

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
April 25, 2023 AGENDA

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

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

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

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

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Meeting ID: 815 9962 7722

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

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)	
B. Overarching Result for Shorewood School District (R1)	
<i>Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good.</i>	
C. Awards and Recognitions	
Introduction of Tiara Rogers	
II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)	
Shorewood High School Student Achievement Presentation: SHS CIEE education and service projects	
Student Results Highlights: SHS Social Studies Curriculum Update	
III. 7:25 pm PUBLIC COMMENTS #1 (GC3)	
<i>Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.</i>	
IV. 7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION	
A. Election of Board Officers	
B. R4 (Student Wellness) District Recommendations for Results Indicators and Report Revisions	3
C. 2023-2024 Preliminary Budget Balancing Strategies	12
D. Approval of Teacher Preliminary Notice of Non-Renewal Letters	
1. Two One-Year Contract Non-Renewals	
2. Two Part-Time Reductions	
3. Three 1.0 FTE Reductions	
E. Legislative Advocacy Update	
V. 8:40 pm BOARD CONSENT AGENDA (GC2)	
A. Approval of Board Meeting Minutes	15
April 11, 2023 Regular Meeting	
VI. 8:45 pm PUBLIC COMMENT #2 (GC3)	
<i>Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.</i>	
VII. 9:00 pm BOARD MEMBER REPORTS	17
Board Linkage Summaries	
VIII. 9:10 pm SUPERINTENDENT'S REPORT	20
IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA	
A. Approval of District Staffing Changes: Appointments, Retirements, Resignations and Leave of Absence Requests	25
B. Approval of Monthly Financials	26
X. 9:25 pm PUBLIC COMMENT #3 (GC3)	
<i>Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.</i>	
XI. 9:40 pm REVIEW OF 'TO DO' ITEMS	
XII. 9:50 pm FUTURE AGENDA ITEMS	
XIII. 10:00 pm RECESS AND DEBRIEF	



**Results Monitoring Document
R-4 Wellness**

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

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

Signed: _____, **Superintendent** **Date:** April 25, 2023

Executive Summary

This report contains the presentation of indicators for approval under Results Policy 4 (R-4), which focuses on Wellness for our students. The information reflected in this report refers to district-wide data that would be provided as indicators in future board reports.

As discussed during the presentation of the R-4 Report earlier this year, this report is an opportunity to continue to review how we monitor student wellness in our learning community. We know that mental health and well-being have been particularly impacted by the pandemic and that the importance of measuring those areas is a top priority as we look at the whole child.

The proposed indicators include data from several tools which relies upon beginning or continued District participation in such tools:

- School perceptions data related to self-expression, emotional development and mental health (administered annually)
- YRBS data related to school connectedness, mental health and overall risk/health behaviors (administered and reported out bi-annually)
- Social Academic and Emotional Behavior Risk Screener (SAEBRS) data (administered three times/year beginning in 2023 to both teachers and students) related to social behavior, academic behavior and emotional behavior. This screener also aligns to our Social and Emotional Learning instruction including Growth Mindset and Goal-Setting, Emotion Management, Empathy and Kindness and Problem-Solving.

Highlights: Not Applicable

Analysis: Not Applicable

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

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

Summary statement/motion of the Board:

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

Definition of Terms

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

R-4 Wellness

Students will develop and maintain habits that contribute to personal wellness

Superintendent Interpretation:

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

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

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

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

Superintendent Interpretation:

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

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

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

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

Superintendent Indicator 1:

- The district average of students that “Always” or “Usually” agree on the annual student survey is **within 20% of previous year to comparative school districts’ average** on the following questions **and overall “Index”**:
 - **“My classmates care about me.”**
 - **“I participate in one or more clubs, sports or activities.”**
 - **“There is at least one adult in my school that I can talk to about a personal problem.”**
 -

Evidence:

Superintendent Indicator 2:

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

Evidence:

Superintendent Indicator 3:

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

Evidence:

Superintendent Indicator 4:

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

Evidence:

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

Superintendent Interpretation:

The board values student engagement in healthy lifestyles.

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

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

<p>Superintendent Indicator 1:</p> <ul style="list-style-type: none"> Percent of 7-12 students that are participating in at least one extra-curricular sport. (move to 4.1) <p>The average percent of students that score within the low risk range in the Academic Behavior Domain on the SAEBRS (teacher report) and mySAEBRS (student report) is greater than or equal to 80% across grade levels.</p>
Evidence:

<p>Superintendent Indicator 2:</p> <ul style="list-style-type: none"> The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts average on the following questions is within 20% of previous year: <ul style="list-style-type: none"> I exercise at least 3 times per week I have a healthy lifestyle I get enough sleep most nights
Evidence:

<p>Superintendent Indicator 3:</p> <ul style="list-style-type: none"> The district average of parents that responded we are doing “Good” or “Great” on the annual parent/community survey in the area “Fostering students’ physical wellness” is within 20% of previous year.
Evidence:

<p>Superintendent Indicator 4:</p> <ul style="list-style-type: none"> Percent of 7-12 students that are getting a “C” or better in their physical education courses. The average percent of students that report on the bi-annual Youth Risk Behavior Survey (YRBS) affirmatively to 0-1 days for each of the following, is greater than or equal to 80% across grade levels: <ul style="list-style-type: none"> During the past 30 days, on how many days did you: smoke cigarettes During the past 30 days, on how many days did you: use an electronic vapor product
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Evidence:

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

Superintendent Interpretation:

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

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

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

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

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

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

Superintendent Indicator 1:

- The district average of students that “Always” or “Usually” agree on the annual student survey is ~~greater than or equal to comparative school districts average~~ **within 20% of the previous year** on the following questions:
 - “When I feel stressed, I know how to cope.”
 - “I am able to get through challenging times.”
 - ~~“There is at least one adult in my school that I can talk to about a personal problem.”~~ (move to 4.1)

Evidence:

Superintendent Indicator 2:

- ~~Percent of 7-12 students that are participating in at least one extra-curricular sport.~~
- The average percent of students that score within the low risk range in the Emotional Behavior Domain on the SAEBRS (teacher report) and mySAEBRS (student report) is greater than or equal to 80% across grade levels.**

Evidence:

Superintendent Indicator 3:

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

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

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

Evidence:

R-4.4 Practice behaviors that encourage physical health (incorporated into 4.2)	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

R-4.5 Understand the value of good nutritional habits (incorporated into 4.2)	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

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

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

Summary statement/motion of the Board:

Signed: _____, Board President

Date: _____



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Budget Balancing Strategies
Date: April 25, 2023
Prepared by: Heather Heaviland

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

Purpose:

To share and obtain feedback on proposed strategies to maintain a balanced and sustainable budget for the Shorewood School District in both the 2023-2024 and future school years.

Background:

In the Spring of 2022, the District shared operational projections that predicted sizable deficits for the District over the next five years. Strategies were proposed to address this that included near-term strategies to address a projected deficit in the 22-23 school year, mid-term strategies to help stabilize the district, and long-term strategies to ensure a sustainable future. Among the mid-term strategies proposed was consideration of an operating referendum to bridge the gap between anticipated revenue and rising costs.

