

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
October 25, 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. *The building elevator can be accessed near the east stairs.*

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>

This meeting notice was posted on October 21, 2022.

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. 7:20 pm PUBLIC COMMENTS #1 (GC3)

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

IV. 7:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Adoption of the 2022-2023 Original Budget 3

B. Adoption of the 2022-2023 Property Tax Levy 8

C. Approval of OE 4 (Personnel Administration) Operational Expectations Monitoring Report 10

D. District Recommendations for R3 Student Results (Character and Citizenship) 32

E. Superintendent Search Firm Update 33

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

A. Approval of Board Meeting Minutes 34

October 11 School Board Meeting, Closed Session
October 11 School Board Meeting

B. Approval of Closed Session Minutes from October 12, 2022 Expulsion Hearing conducted by the Board of Education

VI. 8:45 pm PUBLIC COMMENT #2 (GC3)

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

VII. 9:00 pm BOARD MEMBER REPORTS

A. SWSA Meeting (October 11) 37

B. Recreation & Community Services Advisory Committee 78

C. SEED Foundation Board Meeting 79

D. October 11 Town Hall Meeting 80

E. October 19 Key Communicators Meeting 82

VIII. 9:10 pm SUPERINTENDENT'S REPORT 91

IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials 94

B. Approval of April 2023 Student Trip to New York for performance at Carnegie Hall (SHS Chamber Orchestra and Orchestra Class of 2023) 102

C. Approval of the Memo of Understanding with the Village of Shorewood Covering Crossing Guard Services 112

X. 9:25 pm PUBLIC COMMENT #3 (GC3)

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

XI. 9:40 pm REVIEW OF 'TO DO' ITEMS

XII. 9:45 pm FUTURE AGENDA ITEMS

XIII. 9:50 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: 2022-2023 Proposed Original Budget
Date: October 25, 2022
Prepared by: Heather Heaviland

Recommended action:

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

Recommendation(s): Recommend adoption of the annual operating and capital original budgets for the 2022-2032 school year.

Purpose: The District is seeking approval of a revised budget which reflects the final aid award and revenue limit from the Department of Public Instruction, updated expense projections, and updated revenue projections.

Background: In June 2022, the District approved a preliminary budget for the 2022-2023 school year. This budget, along with the associated tax levy, was presented to the public on August 23, 2022. The preliminary budget reflects an estimate of the aid that will be received from the state Department of Public Instruction and allowances for various other expenses such as health and other types of insurance, new/replacement staff salaries, instructional expenses, and budgets for departments and schools. Over the course of the summer and early fall, many of these expenses are solidified and our revenue is finalized following the third Friday count of enrolled students and student membership. At this time, our budget projections can be updated to reflect these known amounts in lieu of the estimates used in June. This new, updated budget is referred to as the “original budget” throughout this memo.

Overview of Budget Changes

Overall, the original budget reflects a positive shift in anticipated year-end fund balance, with expense increases offset by revenue increases as is further detailed below.

Revenue

The original budget includes general fund revenue of \$27,398,879, compared with \$26,320,178 in the preliminary budget. This increase in revenue is driven by three primary factors: larger than expected exemptions in the revenue limit formula (\$479,220 total), unanticipated AARPA funds (\$161,700), and rebalancing of ESSER funds/inclusion of the July-approved chromebook purchase (\$304,313). Revenue was also added for specific grants with offsetting expense increases.

Enrollment was very close to the June projection, as is further detailed in the Superintendent's memo.

Expense

General fund expenses increased by a total of \$754,578. Four major drivers account for the majority of this change:

1. Allocation of additional AARPA funds to the school and department budgets. All schools had a minimum of 70% of the reduction amount restored, with two schools receiving a larger amount due to specific circumstances. (\$161K)
2. Recognition of the expense for the large chromebook purchase approved in July. (\$250K)
3. Additional allocation to fund potential retirement expenses based on final year-end expenses and anticipated retirements. (\$170K)
4. Increased special education expenses/transfer amount (\$72K)

Remaining expenditures primarily reflect the expenses associated with grants for which offsetting revenue was also added to the revised budget. Expenditures also reflect the 4.7% increase to base wages approved with the June preliminary budget.

Fiscal Impact

Overall, the general fund is expected to increase by \$323,871. At the conclusion of the fiscal year, the District is projected to end the year with a fund balance reflecting 13.8% of the previous year's projected fund 10 operating expenses. While this is within the District policy guideline of 10-25%, it remains on the low end of the policy amount and below the benchmark of 20-25% for strong financial health. School funding remains uncertain and the District's financial projections show expenses outpace revenues by the next fiscal year. We will need to continue to find opportunities to maximize our operational model, as well as identify potential alternative revenue sources.

Attachment(s):

FY23 Proposed Original Budget 2022 10 25

ORIGINAL BUDGET 2022-23 *			
GENERAL FUND (FUND 10)	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance (Account 930 000)	2,468,658	2,680,051	3,418,635
Ending Fund Balance, Unassigned (Acct. 939 000)	2,680,051	3,418,635	3,742,506
REVENUES & OTHER FINANCING SOURCES			
Local Sources			
210 Taxes	16,187,953	15,968,605	15,353,032
260 Non-Capital Sales	810	25,143	3,940
270 School Activity Income	24,662	104,590	0
280 Interest on Investments	2,742	15,924	50,000
290 Other Revenue, Local Sources	430,091	455,736	460,299
Subtotal Local Sources	16,646,257	16,569,998	15,867,271
340 Payments for Services	1,126,891	1,493,031	1,819,390
Subtotal Other School Districts within Wisconsin	1,126,891	1,493,031	1,819,390
State Sources			
610 State Aid -- Categorical	607,877	456,092	440,307
620 State Aid -- General	5,872,717	5,959,758	6,641,777
630 DPI Special Project Grants	93,968	13,680	13,680
690 Other Revenue	1,360,647	1,319,016	1,304,316
Subtotal State Sources	7,935,208	7,748,546	8,400,080
Federal Sources			
710 Federal Aid - Categorical	0	0	0
730 DPI Special Project Grants	249,018	521,280	952,314
750 IASA Grants	127,865	248,256	198,123
780 Other Federal Revenue Through State	33,590	282,839	161,700
Subtotal Federal Sources	410,473	1,052,376	1,312,137
Other Revenues			
960 Adjustments	78,035	32,098	0
970 Refund of Disbursement	115,058	63,093	0
990 Miscellaneous	1,799	699,981	0
Subtotal Other Revenues	194,892	795,172	0
TOTAL REVENUES & OTHER FINANCING SOURCES	26,400,415	27,659,123	27,398,879
EXPENDITURES & OTHER FINANCING USES			
Instruction			
110 000 Undifferentiated Curriculum	5,436,084	5,233,333	5,093,798
120 000 Regular Curriculum	7,487,930	7,153,709	7,198,812
130 000 Vocational Curriculum	160,221	170,769	174,832
140 000 Physical Curriculum	688,676	748,070	658,053
160 000 Co-Curricular Activities	342,057	439,870	478,569
170 000 Other Special Needs	95,155	144,618	50,172
Subtotal Instruction	14,210,123	13,890,369	13,654,236
Support Sources			
210 000 Pupil Services	1,237,030	1,240,508	1,230,133
220 000 Instructional Staff Services	995,109	1,237,524	1,269,558
230 000 General Administration	508,497	659,035	802,911
240 000 School Building Administration	1,285,116	1,386,109	1,551,122
250 000 Business Administration	3,330,510	3,754,851	3,967,972
260 000 Central Services	570,555	281,651	394,359
270 000 Insurance & Judgments	377,545	312,324	388,989
280 000 Debt Services	80,457	62,933	80,000
290 000 Other Support Services	139,300	262,495	245,273
Subtotal Support Sources	8,524,119	9,197,428	9,930,317
Non-Program Transactions			
410 000 Inter-fund Transfers	2,717,530	2,478,360	2,797,213
430 000 Instructional Service Payments	654,801	824,367	693,242
490 000 Other Non-Program Transactions	9,104	279,472	0
Subtotal Non-Program Transactions	3,381,435	3,582,199	3,490,455
TOTAL EXPENDITURES & OTHER FINANCING USES	26,115,677	26,669,996	27,075,008

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	47,018	312,475	601,014
900 000 Ending Fund Balance	312,475	601,014	497,464
REVENUES & OTHER FINANCING SOURCES			
100 000 Instruction	131,792	217,995	75,596
200 000 Support Services	121,490	34,627	181,600
400 000 Non-Program Transactions	16,230	27,903	0
TOTAL EXPENDITURES & OTHER FINANCING USES	269,512	280,526	257,196

SPECIAL EDUCATION FUND (FUND 27)	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	2,717,530	2,478,360	2,798,828
<i>Intermediate Sources</i>			
510 Transit of Aids	2,855	0	0
Subtotal Intermediate Sources	2,855	0	0
<i>State Sources</i>			
610 State Aid -- Categorical	1,073,708	1,099,185	1,052,190
620 State Aid -- General	0	0	0
690 Other Revenue	17,000	8,608	35,000
Subtotal State Sources	1,090,708	1,107,793	1,087,190
<i>Federal Sources</i>			
710 Federal Aid - Categorical	0	0	0
730 DPI Special Project Grants	448,204	468,930	443,865
780 Other Federal Revenue Through State	6,882	125,231	25,000
Subtotal Federal Sources	455,086	594,162	468,865
Subtotal Other Revenues	135	0	50,000
TOTAL REVENUES & OTHER FINANCING SOURCES	4,267,434	4,180,315	4,404,882
EXPENDITURES & OTHER FINANCING USES			
<i>Instruction</i>			
110 000 Undifferentiated Curriculum	0	0	0
150 000 Special Education Curriculum	3,250,946	2,918,735	3,206,206
Subtotal Instruction	3,250,946	2,918,735	3,206,206
<i>Support Sources</i>			
210 000 Pupil Services	135,993	501,023	456,287
220 000 Instructional Staff Services	87,808	372,904	363,454
250 000 Business Administration	17,539	43,406	25,000
260 000 Central Services	1,697	4,253	0
Subtotal Support Sources	243,037	985,354	890,615
<i>Non-Program Transactions</i>			
410 000 Inter-fund Transfers	0	0	0
430 000 Instructional Service Payments	151,054	253,624	308,061
Subtotal Non-Program Transactions	151,054	253,624	308,061
TOTAL EXPENDITURES & OTHER FINANCING USES	3,645,037	4,157,712	4,404,882
DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	2,653,197	2,722,140	2,797,609
900 000 ENDING FUND BALANCES	2,722,140	2,797,609	4,203,594
TOTAL REVENUES & OTHER FINANCING SOURCES	4,571,727	7,950,278	5,691,225
281 000 Long-Term Capital Debt	3,635,499	3,564,945	4,285,240
282 000 Refinancing	0	3,966,378	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	7,874,809	4,285,240
842 000 INDEBTEDNESS, END OF YEAR	10,480,000	47,455,000	44,275,000
CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	35,789,409	5,847,770	9,791,175
900 000 Ending Fund Balance	5,847,770	9,791,175	2,071,216
TOTAL REVENUES & OTHER FINANCING SOURCES	764,737	25,643,072	275,200
200 000 Support Services	30,706,376	21,699,667	7,995,159
TOTAL EXPENDITURES & OTHER FINANCING USES	30,706,376	21,699,667	7,995,159
FOOD SERVICE FUND (FUND 50)	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	0	75,411	485,063
900 000 ENDING FUND BALANCE	75,411	485,063	400,992
TOTAL REVENUES & OTHER FINANCING SOURCES	392,153	944,278	393,905
200 000 Support Services	316,742	527,823	477,976
TOTAL EXPENDITURES & OTHER FINANCING USES	316,742	534,626	477,976

COMMUNITY SERVICE FUND (FUND 80)	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	481,026	504,096	1,034,150
900 000 ENDING FUND BALANCE	504,096	1,034,150	1,023,144
TOTAL REVENUES & OTHER FINANCING SOURCES	1,760,343	2,419,661	2,320,000
200 000 Support Services	539,589	543,153	671,070
300 000 Community Services	1,159,567	1,346,453	1,509,936
400 000 Non-Program Transactions	38,117	0	150,000
TOTAL EXPENDITURES & OTHER FINANCING USES	1,737,273	1,889,606	2,331,006

* The 60 & 70 series funds are "fiduciary" funds. Presentation of these funds have been removed from the adoption format to agree with GASB 34 requirements. This change also brings the school district adoption format more into conformity with statute 65.90 requirements used for other Wisconsin governments which specify that information be presented for governmental and proprietary funds, but does not require it for fiduciary funds.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: 2022-2023 Tax Levy

Date: 10/25/22

Prepared by: [Heather Heaviland](#)

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

Recommendation(s): Recommend adopt property tax levy in the amount of \$22,869,257, including \$275,000 for a Capital Expansion Fund, to provide for operation and maintenance of said School District.

Purpose: Approve tax levy.

Background:

The tax levy supports educational and support programs (general operations), repayment of debt, capital projects and community services.

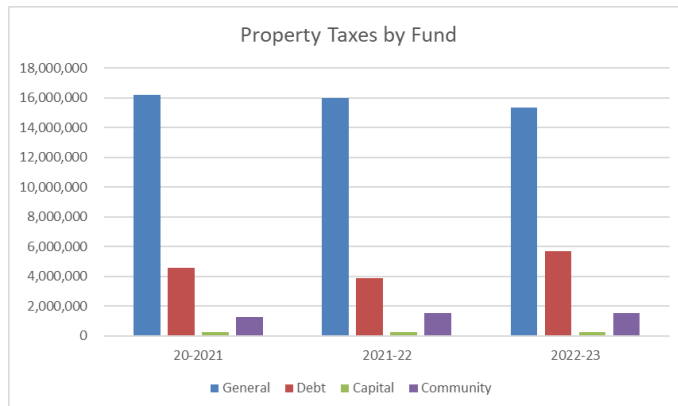
As discussed at the October 11th school board meeting, the allowable general fund levy is less than previously projected (and was offset by an increase in state equalization aid). The District proposes shifting these funds to the referendum debt service fund in order to decrease the principal amount to be refinanced in 2023. The table below shows the specific proposed levy amounts by fund.

PROPOSED PROPERTY TAX LEVY		
FUND	Preliminary Budget	Original Budget
General Fund	\$ 16,014,947	\$ 15,353,032
Referendum Debt Service Fund	\$ 4,425,210	\$ 5,087,125
Non-Referendum Debt Service Fund	\$ 604,100	\$ 604,100
Capital Expansion Fund	\$ 275,000	\$ 275,000
Community Service Fund	\$ 1,550,000	\$ 1,550,000
TOTAL SCHOOL LEVY	\$ 22,869,257	\$ 22,869,257

The proposed levy reflects an increase in total levy and a decrease the mill rate, as is detailed below.

PROPOSED PROPERTY TAX LEVY			
FUND	Audited 2020-2021	Unaudited 2021-22	Budget 2022-23
General Fund	16,187,953	15,968,605	15,353,032
Referendum Debt Service Fund	3,971,546	3,271,473	5,087,125
Non-Referendum Debt Service Fund	599,849	600,069	604,100
Capital Expansion Fund	275,000	275,000	275,000
Community Service Fund	1,250,000	1,550,000	1,550,000
TOTAL SCHOOL LEVY	22,284,348	21,665,147	22,869,257
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		-2.8%	5.6%
Equalized property tax rate (mill rate)	14.13	12.74	11.84

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 education and support.





Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-4 (Personnel Administration)**

Certification of the Superintendent: With respect to Operational Expectation 4 (Personnel Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

- In Compliance
- In Compliance with Noted Exceptions**
- Not in Compliance

Signed: *John Stamba*, **Interim Superintendent Date: October 25, 2022**

Report Summary

- | | |
|----------------------------------|-----------------------------------|
| OE 4.1 Compliant | OE 4.7 Compliant |
| OE 4.2 Compliant with Exceptions | OE 4.8 See Discussion |
| OE 4.3 Compliant | OE 4.9 Not Compliant |
| OE 4.4 Not Compliant | OE 4.10 Compliant with Exceptions |
| OE 4.5 Compliant | OE 4.11 Compliant with Exceptions |
| OE 4.6 Compliant with Exceptions | OE 4.12 Compliant |

Executive Summary

In addition to reporting on compliance with Board indicators, this report reflects on Human Resources operations and management, and progress toward the District’s strategic priorities over the past year.

The area of personnel management continues to be significantly impacted by changing workforce dynamics that resulted from the pandemic, as well as inflation and other financial challenges that Wisconsin’s public schools must manage. Despite these pressures, the District was successful in fully staffing classrooms with teachers before the start of the 2022-2023 school year and maintained its commitment to providing competitive wages and benefits to all employee groups.

Human Resources staffing changes during the year did not impact progress and improvements in recruitment and hiring practices, orientation and training, and other functions that make a positive difference for staff members and students, and support our professional development, employee satisfaction and retention goals. Building on a robust set of procedures and policies established in the 2020-21 school year, these administrative and operational practices have matured over the past year:

- Use of online tools for recruiting, absence reporting and assignment of substitute teachers at the building level, and expanded use of electronic time cards for all hourly employees, which was implemented in August 2022;
- Development of a Human Resources checklist for use by staff and hiring managers that includes a review of job descriptions, internal job postings to ensure current staff have the opportunity to interview for open positions, additional applicant screening steps, and transcript and licensing documentation checklists for teaching staff that will streamline both the hiring process and DPI license applications and renewals;

- Enhancement of District training programs that advance community priorities and meet or exceed DPI requirements; and
- Improvement of onboarding/offboarding procedures and compliance, including new orientation requirements and programs, exit interviews and administrative guidelines that ensure District-issued technology and network and building access are managed proactively.

Goals for 2022-2023 include:

- Completing performance evaluations for all teachers using the Educator Effectiveness program, which is already underway;
- Updating employee handbooks to reflect the District's policies for professional and support staff (adopted July 2021, and updated twice annually); and
- Standardizing Human Resources information management by leveraging Skyward and other data management tools over the next year. This commitment will include best practices related to records retention as required by the DPI, annual staff notices, contract management, and payroll and benefits changes, as well as management and analyses of recruitment and hiring activity.

