	\$372,626	\$312,324
Other	\$143,666	\$162,780	\$116,211	\$181,247
Transfers	\$0	\$0	\$0	\$0

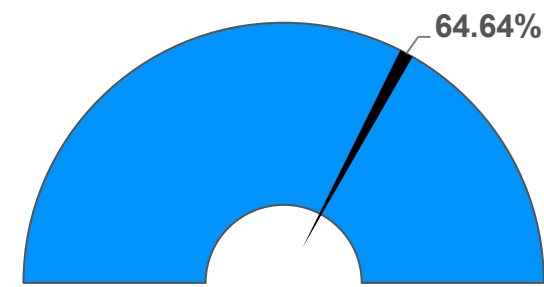
General and Special Education Funds | Expenditure Dashboard

For the Period Ending April 30, 2022

Projected Year End Fund Balance as % of Budgeted Expenditures

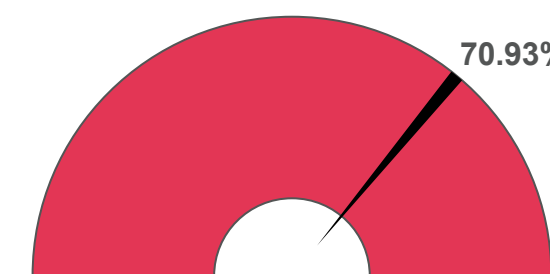


Actual YTD Total Expenditures



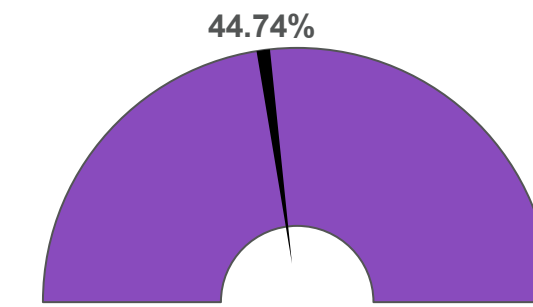
Projected YTD Total Expenditures
67.49%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits
73.45%

