

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD  
Shorewood, Wisconsin  
January 23, 2024 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)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

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

*This meeting notice was posted on January 19, 2024.*



**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)**  
**Atwater Elementary School**

**III. 7:15 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. 7:30 pm SUPERINTENDENT'S REPORT** **3**

**V. 7:40 pm SUPERINTENDENT'S CONSENT AGENDA**

- A. Approval of District Staffing Changes: Retirements 7  
Brenda Eiers  
Lara Perry  
Mike Roberts  
Jackie Sprinkmann  
Troy Thibedeau  
Karen Walton
- B. Approval of Monthly Financials 13
- C. Approval of SHS Model UN Field Trip 25

**VI. 7:45 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**

- A. Approval of the District's Open Enrollment Recommendation 27  
Motion #1: Total Open Enrollment Seats for 2024-2025  
Motion #2: Open Enrollment Seats for Students with Disabilities  
Motion #3: Acceptance of Open Enrollment Applications for Students Currently Attending and Siblings  
Motion #4: Waiting List Provision
- B. Approval of OE 1 (Global Operational Expectations) Operational Expectations Monitoring Report 30
- C. Athletics and Recreation Programs Operational Expectations Discussion 36

**VII. 8:45 pm BOARD CONSENT AGENDA (GC2)**

- A. Approval of Board Meeting Minutes 39  
December 12, 2023 Regular Board Meeting  
January 18, 2024 Closed Meeting Minutes

**VIII. 8:50 pm PUBLIC COMMENT #2 (GC3)**  
*Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.*

**IX. 9:00 pm BOARD MEMBER REPORTS** **42**  
**State Education Convention**  
**WASB Delegate Assembly**

**X. 9:15 pm REVIEW OF 'TO DO' ITEMS**

**XI. 9:20 pm FUTURE AGENDA ITEMS**

**XII. 9:30 pm RECESS AND DEBRIEF**



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Superintendent's Report

**Date:** January 23, 2024

**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.

**Calendar Updates**

With cancellation of school and District events - including the Board meeting - on January 9, and another cancellation on Friday, January 12, I want to offer a brief overview of the snow day decision-making process, and recap some resulting scheduling changes.

Along with many other districts, we subscribe to the National Weather Service (NWS) update service, which provides extensive [reports](#) as well as webinars multiple times during the day when storms of any kind or extreme temperatures are in the forecast. I am also in frequent contact with our Buildings & Grounds team, the Recreation & Community Services department and our school leaders about how the weather will impact staff, students and families in our district; area superintendents also meet often to discuss potential closings.

The recent storm forecasts allowed some peer districts to announce school cancellations the evening before these January snow days, as NWS tracking of the weather was more definitive to the west and north. The lake effect can be unpredictable, and this often leads us to wait longer than other districts to make our closing decisions. That said, we must make decisions by roughly 4:30 am to ensure adequate notice to staff, students, our community patrons, the media, etc.

With our two built-in snow days exhausted, I will communicate more about our inclement weather procedures and Instructional Calendar changes, should an additional snow day be needed, in my upcoming District newsletter. As in past years, the Friday before Memorial Day will be used as a snow make-up day, if needed.

The District auditor's presentation of our Annual Audit Report scheduled for January 9 has been moved to the February 13 Board meeting, and the scheduled January 12 [Let's Talk About: School Budgets](#) discussion about revenue will be combined with the upcoming session on January 26; this session will run from 8:30 to 10 am and both revenue and expenses will be discussed. With the District's Open Enrollment recommendation on the January 23 agenda, I want to share this [2024 Budget Development Timeline](#) again for Board and community members' reference, and these additional calendar and community notes:

- *Ripples* is planning a School Board candidate forum on January 25, which will precede the February 20 primary; the Shorewood Women's Club and the League of Women Voters are planning forums before the April 2 election;
- The Shorewood Public Library is forming a committee to recruit the next Library Director. Elizabeth Russell, District Librarian, will represent the District;
- The District will be replacing the electronic sign at the corner of Oakland and Capitol in the spring; the technology has become obsolete, making repairs to keep the sign operational difficult and increasingly time-consuming. I think we will all be happy with the replacement, which will offer much higher resolution and features that will complement other digital signage now being installed in the District; and
- Before Winter Break, the Buildings & Grounds team found a trove of school construction documents in the SHS basement that go as far back as 1913. We have given this material to the Shorewood Historical Society, and look forward to sharing some of this history with students, staff and community members. On a related note, the 100th graduating class of Shorewood High School and Lake Bluff Elementary School's 100th anniversary will be celebrated at the Milwaukee County Historical Society Dinner on May 9; the District will share more information about this with residents, our alumni and others as the date approaches.