Disposition of the Board: With respect to Operational Expectation 4 (Personnel Management), the Board:

- Accepts the report as fully compliant
- Accepts the report as compliant with noted exceptions
- Finds the report to be noncompliant

Summary statement/motion of the Board:

Signed: _____, Board President
Paru Shah

Date:

OE-4 Personnel Administration

The board values the individuals employed by the School District of Shorewood. To that end, the Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of District employees in a manner necessary to enable the District to achieve its Results policies.

Superintendent Interpretation

- **Recruitment** shall mean to attract and select the most talented and diversified pool of candidates.
- **Employment** shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- **Development** shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- **Evaluation** shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth
- **Compensation** shall mean providing competitive and flexible salary placement and benefits to attract

new and retain current employees.

- **District employee** means anyone who receives compensation in exchange for services.

The Board's Results policy is defined in R-1 through R-4.

<p>OE-4.1 Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Employees** shall mean anyone who receives monetary compensation for services rendered and covered by Shorewood School District employment laws.
- **Volunteer** shall mean anyone providing services without monetary compensation.
- **Background inquiries and checks** shall mean Wisconsin Circuit Court Access (CCAP), National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, reference checks and verification of employment eligibility prior to hiring.

<p>Board Indicator 1: The internal control processes verify that no employee was hired between July and June of the fiscal year without having successfully cleared all background checks prior to their start.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

Human Resources, as well as the Recreation and Community Services Department, uses Background Investigation Bureau (BIB) to conduct background checks for new employees, and 100% of new employees entering the District successfully cleared all background checks administered according to the established background check procedures. A total of 161 background checks were processed between 07/1/21 and 06/30/22. From July 1 to September 1, 2022, Human Resources completed 42 background checks, reflecting the volume of recruitment and hiring activity that takes place in the summer months to fully staff classrooms and support positions.

<p>Board Indicator 2: The internal control processes verify that no volunteer was approved between July and June of the fiscal year without having successfully cleared all background checks.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

All prospective volunteers, including parents and caregivers, must complete a District volunteer application

and application reviews and background checks are managed by the Recreation & Community Services Department. With COVID-19 restrictions eased, nearly 300 volunteer applications have been received since July 2022. The department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers; in some cases, a search is completed through Background Investigation Bureau (BIB). Approvals are valid for two years, and school staff and parents/community members may confirm their volunteer status prior to the beginning of the school year.

Board Comments:

<p>OE-4.2 Select only highly qualified and the best-suited candidates for all positions.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Highly qualified** shall mean vacancies that require a credential are filled with individuals that hold a valid teaching credential in that subject area and complete a successful interview process.
- **Best-suited** shall mean the candidate selected for any position in the District meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent.

<p>Board Indicator 1: 95% of all hires meet the certification requirements that are outlined in the vacancy description</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: Despite ongoing labor shortages and economic pressures, Shorewood continues to attract highly-qualified educators, support staff and administrators. All but one of the 28 certified staff members hired over the past year met all certification requirements for the vacancy, or 96%. In this single case, a qualified internal candidate was hired for the position and was eligible for a teaching license based on DPI criteria.</p>		

<p>Board Indicator 2: The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</p>	<p><u>Superintendent</u></p> <p>Complaint</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: Non-white student enrollment in the District has ranged from 28-36% of the total student population in recent years, compared to 6-12% of the District’s teaching staff (teachers and aides) over the same period; a comparison to all District staff in the current year is also provided.

Developing a diverse and inclusive staff that reflects our students’ identities remains a priority for Human Resources, and culturally responsive recruitment, onboarding activities and other support has resulted in some improvements in recruitment of diverse staff in the most recent hiring cycle. Turnover among staff of color remains an issue, and additional training, coaching and support that addresses this included new harassment and discrimination training for all District employees and restorative practices training for all District and school leaders. Team-building and professional development through ICS also continues to expand our capacity and skills to address this from a system-wide perspective.

Student and Staff Racial Identification 2019-2022

Race*	2019-20 Enrollment	2019-20 Teaching Staff	2020-21 Enrollment	2020-21 Teaching Staff	2021-22 Enrollment	2021-22 Teaching Staff	2022-23 Enrollment	2022-23 Teaching Staff	2022-23 All Staff
Hispanic	7.8%	0.6%	8.1%	1.6%	8.8%	1.6%	9.4%	1%	2.7%
Asian	9.5%	2.10%	9.1%	0.5%	8.0%	0.5%	7.4%	1.4%	2%
Black	10.0%	7.8%	10.5%	4.4%	10.5%	5.4%	10.8%	8.9%	9.7%
White	67.1%	88%	72.3%	93.5%	65.9%	91.5%	64.3%	88.1%	84%
Two or More Races					6.7%	1.0%	7.9%	1%	1.7%

*Three students identified as Native American/Alaska Native in 2022-23, or .2%; no staff are identified in this race category.

Board Indicator 3: The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.	Superintendent	Board
	Compliant	Compliant
	Not Compliant	Not Compliant

Gender	2019-20 Enrollment	2019-20 Teaching Staff	2020-21 Enrollment	2020-21 Teaching Staff	2021-22 Enrollment	2021-22 Teaching Staff	2022-2023 Enrollment	2022-23 Teaching Staff	2022-23 All Staff
Female	49.5%	68.9%	49.5%	71.5%	49.8%	72.0%	49.7%	74.7%	71%
Male	50.5%	31.1%	50.2%	28.5%	50.2%	28.0%	50.1%	25.2%	29%

Evidence: Unlikely to be compliant with this indicator in future years, additional staff gender data has been provided to inform discussions about goals and measures in this area. Including part-time and seasonal jobs, female employees hold 34% of Athletics positions, 53% of Recreation jobs, and 60% of District employment opportunities, overall, compared to 49.7% of the current student body.

Board Comments:

<p>OE-4.3 Use culturally-responsive protocols to recruit, hire, and retain staff.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Culturally-responsive protocols** shall mean using procedures that recognize the importance of including cultural references.
- **Support** shall mean to make available the necessary resources and opportunities to succeed professionally and personally.

<p>Board Indicator 1: Partner with University Systems and Educator Licensure programs to increase the teacher pipeline diversity.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The District has identified student teachers in area higher education programs, including a new partnership with Marquette University, and leverages Teachers On Call (a substitute staffing service) to identify candidates to fill teaching vacancies. Teachers and aides employed through Teachers On Call (TOC) may become District employees upon completion of a required number of hours with TOC. Additional strategies include:

- Networking and personal outreach to colleagues and potential job candidates, which has been a successful strategy in encouraging applications from underrepresented groups, increasing diversity in candidate pools and hiring;
 - Leveraging personal networks to attract colleagues to the district was instrumental in filling competitive vacancies for the 2022-23 school year, especially in special education.
- Highlighting the District’s commitment to equity for students and staff in the recruitment process. Our equity mission was cited by a significant number of new hires as a primary attraction of employment in the District;
- Maintaining our commitment to a diverse District leadership team. In 2022, 36% of the senior leadership team (n = 14) was non-white, aligning with the racial makeup of the student body. Turnover in this small group impacts representation, and diversity on the senior leadership team (District administrators and school principals) was 46% in 2021 and 17% in 2020. At the building level, five of our eight current building leaders - principals, associate principals and deans - are non-white, compared to half last year.

Finally, hiring managers’ checklists and the structure and consistency that online hiring and interview platforms (Indeed, Sparkhire, WECAN) provide have strengthened systemic work to identify and engage highly-qualified candidates across all demographics.

Board Indicator 2: All interviews for hiring employees include at least one “culturally responsive” question in the interview process.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: Recruitment platforms (Indeed, SparkHire and WECAN) employ District-designed question sets that include this question: “Tell us what equity means to you and how you would apply this definition to your role as [job title].”

Culturally responsive instructional and management practices are a substantial focus in interviews for teachers, aides, learning specialists and administrative positions in the District. Additionally, hiring teams are organized to ensure diversity, as well as representation of relevant employee groups in the hiring process, as appropriate. These questions and others were used by hiring teams over the past year, in both screening and subsequent candidate interviews for key roles in the District:

- What is your overall strategy for developing teacher and staff capacity for equity in instructional effectiveness? Please provide a specific time you put this practice into action.
- How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students?
- A review of our district data shows racial disparities in math and reading proficiency, disciplinary referrals, and referrals for special education. Why do you think these inequities exist and what actions would you take to ensure all students are thriving?
- How does your racial, gender, or class identity influence your leadership?
- From your perspective, in what ways have traditional business offices been inequitable in meeting the needs of ALL students?
- What would you do to ensure that our business office is intentional about the allocation of resources to service our most marginalized students?
- Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed in athletics and/or activities programming?
- How would you go about building rapport with students of color, students from low-income families, students labeled with a disability, students who are culturally and linguistically diverse, and students who identify as LGBTQ? Please provide some specific examples.
- How do you ensure that your classroom is an equitable learning environment for all students?

Working closely with the Director of Equity, Human Resources staff and hiring managers will continue to build experience and skills to meet recruitment objectives in this area.

<p>Board Indicator 3: There will be professional development annually to support teachers in culturally responsive teaching practices.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

Integrated Comprehensive Systems for Equity (ICS) training continued monthly for instructional staff, as well as support services staff, and administrators in 2021-22. ICS training addresses inequities across race, ethnicity, social class, ability, gender, identity and their intersections, and the ICS Equity Audit measures progress and serves as an important source of feedback across the District.

This year, schools will complete the C3 team building phase of our ICS work, and will begin establishing identity relevant teaching practices in the 2023-24 school year. Further, the departments of Teaching & Learning, Special Education & Student Services and Equity work as a team to support schools and teachers in implementing culturally-responsive teaching approaches. Examples include authentic learning projects that connect curriculum to students' personal interests and experiences, the self-reflection and skill-building exercises involved in ICS training, and professional practice and student learning goal setting that is part of Educator Effectiveness work.

Finally, New Staff Orientation, Back-to-School Week and annual training courses were modified to increase awareness and understanding of our work to achieve equity in all its forms. New hires across all employee groups attended an ICS orientation session, all employees participated in a Courageous Conversations About Race workshop that facilitated discussions about racial justice, and new workplace harassment and discrimination training modules underscored the importance of culturally responsive practices in all aspects of the District's operations.

<p>OE-4.4 Administer clear personnel rules and procedures for employees.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean personnel rules and procedures are communicated and understood by employees as detailed in employee handbooks and appendices.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

<p>Board Indicator 1: By December 1st of each fiscal year, 95% of the District employees have signed and returned an acknowledgement form to affirm they received updated handbook and applicable appendices policies from the District Business and Human Resources office.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

All employees have access to their employee handbooks, appendices and professional and support staff policies on the District website. There were no updates made to the employee handbook or appendices for the 2021-22 school year therefore the District did not send out an acknowledgement form to be signed and returned by staff. New staff members continued to be required to acknowledge receipt of handbook information and policies through an online form, also available in the Staff Only section of the District website.

Beginning in 2022-23, the District will require an annual acknowledgment of District policy information, reflecting best practices in Human Resources management and labor law. Updated handbooks for each employee group to align these with District policy is a priority for this school year.

Board Comments:

<p>OE-4.5 Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.</p>	<p><u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant</p>	<p><u>Board</u> Compliant Compliant with Exceptions Not Compliant</p>
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Superintendent Interpretation:

- **Effectively handle** shall mean investigate and resolve promptly, accurately with consideration and professionalism.
- **Consistently** shall mean complaints and concerns are addressed according to the employee handbook and/or district policy.
- **Complaints and concerns** shall mean grievances or questions related to sexual harassment, discrimination claims, contractual violations, Board and District policies and procedures, and possible violations of state and federal laws.

<p>Board Indicator 1: 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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Evidence:

All concerns, complaints and grievances involving employees are processed in accordance with District policy and relevant state and federal statutes.

Board Comments:

OE-4.6 Maintain accurate job descriptions for all staff positions.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

- **Maintain** shall mean to keep current and accurate.
- **Accurate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

Board Indicator 1: All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: Job descriptions and organizational charts developed over the past year are central to providing consistent evaluations of job performance and to evaluating equity in compensation across employee groups and job classifications.

Board Indicator 2: All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: The use of online recruitment platforms (Indeed, SparkHire, WECAN) provides needed rigor in these procedures and each job posting includes an updated job description that is used uniformly for recruitment, hiring; employee evaluations are not uniformly conducted using job descriptions.
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Board Comments:

OE-4.7 Protect confidential information.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

- **Protect** shall mean to secure, keep safe, and preserve employee confidential information.
- **Confidential** shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

Board Indicator 1: 100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

There have been no documented breaches of confidential information by the Business and Human Resource Services office.

Board Indicator 2: 100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

A single breach of confidentiality, involving one staff member, was identified and action was taken to investigate and resolve this matter. This breach did not involve student records.

Board Comments:

<p>OE-4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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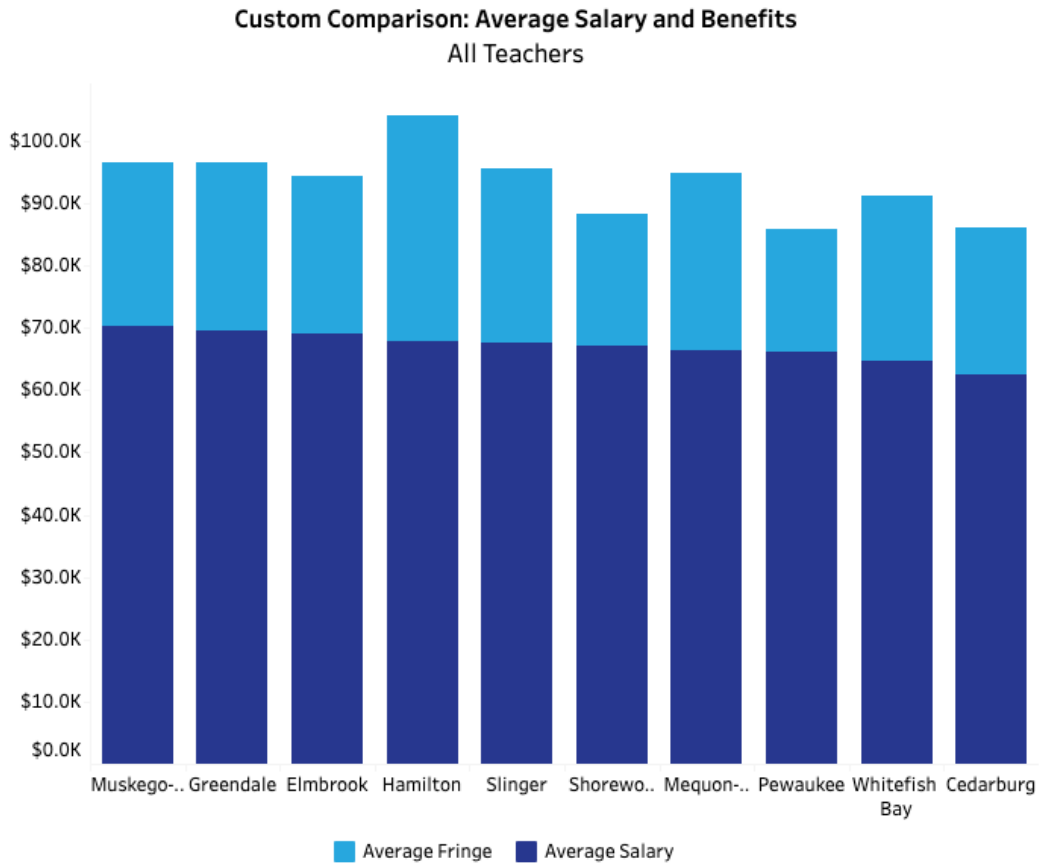
Superintendent Interpretation:

- **Competitive** shall mean District employment offers are commensurate with or higher than equivalent positions when compared to similar school districts.
- A **compensation plan** shall mean District salaries and benefits.
- **Highest quality in terms of attracting applicants** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, supervising administrator or Superintendent.
- **Highest quality in terms of retention of employees** shall mean those who are evaluated as effective or higher based on the District's evaluation criteria.

<p>Board Indicator 1: The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

We have not been able to obtain information that isolates the information for fringe benefits or combines salary and fringe benefits in a way that allows for comparison of Shorewood to CESA 1 peer districts as required for this indicator in recent years. Comparisons to other high achieving schools in our region (2023 Niche Rankings) are below.



Board Indicator 2:
The District will rank in the top 33% of salaries and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.

Superintendent

Compliant

Not Compliant

Not Available

Board

Compliant

Not Compliant

Evidence:

We are not able to obtain information that isolates the information for fringe benefits or combines salary and fringe benefits for these positions in a way that allows for comparison of Shorewood to CESA 1 peer districts.

<p>Board Indicator 3: The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The District is not able to obtain comparable salary information for other employee groups: secretaries, aides, custodians, managers and administrators.</p>		

<p>Board Indicator 4: The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The District currently does not employ a benefits consulting company that would be able to do an analysis and comparison of companies and school districts regionally. Our contract with our previous benefits consulting company ended in 2019. If the District chooses to employ a benefits consulting company in the future, this information will be provided on the OE-4 report.</p> <p>The need for better benefits was not identified as a factor in leaving the District in either exit interviews or staff surveys in the last two years.</p>		

<p>Board Indicator 5: 100% of employees that leave the district are offered an exit interview.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

Beginning in 2020 the District partnered with School Perceptions to offer an online exit interview survey to all staff separating from the district. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and a communication with the option to schedule an in-person exit interview with the Director of Human Resources or another member of the District leadership team; 31 staff members received the 2021-22 Exit Survey and 17 provided responses. Of these, six were classroom teachers, six were aides or specialists and five were administrators or other staff. The top factors cited in decisions to leave the District were:

- A job opportunity with another public school district in Wisconsin: 36%
- Retirement: 29%
- Job opportunity outside education: 14%

Other major considerations were:

- Need for better work-life balance: 47% (up from 30% in 2021)
- Poor internal communication: 40% (up from 20% in 2021)
- Lack of support from administration: 40%

District and school leaders have identified communication as a top priority, and Human Resources will take a more active role in sharing departmental, District and employee news and information this year. A new Human Resources newsletter will be one of the communication tools introduced as part of this effort.