Additional scenarios were developed in the Fall of 2022 to further project the need for an operating referendum. In setting a target dollar amount for an annual operating referendum, the following benchmark goals were set: 1) reach a fund balance of at least 25% by 2028, and 2) break even in all projected years. Using these two parameters and a detailed set of assumptions, the District prepared a five-year projection that included a \$5.5M annual addition to the revenue limit.

Critical among the assumptions defined for the projection model was the intent to reduce baseline operating costs by \$1M in 23-24, in addition to making future changes that would ensure that we align staffing with the student population. While the model reflected flat enrollment for purposes of the projection, maintaining enrollment may be challenging as we continue to see declines in the birth rate and apparent school-age population.

The District has developed a set of strategies to address the most critical challenges affecting our operating budget. Challenges and strategies proposed are outlined below.

Budget Balancing Strategies for 23-24 and Next Five Years:

The District anticipates several challenges to financial health over the next five years. These include:

- Rising health care costs;
- Overhead costs consuming a larger percentage of the budget as enrollment declines;
- Exponential cost of increases;
- Balancing student needs and enrollment with staffing;
- Inflationary impact on baseline programming expenses; and,
- Managing infrastructure and capital expenditures

The District is implementing the following strategies to address these challenges:

- Careful management of staffing, including multiple strategies to maintain a diversity of course offerings while balancing against a changing student population, including:
 - Running classes with typically less than a student:teacher ratio of 15:1 less frequently or differently;
 - Reducing sections to maintain average class sizes closer to the target class size (currently significantly below)
 - Leverage staff who are able to teach multiple subject areas
 - Share staff across District
- Plan design changes to our current health care plan. Changes will be made to the 23-24 plan and, if needed, the 24-25 plan. The District is also pursuing self-funding within the next 3-5 years to gain additional control over expenses.
- Annual examination and potential reduction of contract expenditures.
- Leveraging technology and experienced staff to operate with greater efficiency.
- Open a Fund 46 to provide an additional tool for funding capital improvement.

Financial Impact:

At present, the District anticipates reducing contractual obligations by \$120,000 in 23-24. Staffing FTEs are expected to be reduced by 8.5, including 5.8 teaching and 2.7 non-teaching FTEs. Financial impact of the healthcare design changes are still in process, and other strategies will yield financial impacts over a longer time horizon that cannot be quantified at this time. While we believe significant progress has been made, we expect that we will need to make additional workforce adjustments in the future, while also pursuing other strategies, in order to meet our benchmark goals of a 25% fund balance and breaking even in all of the next five years.

At the first meeting in May, the District will present additional information regarding the anticipated capital maintenance budget and potential financial impact. At the second meeting in May, the District will present the proposed 23-24 preliminary budget for consideration.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
April 11, 2023

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

District Administrator Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services
Mike Joynt, Director of Teaching & Learning

I. 7:01pm CALL TO ORDER

Motion to Adopt the Agenda

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

II. 7:15pm STUDENT ACHIEVEMENT and STUDENT RESULTS (R1)

Student Achievement Presentation: Atwater Elementary School Title I Math/Reading Family Event

Student Results Presentation: K-5 Math Curriculum Pilot Update

III. 7:32 pm PUBLIC COMMENT #1

Amber Wichowsky 4065 North Prospect

Joanne Lipo Zovic 2504 East Newton

Ann McKaig 1800 East Elmdale

Pablo Muirhead 3726 North Morris

IV. 7:45 pm BOARD BUSINESS AND BOARD ACTION

A. Appointment of Laurie Burgos as Superintendent of the Shorewood School District, effective July 1, 2023

MOVED by Abby Fowler and SECONDED by Ellen Eckman AYE: 5 NAY: 0

B. Operating Referendum and Spring Election Results

C. Approval of Mid-Year Budget Revision

MOVED by Abby Fowler and SECONDED by Ellen Eckman AYE: 5 NAY: 0

D. ESSER Expenditure Update and Priorities for 2023-2024

E. Legislative Advocacy Update

F. Board Governance Updates

G. Student Representative Elections

V. 8:40 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

March 9, 2023 Closed Session

March 14, 2023 Regular Board Meeting

MOVED by Becky Freer and SECONDED by Emily Berry

AYE: 5 NAY: 0

VI. 8:41 pm PUBLIC COMMENT #2 - no comments

VI. 8:42 pm BOARD REPORTS - no reports

VIII. 8:42 pm SUPERINTENDENT'S REPORT

IX. 8:47 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes: Appointments, Resignations, Retirements and Leave of Absence Requests

B. Approval of Monthly Financials

C. Approval of Orchestra Field Trip

MOVED by Ellen Eckman and SECONDED by Emily Berry

AYE: 5 NAY: 0

X. 8:48 pm PUBLIC COMMENT #3 - no comments

XI. 8:49 pm REVIEW OF 'TO DO' ITEMS

Legislative Advocacy, Summer School information, website postings, Board member orientation

XII. 8:49 pm FUTURE AGENDA ITEMS

Board Linkage reports

XIII. 8:50 pm RECESS AND DEBRIEF

Multilingual Learners Linkage Meetings, SHS LMC
April 19, 2023, 4:30 p.m. and 5:30 p.m.

Board members present: Becky Freer

Administrators & staff present: Roxanne Tibbits, Mike Joynt, Lena Lysakova, Katie Barikmo, Jennifer Conigliaro, Anne-Marie Schmitt, and Amanda Krueger

Attendees included the following families: An Jin, Ying Wang, Gaohua Zhang, Asman Saparova, Juan Pablo Salazar, Shimaa Kteeba, Vikram Tandon, Takaaki Fujiwara, Tetiana Ormandzhy, Anna Zorina, Mariana Romero, and Karin Araujo. A few attendees were accompanied by additional family members; however, I did not gather their names. Additionally, a few families were also accompanied by interpreters.

Summary:

Overall, all families expressed gratitude and praise for the MLL employees. Families shared accounts of their students' learning. They also shared that MLL employees were not only educators, but also a support system for entire families in their transitions to the Shorewood School District, the community, and/or to the United States. It was obvious to me just how meaningful the MLL staff are to the students and families experiences. They are not only fostering student learning but they are fostering a sense of belonging as well.

I also want to note that themes were similar across the two groups. Praise for the program was unprompted and heartfelt across both groups.

The following is a summary of initial comments from families and caretakers:

- Schools have been very supportive. Staff believe in them.
- One parent commented about how he is trying to spread the word about how great the program is.
- Families commented that students have lots of time to learn English in the elementary school. This is very helpful.
- Families were grateful to staff who helped them transition to the U.S. by offering information on everyday things (such as how rent works in the U.S).
- Families shared accounts of their students being afraid to communicate, not having friends, not knowing much English, and/or feeling lonely when first arriving to the U.S. They then described how wonderful staff and students were in helping students learn and develop connections. Families found the district very welcoming. One family described a transition of their student no longer being "closed off." The student is not afraid to express himself. Another family shared that in their home country students don't select their own classes. The MLL team helped their student navigate this process and several other processes.