Actual YTD Other Objects

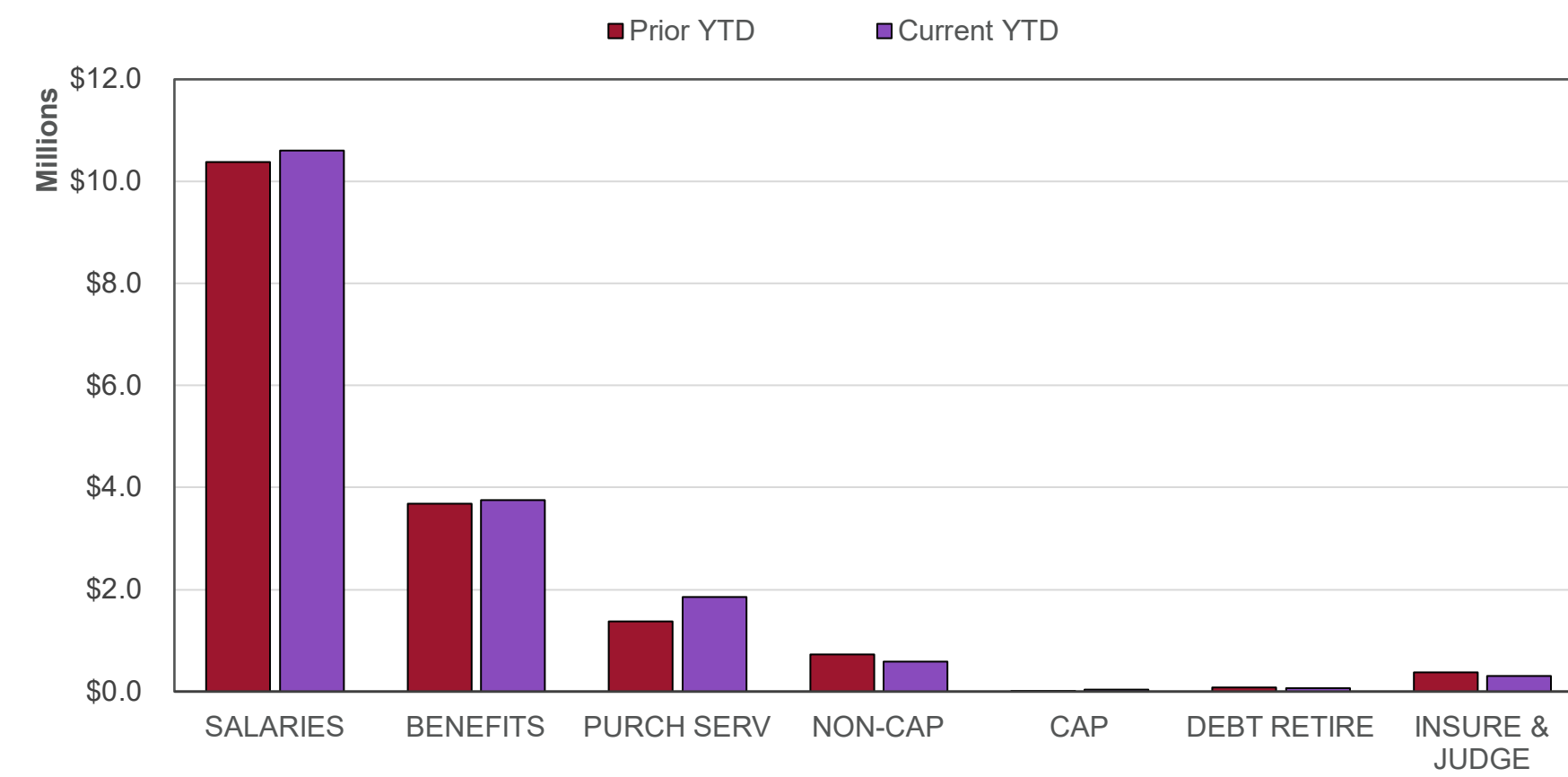


Projected YTD Other Objects
48.60%

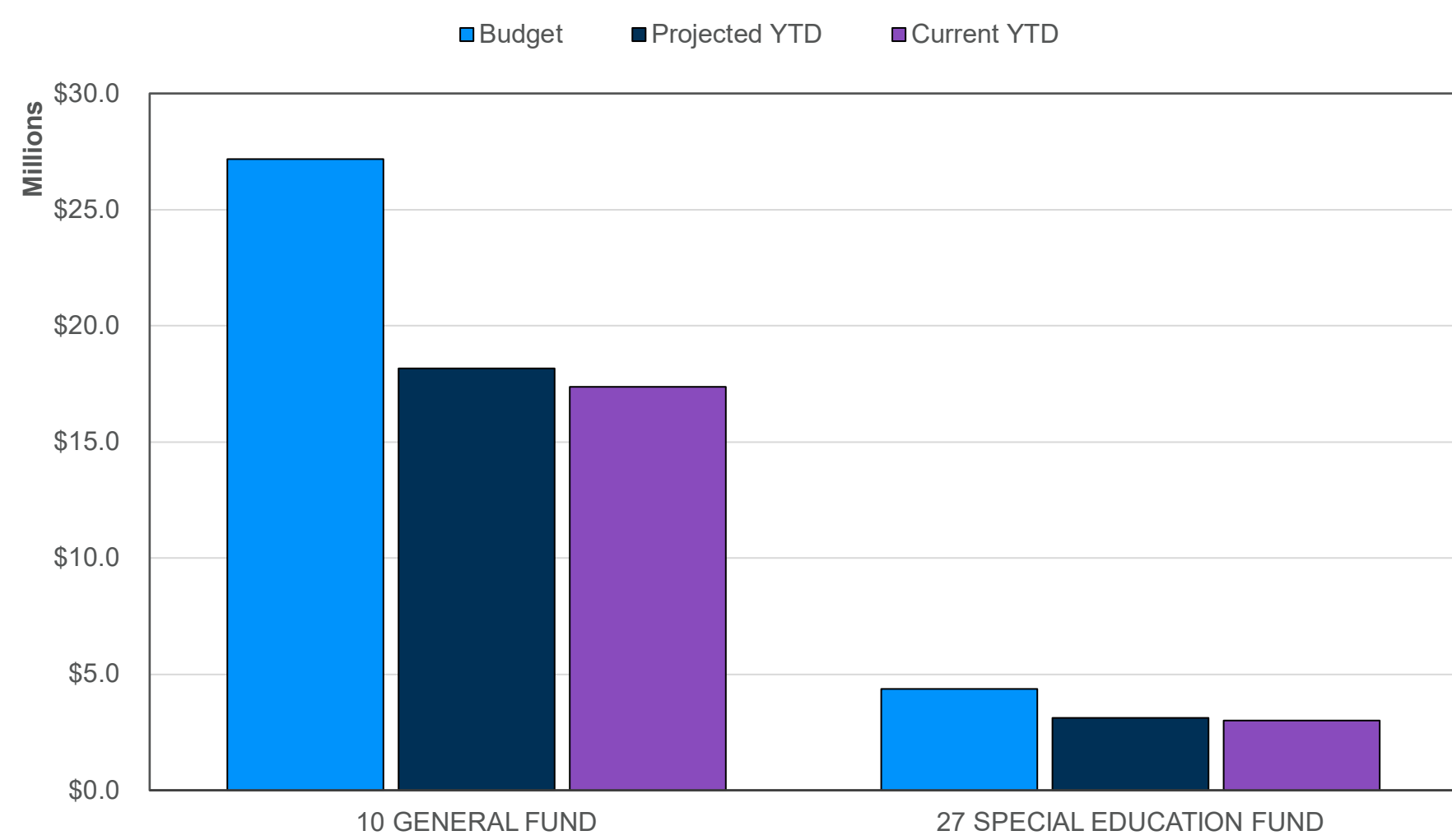
Top 10 Expenditures by Function (Year-to-Date)

Regular Curriculum	\$5,313,303.08
Undifferentiated Curriculum	\$3,552,492.31
Business Administration	\$2,963,365.77
Special Education Curriculum	\$2,158,263.59
Instructional Staff Services	\$1,232,220.47
Pupil Services	\$1,214,694.88
School Building Administration	\$1,065,711.95
Physical Curriculum	\$517,996.14
Purchased Instructional Services	\$488,643.76
General Administration	\$483,727.72
Percent of Total Expenditures Year-to-Date	93.10%

Expenditures by Object



Total Expenditures



Expenditures by Object