### **Looking Ahead**

The Overarching Mission that is part of every Board meeting and our [Collaborative Commitments to Equity](#) have been touchstones for me as leadership transition work continued in the early months of the school year. With 2024 here, I want to take this opportunity to review key action plans and how they will impact the budget development process, as well as other planning work that will begin to take shape over the next few months.

We have spent time in past Board meetings discussing the importance of data in developing the school growth plans put in place this year, and to continuous improvement and other processes that will improve the alignment of curriculum, professional practice and other foundational teaching and learning work. A resource allocation process that examines funding, staff time and other resources is the critical next step outlined in my Entry Plan Report, and school and

department leaders are looking at these and other models to inform and inspire our collective thinking and planning around how we allocate our resources and build our budget:

- [The Opportunity Myth](#) This research focuses on questions about how schools prepare young people to meet their personal goals;
- [Street Data](#) This book shares innovative ways to use student-centered, qualitative data; and
- [What is Resource Equity?](#) One of a number of papers that identifies and discusses key resources that can be leveraged to create equitable learning experiences.

Examining student needs from these perspectives, and distributing all available resources - funding, personnel, time, services, etc. - to support resulting priorities will also position the District to begin reflecting on our 2020-2025 Strategic Plan later this year.

The development of a Graduate Profile may be a good first step in a new strategic planning, or visioning, process. The Graduate Profile is a community exercise that involves students, staff, parents/guardians and community members in defining the academic and social skills and competencies students need to succeed in our global society. This is one of a number of tools we could use to assess our current plan ([Vision 2025](#)), and explore options for future planning, including extending the current plan or undertaking a new strategic planning initiative. I will share more about this at our February School Board meetings.

### **School & Staff Updates**

Winter Fastbridge testing was conducted at SIS on January 18, and our elementary school students will also complete these winter assessments this month.

Kate Harder has been working with each school to identify where our attendance procedures need further alignment, and establishing uniform definitions and guidelines for tardiness in advance of the 2024-2025 school year will be needed. Kate is working on compliance in some other areas, and she is also part of the District team that will address Wisconsin's Act 20.

Enacted into state law in July 2023, Act 20 created an Office of Literacy, known as the Wisconsin Reading Center, and a Council on Early Literacy Curricula, which will be responsible for assisting school districts and staff responsible for the implementation of Act 20 policy and the requirements for reading instruction state-wide. Act 20 will require significant planning and staff training in the months ahead, and Kate, Mike Joynt, our elementary principals and our reading specialists will be attending an upcoming Act 20 information session being offered by CESA 1. Though the state has not yet appointed a director to lead these initiatives and other state-level hiring and resource development is behind schedule, we will be proceeding in accordance with the timeline provided, which has some implications for the 2024-2025 school year.

We are also preparing for the distribution of 2024 School Perceptions Surveys. These will be administered during school hours for students in grades 4-12 after Spring Break as daily class schedules permit; a survey link will be provided to staff and parents, and other Village residents

will receive postcards with survey instructions. How we have used these surveys over the years, and the use of this and other survey tools in the future, will also be part of our strategic planning discussions.

I will begin sending out a new Staff Update to all District employees at the end of this month. The Update will be distributed twice each month to support a higher level of internal communication about administrative and operational topics, School Board activities and other items of interest to staff members across the District. And, I am pleased to announce that the first meeting of a staff affinity group for employees of color is scheduled for January 31. This affinity group is one element of our work to support staff of color, and has been supported by the SEED Foundation.