Board Indicator 6: An annual review of retention rates is comparable to peer districts.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Available	

Evidence:

The District does not have access to a reliable source of retention information from peer districts, and introduced trend data in the 2021 presentation of OE 4. The retention and turnover rates below include all full- and part-time employees, and do not include retirements or involuntary separations. The District's 2021 presentation of OE4 suggested a new indicator with a turnover/retention goal (not including retirements or involuntary separations) for all staff, and for teachers specifically. Retention of teachers, and overall retention, improved.

Staff Retention Rates

Employee Group	2018-2019	2019-2020	2020-2021	2021-2022
Teachers	96%	91%	89.5%	91%
Administrators	92%	67%	75%	71%
All Staff	92%	84%	86%	88%

Turnover Rates by Race/Ethnicity (All Staff)

Race/ Ethnicity	2019-20 Total Staff	Number Resigned	% Separating Staff	2020-21 Total Staff	Number Resigned	% Separating Staff	2021-22 Total Staff	Number Resigned	% Separating Staff
White	282	39	13.8%	266	33	12.4%	251	23	9.2%
Black	26	9	34.6%	36	11	30.5%	30	7	23.3%
Asian	6	1	16.6%	5	1	20%	6	0	
Hispanic	4	1	25%	2	0		8	0	
Two or More	5	1	20%	5	1	20%	5	0	

Board Comments:

OE-4.9 Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the employee handbooks.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Consistent with the Superintendent's own evaluation** shall mean that all employees are evaluated according to student learning outcomes as outlined in the results policies and operational expectations.
- **Evaluate** shall mean assessing through observations, goal setting and progress monitoring.
- **Achieving** shall mean that the employee performance contributes to accomplishing the Board's goals.
- **Compliance** shall mean District employees are assessed on their ability to follow the board's operational expectations as they apply to their job.

Board Indicator 1: 100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Certified staff were evaluated using elements of the Educator Effectiveness framework in 2021-22, but due to a school leadership change not all schools completed this process. All District administrators and school principals were evaluated by the Interim Superintendent in the 2021-22 school year.

<p>Board Indicator 2: 100% of non-licensed personnel are evaluated through a district created process annually.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: Not all non-licensed staff were evaluated in the 2021-22 school year. This is a goal for 2022-23.</p>		

<p>Board Indicator 3: 90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: Student Learning Outcomes (SLO) were completed at Atwater, Shorewood Intermediate School and Shorewood High School in 2021-22. Lake Bluff's SLO process began but was not completed.</p>		

<p>Board Comments:</p>

<p>OE-4.10 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Qualified** shall mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.
- **Trained** shall mean employees are given instructions, mentored, and given feedback.

<p>Board Indicator 1: 100% of new employees will participate in the district mentoring program during their first and second year of employment.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

One mid-year hire was not assigned a mentor during the 20221-2022 school year. All other new certified teaching staff participated in the District mentoring program, the Shorewood Induction Program (SIP). The Shorewood Induction Program’s mission is to accelerate best practices in teaching to effectively impact student learning and each new certified staff member working a minimum of .5 FTE is provided with a mentor. Mentors support is provided for two academic years. The District does not offer a mentoring program for other staff.

<p>Board Indicator 2: 75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The Shorewood Induction Program (SIP) participant survey received 18 responses in 2021-22 and 62% of new teachers reported they ‘feel more equipped to do their primary job as a result of the program.’ Additional survey data includes:

- 78% of mentees felt that SIP supported them in the areas they identified for growth;
- 72% of mentees felt that their mentor relationship improved student learning; and
- 85% of mentors felt adequately supported in their role.

Further development of our orientation, professional development and support efforts for new classroom teachers - and all staff - remain priorities.

<p>Board Indicator 3: The school district shall provide ongoing professional development pertaining to Cultural Competency</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: In addition to ICS and other equity training and support described in this report, teaching staff are involved in professional development that supports cultural competency in the classroom, positively influencing their approach to tiered instruction, our integrated social/emotional learning curriculum at all grade levels, and implementation of authentic learning experiences that build academic skills and foster healthy development through character, citizenship, and wellness activities. Cultural competency in these areas is also a focus of collaborative planning time for grade band teachers and departments.

Board Comments:

OE-4.11 Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Organizational culture** shall not only mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted, but also mean the behaviors and beliefs characteristic of a positive work environment.
- **Responsibly perform their jobs** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- **Environment of professional support and courtesy** shall mean a respectful workplace free of hostility and void of harassment directed at a person's race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

Board Indicator 1: A staff survey will show that at least 85% of the staff feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Compliant	Not Compliant

School Perceptions Survey results (Teachers, Aides, Specialists)

	2019 (n=126)		2020 (n=129)		2021 (n=87)		2022 (n=99)	
I am in a school environment that allows me to work in an environment of professional support and courtesy	Shorewood Average	Agree	Shorewood Average	Agree	Shorewood Average	Agree	Shorewood Average	Agree
	3.84	82%	3.95	87%	3.67	75%	3.67	72%
Other Staff (n)	4.21	84% (34)	4.03	83% (35)	4.03	90% (30)	3.58	71% (134)

Board Indicator 2: 100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Compliant	Not Compliant

Evidence:

All concerns and complaints of this nature involving employees are addressed, investigated and resolved as outlined in the employee handbook and/or District Policy. One complaint filed in 2021-2022 is pending.

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Board Indicator 3: A staff survey will show that at least 85% of the staff feel they are in a “good climate.”	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:								
School Perceptions Survey results (Teachers, Aides, Specialists)								
	2019 (n=126)		2020 (n=129)		2021 (n=88)		2022 (n=100)	
Statement	Shorewood Average	Agree	Shorewood Average	Agree	Shorewood Average	Agree	Shorewood Average	Agree
I have flexibility to do my job the way that I think is most effective	4.13	86%	4.19	92%	4.03	84%	3.9	83%
Other Staff (n)	4.35	91% (34)	4.11	89% (35)	4.03	90% (29)	3.58	72% (32)
I feel supported by leadership when I make a decision	3.87	80%	3.92	82%	3.55	69%	3.6	74%
Other Staff (n)	4.24	91% (34)	4.03	83% (35)	3.64	70% (30)	3.23	59% (32)

Board Indicator 4: A staff survey will show that at least 85% of the staff feel they are in an “inclusive environment.”	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:								
School Perceptions Survey results (Teachers, Aides, Specialists)								
	2019		2020 (n=125)		2021 (n=87)		2022 (n=93)	
Statement	Shorewood Average	Agree	Shorewood Average	Agree	Shorewood Average	Agree	Shorewood Average	Agree
I feel my ideas, opinions, and concerns are listened to by my colleagues.	NA	NA	3.98	86%	3.87	86%	3.96	89%
Other Staff (n)	NA	NA	3.97	91% (34)	3.93	85% (27)	3.74	81% (31)

Board Comments:

<p>OE-4.12 The Superintendent may not retaliate against an employee for initiating a legitimate complaint.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Retaliate** shall mean to act in revenge.
- **Initiating** shall mean bringing a written document without coercion by an employee, supervisor or administrator.
- **Legitimate complaint** shall mean a written statement of all claims against the accused that is neither spurious nor false.

<p>Board Indicator 1: 100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: All employee complaints registered with the Office of the Superintendent are addressed in compliance with District policy and state and federal law. There is one pending complaint (filed in May 2022).

<p>Board Comments:</p>

Character and Citizenship

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

Students will:

3.1 Feel welcome, valued, and supported.

Indicators:

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

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

Indicators:

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

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

Indicators:

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



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Communications Plan Update

Date: 10/25/22

Prepared by: Paru Shah

Recommended action:

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Seven (7) search firms responded to our RFP by the deadline (October 5). The Board met on October 10 to review and chose 3 firms to interview.

We interviewed HYA, BWP and School Exec Connect on October 18, and after careful review and discussion, we will be partnering with School Exec Connect for this search.

We have \$20,000 budgeted for this search, and will not be exceeding this amount.

The Board will meet with the team in the next few weeks, and share the calendar of the search process, including community feedback via focus groups and surveys, at the November 15th meeting.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
October 11-, 2022

Board Member Participation: Paru Shah, President
Emily Berry, Vice President
Becky Freer, Clerk
Ellen Eckman, Treasurer
Abby Fowler, Board Member
Bella Busby, Student Representative
Emmett Joslyn, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services
Mike Joynt, Interim Director of Teaching and Learning
Sam Nadolksy, Interim Principal, SIS

I. 7:07 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Abby Fowler and SECONDED by Emily Berry

AYE: 5 NAY: 0

II. 7:12 pm STUDENT ACHIEVEMENT AND RESULTS

Spirit Week, SIS Student Council Members

Sarah Kopplin Remarks, Wisconsin Teachers of the Year Presentation

III. 7:29 pm PUBLIC COMMENT #1

Traci Clark 4144 North Larkin

Deb Schwinn SHS Faculty

IV. 7:39 pm BOARD BUSINESS AND BOARD ACTION

A. Facilities Projects Update, Mike Huffman

B. Approval of R3 (Character and Citizenship) Student Results Monitoring Report

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 5 NAY: 0

C. Approval of R4 (Wellness) Student Results Monitoring Report

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

D. Review of the 2022-23 Preliminary Budget in Preparation for Adoption on October 25, 2022

E. Superintendent Search Update

V. 8:54 pm BOARD CONSENT AGENDA

Approval of September 27 Board Meeting Minutes

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

VI. 8:55 pm PUBLIC COMMENT #2 - no comments

VII. 8:57 pm BOARD MEMBER REPORTS - no reports

VIII. 8:58 pm SUPERINTENDENT'S REPORT

IX. 9:02 pm SUPERINTENDENT'S CONSENT AGENDA

Approval SHS Student Trip to New York and Addendum to the Student Trip to Costa Rica

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

X. 9:03 pm PUBLIC COMMENT #3

Julie Wernke

4452 North Ardmore

XI. 9:04 pm REVIEW OF 'TO DO' ITEMS

4K Work Group, Virtual Town Hall Meeting, School Perceptions Survey Planning and Participation Discussions

XII. 9:06 pm FUTURE AGENDA ITEMS

R3 and R4 Recommendations and Student Representative Input, Enrollment update, Superintendent Search update, OE 4, OE9 and Student Results

XIII. 9:07 pm RECESS AND DEBRIEF



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
October 11, 2022, Closed Session

Board Member Participation: Paru Shah, President
Emily Berry, Vice President
Becky Freer, Clerk
Ellen Eckman, Treasurer
Abby Fowler, Member

District Staff Participation: JoAnn Sternke, Interim Superintendent
Kate Harder, Director of Special Education and Student Services
Ryan P. Heiden, von Briesen & Roper

On Tuesday, October 11, 2022, the Shorewood School Board met in Closed Session.

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

Motion by Paru Shah to meet in Closed Session with legal counsel to receive oral advice regarding the legalities of student discipline and associated confidentiality requirements with respect to an expulsion hearing in which the Board is expected to become involved, pursuant to Section 19.85(1)(g), Wis. Stats.

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 6pm.



Membership Meeting
October 11, 2022
7:30-9:00 a.m.
Join Zoom:

<https://zoom.us/j/93271274551?pwd=VTltREp1RE1VdVFVYIBVQTIjVnpXZz0>



October 11 Meeting Summary

Detailed meeting minutes can be found on slides 18-21.

The meeting began with a Legislative Update. There is not a lot going until after the election. A new organization that supports and promotes Voucher schools has formed, Wisconsin Coalition for Education Freedom. (See slide 19).

Executive Committee is looking for a new member:

SWSA Region 4: Elmbrook, Racine, Kenosha, West Allis-West Milwaukee and Waukesha
The Executive Committee meets virtually once month to review new educational developments, work on SWSA platform and communication strategy. They are responsible for hiring the Exec. Director. **Please consider nominating yourself or a peer. Please contact Faith with name.**

The rest of the meeting was spent developing generic SWSA talking points to be used with legislators. Faith and Ramie would like to complete the SWSA talking point template shortly after the election. **Please email any talking points that you would like to share,** to Faith. The more specific, data driven the better. **Please see the next slide for examples.** *Real examples create credibility.*

Sample detailed /Specific talking Points

Without adequate state support, my district has been forced to:

1. **Increase class sizes by or up to X:**Example: Our class sizes currently run 26-29 in th elementary which creates challenges. Without an increase in funding we will need to increase class sizes throughout the district to 30+ students.
2. **Eliminate X class offerings** ((Robotics, CTE, CNA, engineering– due to staffing challenges (non competitive salaries/benefits))We value the importance of offering classes that promote and teach the trades.Material costs have risen dramatically since 2020 (a woods project that previously cost \$65 now costs \$102. The material used for welding has doubled in price. The cost of a 4x8 piece of sheet metal has risen from \$39.62 to \$93.19 .This means we will need to pass the increases on to the students,offer less opportunities, and make smaller projects. All of these limit opportunities for students. 39
3. **Put off needed building maintenance:** Safety is a priority. Without increased funding, maintaining or adding enhanced safety features (more cameras, FOB access, offsetting costs of SROs) the district will be forced to make difficult choices that result in less safe schools.
4. **Go to referendum for operational costs:** Without increased funding we will be forced to go to the community for an operational referendum to keep up with increasing costs.
5. Eliminate certain sports, electives, etc
6. Other Examples **BE SPECIFIC (\$AMTS: #OF COURSE REDUCTIONS)**

With increase in SpecED funding, my district can provide ?????



October 11, minutes, cont.

The talking points and discussion topics from each breakout room are included on slides 25-32. The link to the talking points document: [Click Here for Draft of Talking Points Template](#)

Please share your talking points with Faith so we can build a generic Talking point template.

We will be focusing on three main topics:

1. Increase in Spendable funding
2. Increase in SpecEd Reimbursement
3. Increase in Mental health funding—categorical aid instead of Grants

40

Our partners across the state are also focusing on these three primary topics. These partners include: WiRSA, SAA, WASDA and WASBO.

Next meeting, November 8, 2022.

WELCOME!

CHECK YOUR TECH & SIGN IN



- ✓ Check computer sound & camera
- ✓ Sign in on slides 3-14
- ✓ Sign in on the shaded slides
- ✓ Meeting Guidelines on slide 15
- ✓ Agenda is on slide 16-17

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Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Kathleen Wled-Vincent	Greendale	Board President	I'm beginning my fall dryland dog racing season. One of my favorite times of the year. :)
Jim Sebert	Waukesha	Superintendent	Fall golfing 42
Brian O'Connell	Racine Unified	Board Member	Trying to view as much color as possible
Pam Woodard	Whitefish Bay	Board member	Walks and bike rides
Paul Mielke	Hamilton	Superintendent	Watching my sons play football for Hamilton



Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Lisa Walker	Brown Deer	School Board	Watching my son play football.
John Thomsen	Bay	DA	Working on filling vacant positions;) while taking a walk in the woods.
John Gahan	Pewaukee	CFO	Anything outdoors
Dan Arnold	South Milwaukee	Dir. Bus Serv	Raking leaves
Lisa Elliott	Greenfield	Superintendent	Taking walks to enjoy the fall colors

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Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Ramie Zelenkova		Lobbyist	Heading to Oaxaca at the end of the month!
Keri Duce	Menomonee Falls	Board Member	Cross country meets for my son
Sue Doyle	CESA #1	Exec Director	Enjoying the fall colors
Monica Kelsey-Brown	Brown Deer	Superintendent	Bringing my outside flowers indoors.
Jim Heiden	Menomonee Falls	Superintendent	Enjoying Door County retreat

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Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Keith Brightman	Wauwatosa	CFO	Son's cross country success
Linda Witkowski	Franklin	Board member	Hiking the Ice Age Trail
Bill Thiel	Oconomowoc	Board Member	Homecoming etc 45
Nancy Tischendorf	St. Francis	Board VP	Raking leaves with the Grandkids
Kelly Thompson	Muskego-Norway	Superintendent	Enjoying the fall leaves up north
Deidre Roemer	WAWM	Assistant Superintendent	Hiking in the crisp weather



Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Tom Frohna	Greenfield	Board Member	Fall Camping in Door County
Andy Chromy	Franklin	Business Manager	Football with my boys
Blaise Paul	Oak Creek-Franklin	Business Mgr.	Spending time with family
JoAnn Sternke	Shorewood	Interim Superintendent	Apple picking and pumpkin hunting - and football games at school
Jonathan Mitchell	Greendale	Business Manager	Long walks, enjoying time outdoors

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Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Tina Owen-Moore	Cudahy	Superintendent	Getting the sweaters and boots out of the closet
Mike Sereno	Oconomowoc Area School District	Superintendent	Getting outdoors 47
Greg Kabara	Nicolet Union High School	Superintendent	Running Outdoors
Shelley Burns	Mequon-Thiensville SD	Board President	Outdoors and lots of travel recently!



Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Shawn Yde	Whitefish Bay	Dir of Business	
Lisa Olson	Whitnall	Superintendent	Long walks outside
Annalee Bennin	Franklin Public Schools	District Administrator	Hiking outdoors 48
Jeff Weiss	Kenosha Unified	Superintendent	
Mark Hansen	Elmbrook	Superintendent	
Rhonda Riccio	Cudahy	Board Clerk	
Alyson Weiss	Glendale River Hills	Superintendent	Time outside



Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
Lindsay Johnson	Glendale River Hills	Business and Operations	
Matt Joynt	MTSD		
			49



Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
			50



Welcome! Please Check-In!

