

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
October 24, 2023 AGENDA

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

The School Board meeting will begin at 7 pm. To attend, 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 School 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

+16468769923,,81599627722# US (New York)

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Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/u/kdeePLnylh>

This meeting notice was posted on October 20, 2023.

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 Student Leadership and Lake Bluff Crew

Youth Rising Up United Justice Coalition Summit

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 SUPERINTENDENT'S REPORT

3

V. 7:45 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials

6

VI. 7:50 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Adoption of the 2023-2024 Original Budget

11

B. Adoption of the 2023-2024 Property Tax Levy

15

C. Approval of OE4 (Personnel Management) Operational Expectations Monitoring Document

17

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

A. Approval of Board Meeting Minutes

36

B. Approval of OE 8 (Learning Environment) Operational Expectations Monitoring Document Revisions

38

VIII. 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.

IX. 8:55 pm BOARD MEMBER REPORTS

42

Lake Bluff Leadership Team Board Linkage

X. 9:00 pm REVIEW OF 'TO DO' ITEMS

XI. 9:05 pm FUTURE AGENDA ITEMS

XII. 9:15 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: October 24, 2023

Prepared by: Laurie Burgos, Superintendent

Recommended action:

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Purpose:

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

Board and Community Updates

- I want to thank District parents/guardians and community members for offering their help as we work to acknowledge and support staff, students and families affected by the war in the Middle East. Our schools will continue to reach out to those in their learning communities who are personally impacted, as well as those who want to learn about and increase their understanding of the history and complexities of the region.
- I also want to thank those in the community who view Board meeting videos on the website for their patience, as we encountered some technical difficulties at recent meetings. In conjunction with the update of the District website, we are planning some adjustments that will automatically post the meeting recordings.
- While I work on my Entry Plan report, I continue to prioritize meetings with students, staff, parents/guardians and neighbors to discuss their District experiences and questions. I had the pleasure of meeting one-on-one with our student Board representatives, as well as the SHS Gender Sexuality Alliance and SHS Mental Health Advisory Club over the past several days. I will continue with other student groups, and at other schools, including visits to SIS club and elementary CREW meetings.
- Over the past several weeks, school-based mental health providers from Children's Hospital of Wisconsin (CHW) have held information sessions for staff and educational "Family Wellness Forum" events in our buildings in partnership with school counselors. The most recent forum on October 18, at SHS, focused on supporting teens with anxiety. These forums are provided as part of our ongoing student mental health partnership with CHW, and I want to thank the SEED Foundation, both for their financial support for this initiative, and for helping us broaden the outreach and support Children's offers to all families in the District.

- Last year at this time, District and school leaders, our early learning faculty, Milestones and Bright Beginnings formed a work group to align the District's educational framework with our pre-school and childcare program partners, and evaluate communications with families with young children about the education and childcare options the District provides, both through our own programming and our partnership with Milestones. I will be meeting with our early learning partners to review changes made last year and additional steps we can take prior to registration for the 2024-2025 school year to address the needs of local families.
- Finally, I want to follow up on discussions about attendance, and to thank staff, students and parents/guardians for bringing their questions and concerns to me directly. Our school principals met last week to discuss procedures in their own buildings to ensure that these and our communications - to staff, students and parents/guardians - are consistent across schools. In an upcoming District newsletter, communication to all staff and families will clarify issues discussed and the importance of these procedures to supporting students' well-being and growth. Again, I appreciate the community's direct feedback and help in evaluating our communications.

School Growth Plans

In order to see progress in student results policy areas - [R-1: Overarching Result](#), [R-2: Academic Achievement & Growth](#), [R-3: Character and Citizenship](#), and [R-4: Wellness](#) - school growth plans focus on an identified academic, student wellness and school culture goal. Along with our District and School DPI Report Cards, each school will present their 2023-2024 Growth Plan and report on progress from last year at the November 28 Board meeting.

Though all of our schools use a common template to document their growth plans, Tiara Rogers, SIS Principal, and I want to highlight some elements of the SIS plan in advance of our November 28 meeting so that Board and community members can gain a better understanding of key tools, and the role of data, in our growth plans and continuous improvement processes.

One of the most visible changes at SIS is the alignment of the Educator Effectiveness (EE) system, and this goal-setting and evaluation process created by the Wisconsin Department of Public Instruction (DPI) to school growth plans. In addition to providing a common vocabulary and evaluation framework for educators, the system's self-determined professional growth and development opportunities encourage faculty to work together to align curriculum to standards as well as our school and district goals, complementing the collaborative team structure in schools that is central to our equity work. By aligning the EE system to our school-level plans, our schools and teachers are:

- Linking goals to grade-level academic standards and helping teachers identify high-impact strategies to work on in their classrooms;
- Measuring impact by identifying student work that provides evidence of growth; and
- Developing consistent practices that have an impact across classrooms and buildings, and improve results for every student.

Communications and Outreach

Revisions to the District website continue. This is very much a team effort, and I want to thank Maria Campbell, District Communications Specialist, for leading the charge. A number of District parents/guardians and school and department staff are offering input on the update process, which includes new website graphics and some opportunities to reorganize District information for users. The

District calendar will be a prominent feature of the new home page, which will be one of the first noticeable changes as website content updates and navigation changes continue over the next few months.

With my first 100 days now officially in the record books, I want to maintain the momentum that my listening sessions and community meet & greet events helped create. These are some topics and immediate needs and opportunities that I will take action on before presenting my Entry Plan report and establishing priorities for this school year and future years:

- Organizing an Instructional Calendar committee to develop next year's calendar, as well as provide input on the schedule of staff in-service days and the potential for development of a two-year District calendar for Board approval;
- Establishing an Instructional Technology Work Group to provide input for a long-term Technology Plan and recommendations for procedures that govern student device use, based on current research and best practices;
- Forming a Wellness Committee, with staff, student, parent/guardian and community representatives; and
- Offering scheduled presentations and Q&A opportunities for families and community members about key issues; in addition to student technology use, topics that have resonated for many are math education pathways, reading and writing skills; student mental health initiatives; state funding for education; and the District's instructional framework and curriculum evaluation cycle.

I look forward to sharing details about these opportunities to partner with the District to address goals we share, and to providing dates for initial conversations around topics that are important to all of us.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: October 24, 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:

September 2023 Statements

September 2023 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 in line with expectations and historical figures for this time of year with the exception of revenue from the state. The District will be receiving less equalization aid than last year due to the late receipt of data from Milwaukee Public Schools in 22-23 and a resulting “over-payment” to Districts throughout the state. While the District’s original budget accounts for this change in the aggregate budget, we will be monitoring the impact on cash flow as state aid is generally received early in the year and helps to support cash flow in our leaner months.
 - Expenses are to date in line with expectations.
- Balance Sheet
 - Current trends project a year-end fund balance at or near 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
 FY23 YTD Overview - Revenue - Funds 10 & 27 Unless Otherwise Noted
 September 2023