Enrollment for 4K students new to the District opened on January 1, and the transition process for students moving from our elementary schools to SIS, and from SIS to the High School will begin this month. A freshman orientation event for currently enrolled students and resident families whose students are attending school outside the District will be held on January 29. The District provides information about this orientation event and other opportunities for prospective students and families to visit to both private and parochial schools in the area, and we will promote these through District communications, the SHS Student Support Services Office and elsewhere.

Finally, I want to recognize the educators who have shared their plans to retire at the end of this school year. As a group, these respected teachers and colleagues have served our District for 175 years, and I look forward to thanking each of them at the District's Annual Retirement Reception in June.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Retirement

**Date:** January 23rd, 2024

**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:** Retirement

**Background:** Brenda Eiers, 3rd Grade Teacher at Lake Bluff Elementary School will retire from her position at the end of the school year after 34 years of teaching in Shorewood.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Retirement

**Date:** January 9th, 2024

**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:** Retirement

**Background:** Lara Perry, Math Teacher at Shorewood Intermediate School will retire from her position at the end of the school year after 30 years of teaching in Shorewood.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Retirement

**Date:** January 9th, 2024

**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:** Retirement

**Background:** Michael Roberts, 3rd/4th Grade Teacher at Lake Bluff Elementary School will retire from his position at the end of the school year after 26 years of teaching in Shorewood.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Retirement

**Date:** January 9th, 2024

**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:** Retirement

**Background:** Jacqueline Sprinkmann, 3rd Grade Teacher at Atwater Elementary School will retire from her position at the end of the school year after 32 years of teaching in Shorewood.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Retirement

**Date:** January 9th, 2024

**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:** Retirement

**Background:** Troy Thibedeau, Math Teacher at Shorewood High School will retire from his position at the end of the school year after 23 years of teaching in Shorewood.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Retirement

**Date:** January 23rd, 2024

**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:** Retirement

**Background:** Karen Walton, 3rd Grade Teacher at Lake Bluff Elementary School will retire from her position at the end of the school year after 30 years of teaching in Shorewood.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Monthly Financial Reports

**Date:** January 9, 2024

**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:**

**November 2023 Statements**

November 2023 financial statements reflect activities and financial changes for the first five months of the fiscal year.

- Revenue and Expenses
  - General fund revenues are to date in line with expectations. While trending below historical figures for state and federal revenue, state revenue was expected to decrease this year. Federal revenue is expected to be closer to the expected trend amount once the District's currently outstanding 1st quarter claim amount of \$184,421 is received.
  - Expenses in the general fund are to date in line with expectations. While expenses related to purchased services exceeded historical amounts, the District budget accounts for an expected increase in expenses in this category which has been hit among the hardest by inflation. The District is currently monitoring expenses in Fund 80, community recreation, which has been trending high.
- Balance Sheet

- Current trends project a year-end fund balance at or near the budgeted amount. At this time of year, the District closely monitors our fund and expected cash balances. While these balances decline at this time of year, funds received through temporary borrowing will ensure that we are able to maintain a positive cash balance while we await property tax revenue payments in January and February.

Attachments:

- Budget Performance Update
- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2022-11
- Budget Status 2022-11
- Check Register 2022-11
- Balance Sheet 2022-11