Your Name	School District	Role	How have you been celebrating Fall in Wisconsin?
			51



Meeting Guidelines

State your name before you speak

Use the “hand raise” feature to ask question or comment

Mute your mic when not speaking to reduce background noise

Turn off other devices to reduce distraction

Complete your thought with, “I’m finished” or “That’s it”

Agenda October 11 , 2022



Time	Agenda Item	Presenter
7:15-7:30	Settle in to the Virtual Meeting Space	Faith
7:30-7:45	Review Meeting Guidelines & Introductions <ul style="list-style-type: none"> ● Faith VanderHorst, Interim Executive Director ● District Introductions: Name, Title, District Name, and the answer to this question: <ul style="list-style-type: none"> ○ <i>What is the greatest challenge your district is facing at this time?</i> 	Faith & the Full Team
7:45-8:05	Legislative Update <ul style="list-style-type: none"> ● Legislative Update ● Gubernatorial Candidates/race ● Shared services Committee ● WisEye interview with Jim Bender and Dan Rossmiller (WIS Coalition- asks) 	Faith, Ramie, Dan, Chris
8:05-8:10	<p>ADMINISTRATIVE ITEMS:</p> <p>A. Legislative Agenda Framework:</p> <ol style="list-style-type: none"> 1. <i>Increase in spendable revenue (Due to funding formula structure this will need to be a mix of revenue limit increase and an increase in categorical aid.)</i> 2. <i>Increase in Special Ed funding</i> 3. <i>Increase in sustainable (categorical aid) funding for Mental Health</i> <p><i>These three items align with the WASDA and WASBO targeted Legislative talking points. WiRSA will include also.</i></p> <p>DO NOT AGREE TO SOMETHING (LEGISLATOR SUGGESTS) THAT IS NOT A GOOD DEAL.</p> <p style="text-align: center;"><i>KEY: Keep it Simple</i></p> <p>B. Open Executive Board Seat, Region 4</p>	Faith & the Executive Committee

Agenda- October 11, 2022



Time	Agenda Item	Presenter
8:15-8:55	<p>Draft of Talking Points -BREAK OUT ROOMS—<i>BE SPECIFIC: DOLLAR AMOUNTS, #OF STAFF, #OF COURSE OFFERING REDUCTIONS, REDUCTION IN BUS ROUTES, ETC.</i></p> <p>Click Here for Draft of Talking Points Template</p> <ul style="list-style-type: none"> ● Use Business Terms (“Financial Challenges”, “Workforce Challenges”, “Inflation”) ● Pivot statement: “This is what our district NEEDS... what is your plan? What is your solution?” ● Be specific regarding the effect on your district. (Ex. Without additional spendable resources: Increase in class sizes, Lose teachers, Cut XX Class offerings) ● Tie class offerings to what local businesses need. CNA, STEM, building trades ● Special ed: What does increase in Special ed funding mean? ● It will free up general funds to pay for: <ul style="list-style-type: none"> ○ Maintenance (instead of deferring until a referendum is passed) ○ Help with Workforce challenges- can provide competitive salaries for custodians, paras(EAs), food service ○ Bus drivers ○ Cover Inflation, increase in gas, electric, supplies, healthcare ○ Literacy programming ○ <p>Sample District Advocacy Talking Points</p>	<p>Faith, the full team</p> <p style="text-align: right;">54</p>
8:55-9:00	Final reflections and Announcements	18

SWSA ADMINISTRATIVE ITEMS





Administrative Item:

Open Executive Committee Position:The executive committee is made up of representatives from each SWSA region, two co-chairs, one co-chair emeritus and one co-chair elect. They meet monthly via zoom to discuss the latest issues and propose projects and agenda items.They are also responsible to hiring the Executive Director.

Region 4 (Elmbrook, Waukesha, Kenosha, Racine and West Allis-West Milwaukee), is open. Are there any nominations? Is anyone interested and would like to nominate yourself? Please send Faith an email with your interest. Thanks!!! It's a great way to get involved and meet others in the membership.

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NOTES: Legislative Activity

- Minimal legislative action besides committee work
- November election is the focus
- New public poll tomorrow - Marquette - race within margin of error or tied
- Most expensive gubernatorial race in the country
- Budget announced in February by the governor
- Number of retirements, new committee members and chairs (education and JFC)
- Many new people who will need education on K12 funding, priorities
- Legislature could reach super majority (veto override)
- Time to refine talking points and advocacy
- New coalition - WI coalition for education freedom
 - Americans for prosperity, Badger Institute, School Choice WI, WiLL, etc.
 - Already discussing advocacy goals with leadership and key members of committee
 - Will have a substantial per pupil request and regulatory reforms in school choice space
 - Conversation on funding stream
 - Possible impact on property taxes based on per pupil payments - expansion of school choice
 -

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<https://media.wmc.org/wp-content/uploads/2022/09/07082257/WI-Coalition-for-Education-Freedom-Handout-Sept-2022.pdf>

NOTES:

- **Legislative Agenda Framework:**
- Increase in spendable aid
- Increase in Special Ed funding
- Sustainable , non grant mental health funding

- **Faith - spoke with WiRSA- Wisconsin Rural School Alliance-** They are also including our three legislative agenda items in their top 5 framework. They will add two items that pertain more to rural schools, ex: transportation aid and low base Revenue Limit
- Ramie note in chat: For fiscal cliff discussion: Transfer to Budget Stabilization Fund. Transfer \$350,000,000 from the general fund to the budget stabilization fund in the second year of the biennium. These moneys would be available for appropriation by the Legislature for K-12 education or other purposes.



NOTES:

Executive committee - opening region 4 - contact Faith with interest



NOTES: Generic Template for talking points

- <https://docs.google.com/document/d/1XAZXTz4s2C5thH66KXpArl8copNk3yLslGAanOzy53s/edit>
-

Notes: Breakout Room 1

Each breakout room was asked to provide specific, detailed examples of how their district would be affected if Spendable funding was not increased to at least cover current inflation:

Six out of the last 8 years the revenue limit held constant and state aid was provided to be a tax break- this means we have not been able to compensate our staff aligned to CPI-U in a time of worker shortage- the vast majority of our budgets are people and to make up significant lack of dollars we have to cut people

Businesses could not operate this way- they pass the increase costs onto the consumer- businesses are making significant changes ie: no longer taking coupons

Existing class sizes/maintain programming we have

The lack of consistency and predictability is the most challenging part of the budgeting process

Costs have gone up due to inflation- materials, transportation, energy cost- basic operating costs

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Notes: Breakout Room 2

- Potential Operational Referendum
- Reduce course opportunities for students; reduce career pathways for kids
 - Identify cost of some programs (i.e. trades pathways)
- Reduce experiences due to costs in materials
- Reduce workforce OR unable to continue to attract high-quality talent
-

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Notes: Breakout Room 3

- Spent more/invested in tech ed. Education (after investing in classroom facilities) and finding it difficult to purchase supplies because of inflation
- Aid helps property tax payer vs. direct money to spend - to provide supplies needed for tech and trade classes
- Right sizing (shrink the district) because of lower birth rate, etc. - impacts aid available (Racine has torn down 5 old school buildings)
 - Maintain a high but workable class size (efficient class size that still allows for student achievement)
- Hourly wage for facilities/custodians, special education assistant, school nutrition - has been raised to compete with inflation
 - Need more spendable money to increase wages more quickly to be competitive with other workforces
 - Need to articulate why these people are important through stories

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NOTES: Breakout Room 4

- Andy from Franklin - stay away from words like fiscal cliff, but instead say you used \$1M of ESSER in order to balance your budget. “Fiscal cliff” is undefinable and doesn’t mean anything to anyone outside of school district finance folks.
- Andy: Also stay away from “predictable funding” - funding is unpredictable. We’re willing to say that to teacher’s who want a salary schedule; the state says that to us. CPI is variable and depends on the economy - stick to specific examples rather than using the catchall of “predictable funding”. **So use Increase in funding tied to CPI**
- Put together a cost to “retain staff”.
- “Predictable” and “sustainable” and “Fiscal cliff” are undefined, sounds academic not like businesses. Need better words.
- 18% transportation increase - businesses can raise their prices, we can’t.
- Mequon-Thiensville - currently working on estimating our gaps; although balancing a budget that is mainly salaries/benefits means ...

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NOTES: Breakout room 5

- Possibility of closing school buildings if something doesn't turn around from a budget perspective - reducing programs, increasing class size; this is on top of making cuts due to declining enrollment
- Declining enrollment - using ESSER funds to balance the books; without additional dollars will need to reduce staff - general education teachers impacting programming in general; CPI increases adds to the "cliff" - will the state mitigate or make it worse
- If going back to a referendum it is asking for more due to declining enrollment, increase effects due to COVID (which don't go away after ESSER), CPI increases
- **Showcase the good use of ESSER funds in tangible ways - HVAC investment, PPE costs, etc. - good stewards of federal money**
- Relying on tax payers to fill inflation gap

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NOTES: Breakout Room 6

- Even with an operational referendum passing successful, funding will continue to be a challenge--it's not a sustainable way continue - costs outpace
- Pay for paraprofessional is low compared to to private sector (asking people to tube feed and diaper students for \$18 an hour is not appealing when they can work other places with less responsibility)
- Have had to provide additional support to people who are on emergency licenses, which creates additional expenses
- Increase in mental health needs has increased need for more staff
- Cost of high in demand positions, makes it very expensive and challenging to offer these programs (trades teachers-they can earn more in the private sector))
- There is no financial incentive for districts to put students in special education programs (need to explain this to legislators) Special Ed reimbursement is just that--reimbursement for expenses required by statute to service students with varying needs including but not limited to: learning disabilities, hearing and vision impaired, speech impaired, feeding tubes, severe cognitizant disabilities

Trades teachers can make much more outside of working in the schools.

Explanation of why schools aren't incentivized to put more kids in special ed (Paul has a chart that shows what is actually spent on special ed. Vs. what is reimbursed) 66

Healthcare and trades are important talking points - hospital and nursing homes - this hospital in our district needs these types of employees, that's how we're filling the talent pipeline but we need additional funding to expand those programs (investment in CNA, etc.)

Not fighting against each other for teachers - we're also fighting other industries for bus drivers, custodians, etc.

Cost to certify teachers as reading coaches - tie to literacy/ELA/reading needs

NOTES: Breakout room 7

ESSER funds were used for 2021-2023 to balance budgets and make up for the lack of State support, with the understanding that when those funds expire there would be a fiscal cliff that needs to be addressed *Remind that JFC acknowledged that the cliff was real in 2021-23 and they put \$350M in an effort to ease the cliff when the ESSER funds expire

Inflation will require the fiscal cliff to be made up as well as funding to continue operations for 2023-2025

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Make up for four years of an increase, not just two

8% inflation

Teachers leaving the profession for private sector - pay increase

<https://madison365.com/one-city-schools-announces-4-day-work-week-for-all-instructional-staff-in-2022-23/>



NOTES: Breakout room 8

Limited numbers of applicants have led to competition at initial hire with several districts offering positions to the same candidates. This has led to higher costs of hire for an increasingly high number of hard to fill positions.

Special education services in Speech and Mental Health (anxiety) have grown substantially post pandemic. The resulting costs of required services has not been supported by the state through the categorical aid allocation.

Flexibility to innovate program offerings to meet the future workforce demands are limited due to the need to allocate available resources to meet the basic operational and mandated programming requirements for the district.

Lisa Olson has graphics she can share - 95% is salary and benefits (special ed) - 11% goes to non-reimbursable - this reimbursement would cover other costs needed for inflation

Rev. limit over last 7 years - can't spend, only reduces local property burden - create visuals



Wrap up

Finalize generic one pager to be sent - then send to districts to create their own one pagers

Send tangible examples to Faith - hard numbers (can say if you don't want it to be your district)

Notes from comments: You are also legally required to provide special education services. Those aren't "optional" and able to cut when there is a tight budget.

Talk to parents, business leaders, etc to share this information - build a common knowledge. Ask people to advocate on our behalf.

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Upcoming Meetings

Here is the [2022-2023 SWSA Calendar](#).

NOTE: The 2022-2023 Calendar can also be found on the [SWSA Website](#).

- **SWSA Executive Committee Meeting**
 - October 25, 2022 8:00-9:30 a.m. **(VIRTUAL)**
- **SWSA Membership Meeting**
 - November 8, 2022 7:30-9:00 a.m. **(Virtual)**



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FINAL COMMENTS AND MEETING REFLECTIONS



- Friendly Reminder: The next meeting is Tuesday, November 8, 2022 from 7:30-9:00 a.m. This will be a VIRTUAL meeting.
- Any other comments?
- Thank you!!

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RECREATION AND COMMUNITY SERVICES ADVISORY COMMITTEE MEETING
Monday, October 3, 2022
Shorewood Intermediate School Commons – 6:00 – 7:30 p.m. – Visitors are welcome to attend!

- I. Introductions.
 - A. New Members
 - Colleen Patzer
 - Lindsay Schmitt

- II. Review and follow up on the minutes from May 16, 2022.

- III. Feedback on department/programs/customer service. How can we improve?

- IV. Recreation and Community Services Department Communications
 - A. Programming
 - Summer Programs
 - Fall Programs
 - Winter Spring Planning
 - B. Newsletters
 - C. Website/Facebook
 - D. Facility Updates
 - Lake Bluff EEC Playground

- V. Old Business

- VI. New Business
 - Rec Wednesday Update

- VII. Adjourn. Thank you for attending and for your participation!

2022-2023 Meeting Schedule: Mondays (6:00 – 7:30 pm): October 3, Nov. 14, Jan. 9, March 6, May 8

Shorewood Recreation and Community Services Advisory Committee

Policy for all Recreation and Community Services Department programs and operations is vested in the school board. Serving the board and the department in an advisory capacity is the Shorewood Recreation and Community Services Advisory Committee comprised of the following members:

<i>School Board Appointees</i>	<i>Village Appointees</i>	<i>School Board Member</i>
Coleen Patzer	Sarah Kidd	Paru Shah
Molly Pahl Skwierawski	Maggie Reeve	
Lindsay Schmitt	Monica Liberatore	
Tim Vander Mel	Sarah Wahlstrom Helgren	

SEED Foundation Board Meeting, Monday, October 10, 2022

- Board members shared print materials for the annual campaign. Banners are posted throughout the community. They will send out emails to the community and previous supporters on Giving Tuesday in addition to several other methods to raise funds for SEED.
- They also are getting out to the schools to engage with caregivers and families. This week, they will have tables at the orientations. The next Meet and Greet is at Scout Wine on Thursday, October 6th at 7pm.
- Dine for SEED on Tuesday September 20th was a success. Funds are forthcoming from several of the establishments.
- The next Dine for Seed is on November 7, 2022 at Three Lions. People will have to mention SEED for funds to go to SEED.
- Board members are also considering hosting monthly meet and greets at rotating establishments in Shorewood to create opportunities to connect. The last meet and greet was a great success with many new families who wanted to be involved.
- Date for Swing with Shorewood will be on May 6, 2023 (Derby Day).
- Board members will be sharing short stories via social media about district initiatives supported by SEED including the partnership with Children's Hospital and the district's work on literacy.

Town Hall, October 11, 2022

6 p.m.

Board members gathered with community members in the SHS Library and Media Center for an informal conversation, prior to the evening's regular board meeting.

- Conversation began with a question about the board's understanding of the implications of this year's budget cuts - specifically the consolidation of two class sections at Atwater Elementary, which meant some students who previously were in multi-age classrooms moved into single-grade classrooms, where they were learning the same material they had learned last year.
- *Question: How is the district using the federal [ARPA funds](#) it received?*
- Another major topic of discussion was [Forward Exam](#) results, especially for the class of 8th graders in the 2021-2022 school year. Attendees asked board members to press for answers about what is driving lower proficiency scores and how the district is working to raise proficiency levels.
- Multiple speakers said they are looking for a higher level of academic rigor across the board, and want the board to spend more time discussing academics. Several asked the board to make academic performance a standing agenda item at every meeting.
- Some speakers tied academic rigor (or lack thereof) to families choosing to pull their students into private school or move to another public school district.
- *Question: Can parents see a breakdown of academic minutes our students spend by subject?*

Shorewood School District

School Board Town Hall | October 11, 2022

First & Last Name	Address	Email
Julie Wernke		
Pete MURHEAD		
Brian Elliott		
Sarah Mcneey		
Isabella Ruby		
Anne Conry		
N. Eden Goldring		
Sam Kroy		
Kate Schmidt		
Andrew Foey		
Kim Robison		

Shorewood School District

School Board Town Hall | October 11, 2022

First & Last Name	Address	Email
Nancy Lizdas		
Michael Lueder		
Nathan Hammans		
Amber Wichowsky		

Key Communicators Meeting, October 19, 2022, 7 p.m., SHS Library and Media Center

Topic: Legislative Action

Board members present: Becky Freer, Emily Berry, Abby Fowler, Paru Shah

Administrators present: JoAnn Sternke, Tim Kenney, Heather Heaviland

Two community members were present.

Dr Sternke shared 2 articles with the group:

- <https://www.jsonline.com/story/news/education/2022/10/13/wisconsins-special-education-funds-dont-reimburse-schools-full-cost/10462305002/>
- <https://wispolicyforum.org/research/wisconsins-ranks-in-school-spending-tax-burden-fall-together/>

The group reviewed the articles and how spending for special education in Wisconsin has changed over time (from 70% in 1973 to 30% in recent years) and how funding impacts districts throughout the state, in high poverty districts, and Shorewood School District. The group also discussed the lag in state spending on education with there being no increase in spending over the past two years. Wisconsin's per pupil spending is 5.6% below the national average and Wisconsin is ranked 25th among 50 states for spending -this ranking has steadily declined.

The group also acknowledged that the state currently has a multi-billion dollar surplus. Group discussed that legislators have reasoned that school districts have ESSER funds to use and therefore don't need increased funding. However, ESSER funds are supposed to be for targeted use. Further, with it being one time funding it is not a suitable source of funding for ongoing expenditures. Discussion ensued about how lagging spending impacts districts throughout the state and in Shorewood. Many districts have had, are having, or are exploring operational referendums to address rising expenses.

The group discussed that the funding issue impacts all districts and especially high poverty districts or rural districts. Various strategies to take legislative action were discussed. There was acknowledgement that legislative representatives for Shorewood are already in support of investment in schools. Still, we can take actions that can serve as a model for districts who may have representatives that do not support increased school spending. Further, we can work with other districts to help them deliver the message about how investment in schools impacts all of our communities. We can help make investment in schools a priority among different communities regardless of political leaning. We also discussed how working with state organizations and the business community can help apply pressure to our legislators to invest in schools. It was noted that business owners want to attract employees to the state and also want to have a highly skilled workforce. Thus we have a mutual interest in investing in education.

WISCONSIN'S RANKS IN SCHOOL SPENDING, TAX BURDEN FALL TOGETHER

The latest per-pupil school spending data show Wisconsin's ranking relative to other states continuing to fall. By no coincidence, the comparative drop in education spending – the single largest expense for state and local taxpayers – has occurred alongside a drop in Wisconsin's tax burden. As always, voters and state and local leaders must weigh the tradeoffs between taxes paid and public services provided.

Recently released [data from the U.S. Census Bureau](#) show that in 2020 Wisconsin spent \$12,740 per pupil on elementary and secondary education, or 5.6% below the national average.