YTD Local Sources

1.40% of Budget

Prior Year YTD: 1.71% of Actuals

YTD State Sources

7.72% of Budget

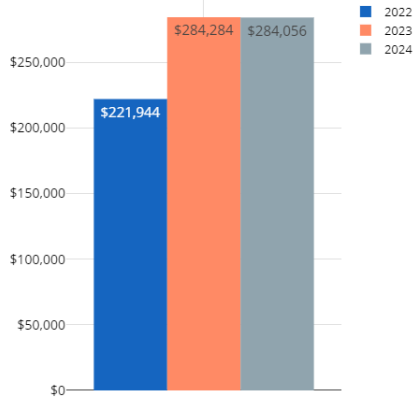
Prior Year YTD: 9.90% of Actuals

YTD Federal Sources

0.00% of Budget

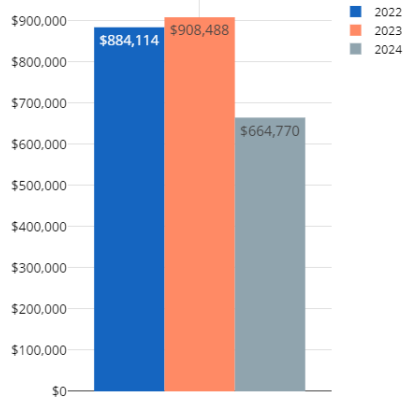
Prior Year YTD: 8.47% of Actuals

Local Sources



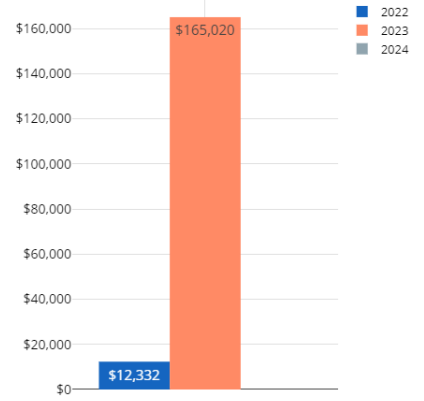
For the Period JUL - SEP

State Sources



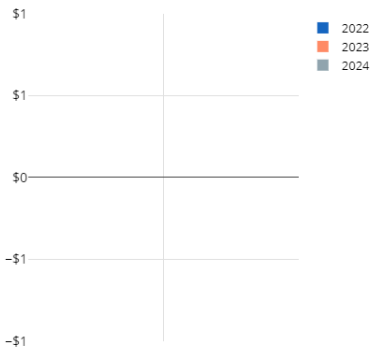
For the Period JUL - SEP

Federal Sources



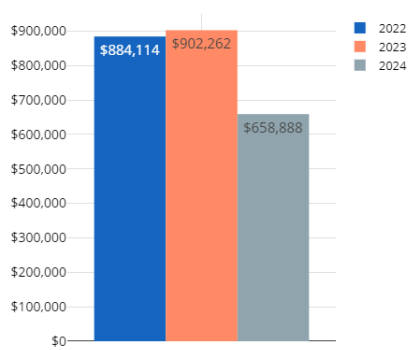
For the Period JUL - SEP

Property Taxes (All Funds)



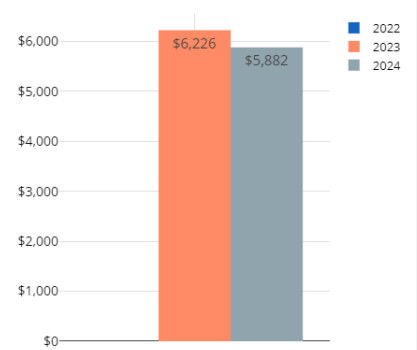
For the Period JUL - SEP

Equalization Aid



For the Period JUL - SEP

Categorical Aid



For the Period JUL - SEP

Shorewood Sch Dist
 FY23 YTD Overview - Expense - Funds 10 & 27 Unless Otherwise Noted
 September 2023