Information was so positive that I asked families for advice or feedback that they might have for us. They offered the following:

- Several families commented that the after school program for assistance with homework and language is invaluable –especially when families do not speak English and cannot help much. Several families commented on how they want this program to continue.
- A few families commented that their students struggled with grammar. They would not mind if teachers had higher expectations in this area in the later grades (SIS and SHS). Some families sought more homework for their student.
- A few families expressed some challenges during students’ transitions from elementary school to the intermediate and high schools. Students sometimes felt lost getting acclimated to the new academic structures and being more independent after many years building really strong connections with staff and other multilingual learners at the elementary schools.
- A few families (especially families who recently arrived in our district or whose students were older) spoke about students’ need for peer connections both in and outside of school (especially over the summer). This came up a few times.
 - MLL Staff said they’d follow up after the meeting with one family recently arrived to help them understand how to join clubs, what activities might be available over the summer in the area, etc..
- One family passed on feedback from their elementary school student: the student would like more opportunities to make books at the publishing center at Atwater. 😊
- Some families sought more opportunities to learn more about American culture and traditions.
- After the meeting, one family member shared that she would like high school counselors to be trained on and have current information about scholarships and universities that offer financial resources and programs for undocumented students.
- After the meeting, one family described feeling unwelcome when she came to Shorewood years ago because Lake Bluff did not have MLL staff. The family was glad that Lake Bluff now has staff there. The family also described how vulnerable it is to not know a language and to transition to a new environment. The family member wanted us to know how important it is that *all* employees understand this to help foster a sense of belonging. One bad encounter can risk someone feeling excluded or unwelcome. This family then went on to praise Ms. Tibbets and the MLL team.
- After the meeting, a family member shared several positive and several negative experiences related to inclusion, being asked to speak on behalf of her culture, and feeling like she couldn’t connect with peers (except for other MLL students). She was very glad for the equity work that the district has embarked on.

I also asked families about their experiences in the district overall, not just with the MLL team.

- Most families also shared very positive experiences in the Shorewood School District.
- Families commented that they love the Rec. Dept. and for opportunities to engage in the community. They were disappointed if a class was canceled due to low enrollment.
- Families commended that the art exhibit at the library is great. It instills confidence in their children and gives them an “opportunity to define themselves.”

- One family member commented that there was not a single day she was worried about her student. People are friendly and smiling.
- A few families spoke to how students are empowered in our district. One family went on to explain that many schools in her home country did not have a curriculum that empowered students to guide their learning.
- A parent was satisfied that students not only teach “subject education” but also “character education” -learning about responsibility, community, self-expression.
- Families were also appreciative of communication with teachers, in addition to the MLL team.
- A few families described having an opportunity to move to another area in the U.S. and choosing to stay in Shorewood because of their experience in the district and the Shorewood community. One said, “It feels like home.”



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: April 25, 2023

Prepared by: JoAnn Sternke

Board Action:

X Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose:

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

Leadership Transitions

At the April 11 Board meeting we were delighted to recognize Dr. Paru Shah's more than ten years of service to the District as a Board member. Following that, it was a pleasure to welcome Abby Fowler and Nathan Hammons to the District Office on April 24 to take their oath of office as School Board members, and we look forward to the Board's election of officers, and to upcoming student representative elections for 2023-2024.

I want to take this opportunity to thank Bella Busby and Emmett Joslyn, our current student representatives, for serving as the voice of our students at Board meetings. They have been thoughtful advocates and partners in addressing issues that impact our learning community, and I am grateful for the unique perspective they bring to our work.

Incoming Superintendent Laurie Burgos was in the District for a full day of onboarding activities and meetings on April 11. Laurie was scheduled to be in the District on April 25, but had the opportunity to join an Integrated Systems for Equity (ICS) workshop being held in Monona Grove, so she will plan to be in the District on May 1, in addition to these previously scheduled days: May 12 and 23 and June 2. We are managing a district calendar for her that outlines key dates coming up before and after she formally begins as

Superintendent on July 1, 2023, and we will be working with her to plan some meet and greet functions over the summer.

Legislative Advocacy

We are very fortunate to be part of a community that values its schools and that overwhelmingly supported an operating referendum that will help us address state funding shortfalls. Not every school system is as fortunate, and we are committed both to advocating for public education across the state and to fulfilling our pledge to be strong stewards of the District's resources, now and in the future. As discussed in previous meetings, legislative advocacy must be a priority for all of us, and a newly created [Legislative Advocacy page](#) in the Board of Education section of the website will provide information about activities the Board and District have undertaken, as well as new opportunities and ways that community members can be involved.

Representative Darrin Madison will be conducting State Budget listening sessions in the communities he represents next week, and Shorewood's session will be Sunday, April 30 from 1:30 to 3:15 pm in the Village Community Center (lower level of the Shorewood Public Library). The session will begin with a budget presentation and Q&A, with time reserved for general "town hall" questions at the end of the event. Members of the School Board will attend, and Representative Madison's office will be working with the Village and Village Board as well. We encourage students, staff, parents and all community members to attend to share their questions and concerns about funding for public schools and other issues that impact Shorewood.

Financial Management & Budget Development

I want to highlight the financial management work that is wrapping up as we prepare our budget presentations for upcoming meetings; Board approval of the preliminary budget is scheduled for June 13. Before I begin, I want to reiterate that approximately \$1 million in reductions are needed - even with referendum support - to balance our 2023-2024 budget, and that cost savings and right-sizing measures must continue in the years ahead in order to meet our projections.

- As you know, personnel represents approximately 4/5 of our annual budget, and Heather Heaviland, Mike Joynt and I concluded staffing discussions with all of our department and school leaders last week.
- Based on student course selections at SIS and SHS, projected enrollment and other factors, we have made instructional staff reductions that minimize the impact on student programs. In electives in the higher grades, we have been able to reduce FTE hours by combining sections of the same course that have student/teacher ratios below 15 students, and we established some other efficiencies to preserve the breadth and depth of student programming.
- Benefits and handbook changes is another area where we have sought to reduce District costs while maintaining our commitment to competitive compensation for all staff. Heather and I have met with the SEA to discuss the handbook. We have

also proposed a number of dates for negotiations with the SEA so that our Agreement may be discussed.

- The food service RFP process was also part of our budget development process this year and it is now complete. We sent the RFP announcement to all of the food service providers licensed in Wisconsin and approved by the DPI (30), with the hope that we would receive a number of responses to consider. However, Aramark (our current provider) was the only bidder for the District's business. We have let Aramark know that we want to discuss a number of proposed changes and increase student involvement in this process, and will look forward to beginning this dialogue after a new food service manager is assigned to our district. The required RFP process (every five years) is a tremendous amount of work, and Heather, Iris Bohan, the District Registrar, and other staff did a great job seeing this through.

The District is also in the process of completing the planned refinancing of \$25 million of capital referendum bond funds. As part of this process, Moody's issues a bond rating for the school district, and we have maintained our Aa2 rating. The credit opinion can be viewed [here](#), and more information about the refinancing will be presented for Board review and approval in May. And, following our April 11 ESSER update was posted to the [Financial Stewardship](#) section on the District website. Upcoming budget presentations and other financial management documents will also be available in this section of the website.