Wisconsin's spending ranked it 25th highest among the 50 states in 2020, down from 24th the previous year and 11th in 2002 (the earliest year in the available data on the Census Bureau website). The caps on school revenues in the 2021-23 state budget may drive additional drops in Wisconsin's ranking in upcoming years.

The state's rank in PreK-12 spending has declined or remained the same each year with one exception (23rd in 2016 to 22nd in 2017) as other states increased their education expenditures more rapidly. This relative decline correlates with a drop in Wisconsin's state and local tax burden and national tax ranking as state elected officials have sought to limit property and income taxes.

STATE SPENDING LAGS NATION

Per-pupil spending on public PreK-12 schooling in Wisconsin grew from \$8,574 per pupil in 2002 to \$12,740 in 2020, an increase of 48.6% that was the third smallest rise of any state (after Idaho and Indiana). Over the same time period, the nation's per-pupil spending grew by 75.2%, from \$7,701 to \$13,494 (see Figure 1). These figures are not adjusted for inflation, which rose 43.9% over those years, or somewhat less than the increase in Wisconsin's per-pupil spending.

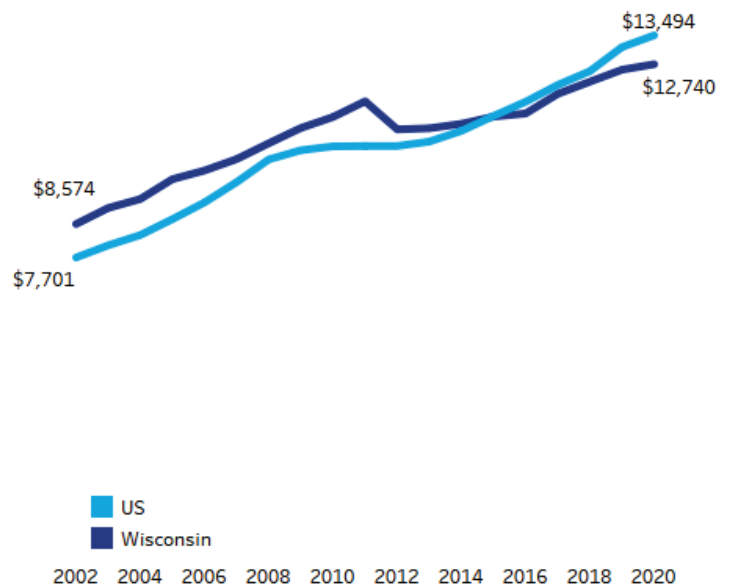
[Previous Forum research](#) has tied Wisconsin's smaller spending increase in part to a decline in benefits spending for school staff in the wake of Act 10. This

2011 state law limited collective bargaining for teachers and other school staff, which permitted some districts at that time to reduce their health care spending and increase employees' contributions toward their pension and health benefits.

Changes in student enrollment also can affect the spending numbers per pupil. Even if statewide spending is constant from one year to the next, the per-pupil amount for a state will rise if enrollment falls and drop if enrollment rises.

From 2002 to 2020, public PreK-12 school enrollment across the country increased by 1.8%. In comparison, Wisconsin's enrollment *declined* by 3.8%. The state's

Figure 1: Wisconsin Per-Pupil Spending Falls Below Nation
Average public* PreK-12 spending per pupil, unadjusted for inflation



Source: U.S. Census Bureau. *Does not include capital projects, debt, private schools, or charter schools operated by private entities.



loss of students means that Wisconsin's current per-pupil spending figures look better than they would if both state and national enrollment had held steady since 2002.

The next releases of per-pupil spending data not only will reflect further enrollment changes but will also show the effect of Wisconsin's 2021-23 state budget. The two-year budget froze state per-pupil revenue limits on schools, capping what districts could take in from state general school aids and local property taxes. Those limits could further slow growth in school spending here relative to the rest of the country, although the spending of one-time federal pandemic relief funds makes that outcome more difficult to predict.

OTHER SCHOOL SPENDING TRENDS

The per-pupil figures cited thus far include spending financed by federal, state, and local revenues on operations such as instruction, general administration, transportation, building maintenance, curriculum development, staff training, and other functions.

The data exclude private schools and charter schools operated by private entities. The per-pupil amounts also exclude debt payments and capital spending, but these figures are available elsewhere in the Census Bureau data set. Between 2002 and 2015, Wisconsin's education capital outlay, which encompasses spending on major construction and renovation projects, lagged the national average on a per-pupil basis. The state's capital expenditures since 2016 have oscillated above and below the rising national average, perhaps reflecting the volatility of such spending from year to year.

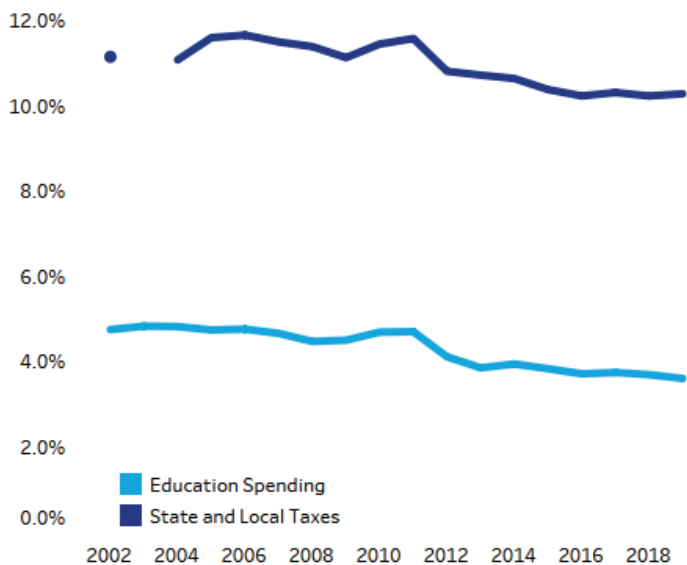
Wisconsin school systems' debt outstanding on a per-pupil basis fell in relation to the national average from 2002 to 2020. School debt per student in the state increased from \$6,261 in 2002 to \$9,816 in 2020, a 46.7% increase that was only modestly greater than the rate of inflation. Over those years, debt per pupil nationally more than doubled, rising from \$4,801 to \$10,723 and overtaking Wisconsin.

SCHOOL SPENDING TIED TO TAX BURDEN

The drop in the state's per-pupil spending rank occurred over the same years that Wisconsin was reducing its tax burden, or the [share of residents' income paid in state and local taxes](#). From 2002 to 2019 (national figures

Fig. 2: Drop in School Spending Mirrors Drop in Tax Burden

WI state-local taxes & PreK-12 public spending as % of personal income*



Sources: U.S. Census Bureau and Bureau of Economic Analysis. *Tax burden data does not exist for 2003. Education spending does not include capital projects, debt, private schools, or charter schools operated by private entities.

are not yet available for 2020), this percentage dropped from 11.2% to 10.3% (see Figure 2). This drop of 0.9 percentage points may seem relatively insignificant, but it amounted to \$2.59 billion less in state and local tax revenues collected in 2019 alone.

State and local taxes are the primary funding source for PreK-12 public education in Wisconsin and nationally. For example, in 2019, state and local revenues funded 93.4% of Wisconsin's school spending and 92.3% of the nation's. In addition, PreK-12 education is the largest expense for state and local governments combined, both in Wisconsin and across the country. That relationship makes it difficult to hold down taxes without consequently limiting education spending.

Comparing Wisconsin's [total tax ranking](#) among other states to its school spending ranking reinforces this point. From 2002 to 2019, Wisconsin dropped from collecting the fifth highest percentage of personal income in state and local taxes in the nation to collecting the 23rd highest. As noted above, Wisconsin dropped from spending the 11th highest amount on secondary and elementary education to spending the 24th highest over those same years.

Additional data from the Census Bureau's [school finance survey](#) provide further context. In 2002, 4.8% of state personal income went toward current spending on public PreK-12 education (compared to 4.2%



nationally). By 2019, that share had dropped by 1.15 percentage points to 3.6% of Wisconsinites' personal income, a hair below the national average. (The latter also rounded to 3.6%, a drop of only 0.6 points from 2002.) As Wisconsin has lowered its relative tax burden for residents, one consequence has been less spending on education compared to the rest of the country.

capacity of public school districts to serve and educate children.

DECISIONS AND TRADEOFFS

Public policy is always an exercise in tradeoffs, and elected officials often seek to weigh the potential benefits of lower taxes against those of additional services.

The results of school referenda in Wisconsin indicate that many voters in recent years may not be satisfied with the spending allowed by state revenue limits on local education. School districts seek and voters approve a referendum when they believe that their existing state and local revenues – which are capped by the state – are not sufficient to meet their needs. A [2020 Forum brief](#) reported that voter approval rates of school referenda generally increased from 2000 to 2020, indicating voters' appetite to increase funding for education beyond what their usual taxes would bankroll.

Yet so far at least, the local spending increase due to the referenda has not changed the long-term trends outlined here. Even with these additional dollars, Wisconsinites are still paying less of their income in taxes, and the growth in spending on elementary and secondary education has been slower in this state than nationally.

In upcoming elections, Wisconsin residents will once again have the opportunity to cast votes that reflect their priorities on both taxes and education spending, either indirectly through elections for governor and state legislators or directly through school referenda. Not long afterward, elected officials will begin negotiations on the next state budget. The budget starts in a strong position: given the state's [record levels of reserves](#), lawmakers may not have to choose between decreasing the tax burden and increasing education spending.

In their deliberations, voters and elected officials alike may wish to consider Wisconsin's PreK-12 spending compared to the nation as well as other available data such as how well the current resources are meeting student needs. Voters' and officials' decisions will ultimately impact both their own pocketbooks and the



EDUCATION

Wisconsin's special ed fund only covers a third of what schools spend. See what it means for your district.



Rory Linnane

Milwaukee Journal Sentinel

Published 6:00 a.m. CT Oct. 13, 2022 | Updated 9:23 p.m. CT Oct. 14, 2022

For over a decade, Wisconsin's funding stream for special education services has covered less than a third of the costs, leaving school districts to pull from their general aid to cover the rest.

Now residents can see how much their own school districts are have spent on special education — and how far short the state funding falls — with a new tool and report from the Education Law Center, a New Jersey-based nonprofit that advocates for equitable school funding.

The report comes weeks before Gov. Tony Evers, who has called for more special education funding, faces an election challenge from Tim Michels, who has criticized Evers' plans to spend more on public education.

Mary McKillip, a senior researcher at the Education Law Center who co-authored the report, said her team decided to look at the issue because public schools advocates in Wisconsin have made it a priority and asked the center to look into the specifics. The research was funded by a W.K. Kellogg Foundation grant.

A broad coalition of business executives and private school leaders, too, have called on lawmakers to support more funding for special education.

The Education Law Center report, building on a 2019 report from the Wisconsin Policy Forum about the statewide funding shortfall, drilled into each school district individually with 2019-20 data.

It found that the shortfall was worse for districts with higher rates of poverty, where there are more students with disabilities and schools must spend more on special education services.

But all districts are affected. Most districts had to pull between \$1,000 and \$2,000 in regular education funding per student to cover special education services that were not reimbursed by state and federal special education funding streams, the report found.

The researchers concluded that increasing special education funding would benefit all students by preventing that diversion of regular education funds.

"Just increasing that rate will help all of the students in the district by freeing up some of that funding that could then go to the entire student population and support them all," McKillip said.

Why does special education funding fall short?

Wisconsin's fund for special education is set each year with a finite pot of money, regardless of how much school districts actually spend on special education services.

Public schools, unlike private schools, are required under federal law to meet the needs of students with disabilities as outlined in individualized education plans, regardless of cost.

As costs have increased, the state pot of funding has not kept up. The 2019 report from the WisPolicy Forum made this clear.

In 1973, the pot of money covered 70% of the state's special education costs. By 2007, it was covering only about 29%. It continued declining, to about 25% in 2018, the forum reported.

In 2019, a bipartisan Blue Ribbon Commission on school funding recommended increasing special education funding to at least 30% or up to 60%.

In the past few years, lawmakers have increased coverage to about 30% of the costs in the 2021-22 school year, said forum researcher Sara Shaw.

Julie Underwood, former chair of the University of Wisconsin-Madison School of Education, served on the Blue Ribbon Commission and is currently pushing for 90% coverage, in her role as president of the Wisconsin Alliance for Excellent Schools.

"It is a federal mandate to educate all children with disabilities; we have to provide them a free appropriate public education, as we should," Underwood said. "But when the state

stepped back from funding that more and more, it became more and more expensive for local school districts to make good on that promise."

Federal funding has also been stagnant, covering about 12% of special education costs in Wisconsin in 2016, the forum reported, though the federal Individuals with Disabilities Education Act authorized the government to cover up to 40%.

That leaves districts on the hook to cover the rest.

In total, Wisconsin schools had to pull about \$1.25 billion from their regular education budgets to cover special education services in the 2019-20 school year, the new Education Law Center report found.

Some district leaders say that cuts into services for all students, leading to fewer resources and higher class sizes.

Why are costs higher for high-poverty districts?

The shortfall was highest in districts with higher rates of poverty, the Education Law Center reported, as those districts have higher numbers of students with disabilities who need special education services.

The center compared Milwaukee Public Schools with the Whitefish Bay School District.

In the 2019-20 school year, 84% of MPS students qualified as low income and 20% were identified as having disabilities. In Whitefish Bay, 2% of students were low income and 11% had disabilities.

MPS had to use about \$2,000 of its general funding per student to cover special education costs while Whitefish Bay had to pull about \$1,100 per student.

If special education were more fully funded, MPS School Board President Bob Peterson said, the district could hire more staff to improve special education services and lower their caseloads, and also retain more funding for staff for all students.

Researchers have found a variety of reasons why students from lower-income families, and students of color, are more likely to need special education services.

As a result of racist housing policies and governmental neglect, many children have been exposed to lead in their water or paint, live in food deserts, and deal with other environmental stressors that affect their development.

Many families also struggle to access early childhood education and other learning opportunities that wealthier families can attain.

When lower-income districts have to spend more on special education costs, the problem is compounded, said John Gaier, superintendent of the Neillsville School District, a rural district in Central Wisconsin where about half of students are considered economically disadvantaged.

"We get \$10,000 per student. We put \$900,000 last year into backfilling what wasn't covered in special education funding," Gaier said. "And that means the first 90 kids that come in my district, that money can't be spent on any of their regular education needs."

If there was more state funding for special education and the district could keep more funds for regular education, Gaier said, it might reduce the number of students who need special education. More teachers and interventionists could help all students get what they need in the classroom.

"So if you could invest more into those programs, especially at the early ages, it very well could reduce the percentage of kids that require special education," said Gaier.

Gaier serves as the chair of the Wisconsin Association for Equity in Funding, a coalition of urban and rural school district leaders that has worked to raise awareness about funding inequities.

"It's really important that we understand that it takes more services to get special needs kids and economically disadvantaged kids to the proficiency levels that everybody is demanding. So we need to understand that if it takes more, we need to invest in them," Gaier said.

While districts with lower rates of poverty spent less on services overall because of the lower numbers of students with disabilities, they were able to spend more on services for the students who did have disabilities, the Education Law Center report found.

Less funding for special education can degrade the quality of the services, said Rachel Fish, an assistant professor of special education at New York University who has studied students with disabilities in Wisconsin.

"Doing this right does require resources," Fish said. "We need better inclusive services. We need students with disabilities to be able to attend classrooms with their peers with and without disabilities, and all of that means we need more teachers."

In schools with higher rates of poverty and fewer resources, Fish said, many teachers told her they were wary about flagging a student as potentially needing special education services because they worried it could do more harm than good.

"A lot of the teachers would tell me, I don't know if it really helps to refer them," Fish said, "not because of anybody doing a bad job but because the teachers were so stretched thin and didn't have the resources to serve those kids well."

Learn more about your district

To see the amount of spending on special education in each Wisconsin school district, along with the funding sources, visit the Education Law Center's online tool at bit.ly/SpecialEdUnfundedCosts.

More: Fewer than half of Wisconsin students were proficient in math, language, according to 2022 standardized tests

More: New MPS fruit and nut tree project serves River Trail School students – and the sewer system

Contact Rory Linnane at rory.linnane@jrn.com. Follow her on Twitter at [@RoryLinnane](https://twitter.com/RoryLinnane).



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: October 25, 2022

Prepared by: JoAnn Sternke

Board Action:

Information only

Discussion/action by board of education

Presentation/action next meeting

Purpose:

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

District and School Updates

I want to take this opportunity to revisit the protocols in place to manage and mitigate transmission of COVID-19 in our schools. Our District Nurse, Kelly Barlow, along with our school health aides and school offices, monitor cases of COVID-10 and trends in the District and community daily. And, thanks to Kelly, COVID-19 boosters and flu shots have been available recently through scheduled clinics in our schools.

The District's COVID-19 dashboard continues to be updated each Friday, and with the cold and flu season upon us, masking is strongly recommended for our staff members and students. Should a school reach 3% positivity (total student and staff population) for COVID-19, the building will move to requiring masks for ten days. Any change in our policies or announcements about required masking will be communicated through Infinite Campus.

Students should be reminded to wash their hands and cover their coughs, and parents/caregivers should keep children home if they are ill. Even if a child doesn't have a fever, it is best to keep a child home if they have symptoms of illness. We also encourage all staff, students and their family members to utilize daily testing resources located in the SHS Arena. We are pleased to continue to offer this service to our school community.

The District Nursing staff has also been busy bringing required student immunization records up to date. Notices to parents/caregivers whose students are not in compliance with these

mandates have received required legal notices and the deadline for compliance was October 19. Families of students not in compliance have now received follow up notices, and some students may not be eligible to return to school until they provide proof of immunization or a waiver, if appropriate.

Fine fall weather has helped the lower playground project at Lake Bluff stay on schedule, and concrete has been poured in some areas. Concrete footings have also been poured for equipment that will be installed in the spring. As discussed at the last Board meeting, this referendum project is being managed by the District's Office of Business Services and the facilities team. Now that major construction projects are complete, our referendum partners, Miron Construction and Huffman Development, are winding down their work over the next few months and they will be addressing punch list items in schools. Mike Huffman will provide a Board update in December and a final report in February. We look forward to working with the School Board to plan a spring celebration of the ambitious and forward-looking work the building referendum made possible, and thank our partners for their stewardship of our community's investment in our schools.