**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 November (fiscal year 2024):**

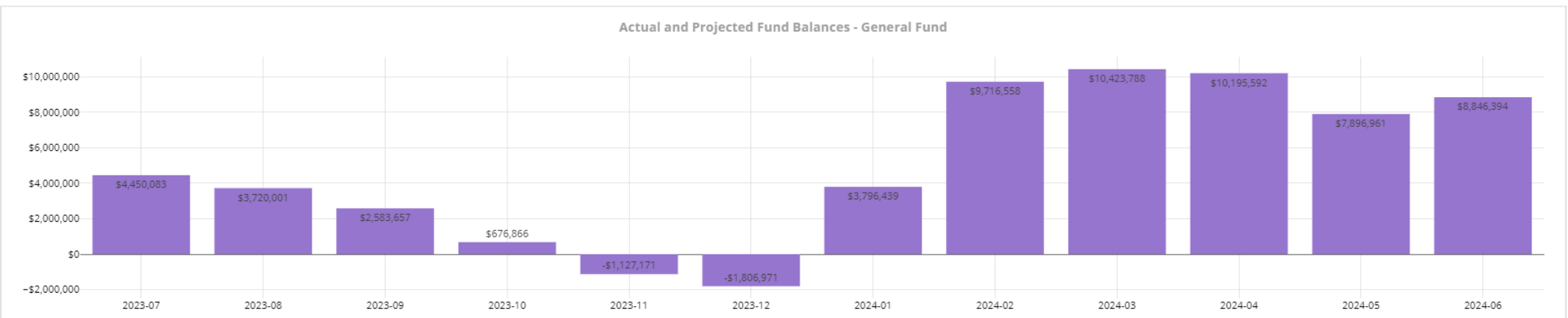
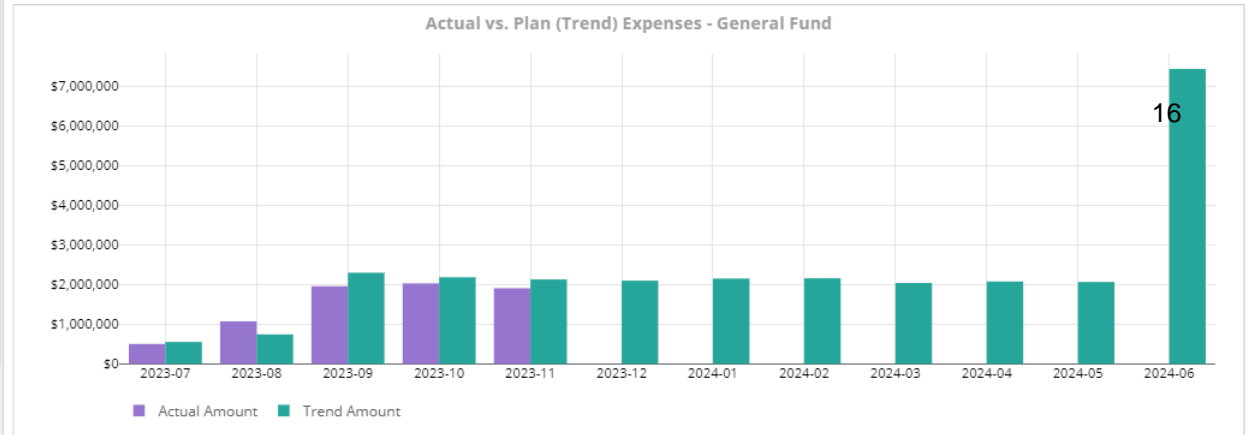
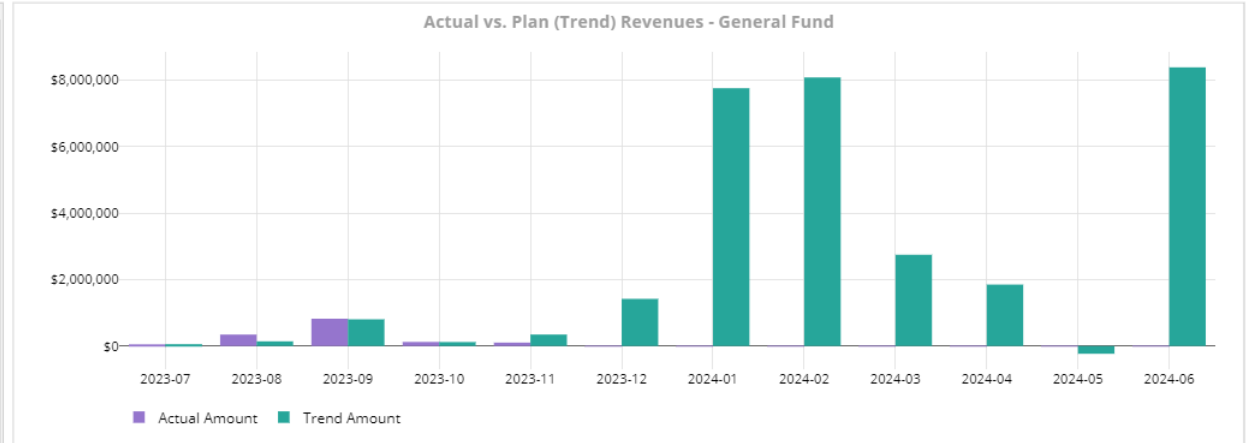
- ↓ Total MTD Revenues: \$263,937; under plan\* (unfavorable) by **-\$277,562**
- ↓ Total MTD Expenditures: \$2,230,046; under plan (favorable) by **-\$253,808**