YTD Salary and Benefits

9.80% of Budget

Prior Year YTD: 11.90% of Actuals

YTD Purchased Services

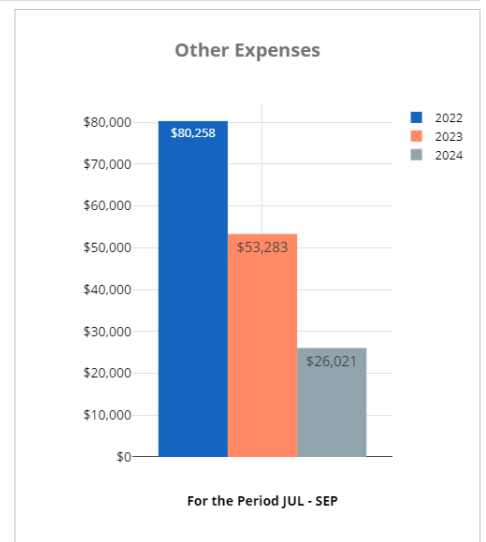
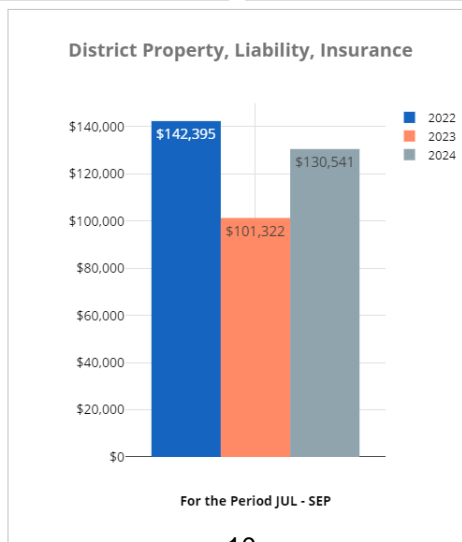
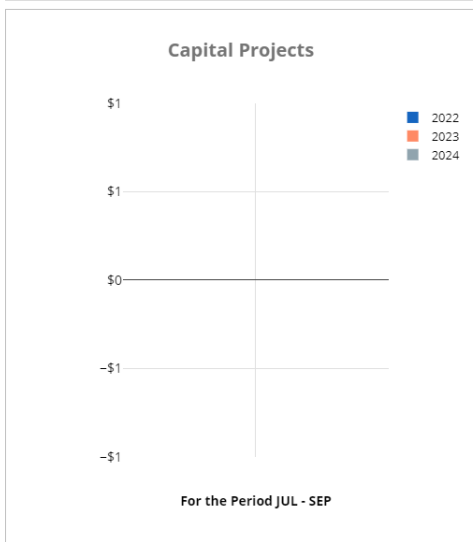
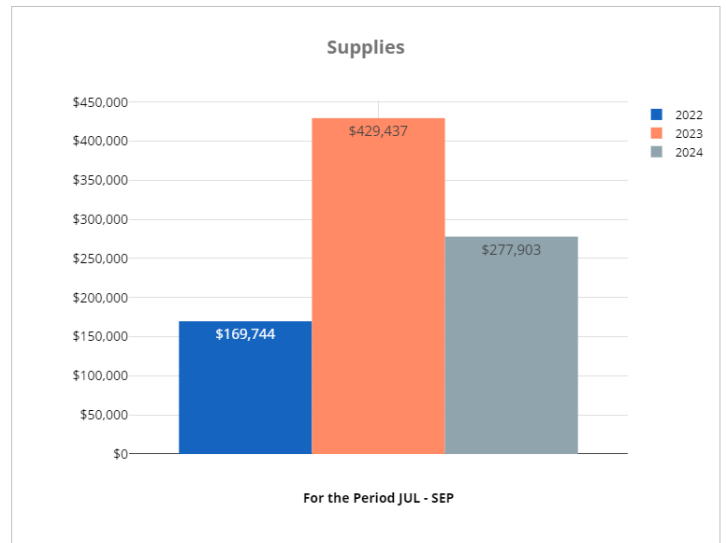
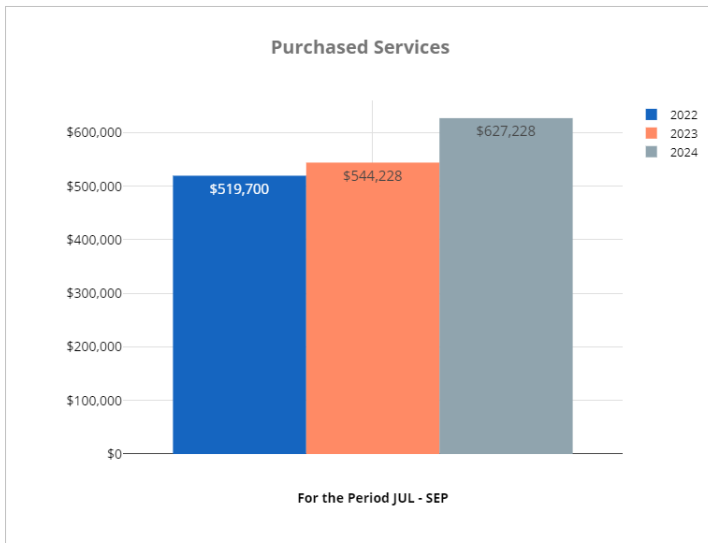
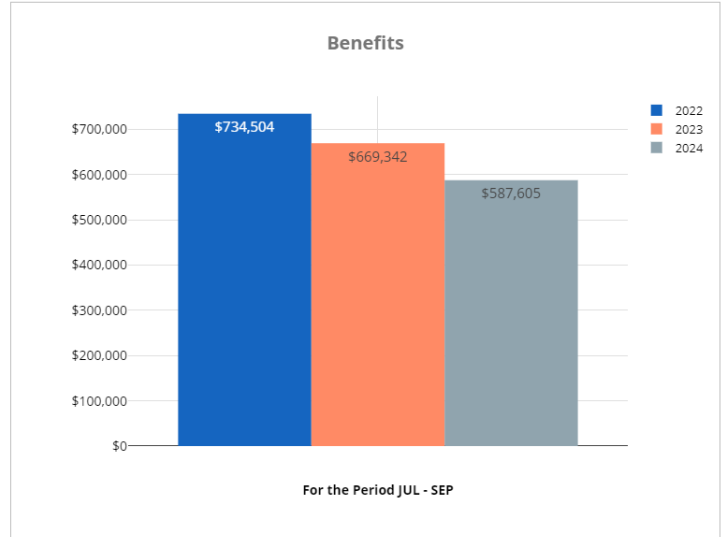
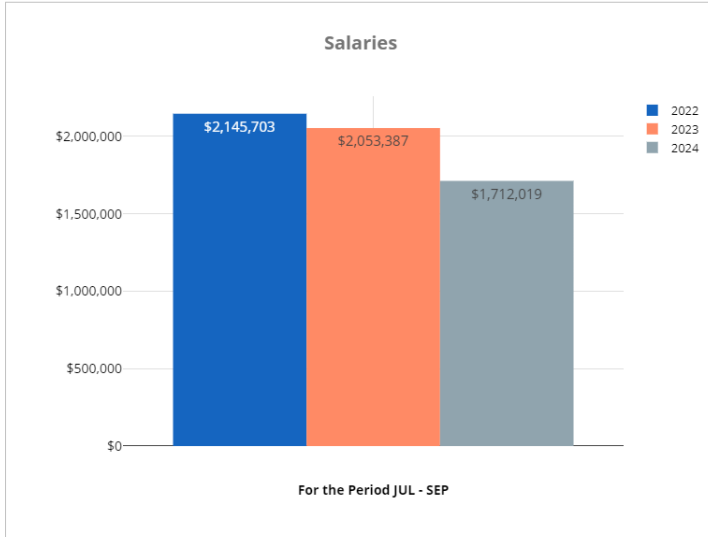
17.90% of Budget

Prior Year YTD: 14.92% of Actuals

YTD Other Expenses

10.96% of Budget

Prior Year YTD: 13.74% of Actuals





**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: 2023-2024 Original Budget
Date: October 24, 2023
Prepared by: Heather Heaviland

Recommended action:

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

Recommendation(s): Adoption of the annual operating and capital original budgets for the 2023-2024 school year.

Purpose: The District is seeking approval of the ‘Original 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 2023, the District approved a preliminary budget for the 2023-2024 school year. This budget, along with the associated tax levy, was presented to the public on August 22, 2023. 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 (\$212,271 compared to the preliminary budget estimate), with expense increases offset by revenue increases as is further detailed below.

Revenue

The original budget includes general fund revenue of \$31,456,309 compared with \$30,411,457 in the preliminary budget. This increase in revenue is driven by four primary factors: increase in the revenue limit (\$426,766), an increase in projected interest income (\$115,591), anticipated insurance claim payments (\$195,000), increased open enrollment reimbursement rate (\$198,158), and increased anticipated grant revenue (\$97,762).

The rolling average of resident enrollment (membership) which is used in the revenue limit calculation increased by eight students compared to the May projection.

Expense

General fund expenses increased by a total of \$832,580. Three major drivers account for the majority of this change:

1. Increased operational expenses of \$431,691 including transportation, safety, building repairs (including insurance claims), substitute teaching, and other miscellaneous adjustments. These adjustments were made based on year-end data, updated contracts and fee agreements, and new information regarding recommended improvements including \$50,000 for replacement of the exterior monument sign hardware.
2. Addition of the anticipated year-end Fund 46 transfer (\$150,000)
3. Miscellaneous changes including expenses for new grants and allowances for changes in staffing costs.

Fiscal Impact

Overall, the general fund is expected to increase by \$3,525,634. At the conclusion of the fiscal year, the District is projected to end the year with a fund balance reflecting 26.4% of the previous year's projected operating expenses (funds 10 and 27). It should be noted that this does not mean the District has met the fund balance target identified as part of the financial planning completed in preparation for the 2023 operation referendum. The 2022 financial projections estimated that expenses will increase on average by 3.92% each year. If the District added no additional funds to the balance over the next four years, the fund balance percentage would fall below 25% within two years.