We are moving into the final round of interviews for a new Director of Building & Grounds, who will take on leadership of the facilities team following Tony Seidita's retirement. A final schedule for this transition will be determined and we are grateful that Tony will be available to make this leadership change successful. And, following the Board's decision about the engagement of a search firm, my office will begin work to support this process, including coordinating student, staff and community input sessions, and the materials that will support the development of a diverse and highly-qualified candidate pool.

Strategic and Annual Priorities

Thanks to Board members and volunteers who participated in our October 19 Key Communicators session about legislative advocacy, and those who have joined our Operating Referendum Work Group, which met for the first time on October 24. The Wisconsin Policy Forum, the Milwaukee Journal Sentinel and others have reported on the state of education funding in Wisconsin extensively in recent weeks and months, and community volunteers are discussing these and other trends and their impact on our schools:

- Historical information about Shorewood's revenue limit;
- Declining state special education reimbursement - Wisconsin now ranks lower than any other state in terms of special education funding; and
- Changes in state funding over time: Wisconsin was #11 in 2002 and above the national average; in 2020 Wisconsin was #25, and below the national average.

The October 14 Milwaukee Journal Sentinel [article](#) by Rory Linnane (SHS '08) cites additional data and resources for information about special education funding in Wisconsin, and our October 25 presentation of the 2021-22 Operational Expectations Monitoring Report for Personnel Administration (OE4) reflects on recruitment and compensation of employees, another key budget priority for school districts.

Our annual School Perceptions surveys are a key tool in measuring our progress toward strategic and annual goals, as OE4 and other annual reports demonstrate. Following discussions at past Board meetings, we made some modest changes to both the survey schedule and the format of our student survey in 2022. Building on this and more recent discussion, administrators, school principals and student leaders - including our student Board representatives - will begin working together to develop strategies for increasing survey participation, and to explore how these survey tools might better inform Operational Expectations and Student Results reports. After presenting the R3 (Character and Citizenship) Student Results Report earlier this month, staff revisited the report indicators and the survey questions together, and have prepared some initial recommendations for Board discussion and follow up work with students and other members of our learning community.

Finally, I want to provide an enrollment update. Total enrollment for the 2022-23 school year is 1,932, an increase of 22 students over last year, and ten more than the projection used in budget development. Resident enrollment is up slightly over budget (4 students). Overall, actual enrollments in kindergarten and grades 10-12 exceeded expectations. Enrollments were slightly lower than we anticipated in grades 7 and 9. We know these are important school transition years, and we have stepped up communications and engagement to prospective student families. An 8th grade “shadow day” will be held at the High School on November 15, and information about this is being circulated to private schools by the Student Support Services Office. They will also begin making arrangements for prospective student families to schedule a shadow day opportunity by appointment. We will be making additional changes to the January parent orientation for rising District 9th graders to include prospective resident families, and will be building on these efforts over the course of the year.

It’s been a busy and successful school year thus far and we look forward to continuing the positive momentum as we look to November.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: October 25, 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:

September 2022 Statements

September 2022 financial statements reflect activities and financial changes for the first two months of the fiscal year.

- Revenue and Expenses
 - General fund revenues are to date favorable in all categories, with the receipt of \$161,700 in new AARP funds boosting revenue overall.
 - Expenses exceed projections, showing an overall unfavorable result. This is due to the large purchase of Chromebooks that was approved after the June preliminary budget. Salaries and benefits are trending low/favorable; however, these expenses increase significantly over the course of the year.
- Balance Sheet
 - While the balance sheet currently shows a drop in fund balance, this is typical for this time of year when the majority of revenue has not yet been received. Current trends project a year-end fund balance that meets or exceeds the budgeted amount.

Attachments:

- Budget Performance Update
- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2022-09
- Budget Status 2022-09
- Check Register 2022-09
- Balance Sheet 2022-09

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 September (fiscal year 2023):

↑ Total MTD Revenues: \$1,172,987; over plan* (favorable) by +\$382,511
 ↑ Total MTD Expenditures: \$2,547,615; over plan (unfavorable) by +\$108,365

Fiscal year to date (July-September):

↑ Total YTD Revenues: \$1,361,033 (4.5% of annual budget compared to 3.6% prior YTD); over plan (favorable) year-to-date (YTD) by +\$405,761

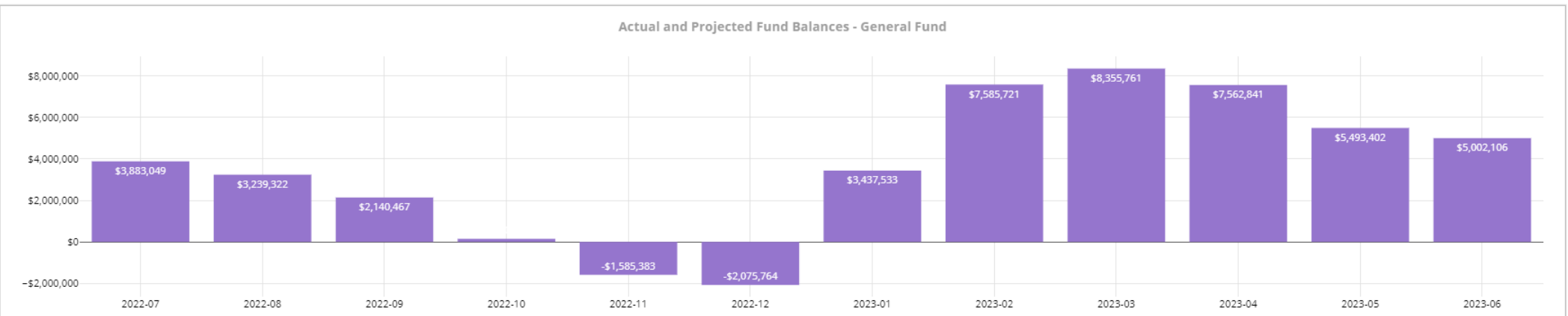
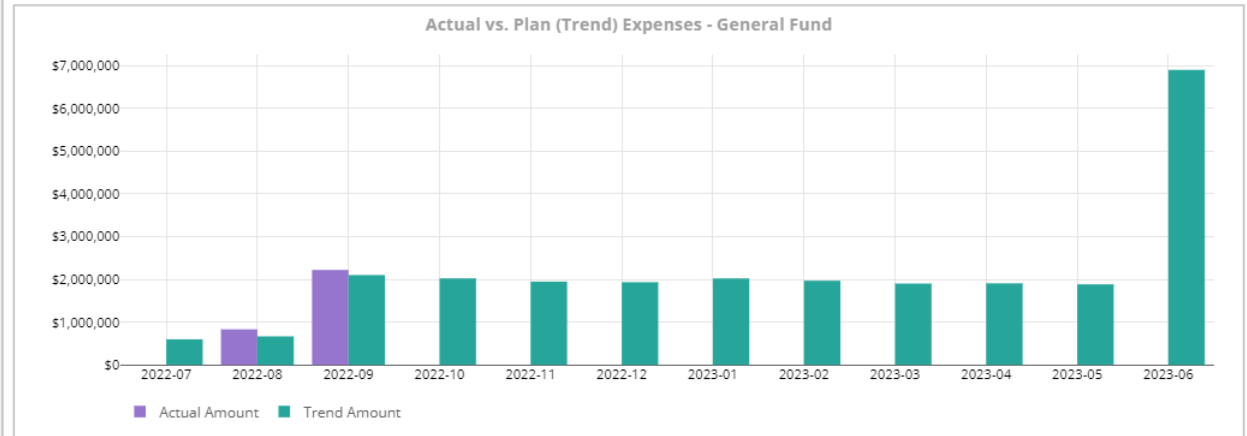
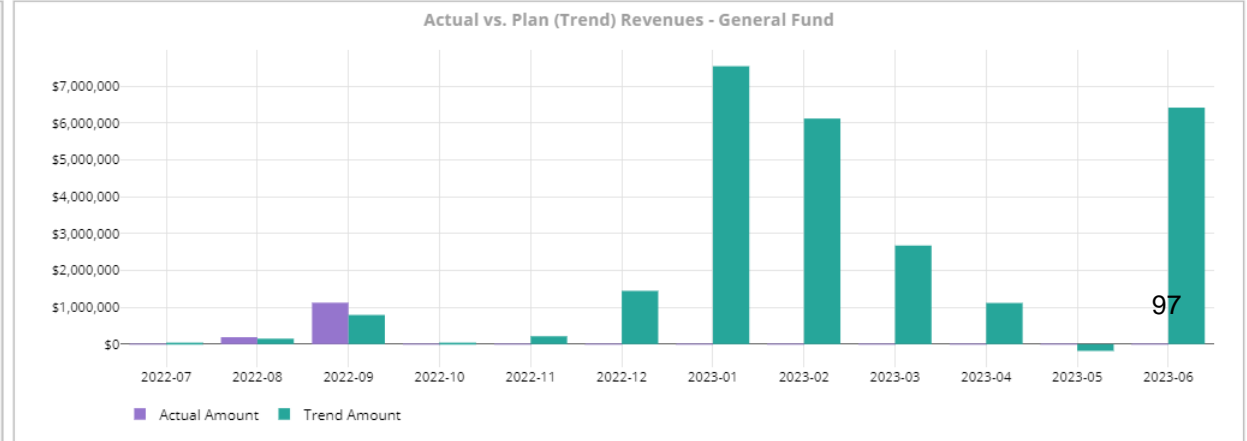
- 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
- ↑ 200 REVENUE FROM LOCAL SOURCES: +\$51,780
- 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: +\$0
- 500 REVENUE FROM INTERMEDIATE SOURCES: +\$0
- ↑ 600 REVENUE FROM STATE SOURCES: +\$138,118
- ↑ 700 REVENUE FROM FEDERAL SOURCES: +\$161,498
- ↑ 900 OTHER REVENUES: +\$54,364

↓ Total YTD Expenditures: \$3,469,641 (11.5% of annual budget compared to 12.2% prior YTD); under plan (favorable) year-to-date (YTD) by -\$297,036

- ↓ 100 SALARIES: -\$312,319
- ↓ 200 EMPLOYEE BENEFITS: -\$48,021
- ↑ 300: +\$30,182
- ↓ 300 PURCHASED SERVICES: -\$87,281
- ↑ 400 NON-CAPITAL OBJECTS: +\$280,906
- 500 CAPITAL OBJECTS: +\$0
- ↓ 600 DEBT RETIREMENT: -\$163
- ↓ 700 INSURANCE AND JUDGMENTS: -\$110,878
- 800 TRANSFERS: +\$0
- ↓ 900 OTHER OBJECTS: -\$49,463

End of Fiscal Year Projection

	Projected	Annual Budget	Variance
Total Revenues	\$30,971,768	\$30,566,007	+\$405,761
Total Expenditures	\$29,747,945	\$30,044,981	-\$297,036



Total YTD Revenues

\$1,361,033

Variance to Budget \$405,761

FAVORABLE

YTD Local Sources

\$236,480

Variance to Budget \$51,780

FAVORABLE

YTD State Sources

\$908,488

Variance to Budget \$138,118

FAVORABLE

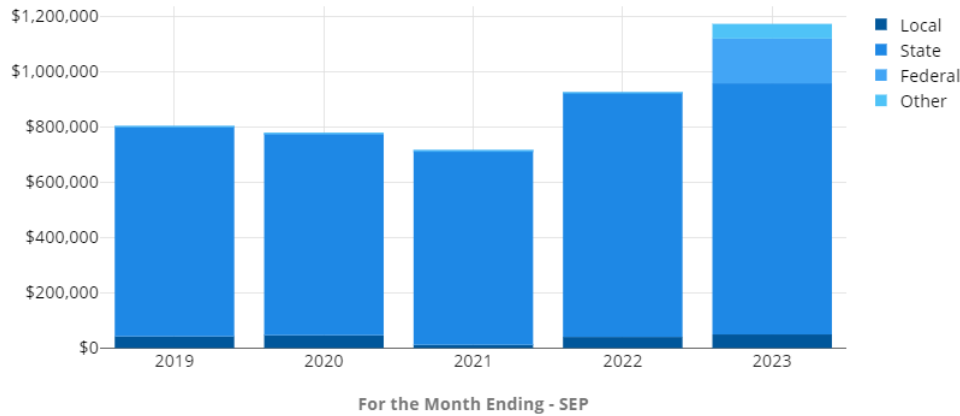
YTD Federal Sources

\$161,700

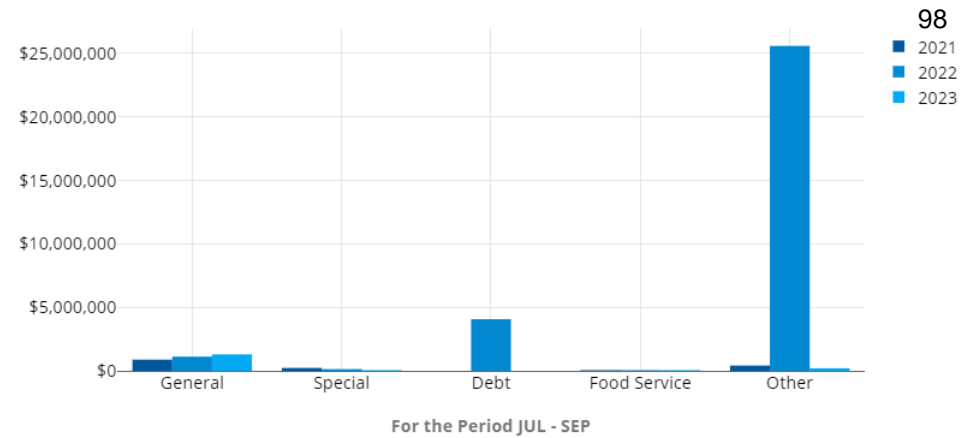
Variance to Budget \$161,498

FAVORABLE

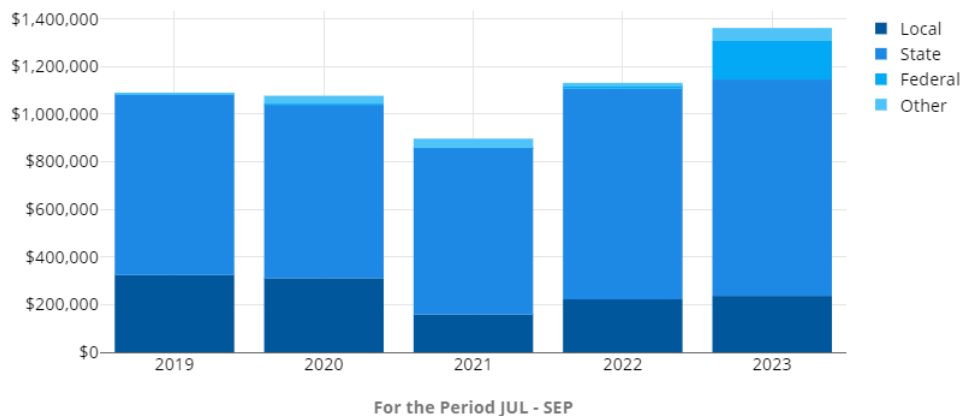
Historical Revenues for Current Month



Year to Date Revenues by Fund



Year to Date Revenues by Source

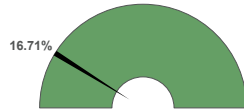


Source Level 2	For the Period JUL - SEP				
	2019	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount	YTD Amount
290 OTHER REVENUE FROM LOCAL SOURCES	\$289,534	\$277,878	\$150,192	\$198,464	\$199,641
610 STATE AID - CATEGORICAL	\$0	\$5,079	\$0	\$0	\$6,226
620 STATE AID - GENERAL	\$758,341	\$722,948	\$699,894	\$884,114	\$902,262

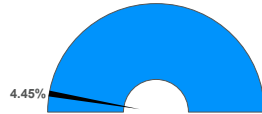
General and Special Education Funds | Revenue Dashboard

For the Period Ending September 30, 2022

Projected Year End Fund Balance as % of Budgeted Revenues

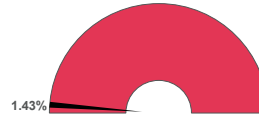


Actual YTD Total Revenues



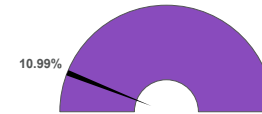
Projected YTD Total Revenues
3.13%

Actual YTD Local Sources



Projected YTD Local Sources
1.12%

Actual YTD State Sources



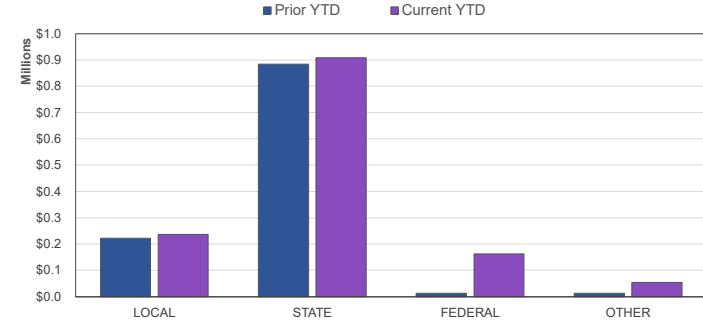
Projected YTD State Sources
9.32%

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

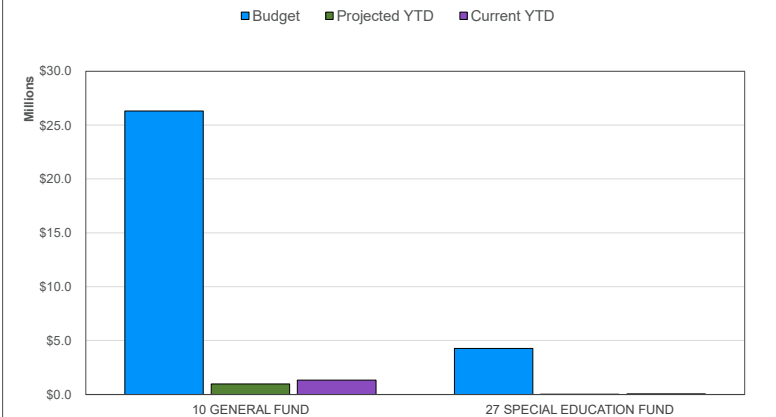
Equalization Aid	\$902,262.00
Student Fees	\$191,918.31
Federal Aid Received Through State Agencies Other Than Dpi	\$161,700.00
Insurance Claims And Reimbursements	\$50,000.00
Other School Activity Income	\$18,496.40
Earnings On Investments	\$13,791.29
Other State Categorical Aid	\$6,225.97
Gifts, Fundraising, Contributions And Development	\$6,000.00
Supply Resales	\$4,261.01
Other Miscellaneous Revenues	\$1,933.46