Our Mission In Action

Our recent community screening of *Who We Are* on April 20th was a success and so impactful. Our students did a simply fabulous job in the Talk Back with Jeffrey Robinson following the film. I am grateful to Shari Tucker who was our lead in making this event happen and run so smoothly - and to the Village of Shorewood, Shorewood Moving Forward and the Shorewood Public Library for co-hosting this event. I am very proud of our community partnership, which reflects our shared values and underscores our District mission and goals: equity, growth and excellence for all.

As we have discussed in some prior Board meetings and in other settings, Shorewood's commitment to equity in all its forms attracts educators and other staff to our community, and our reputation for leadership in this movement is growing. In June, Director of Equity, Shari Tucker, will be talking with Dr. Dionna Latimer-Hearn on her podcast, [The Culture We Speak](#), to mark the 51st anniversary of Title IX. They will explore the dynamics of racism and other forms of discrimination in sports at all levels. And, I want to share the [Equity Officer Roadmap](#). Shari and colleagues from other institutions spent more than a year developing this valuable resource for schools and educators. Together with our recently adopted [Collaborative Commitments to Equity](#), the Roadmap is a tangible result of our work together over the past three years to build equitable systems throughout the District.

District and School Updates

These are busy days for schools and student families, with spring testing winding down, and Passages, Prom, incoming student tours, music events, Staff Appreciation Week (May 1-5), Swing with Shorewood and more coming up fast. Seniors received their graduation gowns, and I want to remind everyone that graduation will be Sunday, June 11.

With the school year winding down, the summer school and recreation teams are gearing up. Summer school will be held at Atwater Elementary School, and Amanda Jamerson, Associate Principal at SHS will be our summer school principal again this year. Our buildings and school campuses will also be hosting dozens of summer enrichment and recreation activities offered by Recreation and Community Services. Sean Strauss, Director of Buildings & Grounds, and Heather Heaviland are working to confirm timelines for landscaping work at all schools, which was a final capital referendum-funded project that needed to be postponed until spring (whenever that truly arrives).

The Student School Perceptions Survey is open April 25-May 5. The parent/community member survey period has been extended to May 1, and we urge all District parents and Village residents to take a few minutes to submit feedback about our District and schools through this anonymous survey. Emergency contacts who are not Village residents and/or District parents may have received the survey invitation in error and School Perceptions has clarified that these households have been removed from the survey population. Any parent who is also an emergency contact for another family remains in the survey population.

School Perceptions survey data is used in a number of ways, including in our Student Results and Operational Expectation Monitoring Reports to the School Board, and at the building level, where our leadership teams use them to inform growth plans and goals. We need and appreciate your feedback. If community members need a new or additional survey link for another adult in the household, these can be provided by Katelin Watson, the District Communications Specialist. She can be contacted at kwatson@shorewood.k12.wi.us.

I want to provide a final reminder that Friday, April 28 is the last day that Summit Labs will provide onsite COVID-19 testing in the District. All District families received a series of notifications about this plan. This decision comes from the Wisconsin Department of Health Services (DHS) as they are implementing a phased step down of the K-12 COVID-19 School Testing Program and ending all onsite vendor testing support in school districts. The DHS has provided COVID-19 test kits for schools, and these are available in each school's health office.

District staff have spent a great deal of time coordinating the COVID-19 testing service collaboration and associated needs, including District Safety Director, Tim Kenney; District Nurse, Kelly Barlow-Eichman; Katelin Watson, our Communications Specialist; and our staff in our facilities and recreation departments. Many more have had a hand in making

testing and other COVID-related services successful, and I applaud all of them for their work.

The Open Enrollment Application period will close on April 28th, and the District has received nearly 500 applications again this year. A lottery will be conducted for the seats available, and families will be notified that they can begin the registration process. Seats not accepted will be offered to the next applicant.

Finally, I want to touch on crossing guards, as we have received a number of communications about this recently. As in years past, we partner with the Shorewood Police Department to fund the expense of crossing guards. The Police Department handles the recruitment of crossing guards which is contracted to a third party. I have asked our school principals to discuss staffing assignments and safety concerns that have been brought to our attention and to share comments and ideas that result with the Police Department before the end of this school year. We have a strong partnership with the Police Department, and I am confident that they will evaluate these items quickly.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Resignation

Date: April 25, 2023

Prepared by: Liliana Mendoza

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

Recommendation(s): Approval

Purpose: Resignation

Background: Kathleen Ryczkowski, Reading Specialist Teacher at Lake Bluff Elementary School will be resigning from her position by the end of the school year, effective June 8, 2023. Mrs. Ryczkowski elected to resign due to family reasons.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: April 25, 2023

Prepared by: Heather Heaviland

Recommended action:

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

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

Notes and Comments:

March 2023 Statements

February 2023 financial statements reflect activities and financial changes for the first nine months of the fiscal year.

- Revenue and Expenses
 - While operating fund revenues show a large projected shortfall, this is largely due to an algorithm error that overstates the proportion of property tax revenue that should be collected in January and February. The District expects to receive 100% of the budgeted property tax amount. All other revenue sources are on track with the updated budget amounts approved at the 4/11/2023 board meeting. It should be noted that updated budget numbers are pending entry in the dashboards generated by Frontline Education. District-produced financial statements reflect the updated budget amounts.
 - Operating fund expenses are tracking in the aggregate very close to the revised budget.

- Balance Sheet

- The balance sheet for general operating funds is consistent with expectations for this time of year. Current trends project a year-end fund balance that is close to or slightly above the projected amount.

Attachments:

- Budget Performance Update
- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2023-03
- Budget Status 2023-03
- Check Register 2023-03
- Balance Sheet 2023-03

Additional Information

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

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

- 10 General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions.
- 21 Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth.
- 27 The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan.
- 38 & 39 These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.
- 41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts.

- 50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.
- 80 Financial transactions related to operating the Fitness Center, Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

- A Asset
- L Liability
- Q Equity
- E Expense
- R Revenue

Shorewood Sch Dist - Budget Performance Update - General Fund

Fund summary basis: General and Special Education

Month of March (fiscal year 2023):

↑ Total MTD Revenues: \$3,298,331; over plan* (favorable) by +\$112,066
 ↓ Total MTD Expenditures: \$2,251,194; under plan (favorable) by -\$125,429

Fiscal year to date (July-March):

↓ Total YTD Revenues: \$18,185,317 (57.2% of annual budget compared to 60.7% prior YTD); under plan (unfavorable) year-to-date (YTD) by **-\$2,284,659**