Attachment(s):

FY24 Proposed Original Budget 2023 10 24

PROPOSED ORIGINAL BUDGET 2023-24 *			
GENERAL FUND (FUND 10)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
Beginning Fund Balance (Account 930 000)	2,680,051	3,418,636	4,903,838
Ending Fund Balance, Unassigned (Acct. 939 000)	2,680,051	4,903,838	8,429,472
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	3,418,636	4,903,838	8,429,472
REVENUES & OTHER FINANCING SOURCES			
<i>Local Sources</i>			
210 Taxes	16,665,979	15,353,032	20,338,974
260 Non-Capital Sales	25,143	13,599	7,650
270 School Activity Income	104,590	126,538	25,000
280 Interest on Investments	15,924	353,188	200,000
290 Other Revenue, Local Sources	455,736	739,748	449,035
Subtotal Local Sources	17,267,372	16,586,104	21,020,659
<i>Other School Districts Within Wisconsin</i>			
340 Payments for Services	1,493,031	1,893,141	2,085,556
Subtotal Other School Districts within Wisconsin	1,493,031	1,893,141	2,085,556
<i>State Sources</i>			
610 State Aid -- Categorical	456,092	378,082	354,359
620 State Aid -- General	5,959,758	6,356,951	5,386,851
630 DPI Special Project Grants	13,680	16,456	14,080
690 Other Revenue	1,319,016	1,299,275	1,276,564
Subtotal State Sources	7,748,546	8,050,764	7,031,854
<i>Federal Sources</i>			
730 DPI Special Project Grants	521,280	1,042,993	922,155
750 IASA Grants	248,256	190,029	201,085
780 Other Federal Revenue Through State	282,839	241,680	0
Subtotal Federal Sources	1,052,376	1,474,702	1,123,240
<i>Other Revenues</i>			
960 Adjustments	32,098	164,444	195,000
970 Refund of Disbursement	63,093	19,410	0
990 Miscellaneous	2,607	8,242	0
Subtotal Other Revenues	97,798	192,096	195,000
TOTAL REVENUES & OTHER FINANCING SOURCES	27,659,123	28,196,807	31,456,309
EXPENDITURES & OTHER FINANCING USES			
<i>Instruction</i>			
110 000 Undifferentiated Curriculum	5,234,012	5,036,701	5,428,657
120 000 Regular Curriculum	7,357,770	7,477,995	7,453,679
130 000 Vocational Curriculum	170,769	188,442	184,126
140 000 Physical Curriculum	748,070	707,968	539,054
160 000 Co-Curricular Activities	440,270	429,489	421,845
170 000 Other Special Needs	144,618	138,254	150,438
Subtotal Instruction	14,095,509	13,978,849	14,177,799
<i>Support Sources</i>			
210 000 Pupil Services	1,240,508	1,236,775	1,381,755
220 000 Instructional Staff Services	1,277,712	1,130,442	1,242,707
230 000 General Administration	659,035	742,982	782,945
240 000 School Building Administration	1,386,109	1,377,775	1,632,239
250 000 Business Administration	3,754,851	3,977,041	4,130,548
260 000 Central Services	281,651	265,512	393,950
270 000 Insurance & Judgments	312,324	310,595	343,418
280 000 Debt Services	62,933	74,462	83,157
290 000 Other Support Services	262,495	121,096	136,355
Subtotal Support Sources	9,237,616	9,236,679	10,127,076
<i>Non-Program Transactions</i>			
410 000 Inter-fund Transfers	2,478,360	2,562,762	2,611,803
430 000 Instructional Service Payments	824,367	882,310	1,013,997
490 000 Other Non-Program Transactions	279,274	51,004	0
Subtotal Non-Program Transactions	3,582,001	3,496,076	3,625,800
TOTAL EXPENDITURES & OTHER FINANCING USES	26,915,126	26,711,605	27,930,675

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	343,660	632,199	675,059
900 000 Ending Fund Balance	632,199	675,059	674,799
REVENUES & OTHER FINANCING SOURCES			
100 000 Instruction	217,995	286,635	960
200 000 Support Services	34,627	100,376	150,000
400 000 Non-Program Transactions	27,903	33,880	0
TOTAL EXPENDITURES & OTHER FINANCING USES	280,526	420,890	150,960

SPECIAL EDUCATION FUND (FUND 27)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	0	0	0
900 000 Ending Fund Balance	0	0	0
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	2,478,360	2,412,762	2,461,803
State Sources			
610 State Aid -- Categorical	1,099,185	1,120,872	1,123,087
Subtotal State Sources	1,107,793	1,125,649	1,123,087
Federal Sources			
730 DPI Special Project Grants	468,930	380,619	381,434
780 Other Federal Revenue Through State	125,231	92,903	0
Subtotal Federal Sources	594,162	473,522	381,434
Other Revenues			
960 Adjustments	0	50,000	0
970 Refund of Disbursement	0	30	0
Subtotal Other Revenues	0	50,030	0
TOTAL REVENUES & OTHER FINANCING SOURCES	4,180,315	4,061,963	3,966,324
EXPENDITURES & OTHER FINANCING USES			
Instruction			
150 000 Special Education Curriculum	2,941,337	2,735,305	2,674,297
Subtotal Instruction	2,941,337	2,735,305	2,674,297
Support Sources			
210 000 Pupil Services	501,023	528,147	562,471
220 000 Instructional Staff Services	372,904	375,330	410,812
230 000 General Administration	63,768	44,686	48,672
250 000 Business Administration	43,406	66,370	68,000
260 000 Central Services	4,253	475	0
Subtotal Support Sources	985,354	1,015,008	1,089,954
Non-Program Transactions			
430 000 Instructional Service Payments	253,624	311,650	202,072
Subtotal Non-Program Transactions	253,624	311,650	202,072
TOTAL EXPENDITURES & OTHER FINANCING USES	4,180,315	4,061,963	3,966,324
DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	3,372,847	3,448,316	2,381,326
900 000 ENDING FUND BALANCES	3,448,316	2,381,326	2,381,326
TOTAL REVENUES & OTHER FINANCING SOURCES	7,950,278	28,451,221	4,335,298
281 000 Long-Term Capital Debt	3,564,945	6,478,880	3,994,063
282 000 Refinancing	3,966,378	22,697,596	0
285 000 Post Employment Benefit Debt	343,486	341,735	341,235
TOTAL EXPENDITURES & OTHER FINANCING USES	7,874,809	29,518,210	4,335,298
842 000 INDEBTEDNESS, END OF YEAR	65,530,000	59,730,000	57,575,000
CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	5,632,956	9,576,362	1,835,502
900 000 Ending Fund Balance	9,576,362	1,835,502	1,810,094
TOTAL REVENUES & OTHER FINANCING SOURCES	25,643,072	570,777	875,000
200 000 Support Services	21,699,667	8,187,222	900,408
400 000 Non-Program Transactions	0	124,415	0
TOTAL EXPENDITURES & OTHER FINANCING USES	21,699,667	8,311,637	900,408
FOOD SERVICE FUND (FUND 50)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	152,579	562,231	599,880
900 000 ENDING FUND BALANCE	562,231	599,880	495,820
TOTAL REVENUES & OTHER FINANCING SOURCES	944,278	587,413	518,500
200 000 Support Services	527,823	549,764	622,560
400 000 Non-Program Transactions	6,803	0	0
TOTAL EXPENDITURES & OTHER FINANCING USES	534,626	549,764	622,560
COMMUNITY SERVICE FUND (FUND 80)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	297,589	827,643	1,349,356
900 000 ENDING FUND BALANCE	827,643	1,349,356	1,130,672
TOTAL REVENUES & OTHER FINANCING SOURCES	2,419,661	2,610,105	2,174,775
200 000 Support Services	543,153	615,757	942,987
300 000 Community Services	1,346,453	1,472,636	1,450,472
TOTAL EXPENDITURES & OTHER FINANCING USES	1,889,606	2,088,392	2,393,459



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: 2023-2024 Tax Levy

Date: 10/24/23

Prepared by: Heather Heaviland

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

Recommendation(s): Recommend adopt property tax levy in the amount of \$26,224,272, including \$750,000 for a Capital Expansion Fund, to provide for operation and maintenance of said School District.