Percent of Total Revenues Year-to-Date **99.67%**

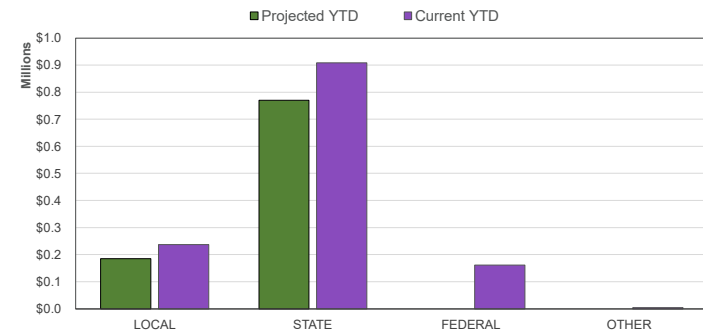
Revenues by Source



Total Revenues



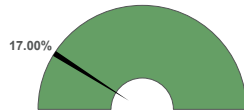
Revenues by Source



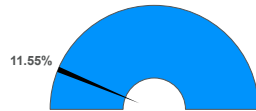
General and Special Education Funds | Expenditure Dashboard

For the Period Ending September 30, 2022

Projected Year End Fund Balance as % of Budgeted Expenditures



Actual YTD Total Expenditures



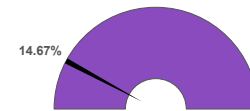
Projected YTD Total Expenditures
12.54%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits
12.13%

Actual YTD Other Objects



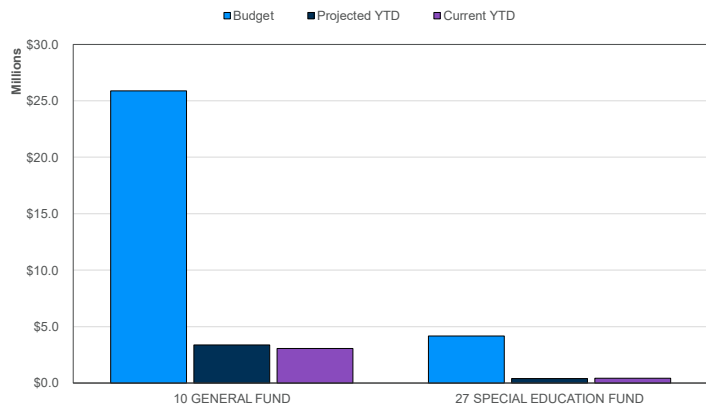
Projected YTD Other Objects
13.80%

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

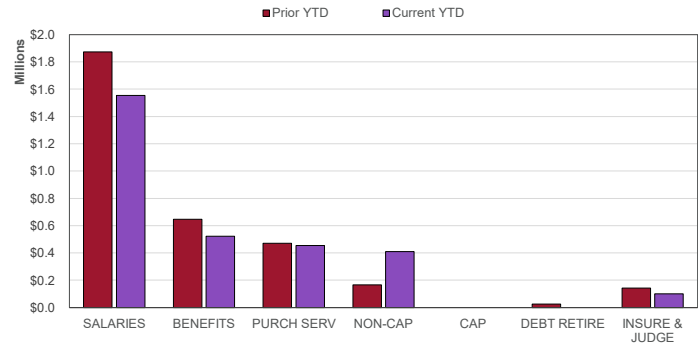
Regular Curriculum	\$721,797.14
Undifferentiated Curriculum	\$680,545.33
Business Administration	\$612,706.92
Special Education Curriculum	\$248,943.52
Instructional Staff Services	\$223,115.29
Pupil Services	\$203,449.12
School Building Administration	\$200,731.96
General Administration	\$132,895.29
Central Services	\$124,635.82
Insurance And Judgments	\$101,322.16

Percent of Total Expenditures Year-to-Date **93.67%**

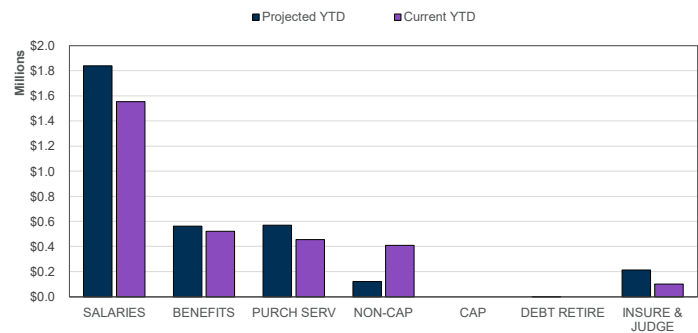
Total Expenditures



Expenditures by Object



Expenditures By Object



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



Total YTD Expenses

\$3,469,641

Variance to Budget \$-297,036

FAVORABLE

YTD Salaries & Benefits

\$2,401,323

Variance to Budget \$-360,340

FAVORABLE

YTD Purchased Services

\$513,707

Variance to Budget \$-87,281

FAVORABLE

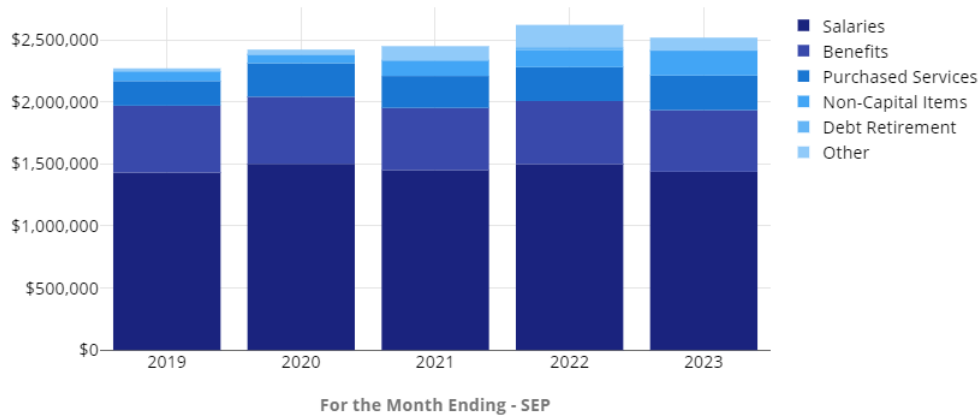
YTD Other Expenses

\$524,428

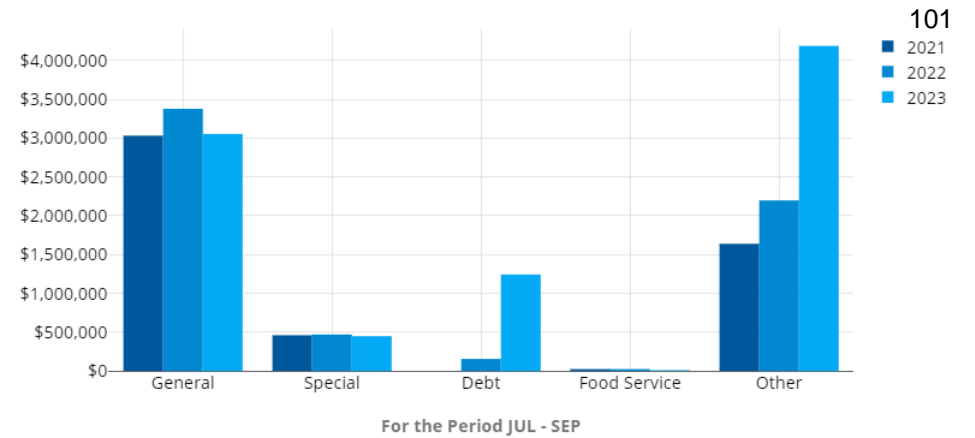
Variance to Budget \$120,402

UNFAVORABLE

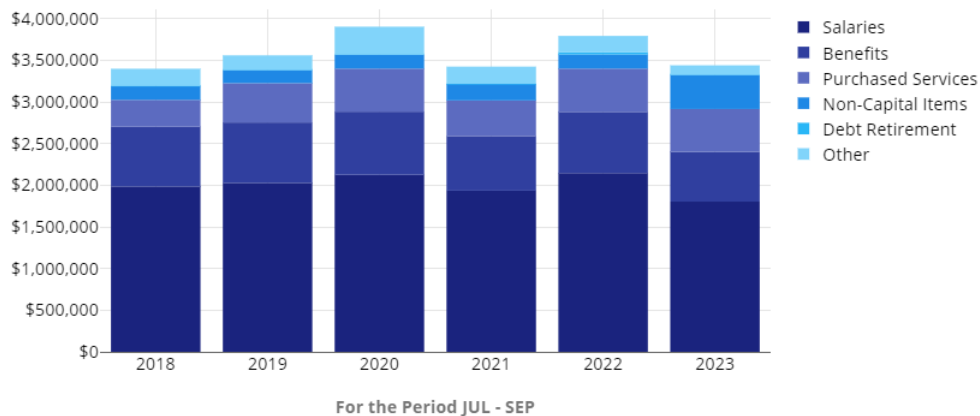
Historical Expenses for Current Month



Year to Date Expenses by Fund



Year to Date Expenses by Object



Object Level 1	For the Period JUL - SEP			
	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
Salaries	\$2,125,209	\$1,934,287	\$2,145,703	\$1,803,197
Benefits	\$758,081	\$655,349	\$734,504	\$598,127
Purchased Services	\$516,625	\$427,942	\$519,700	\$513,707
Non-Capital Items	\$166,665	\$199,148	\$169,744	\$410,033
Capital Items	\$8,150	\$11,640	\$0	\$0
Debt Retirements	\$0	\$0	\$26,234	\$0
District Insurance	\$274,872	\$175,291	\$142,395	\$101,322
Other	\$53,654	\$20,249	\$54,024	\$13,073
Transfers	\$0	\$0	\$0	\$0

TEACHER REQUEST FOR OVERNIGHT FIELD TRIP

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

Name of District employee in charge: Karen Frink

Destination: New York City, NY

Date and time of departure: Thursday, April 6, 2023 3:30 PM

Date and time of return: Monday, April 10, 2023 1:00 PM

Name of class or co-curricular activity/student group:

SHS Chamber Orchestra and SHS Orchestra Class of 2023

Number of Students attending the trip: Minimum: 43 Maximum: 47

Will students miss any instructional days/hours of school for this trip? YES NO

If yes, please explain:

Students will miss Monday, April 10, 2023 (travel day)

Description of the educational expectations/correlation to the classroom curriculum:

In addition to sightseeing in New York City, students will perform at Carnegie Hall on Sunday, April 9 at 2:30 PM. The performance is being organized and sponsored by MidAmerica Productions.

Describe your discipline plan:

All school code of conduct policies will be enforced. Some offenses may result in a student remaining in the hotel or being sent home.

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) who desire to observe the holiday?

Our trip coincides with Good Friday, Easter, and Passover. If students need time to observe the holidays, they may make arrangements with the director to change their itinerary.

What is your plan for health and safety emergencies?

We will have access to medical services in New York. Students will also complete the health plan attached.

Number of chaperones: 4-5

Estimated cost per chaperone: \$ 1200

Estimated cost per student before and after fundraising:

Before \$ 1600 After \$

Description of fundraising proposal for the trip:

The Shorewood Orchestra Boosters are sponsoring four fundraisers this year—Stone Creek Coffee, fruit, Colectivo Coffee, and chocolate or cheesecake. All profit goes to individual student travel accounts.

Arrangements/provisions made for students in need of financial assistance:

SHS students will have the opportunity to apply for a Spector Scholarship.

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: Karen Frink Date: 10/12/22

The overnight trip proposal and accompanying documentation has been reviewed and approved.

Signature of Principal: [Signature] Date: 10/12/22

The overnight trip proposal and accompanying documentation has been reviewed and approved.

Signature of Superintendent: _____ Date: _____

The overnight trip proposal and accompanying documentation has been reviewed and approved by the School Board.

Signature of School Board President: _____ Date: _____

REVIEWED: August 14, 2012

Dear Shorewood High School Orchestra family,

I am writing to you today to announce a special, once-in-a-lifetime opportunity to perform later this year at New York's Carnegie Hall. This venue, renowned world-wide as one of the premier concert venues because of its unique perfect acoustics, stunning beauty, and historical legacy, is *the* place musicians aspire to perform. The Shorewood High School Chamber Orchestra, in combination with the Homestead High School Chamber Orchestra, has performed here previously in 2014 and 2018, to enthusiastic, capacity audiences. Our appearances are sponsored by MidAmerica Productions, one of the leading concert organizers both here in America and abroad.

As you may know, we were previously expecting to travel to New York for this purpose in February of 2021 and May of 2022. Obviously, the pandemic made this impossible. But now, New York has re-opened and Carnegie Hall has resumed its regular programming.

Our concert is scheduled for **Sunday, April 9 at 2:00 PM**. We will travel by coach bus, departing Thursday, April 6 after school. We will return to Shorewood on Monday, April 10 around noon. Students will miss one day of school. The cost of this tour will be approximately \$1500-1700 all-inclusive, except for on-your-own lunches during the day, and souvenir spending money. Families are able to purchase tickets to our performance. Fundraising opportunities will be offered this school year. A preliminary schedule is attached with this message. We will provide many additional details later this winter, but this schedule, based on our previous tours, is provided to give you a sense of the wide range of rich cultural experiences the musicians will experience. While we have not received official school administration approval for this trip, we have been given a preliminary 'green light' to work out the details and gauge family interest.

In addition to the combined Shorewood and Homestead High School Chamber Orchestras, this tour and performance at Carnegie Hall will include **all** interested senior orchestra students.

We will need a firm count of participants to make this commitment to MidAmerica by **Monday, October 3**. You can reserve your spot on the Carnegie Tour by submitting a non-refundable deposit of **\$300 on or before that date, along with the attached Registration Form**. Checks should be made out to the Shorewood Orchestra Boosters. We will not cash any checks until it is confirmed that we have sufficient family commitment to make this tour feasible. If we cannot proceed with our plans, we will return your check to you. If you would like to make a commitment to participate but the tight timeline for submitting your deposit is a challenge, please reach out to me for flexibility. Subsequent payments of \$500 will be due on November 7, December 16, and the balance on February 1. We will also be encouraging every family to purchase travel insurance and we will be researching a group rate.

Performing at Carnegie Hall in New York City is an incredible experience, and we are so happy to offer this opportunity to your child. We hope everyone may join us for this tour!

Karen Frink

kfrink@shorewood.k12.wi.us

HOMESTEAD AND SHOREWOOD HIGH SCHOOL CHAMBER ORCHESTRA CARNEGIE 2023

PRELIMINARY ITINERARY

Thursday, April 6, 2023

- 3:00 pm Lamers motorcoach reports to Homestead High School to load
- 3:30 pm Motorcoach reports to Shorewood High School to load
- 4:00 pm Homestead High School departs with stops for meals and breaks on your own
- 4:30 pm Shorewood High School departs with stops for meals and breaks on your own

Friday, April 7, 2023

- 10:00 am Harmon Meadows Plaza – Secaucus, NJ – breakfast on own and time to change clothes, brush teeth and hair and freshen up for the day. Bagels Plus, Dunkin Donuts, Subway, Burger King, Starbucks, Press Coffee Bar, Café 455 available.
- 12 Noon **Lincoln Center for the Performing Arts Tour** Go behind the scenes of the largest performing art complex in the country as you tour Avery Fischer Hall, home of the New York Philharmonic Orchestra, the New York Theater, the Metropolitan Opera House, Vivian Beaumont Theater and the famed Julliard School of Music. Group will be split into smaller groups of 19 persons each to assist tour staff in assigning their Tour Guides for each group.
- 1:30 pm **Rockefeller Center** lunch and shopping time on Lower Concourse Level.
- 2:45 pm **Pre-concert rehearsal.** Arrive at **Grand Hyatt New York Hotel**, 42nd Street between Park and Lexington Ave (at Grand Central Station)
- 3 – 5 pm Rehearsal
- 5:15 pm Depart for Secaucus, NJ
- 5:45 pm Check into the **Embassy Suites Hotel/Secaucus, New Jersey** with time to unpack, relax, shower, eat dinner at the Plaza at Harmon Meadow and enjoy free time in the hotel pool.

Saturday, April 8, 2023

- 6:30 am **Cooked to order hot buffet breakfast** at the hotel
- 7:30 am Depart the hotel
- 8:30 am **Top of the Rock** at the Rockefeller Center
- 9:45 am Depart Top of the Rock
- 10:30 am **Museum of Modern Art**
- 12 Noon Lunch on your own along West 57th Street and 7th Avenue
- 1:30 pm **Carnegie Hall Tour**
- 3:30 pm Visit St. Patrick's Cathedral, free time in Times Square
- 5:30 pm Dinner at Pasta Lover's Trattoria
- 8:00 pm Attend performance of a Broadway show
- 11:30 pm Arrive back at the hotel to pack for tomorrow.

Sunday, April 9, 2023

- 7:00 am **Hot cooked to order breakfast buffet breakfast** begins at the hotel
- 7:45 am Check out of rooms and load coaches
- 8:30 am Depart the hotel
- 9:30 am **Dress rehearsal for concert at Carnegie Hall until 11:20 am**
- 11:30 am Lunch on your own
- 1:30 pm Backstage call at Carnegie
- 2:00 pm **Carnegie Hall Concert Performance**
- 4:30 pm Depart Carnegie Hall for Chelsea Pier
- 5:00 pm Board the Spirit Cruise Ship
- 5:30 pm Cruise New York Harbor and eat buffet dinner aboard ship
- 9:00 pm Load coaches and depart for home, traveling through the night with stops for meals and breaks on your own.

Monday, April 10, 2023

- 12:00 pm Arrive back in the Milwaukee area (tentative time!)