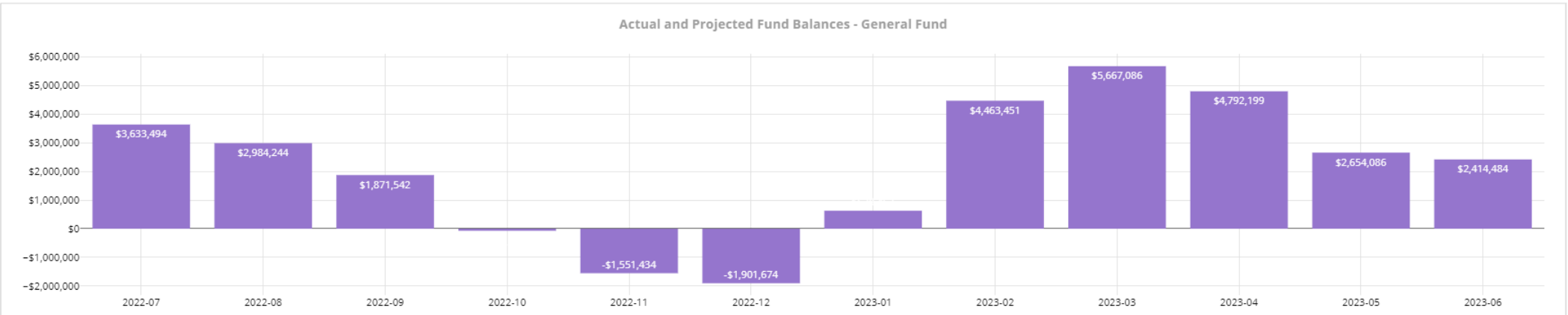
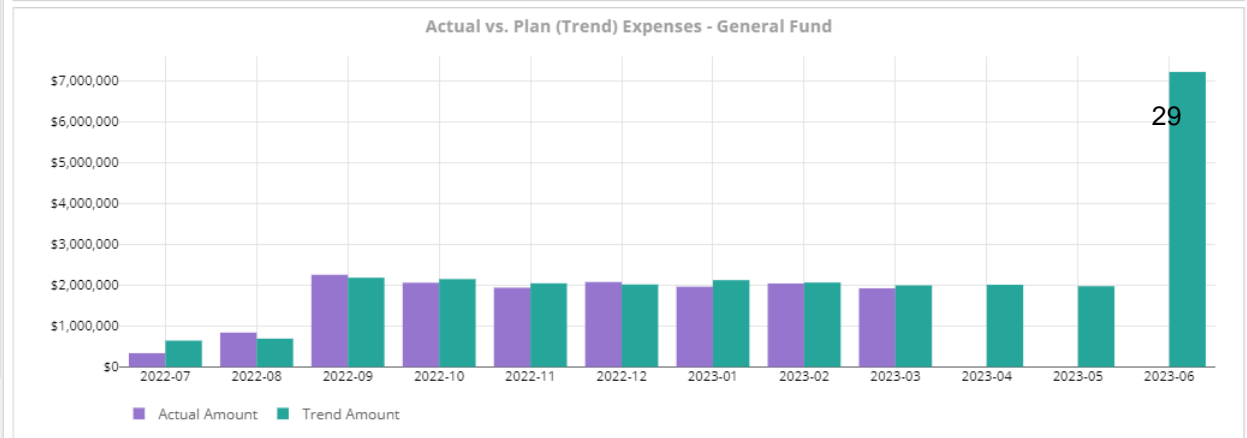
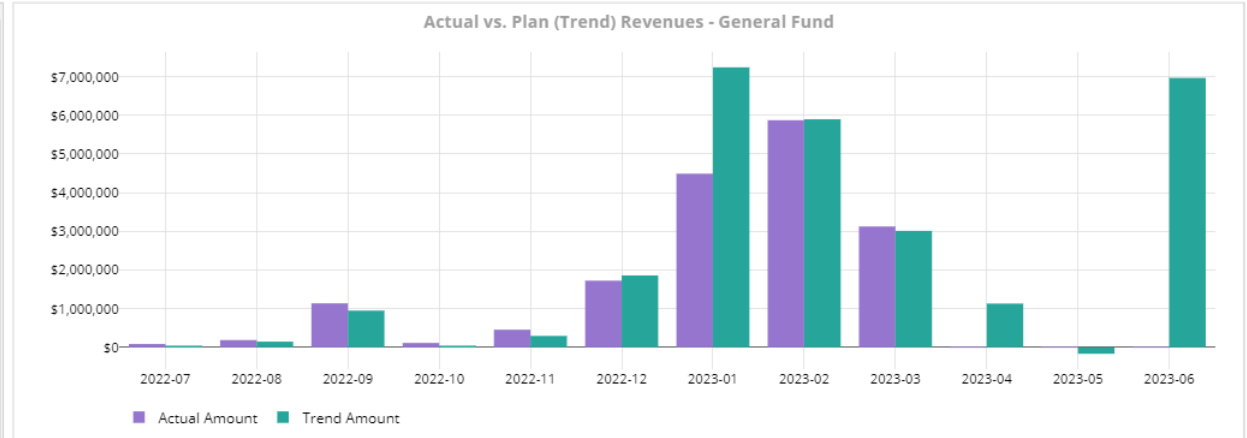
- 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
- ↓ 200 REVENUE FROM LOCAL SOURCES: **-\$2,307,265**
- 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: +\$0
- 500 REVENUE FROM INTERMEDIATE SOURCES: +\$0
- ↓ 600 REVENUE FROM STATE SOURCES: **-\$92,616**
- ↓ 700 REVENUE FROM FEDERAL SOURCES: **-\$85,810**
- ↑ 900 OTHER REVENUES: +\$201,031

↓ Total YTD Expenditures: \$17,989,775 (57.1% of annual budget compared to 58.1% prior YTD); under plan (favorable) year-to-date (YTD) by **-\$699,438**

- ↓ 100 SALARIES: -\$317,821
- ↓ 200 EMPLOYEE BENEFITS: -\$130,114
- ↓ 300 PURCHASED SERVICES: -\$210,705
- ↑ 400 NON-CAPITAL OBJECTS: **+\$20,811**
- ↓ 500 CAPITAL OBJECTS: -\$18,750
- ↓ 600 DEBT RETIREMENT: -\$5,538
- ↓ 700 INSURANCE AND JUDGMENTS: -\$36,702
- 800 TRANSFERS: +\$0
- ↓ 900 OTHER OBJECTS: -\$618

End of Fiscal Year Projection

	Projected	Annual Budget	Variance
Total Revenues	\$29,519,101	\$31,803,761	-\$2,284,659
Total Expenditures	\$30,780,452	\$31,479,890	-\$699,438