Purpose: Approve tax levy.

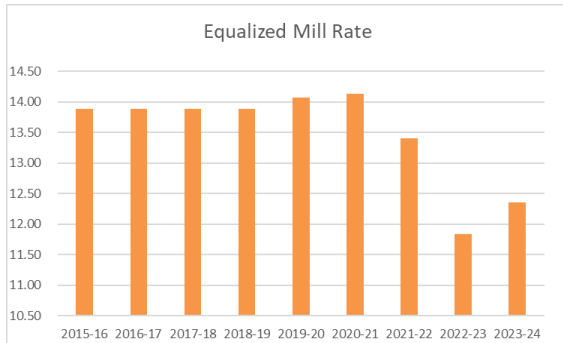
Proposed Levy:

The tax levy supports educational and support programs (general operations), repayment of debt, capital projects and community services. The table below shows the specific proposed levy amounts by fund.

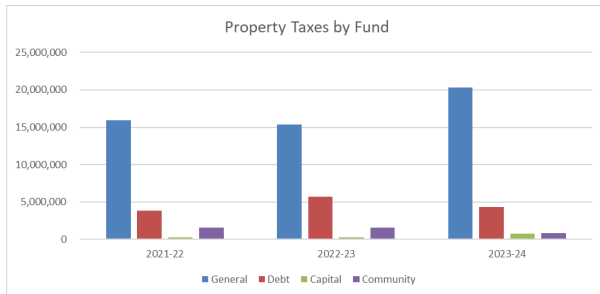
PROPOSED PROPERTY TAX LEVY			
FUND	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
General Fund	15,968,605	15,353,032	20,338,974
Referendum Debt Service Fund	3,271,473	5,087,125	3,736,848
Non-Referendum Debt Service Fund	600,069	604,100	598,450
Capital Expansion Fund	275,000	275,000	750,000
Community Service Fund	1,550,000	1,550,000	800,000
TOTAL SCHOOL LEVY	21,665,147	22,869,257	26,224,272
PERCENTAGE INCREASE – TOTAL LEVY FROM PRIOR YEAR		5.6%	14.7%
Equalized property tax rate	13.40	11.84	12.35

While the community service fund shows a decrease compared to previous years, this is because additional funds levied in case of a COVID-related shortfall in revenue were not fully utilized, allowing the District to levy less into the fund without decreasing programs and services.

The proposed levy reflects an increase in total levy and mill rate compared to the previous year; the mill rate, however, remains below the five year average of 13.16.



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: Laurie Burgos, Superintendent

Date: October 24, 2023

Executive Summary

Over the past year, the District exhibited multiple strengths in the area of personnel administration. Notably, staff retention improved considerably. The District experienced approximately one half as many staff resignations in the 2022-2023 school year as in the year prior. Retention of teachers, administrators, and staff of color all showed significant improvement. Teacher compensation is also a strength, with the District ranking in the 100th percentile of CESA 1 districts in average teacher salaries. The District returned to routine administration of teacher evaluations, following a gap during the COVID-19 pandemic, and maintains a robust program of equity and culturally responsive professional development.

The District does, however, continue to have work to do in the area of personnel administration. Organizational culture is a standout concern with fewer than 85% of staff feeling that the District's culture is inclusive and that their opinions are valued. To assist the District with developing a long-term plan for personnel administration, the District engaged a human resources partner from MRA (a group of human resources experts). Sharlie McCain is working directly with leaders and employees on various human resource issues, as well as assessing the District's overall needs with an emphasis on organizational culture and recruitment and retention of staff of color.

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

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>
<p>Evidence: The District uses Background Investigation Bureau (BIB) to conduct background checks for new employees. HR verifies that all new certified and uncertified staff successfully clear a background check before their first day of work in the district. 100% of new employees entering the district successfully cleared all background checks administered according to the established background check procedures.</p>		

<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 are referred to our Recreation & Community Services Department for background check clearance. The Recreation department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers. 100% of volunteers successfully cleared this process prior to their first day of volunteer work in the district.

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>Superintendent</p> <p>Compliant</p> <p>Not Compliant</p>	<p>Board</p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

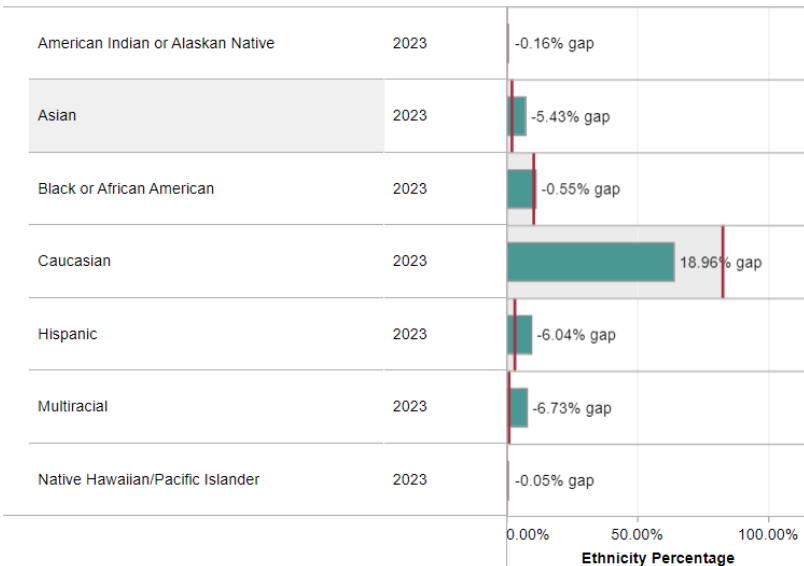
100% of newly hired staff either met the certification requirements outlined in the vacancy description at the time of hire or were eligible for a one year license with stipulations. Of the 15 certified staff members hired, 11 met the certification requirements that were outlined in the vacancy description upon hire and four provided plans to secure a one year license and complete the requirements for a permanent license. The District will be monitoring progress for these four individuals in order to ensure that a license is secured.