**Homestead and Shorewood High School Orchestras
Carnegie 2023**

Rehearsal and Performance Schedule

Thursday, March 9, 2023 4:00-6:00 PM	Combined Rehearsal Shorewood High School Orchestra Room
Sunday, March 19, 2023 6:00-8:00 PM	Combined Rehearsal Homestead High School Orchestra Room
Wednesday, March 22, 2023 4:00-6:00 PM	Combined Rehearsal Shorewood High School Orchestra Room
Wednesday, April 5, 2023 4:00-6:00 PM	Combined Dress Rehearsal Location TBA
Wednesday, April 5, 2023 7:00 PM	Carnegie Send-Off Performance Location TBA

**Shorewood High School Chamber Orchestra
Carnegie Hall Performance Tour
April 6-10, 2023**

Student Registration

Student Name(s) _____

Parent email _____

I am enclosing a deposit check of \$300.00, made payable to *Shorewood Orchestra Boosters*, for each student participant.

Parent Signature _____

Date _____

Number of deposits enclosed _____ @ \$300.00 each

Total amount enclosed \$ _____

To secure a spot for your child on this tour, please return this form and deposit no later than October 3, 2022 to:

Karen Frink
Shorewood High School
1701 East Capitol Drive
Shorewood, WI 53211

SHS Overnight Field Trip Authorization and Personal Health History Form

To be completed by parent/guardian for all students attending the overnight field trip

Trip Location _____ Dates _____

Student's Name _____ Date of Birth _____

Student's Complete Address _____

Name of Parent(s)/Guardian(s) _____

Primary Parent/Guardian Contact Name _____ Phone _____

Secondary Parent/Guardian Contact Name _____ Phone _____

Parent/Guardian Email Address _____

Secondary Contact Info (if parents cannot be contacted):

Name/Relationship _____ Phone _____

Life Threatening Allergies (check all that apply):

- Food (list & describe reaction) _____
- Medication (list & describe reaction) _____
- Bee Stings (list & describe reaction) _____
- Other, explain: _____

Does your student have a history of (check all that apply):

Asthma Diabetes Seizures Other pertinent health condition

Explain health condition(s) checked above: _____

Does student have any physical limitations? _____ If yes, please explain: _____

Does the student have any dietary restrictions? _____ If yes, please explain: _____

Section 1:

The administration of medication to students on overnight field trips shall be done only when the student has a medical condition that may be adversely affected without medication.

Any prescription or nonprescription medication sent on the field trip must include:

1. The original container. If medication is a prescription, the pharmacy label must accurately reflect medication dose and times as stated in the orders from the doctor.
2. Written **parent permission** for **all prescription and nonprescription medication**.
3. A written order from the **physician for prescription medication** (if not already on file at school).

A parent/guardian is **responsible** for delivering the medication and/or consent forms to the SHS health office **5 school days prior to departure** with parent and physician signatures. **Send only the amount of medication needed for the trip.**

Medication:

_____ **No, my student does not need** any medication during the field trip.

_____ **Yes, my student will need medication**, but a parent will be chaperoning and will manage student medications.

(You do not need to complete medication consent forms; you will not need to turn in any medication to the health office.

A parent/guardian may **only give medication** to his/her **own child**.)

_____ **Yes, my student will need medication** on this field trip. In order to administer medication (prescription and over-the-counter) on the field trip, parents must complete medication consent forms which includes parent signature and may require a written physician's order.

Please list all prescription, over-the-counter, and homeopathic medication that your child will need for the trip below.

Name of medication _____	Dosage _____	Time(s) _____
Name of medication _____	Dosage _____	Time(s) _____
Name of medication _____	Dosage _____	Time(s) _____
Name of medication _____	Dosage _____	Time(s) _____
Name of medication _____	Dosage _____	Time(s) _____

Section 2: Please initial after the option that applies to your student.

OPTION A

MEDICATION ADMINISTRATION FOR STUDENTS **CAPABLE OF SELF-MANAGING** their own medications:

- List all medications above that this student will be carrying and/or taking on the overnight field trip.
- Any medication this student will be carrying, **MUST be** in its original packaging (with either the prescription or the manufacturer label) with **ONLY the** amount needed, while on the trip (some exceptions may apply, i.e. eye drops, ointments, etc. which are difficult to split up)
- For safety reasons, a district trained staff member needs to have written information (consent forms) about all the medications that your student will be carrying and/or taking on the trip. This is important in case any illness develops and information needs to be given to medical personnel.
- If there is an “as needed” medication, please describe how to determine the need.

I give permission to my student to self-manage his/her own medications while at a school sponsored event, including when away from school property on official school business, according to the written instructions on this form.

Initials

OPTION B

MEDICATION ADMINISTRATION FOR STUDENTS **NOT CAPABLE OF SELF-MANAGING** their own medications:

- Only list and supply medications that this student will definitely need on the overnight field trip.
- Any medication this student needs, **MUST be** brought to school in its original packaging (with either the prescription or the manufacturer label) with **ONLY the** amount needed while on the trip (some exceptions may apply, i.e. eye drops, ointments, etc. which are difficult to split)
- For safety reasons, all medications must be administered by a district trained adult or parent /guardian administering medication to his/her own student. This student is not allowed to carry over the counter or prescription medications (except for inhalers, and/or epi-pens).
- Any medications listed on this form **MUST be** brought to school prior to departure.
- If there is an “as needed” medication, please describe how to determine the need (in the purpose box of the chart below)

I give permission to designated personnel to give medication if needed to this student at school or school sponsored event, including when away from school property on overnight field trips, according to the written instructions on this form.

Initials

Other special circumstances (for example in a foreign country a surrogate/host parent authorized to give medication)

Section 3: Permission to Administer Stock Medications

As a courtesy to our students, the district offers the following stock (over-the-counter) medication: Advil (ibuprofen), Tylenol (acetaminophen), and Benadryl (diphenhydramine) for use on overnight field trips. Stock medication is in tablet form only. A parent/guardian must provide chewable or liquid medication, if his/her child is unable to swallow tablets.

In case of minor injury or illness during the overnight field trip, I authorize the medical personnel or supervising teacher to be my agent to give my child the appropriate dosage as directed on the packaging of the over-the-counter medication listed below. I understand alternate methods of care will be used before medication is given (i.e., eating, hydration, resting, etc.). I agree to, and do hereby hold the district and its employees harmless from any and all claims, demands, causes of action, liability, or loss of any sort, because of or arising out of acts or omissions with respect to this medication.

PLEASE INITIAL NEXT TO THE MEDICATIONS YOU ARE AUTHORIZING FOR ADMINISTRATION

I understand that ONLY the over-the-counter medications listed below will be available. All other non-prescription medication must be brought to the health office by a parent/guardian in a manufactured labeled container.

Parent Initials

Medication

_____ Advil (ibuprofen) 200mg tablet - 1 to 2 tablets by mouth every 6 to 8 hours

_____ Tylenol (acetaminophen) 325mg tablet - 1 to 2 tablets by mouth every 4 to 6 hours

_____ Benadryl (diphenhydramine) 25mg tablet - 1 to 2 tablets by mouth every 4 to 6 hours

In the event of a medical emergency, 911/Emergency Medical Services will be called and student will be transferred to the nearest medical facility. I understand the arrangements and believe that the necessary precautions and plans for the supervision of my child during the field trip will be taken. Beyond this we will not hold the school or those supervising the trip responsible. I give consent for my child to go on this trip. I have read and understood the information booklet.

Student (sign here): _____ Date: _____

Parent/Guardian: _____ Date: _____

Signature

**SHOREWOOD HIGH SCHOOL ORCHESTRA
CARNEGIE 2023**

BEHAVIOR EXPECTATIONS

Please keep in mind that we are guests in New York City and that we are representing Shorewood High School, the Village of Shorewood, and the State of Wisconsin. Be an appreciative guest. Your conduct will leave a lasting impression!

A student may be sent home for any illegal behavior or behavior which jeopardizes him/herself, his/her group, or the tour program. The financial responsibility for transportation and any other costs of discipline rests with the student's parent/guardian.

Trip Rules/School Rules

As this is a school-sponsored trip, all rules that apply in school are also in effect on the trip. Rules violations will result in disciplinary action according to standard school policy and consequences will be applied during the trip and/or upon return home. Use of alcohol, drugs, and tobacco is prohibited. Possession of any weapons is also prohibited. Any criminal action involving a student will become the responsibility of the parent/guardian.

Motor Coach/Air Transportation

- Be prompt for all departures
- Be courteous to the coach drivers, tour escorts, and observe coach rules
- Keep the coaches clean
- Use headphones for all audio equipment

Hotels

- Be in your own hotel room at designated times--no visiting other students' rooms
- Be courteous to other hotel guests
- Avoid unnecessary noise and running
- Be courteous to hotel staff and follow hotel rules
- Any expenses due to vandalism or theft will be assessed to the students responsible

General Guidelines

- Students are to be tastefully and neatly dressed and well-groomed at all times
- Students are to show courtesy at all times to Ms. Frink, the chaperones, tour guides, peers, and our hosts in New York City
- All students must stay with their designated groups at all times
- Students must never be alone and should never wander off from the group
- There will be no riding in motorized vehicles at any time except in the tour coach
- Students will be responsible for all valuables--Ms. Frink and the chaperones will not be held responsible for lost or damaged items.

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN THE VILLAGE OF SHOREWOOD
AND THE SHOREWOOD SCHOOL DISTRICT
AS TO CROSSING GUARD SERVICES**

This Memorandum of Understanding (“MOU”) is entered into by and between the Village of Shorewood (“Village”), and the Shorewood School District (“District”) (collectively referred to herein as the “Parties”), effective this 11th day of February, 2020.

WHEREAS, Village previously provided crossing guard services to the District via contract through All City Management Services (ACMS); and

WHEREAS, the Parties agree crossing guard services are required to ensure the student safety crossing Village streets during the academic year; and

WHEREAS, the Parties agree to jointly finance the provision of crossing guards for the 2020-2023 academic years; and

WHEREAS the Parties desire to enter into this MOU to establish a framework for the provision of crossing guard services.

NOW THEREFORE, in consideration of the foregoing and the terms set forth below, the Parties agree as follows:

A. **Term.** This MOU shall commence on July 1, 2022, and shall terminate on June 30, 2023. This MOU shall be effective for the 2020-2023 school years, unless terminated earlier as set forth herein. This Agreement may be extended upon the express approval of the governing bodies of the Village and the District.

B. **Funding.**

1. The Parties shall share in the costs of the crossing guard services, with each party paying fifty percent (50%) of the costs. The cost is estimated to be approximately \$104,968.16, for the 2022-2023 academic year. However, the parties acknowledge and understand that the final cost may be smaller or larger than that sum based upon many different factors that affect crossing guard coverage during the course of the school year. Costs shall include all locations currently staffed by crossing guards, as set forth in Section C, below, including the Oakland and Shorewood location which is currently funded in its entirety by the District.
2. District agrees to provide Village the approximate sum of \$52,500.00 as reimbursement to the Village. Said payment shall be made in monthly installments/lump sum payment no later than the 1st of each month or on August 1, 2023. As noted in the preceding paragraph, this number is an estimate, and the parties acknowledge and understand that the final cost may be smaller or larger than that sum

based upon many different factors that may affect coverage during the course of the school year.

Crossing Guard Locations. Crossing guard services shall be provided at ten (10) locations, as follows:

School Year: 2019-2020	
Lake Bluff Blvd and Oakland Ave	2 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m.
Lake Bluff Blvd and Newhall Ave	2 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m.
Lake Bluff Blvd and Morris Blvd	2 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m.
Capitol Dr and Morris Blvd	2 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m.
Capitol Dr and Oakland Ave	2 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m.
Capitol Dr and Murray Ave	2 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m.
Capitol Dr and Maryland Ave	4 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m. (2 guards)
Maryland Ave and Shorewood Blvd	2 hours – 7:30 a.m. to 8:30 a.m. & 2:45 p.m. to 3:45 p.m.
Kensington Blvd and Bartlett Ave	2 hours – 7:30a.m. to 8:30a.m. & 2:45p.m. to 3:45p.m.
Oakland Ave and Shorewood Blvd	2 hours – 7:30a.m. to 8:30a.m. & 2:45p.m. to 3:45p.m.

C. Crossing Guards.

1. The Village of Shorewood has entered into a contract with third party service provider All City Management Services, Inc., (hereinafter “ACMS” or “third party contractor”) for crossing guard services for the 2022-2023 school year. The terms and conditions of said Agreement are enumerated in the attached executed contract. This third party service provider will be carry liability insurance as required in the Agreement.
2. **Number of Crossing Guards Required.** A total of eleven (11) primary crossing guards will be deployed at the locations described above each day that crossing guard services are called for per the Attached Agreement with ACMS. The third party contractor will be required to maintain a designated substitute list in the event a primary crossing guard is temporarily unable to fulfill his/her responsibilities by reason of illness, injury, or by personnel who fail to report for work.
3. **Background Checks.** The Village’s Agreement with third party contractor ACMS requires that contractor to appropriately screen and conduct background checks on all crossing guards it hires. See paragraph 3 of the Agreement for the parameters surrounding background checks.

D. **Service Days.** Per paragraph 8 of the attached Agreement between the Village and ACMS, crossing guard services will be provided at the above referenced locations on all days in which school is in session.

E. **Equipment.** All equipment necessary to carry out crossing guard services will be provided by third party contractor ACMS.

F. **Operation of the Crossing Guard Services.** The Village shall be responsible for evaluating the performance of third party contractor ACMS and ensuring that it is meeting the express terms of the attached Agreement.

G. **Service Adjustments.** District shall notify the Village in writing of any requests for reductions or increases in services required, as determined jointly by consultation between the Village and the District. Notice shall be provided to the Village within 30 days of the required adjustment, and all costs associated with any jointly agreed adjustments shall be shared by the Parties.

H. **Future Services.** The Parties agree to reconvene discussion as to Crossing Guard services beyond the Term of this Agreement. The provision of and financial costs associated with providing Crossing Guard services beyond the 2022-2023 school years will be explored jointly between representatives of the Village Board, Village Staff, School Board and School Staff during the fall of 2022 school year.

I. **Relationship of the Parties.** Nothing in this MOU shall be deemed or construed as creating the relationship of principal and agent, partnership, joint venture, employee, employer, or associate between the Village and the District. Neither party shall have the authority to act for or on behalf of the other party to bind the other party without the express written approval of the other party. Except as expressly provided herein, neither of the parties shall have the right to exercise any control whatsoever over the activities or operations of the other party. Each party is independent of the other and shall not hold themselves out to be the agent, employer, or partner of the other. The only relationship is by virtue of this MOU and no fiduciary relationship is created hereunder.

J. **Indemnity.** If any third party alleges that either party to this MOU is liable in carrying out their duties and responsibilities herein, the party alleged to be liable shall indemnify and hold harmless the other party, to the extent that the alleged liability is based upon the indemnifying party's negligence.

K. **Insurance.** Third party contractor ACMS will maintain liability insurance as required by part 8 of the attached Agreement between the Village and ACMS.

L. **Termination.** Neither party will terminate this Agreement without cause.

M. **Notices.** Any formal notice, request, approval or other communication to be provided by either Party shall be in writing and dispatched by personal delivery; first-class mail, registered or

certified mail, postage prepaid, return-receipt requested; electronic mail; or by facsimile, to the addresses of Village and District set forth below.

If to the Village:

Village of Shorewood
Attn: Rebecca Ewald, Village Manager
3030 N. Murray Ave.
Shorewood, WI 53211
Ph: (414) 847-2700
rewald@villageofshorewood.org

If to the District:

Shorewood School District
Attn: Dr. JoAnn Sternke, Superintendent
1701 E. Capitol Dr.
Shorewood, WI 53211
Ph: (414) 963-6904
bdavis@shorewood.k12.wi.us

N. **Dispute Resolution.** The Parties agree to cooperate in the resolution of all disputes arising pursuant to this MOU. In the event that an amicable resolution is not reached, the Parties shall, in good faith, attempt to mediate any dispute arising out of or in connection with this Agreement with a mediator selected by and agreed upon by the Parties. In the event the Parties are unable to reach a satisfactory resolution through mediation, a party may exercise all legal options for recourse available to it.

O. **Non-Assignment.** This MOU shall not be assigned without the written agreement of each Party, which shall not be unreasonably withheld.

P. **Governing Law.** This MOU shall be governed by and construed and interpreted in accordance with the laws of the State of Wisconsin. Any claim, lawsuit, or proceeding filed in relation to this Agreement shall be venued exclusively in the court of Milwaukee County, Wisconsin, and each party waives any and all defenses related to forum *non conveniens*.

Q. **Amendment.** This MOU may only be modified or amended after the date of this Agreement by a written instrument executed by both Parties.

R. **Severability.** If any article or part of this MOU is held to be invalid by operation of law or by any tribunal of competent jurisdiction, or, if compliance with or enforcement of any part should be restrained by any tribunal, the remainder of the MOU shall not be otherwise affected thereby.

S. **Duty to Cooperate.** The Parties acknowledge that their mutual cooperation is critical to carrying out the terms of the provisions of this MOU. Accordingly, each Party agrees to cooperate with the other in good faith to fulfill their respective duties hereunder

T. **Binding Effect.** All of the terms and provisions of this MOU, whether so expressed or not, shall be binding upon, inure to the benefit of, and be enforceable by the parties and their respective legal representatives, successors, and permitted assigns.

U. **Entire Agreement.** This MOU represents the entire agreement of the Parties and supersedes all negotiations or previous agreements between the Parties, with respect to Crossing Guard services.

V. **Authority.** The signatories to this MOU represent and warrant that they have the authority to make the agreements herein, and to sign for and to bind the institutions they purport to represent.

W. **Authorization.**

VILLAGE enters into this Agreement by authority of action taken by its Board of Trustees on the ___ day of XX, 2022.

DISTRICT enters into this Agreement by authority of action taken by its Board of Education on the ___ day of XX, 2022.

IN WITNESS WHEREOF, the undersigned have set their hand and seal as of the date first set above. The undersigned acknowledge that they have carefully read the foregoing Agreement and that they have signed the same freely and voluntarily.

Dated this _____ day of _____, 2022

Rebecca Ewald, Manager, Village of Shorewood

Dated this _____ day of _____, 2022

JoAnn Sternke, Superintendent, School District of Shorewood