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

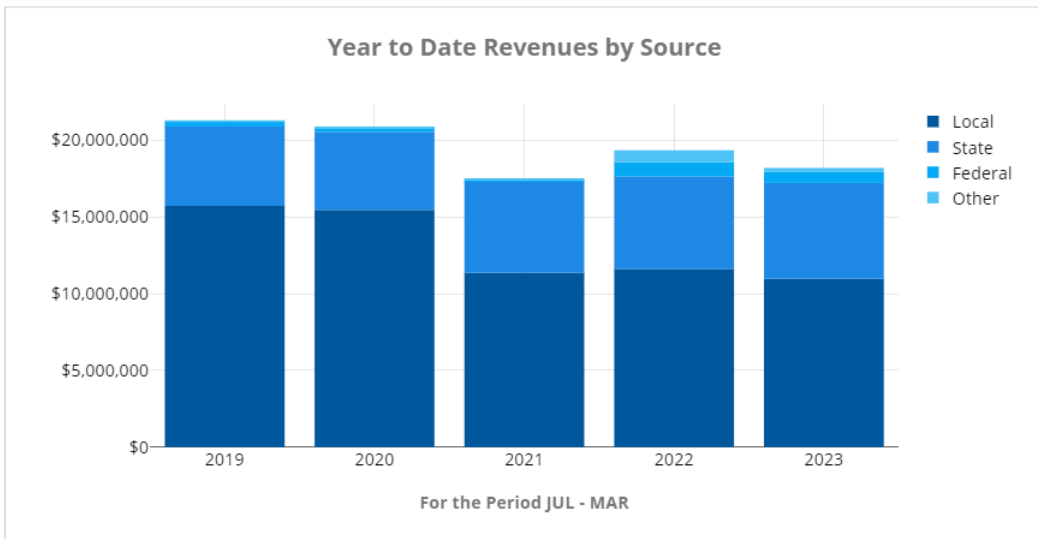
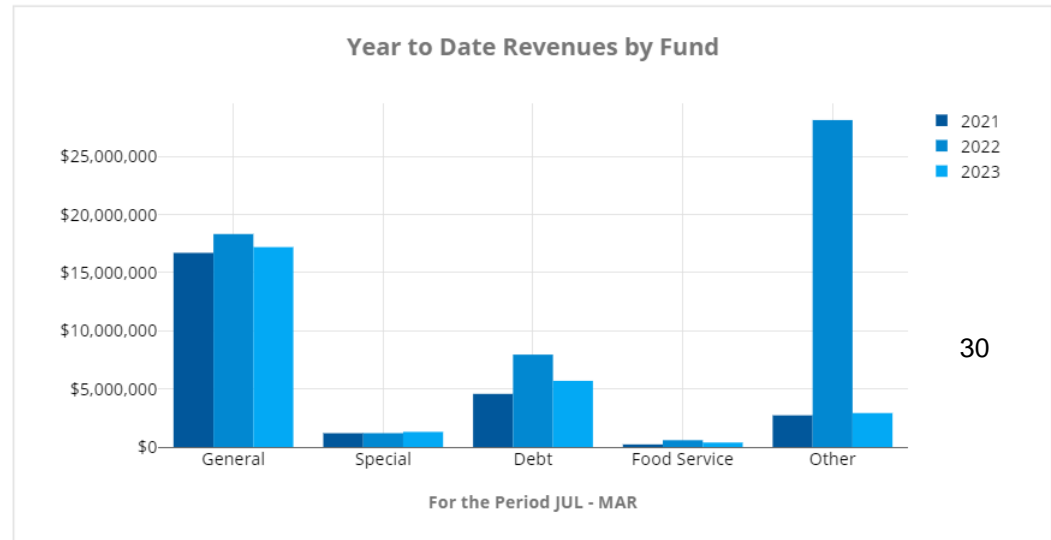
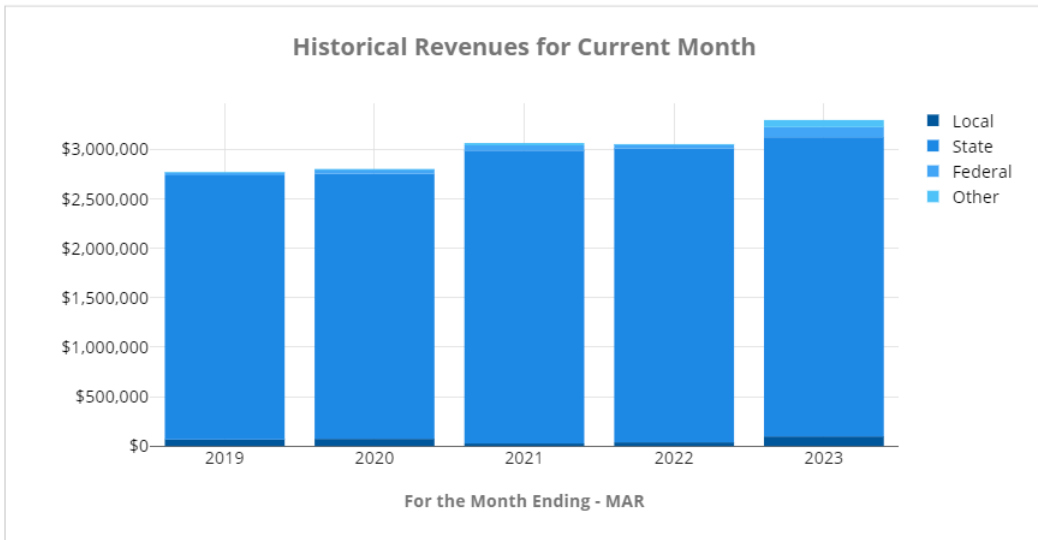


Total YTD Revenues
\$18,185,317
 Variance to Budget \$-2,284,659
UNFAVORABLE

YTD Local Sources
\$10,964,029
 Variance to Budget \$-2,307,265
UNFAVORABLE

YTD State Sources
\$6,242,920
 Variance to Budget \$-92,616
UNFAVORABLE

YTD Federal Sources
\$739,837
 Variance to Budget \$-85,810
UNFAVORABLE

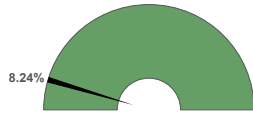


Source Level 2	For the Period JUL - MAR			
	2019	2020	2021	2022
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
210 TAXES	\$15,061,759	\$14,740,536	\$11,057,665	\$11,160,3
290 OTHER REVENUE FROM LOCAL SOURCES	\$513,815	\$582,560	\$288,142	\$353,3
610 STATE AID - CATEGORICAL	\$679,796	\$663,357	\$810,772	\$836,9
620 STATE AID - GENERAL	\$3,133,588	\$3,011,767	\$3,756,951	\$3,873,8
690 OTHER REVENUE FROM STATE SOURCES	\$1,355,292	\$1,386,082	\$1,359,367	\$1,316,3
730 FEDERAL SPECIAL PROJECTS AID TRANSITED THROUGH DPI	\$240,380	\$127,588	\$9,904	\$514,1
750 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)	\$61,177	\$75,319	\$38,617	\$100,7

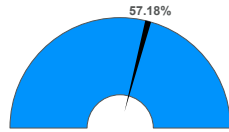
General and Special Education Funds | Revenue Dashboard