<p>Board Indicator 2: The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</p>	<p>Superintendent</p> <p>Compliant</p> <p>Not Compliant</p>	<p>Board</p> <p>Compliant</p> <p>Not Compliant</p>
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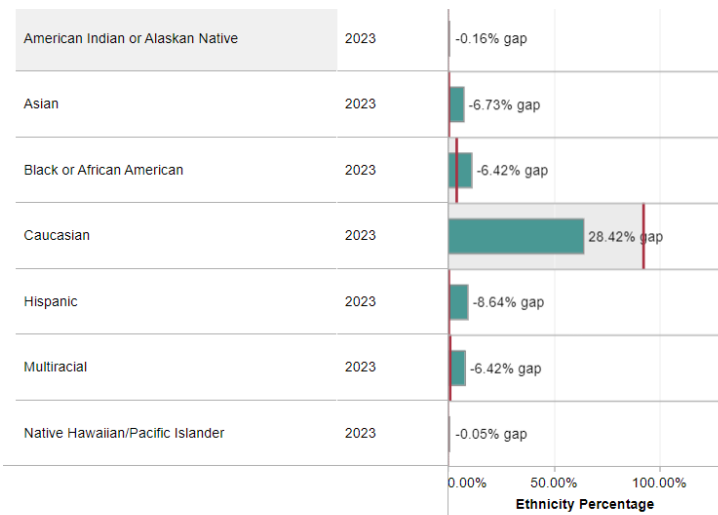
Evidence:

The chart below compares the percentage of students vs the percentage of all district staff in each racial group. With the exception of caucasian, a category in which the District is overrepresented compared to the student population, the difference between the percentage of students and the percentage of staff in each racial group is less than 10%.

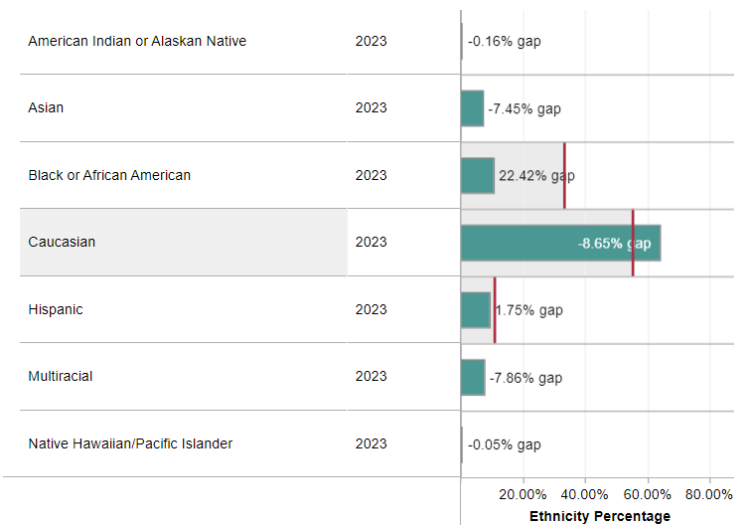
Source: DPI FY-1202 and Enrollment Data



When looking specifically at teachers, gaps are greater as is shown below.



The greater diversity reflected when looking at all district staff is in part due to significant gains made in our most senior leadership positions. The chart below shows the racial percentage comparison for administrators.



In addition to strides made in hiring and retaining a diverse leadership team, the District also showed a modest decline in loss of staff of color as a percentage of total resignations. 19% of departures were staff of color compared to 26% the previous year. Nevertheless, in the aggregate, the District staff remains significantly less diverse than our student population. Recruiting and retaining staff of color remains a priority.

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

Evidence:
 Based on biological sex reported, 71% of District staff identify as female compared to 29% who identify as male. As we look to ensure that all students have a staff person to identify with, the District recommends the Board consider the importance of maintaining a staff that is diverse not specifically in biological sex, but in gender and sexual identity more broadly. There is no means to measure this as a staff breakdown. An

alternative strategy to ensure this is to use student data to determine if all students have a staff person that they can identify with.

Board Comments:

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

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><u>Board</u></p>
	<p>Compliant</p>	<p>Compliant</p>
	<p>Not Compliant</p>	<p>Not Compliant</p>

Evidence:

The District has utilized alternate methods to increase the teacher pipeline diversity. Below are examples of alternate methods used:

- Created more inclusive job descriptions and postings by removing unnecessary job requirements, avoiding gender-coded language, and emphasizing our District’s commitment to diversity and inclusion
- Increased the racial/ethnic diversity in the District’s leadership team, which is instrumental in attracting and retaining talent.
- Networking informally, and word-of-mouth candidate identification has been the most successful and widely used tactics

The District has also offered additional flexibility through increased use of one year licenses with stipulations, which expands the pool of potential candidates. Two of the four candidates hired under this program in 2023 are people of color.

<p>Board Indicator 2: All interviews for hiring employees include at least one “culturally responsive” question in the interview process.</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:

“Culturally responsive” interview questions have been designed and added to all interview question sets used. Examples of such interview questions are below:

- 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?

Similar questions have been developed for non-instructional positions that focus on recognition of implicit bias and openness to growth.

<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:

All of our instructional staff, support services staff, and administrators participate in professional development opportunities scheduled to occur once each month using Integrated Comprehensive Systems for Equity (ICS) learning modules. The learning modules are organized into four Cornerstones for building our collective capacity to achieve more equitable outcomes.

- Cornerstone 1: Focus on Equity

- Cornerstone 2: Align Staff and Students
- Cornerstone 3: Transform Teaching and Learning
- Cornerstone 4: Leverage Policy and Funding

These sessions are facilitated by 'equity leads' for each school. Additionally, members from each school's Instructional leadership team participated in quarterly coaching sessions with consultants from ICS. The quarterly coaching sessions allowed teams to discuss progress of the module implementation and discuss feedback shared by staff. The coaching opportunities were also used to build the leadership capacity of teachers, support services staff, and administrators as they worked and planned to operationalize the content of the learning modules into our school and district priorities.

<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:

100% of staff were given internet access to the Employee Handbook and Appendices and information regarding updated policies. All new staff members received a copy of the employee handbook and appropriate appendix during the hiring process. No handbooks were updated for the 22-23 school year. One appendix - the teacher appendix was updated for the 23-24 school year. As of today, 91% of teaching staff have acknowledged receipt of the handbook, which was distributed at the start of the school year. The District anticipates reaching 95%+ by 12/1.

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></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:

- **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></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 followed the processes outlined in the employee handbook for addressing all staff complaints and grievances.

Board Comments:

<p>OE-4.6 Maintain accurate job descriptions for all staff 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:

- **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.

<p>Board Indicator 1: All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</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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<p>Evidence:</p> <ul style="list-style-type: none"> • Each position posted for hire during the 2022-23 school year had an updated job description that was part of the job posting.

<p>Board Indicator 2: All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.</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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<p>Evidence:</p> <ul style="list-style-type: none"> • The District requires all job descriptions to be evaluated and updated prior to posting and hiring an open position.
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<p>Board Comments:</p>

<p>OE-4.7 Protect confidential information.</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:

- **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
Evidence: There have been no documented breaches of confidential information by the Business Services/HR 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
Evidence: There have been no documented breaches of confidential information by District staff.		

Board Comments:

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.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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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 salaries²⁷ 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*:
Multiple indicators suggest that Shorewood offers a highly competitive salary:

- With the second highest average teacher salary in CESA , Shorewood ranks in the 100th percentile.
- When controlling for experience, Shorewood teachers on average earn 9.6% more than teachers with comparable experience at other schools in CESA 1.
- The average salary for Shorewood teachers is 18% higher than the statewide average and increased by twice as much as the statewide average from 21-22 to 22-23.

<p>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.</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*:
Shorewood ranks in the 90th percentile for assistant principals and 50th percentile for principals when compared with CESA 1. School size is a significant driver of principal salaries, however. When compared with similarly-sized school districts, Shorewood ranks in the 96th and 90th percentiles for assistant principals and principals respectively.