For the Period Ending March 31, 2023

Projected Year End Fund Balance as % of Budgeted Revenues

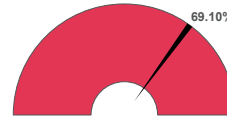


Actual YTD Total Revenues



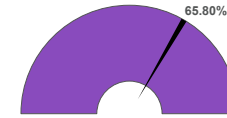
Projected YTD Total Revenues
64.36%

Actual YTD Local Sources



Projected YTD Local Sources
83.64%

Actual YTD State Sources

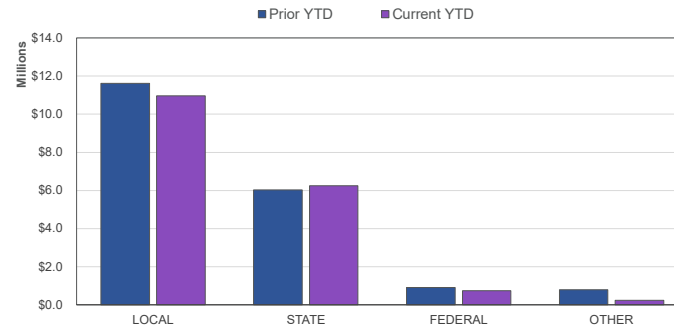


Projected YTD State Sources
66.78%

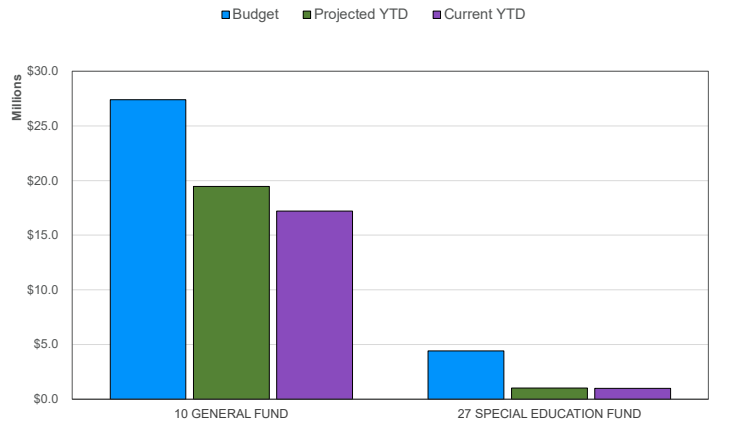
Top 10 Sources of Revenue (Year-to-Date)

Property Tax	\$10,146,956.34
Equalization Aid	\$4,132,018.00
Per Pupil Aid	\$1,276,240.00
Special Education State Aid	\$828,435.65
Federal Special Projects Aid Transited Through Dpi	\$463,397.15
Student Fees	\$370,059.69
Earnings On Investments	\$246,306.04
Federal Aid Received Through State Agencies Other Than Dpi	\$183,936.52
Insurance Claims And Reimbursements	\$182,149.99
Esea Title L	\$92,503.04
Percent of Total Revenues Year-to-Date	98.55%

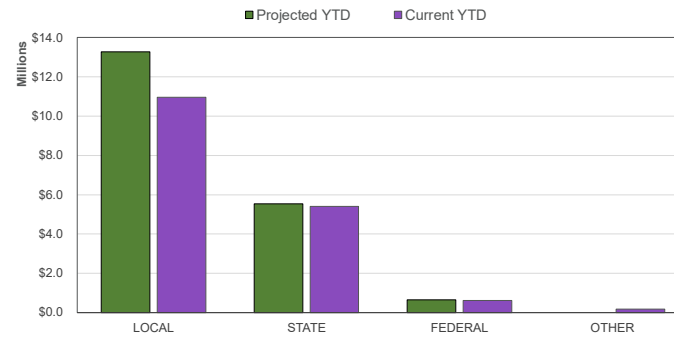
Revenues by Source



Total Revenues



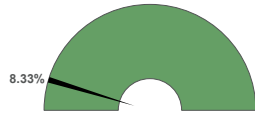
Revenues by Source



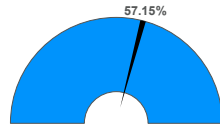
General and Special Education Funds | Expenditure Dashboard

For the Period Ending March 31, 2023

Projected Year End Fund Balance as % of Budgeted Expenditures

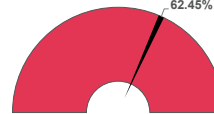


Actual YTD Total Expenditures



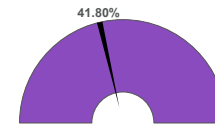
Projected YTD Total Expenditures
59.37%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits
64.37%

Actual YTD Other Objects

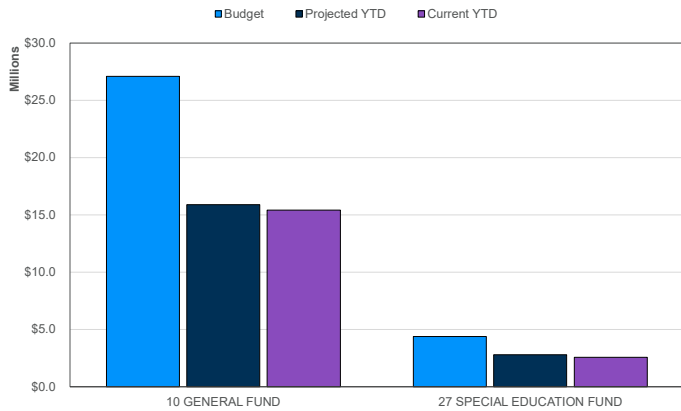


Projected YTD Other Objects
44.91%

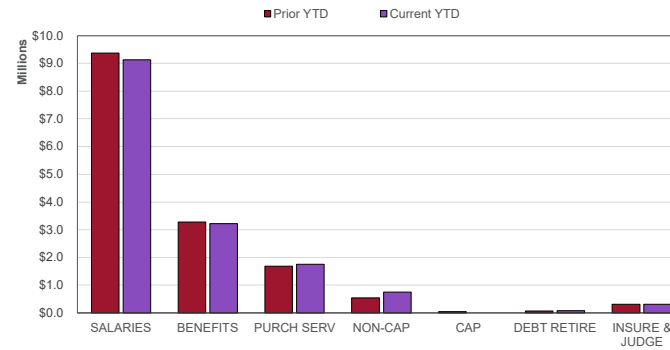
Top 10 Expenditures by Function (Year-to-Date)

Regular Curriculum	\$4,667,088.03
Undifferentiated Curriculum	\$3,142,915.31
Business Administration	\$2,717,992.38
Special Education Curriculum	\$1,764,270.31
Pupil Services	\$1,144,094.98
Instructional Staff Services	\$1,045,482.69
School Building Administration	\$944,456.31
General Administration	\$561,118.08
Purchased Instructional Services	\$432,484.63
Physical Curriculum	\$429,508.66
Percent of Total Expenditures Year-to-Date	93.66%