<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>
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Evidence*:
On average, Shorewood ranks in the 51st percentile among CESA 1 school districts for all other employee groups. When compared to similarly sized school districts, however, Shorewood ranks on average in the 83rd percentile.

*All data are from DPI published reports, as compiled by Forecast%5

<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>
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Evidence:
There is no data source known to the District or our benefits consultants that provides comparable data on out of pocket contributions. When designing benefit plans, the District does strive to implement benefit models with deductibles and premiums that are competitive and relies on the knowledge of our benefits consultants and anecdotal information from other Districts as a baseline for comparison while recognizing the complexity of plan designs and District health insurance models.

<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:
The District offers an online exit interview survey to all staff separating from the district through School Perceptions. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and communication with the option to schedule an in-person exit interview.

100% of employees exiting the District were offered an exit interview either online or in-person.

<p>Board Indicator 6: An annual review of retention rates is comparable to 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:
No data on peer district retention rates is available. Anecdotal data suggests that other Districts are experiencing similar retention challenges, however, particularly with the aide employee group. 41% of Shorewood’s voluntary staff departures (excluding retirements) in 2022-2023 were aide positions, which area districts overwhelmingly cite as a significant issue that has been non-responsive to changes in compensation.

Within the District, we saw significant improvements in retention of staff. In 2022-2023 approximately ½ as many staff (32 versus 63) resigned as in the 2021-2022 school year. The decline was particularly notable among teaching staff (5 versus 24) and administrators (1 vs 4). The percentage of staff of color resigning also improved and no longer shows a sizable disproportion compared to the percentage of all staff who are staff of color: 18% of staff are staff of color and 22% of resignations were staff of color. In 2021-2022, 1/3rd of resignations were staff of color.

Board Comments:

<p>OE-4.9 Consistent with the Superintendent’s own evaluation, evaluate all employee performance as outlined in the employee handbooks.</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:

- **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.

<p>Board Indicator 1: 100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.</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 uses the Educator Effectiveness system to evaluate all licensed personnel in accordance with the state guidelines.

<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>
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Evidence:
 School-level staff are evaluated by the school leader on an annual basis. District staff are expected to be evaluated at least annually by their respective supervisor through both formal and informal evaluations; however, these evaluations have not been systematically collected or enforced. This will be an area of focus for the 2023-24 school year.

<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>
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Evidence:
SLO's are required to be *academic* growth goals focused on student learning outcomes in each teacher's grade/subject area and must be tied to grade-level academic standards.

Board Comments:

<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:
The District assigns mentors to each new teacher in both their first and second year of employment. During the 2022-23 school year, the District created a new system that increases the level of support for teaching staff who are both new to the District and new to the teaching in order to ensure they are receiving maximal support.

<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 20 responses in 2022-23 and 55% of mentees reported they ‘feel more equipped to do their primary job as a result of the program.’ Additional survey data includes:

- 70% of mentees felt that SIP supported them in the areas they identified for growth;
- 75% of mentees felt that their mentor relationship improved student learning; and
- 75% of mentors felt adequately supported in their role.

New for the 2023-24 school year, the mentoring program added "Equity Mentors" who are trained to provide support for staff in utilizing High Leverage teaching tools focused on lesson planning, standards-aligned instructional strategies, self-reflection, and analysis of student work.

<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:

Cultural competency is a major emphasis of school and district wide professional development. At the start of each of the last two year’s, all District staff participated in a “courageous conversations” professional development session that challenged staff to examine assumptions and biases through a variety of team activities. Teaching staff also completed additional training in equitable practices and identity relevant teaching and learning. Monthly equity PD reinforces and expands on these concepts.

<p>Board Comments:</p>

<p>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.</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:

- **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.

<p>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.</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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Less than 85% of staff in all categories agreed with the statement.

I am in a school environment that allows me to work in an environment of professional support and courtesy.										
Teachers, Aides, Specialists	2019 (n=126)		2020 (n=129)		2021 (n=87)		2022 (n=99)		2023 (n=95)	
	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree
	3.84	82%	3.67	3.95	3.67	75%	3.67	72%	3.89	80%
Other Staff (n)	4.21	84% (34)	4.03	83% (35)	4.03	90% (30)	3.28	73% (32)	4.03	83% (39)

<p>Board Indicator 2: 100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.</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:
 Complaints of hostility or harassment are processed according to the guidelines outlined in the employee handbook and following Title IX protocol.

<p>Board Indicator 3: A staff survey will show that at least 85% of the staff feel they are in a “good climate.”</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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In 2023, an average of 83% of staff reported that they feel they are in a “good climate” based on responses regarding flexibility and leadership support.

Evidence:										
I have flexibility to do my job the way I think is most effective.										
	2019 (n=126)		2020 (n=129)		2021 (n=87)		2022 (n=99)		2023 (n=96)	
	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree
Teachers, Aides, Specialists	4.13	86%	4.19	92%	4.03	84%	3.9	83%	4.13	86.4%
Other Staff (n)	4.35	91% (34)	4.11	89% (35)	4.03	90% (29)	3.58	72% (32)	4.21	92.3 (39)
I feel supported by leadership when I make a decision.										
Teachers, Aides, Specialists	3.87	80%	3.92	82%	3.55	69%	3.6	74%	3.89	79%
Other Staff (n)	4.24	91% (34)	4.03	83% (35)	3.64	70% (30)	3.23	59% (32)	3.95	79.5% (39)

Board Comments:

Board Indicator 4: A staff survey will show that at least 85% of the staff feel they are in an “inclusive environment.”	Superintendent	Board
	Compliant	Compliant
	Not Compliant	Not Compliant

Overall, 83% of staff report feeling like their ideas, opinions, and concerns are listened to by their colleagues. The percentage is significantly lower among non-instructional staff.

Evidence:										
I feel my ideas, opinions, and concerns are listened to by my colleagues.										
	2019		2020 (n=125)		2021 (n=87)		2022 (n=93)		2023 (n=95)	
	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree
Teachers, Aides, Specialists	NA	NA	3.98	86%	3.87	86%	3.96	89%	4.11	92.3%
Other Staff (n)	NA	NA	3.97	91% (34)	3.93	85% (27)	3.74	81% (31)	3.66	76.3% (38)

<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:

There were no reports of retaliation of reporting employees for complaints registered with the office of the Superintendent.

<p>Board Comments:</p>



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
October 10, 2023

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

Isabella Busby, Student Representative
Emmett Joslyn, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Heather Heaviland, Director of Business Services
Mike Joynt, Director of Teaching & Learning

Moment of silence for those impacted by the conflict in Israel.

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

II. 7:05 pm STUDENT ACHIEVEMENT PRESENTATION

SIS Makerspace, Claire Bernatz, 7th Grade Science Teacher

III. 7:22 pm PUBLIC COMMENT #1

Claire Bernatz

SIS Faculty Member

IV. 7:24 pm SUPERINTENDENT'S REPORT

V. 7:40 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes: Warnke

B. Approval of SHS Orchestra Trip to Europe

C. Approval of SHS Student trip to United Justice Coalition Summit

MOVED by Becky Freer and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

VI. 7:41 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Fiscal Year 2024 Draft Original Budget Revisions

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

MOVED by Abby Fowler and SECONDED by Ellen Eckman

Motion Amended by Nathan Hammons to Board Approval of

R3-Making Reasonable Progress

36

AYE: 5 NAY: 0

C. Approval of OE 8 (Learning Environment) Policy and Indicator Revisions
MOVED by Nathan Hammons and SECONDED by Ellen Eckman AYE: 5 NAY: 0
D. Discussion of R2 Student Results Policy - Academic Achievement & Growth

V. 8:46 pm BOARD CONSENT AGENDA

A. Approval of R2 (Academic Achievement & Growth) Student Results Policy Revisions
B. September 26, 2023 School Board Meeting Minutes
MOVED by Ellen Eckman and SECONDED by Nathan Hammons AYE: 5 NAY: 0

VI. 8:47 pm PUBLIC COMMENT #2 - no comments

VII. 8:48 pm BOARD MEMBER REPORTS

SHS Building Leadership Linkage, Lake Bluff Building Leadership Linkage, SWSA, WPEN Law Series

X. 8:53 pm REVIEW OF 'TO DO' ITEMS

Final Revisions to OE 8 Document, Annual Meeting Schedule, Board Reports Disposition updates

XII. 8:51 pm FUTURE AGENDA ITEMS

Original Budget

OE 4 (Personnel Management) Operational Expectations Monitoring Report

XIII. 8:56 pm RECESS AND DEBRIEF

OE-8 Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, welcoming, inclusive, respectful, and conducive to effective learning.

Superintendent Interpretation: The Board of Education expects the Superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners.

- *Learning Environment* refers to the diverse physical locations, contexts, and cultures in which students learn.
- *Effective learning* refers to students challenging themselves, learning continuously while adapting to changes and contributing to society.

OE 8.1

The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement.

Superintendent Interpretation: The Board of Education expects the Superintendent to foster a learning environment that promotes academic success.

- ***Maintain a climate that is characterized by support*** shall mean that the spaces where students learn are designed, furnished, maintained and decorated in ways that foster dignity and celebration of the strengths each student brings to that space.
- ***Encouragement for high student achievement*** shall mean the systems in place for both people and spaces to foster and celebrate academic success alongside growth in wellness, character and citizenship as described in [Results Policies 1-4](#).

Board Indicator 1:

All staff participate in training that fosters a growth mindset, academic excellence, and perseverance among all students.

Board Indicator 2:

District leaders establish and focus work that advances annual, school-specific growth plans.

Board Indicator 3:

District systems are in place to help to identify and meet student-specific social, emotional and academic needs.

Board Indicator 4:

Each student receives personalized advisory outreach at school transition points at 6th, 8th and 11th or 12th grade, or at entry to the district.

OE 8.2

The Superintendent shall establish and maintain learning environments that are safe, welcoming and inclusive.

Superintendent Interpretation: The Board of Education expects the Superintendent to foster a learning environment that supports all students' success.

- **Inclusive** shall mean where diverse cultures, identities, backgrounds, and abilities are acknowledged, valued, and affirmed.

Board Indicator 1:

All staff participate in ongoing professional development that supports their participation in building inclusive learning environments.

Board Indicator 2:

All schools have inclusive learning spaces where diverse identities, abilities, and backgrounds are represented in learning materials.

Board Indicator 3:

Activities and programs are accessible to students of diverse physical abilities.

Board Indicator 4:

All schools implement state-required emergency protocols, procedures, training, and drills.

OE 8.3

The Superintendent shall ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and applied consistently.

Superintendent Interpretation: The Board of Education expects the Superintendent to promote active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- **Policies and procedures regarding discipline** shall mean the adopted Shorewood School District Code of Conduct and Wisconsin State Law.
- **Collaboratively developed** shall mean administrators, teachers, and building staff are included in developing discipline procedures.
- **Appropriately communicated** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication).
- **Applied consistently** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, MLL and socioeconomic status.

Board Indicator 1:

The Superintendent and district leadership review the Code of Conduct annually and update as needed using a collaborative process.

Board Indicator 2:

By the start of each school year, the student handbook is sent to families and caretakers electronically, available as a hard copy, and accessible via the District website.

Board Indicator 3:

Student disciplinary policies, practices, procedures, and trainings district-wide are equitable, culturally responsive, and effective in supporting students whose behavior interferes with their learning or the learning of others.

OE 8.4

The Superintendent shall work to ensure that safe and nutritious foods are available to all students throughout the school day.

Superintendent Interpretation: The Board of Education expects the Superintendent to support Results policies 1-4 with available nutritious food for students across the school day and various learning environments.

- **Available nutritious foods** shall mean a variety of foods that give students the nutrients needed to maintain health and have energy.

Board Indicator 1:

Students and caregivers have a voice in the options and delivery of food service.

Board Indicator 2

All students have access to nutritious food options across learning environments.

OE 8.5

The Superintendent shall not permit any behaviors on district property or at school sponsored events that disrupt learning or hinder student well-being.

Superintendent Interpretation: The Board of Education expects the Superintendent to reasonably prevent, discourage, or ban any activity that negatively impacts student learning or is unsafe.

- **May not permit** shall mean the superintendent shall not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Well-being** shall mean a safe emotional state.

Board Indicator 1:

The District has a process to investigate and address all formal complaints about employees and document outcomes.

Board Indicator 2:

The District has a process to investigate and/or address all formal complaints about individuals who are neither students nor employees and document outcomes.

Lake Bluff Leadership Team Linkage
October 10, 2023
3:45 – 4:45 pm

Present: Laurie Burgos, Ellen Eckman
School Principal – Alejandra Ovalle-Krolick
School Leaders – 7 teachers, counselor, psychologist

The Principal, AOK, began the meeting and laid out the agenda which included a presentation and discussion by Samantha Pietenpol, then time talking with School Board Representative and one other item (didn't get to that).

The faculty presentation involved sharing a power point and encouraging discussion as the team prepared for a Wednesday Release Time session on ICC. This was more of a brainstorming session to be sure that everything was appropriate and clear. There was much participation and sharing. This part of the meeting lasted over 45 minutes.

Then Alejandra Ovalle-Krolick turned to me regarding the linkage. I asked if there were any questions or issues that the group would like to bring to the School Board's attention. I immediately got a long list: (from Sachin Pandya)

- Concerns over teacher capacity – quantity of new courses, ICS, burn out, loss of prep times with Crew and guided study.
- Salary and steps and lanes – I reminded the group that we were in Mediation and waiting for a meeting date.
- Early release time --- would that be changing?

Other Comments:

Positive feedback on Children's Hospital connection and support
Loss of Special aids in Kindergarten; general loss of aids or instructional assistants

I asked about screen time – is it too much? Should we be concerned? Response was that resources are on-line for much of the curriculum. Technology is helpful in math classes and many others.

Meeting ended at 4:45.

My thoughts: No introductions were made of the staff. I'm not sure there was an understanding of what a linkage is and its purpose. This wasn't "our meeting" ie it was not School Board linkage – we were just added in to a regular meeting.

Submitted by Ellen Eckman