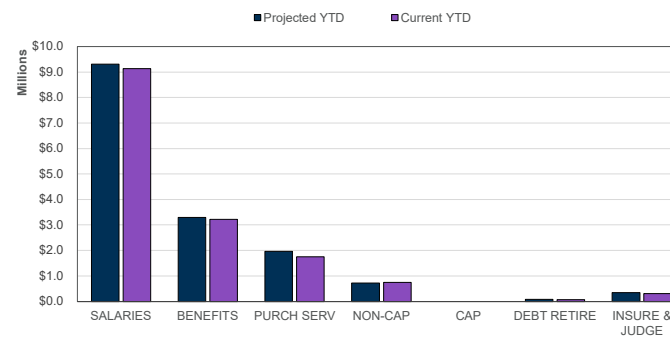
Total Expenditures



Expenditures by Object



Expenditures By Object



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

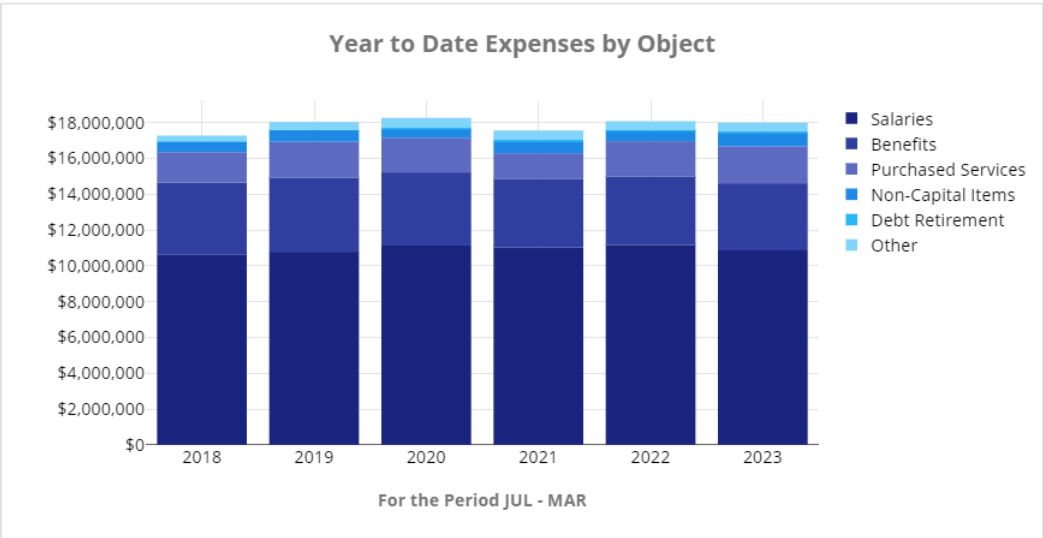
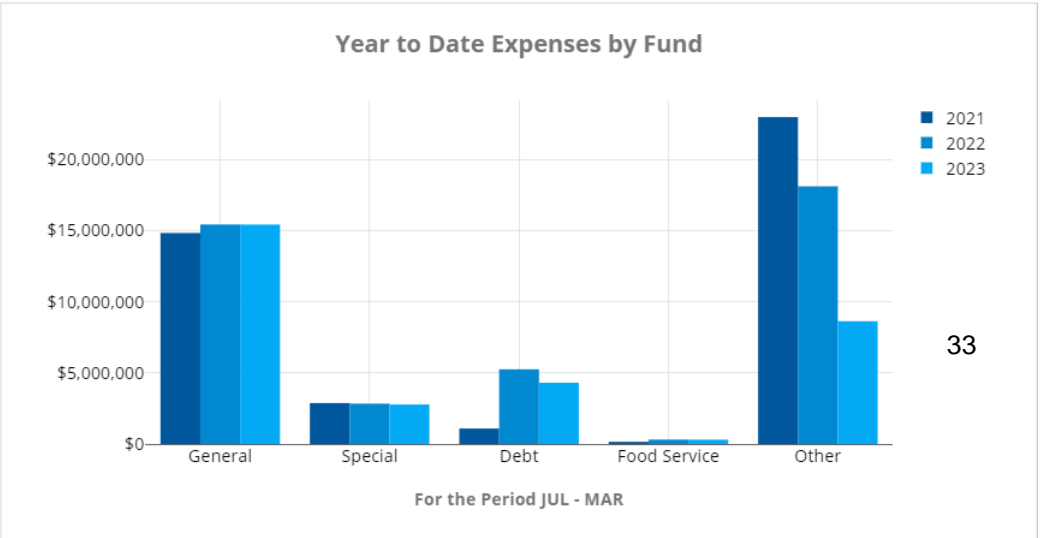
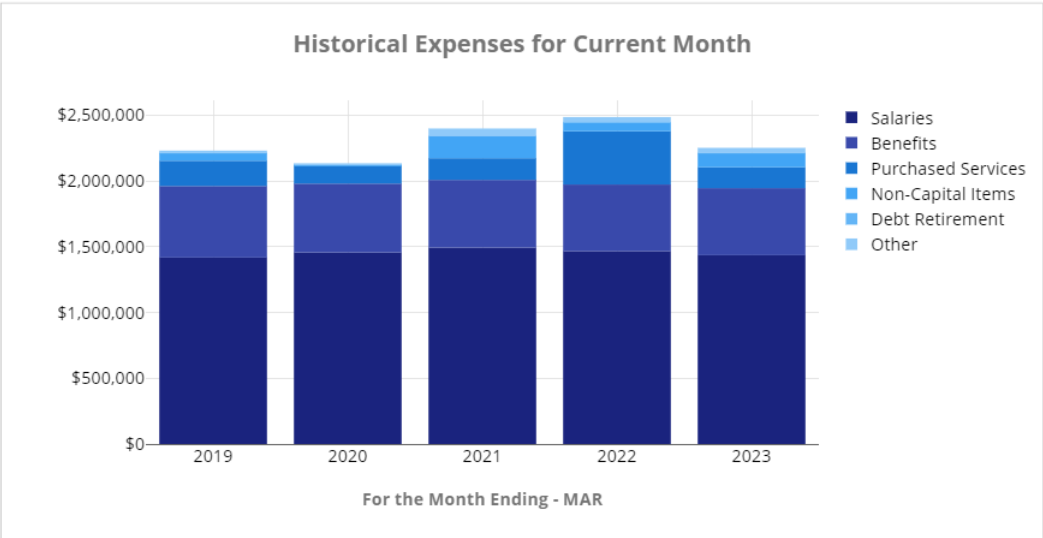


Total YTD Expenses
\$17,989,775
 Variance to Budget \$-699,438
FAVORABLE

YTD Salaries & Benefits
\$14,608,215
 Variance to Budget \$-447,936
FAVORABLE

YTD Purchased Services
\$2,060,688
 Variance to Budget \$-210,705
FAVORABLE

YTD Other Expenses
\$1,320,872
 Variance to Budget \$-40,797
FAVORABLE



Object Level 1	For the Period JUL - MAR			
	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
Salaries	\$11,129,489	\$11,025,113	\$11,161,335	\$10,859,886
Benefits	\$4,086,008	\$3,835,463	\$3,830,317	\$3,748,329
Purchased Services	\$1,932,323	\$1,425,635	\$1,967,599	\$2,060,688
Non-Capital Items	\$496,697	\$673,033	\$562,173	\$763,567
Capital Items	\$38,126	\$11,640	\$39,652	\$0
Debt Retirements	\$55,000	\$80,457	\$62,933	\$74,462
District Insurance	\$370,689	\$364,392	\$312,324	\$305,595
Other	\$152,106	\$139,345	\$134,166	\$177,247
Transfers	\$0	\$0	\$0	\$0