**Fiscal year to date (July-November):**

- ↓ Total YTD Revenues: \$1,601,072 (4.5% of annual budget compared to 7.0% prior YTD); under plan (unfavorable) year-to-date (YTD) by **-\$56,194**
  - 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
  - ↑ 200 REVENUE FROM LOCAL SOURCES: +\$225,183
  - ↑ 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: +\$66
  - ↑ 500 REVENUE FROM INTERMEDIATE SOURCES: +\$20,631
  - ↓ 600 REVENUE FROM STATE SOURCES: **-\$109,751**
  - ↓ 700 REVENUE FROM FEDERAL SOURCES: **-\$330,896**
  - ↑ 900 OTHER REVENUES: +\$138,573
- ↓ Total YTD Expenditures: \$8,466,970 (26.5% of annual budget compared to 27.9% prior YTD); under plan (favorable) year-to-date (YTD) by **-\$544,138**
  - ↓ 100 SALARIES: -\$355,318
  - ↓ 200 EMPLOYEE BENEFITS: -\$171,924
  - ↑ 300 PURCHASED SERVICES: **+\$27,194**
  - ↑ 400 NON-CAPITAL OBJECTS: **+\$8,355**
  - ↑ 600 DEBT RETIREMENT: **+\$14,882**
  - ↓ 700 INSURANCE AND JUDGMENTS: -\$19,786
  - 800 TRANSFERS: +\$0
  - ↓ 900 OTHER OBJECTS: -\$47,539

**End of Fiscal Year Projection**

	Projected	Annual Budget	Variance
<b>Total Revenues</b>	\$35,366,439	\$35,422,633	-\$56,194
<b>Total Expenditures</b>	\$31,352,862	\$31,896,999	-\$544,138



Shorewood Sch Dist  
 FY23 YTD Overview - Revenue - Funds 10 & 27 Unless Otherwise Noted  
 November 2023



YTD Local Sources

**2.44%** of Budget  
 Prior Year YTD: 2.65% of Actuals

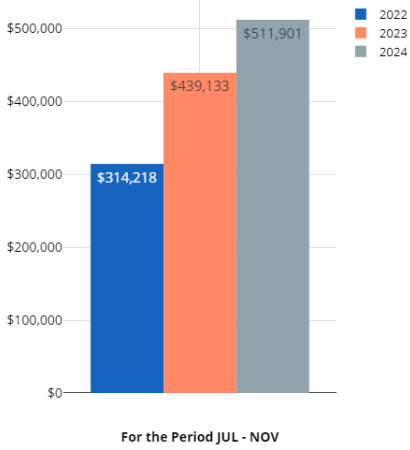
YTD State Sources

**10.13%** of Budget  
 Prior Year YTD: 11.55% of Actuals

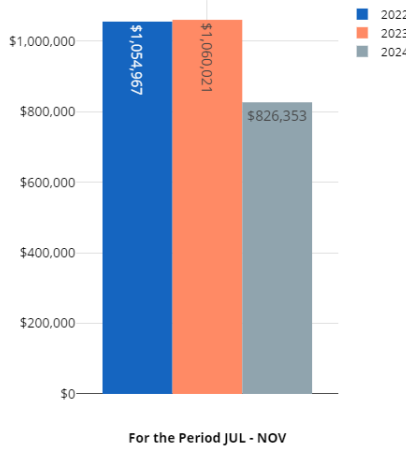
YTD Federal Sources

**0.06%** of Budget  
 Prior Year YTD: 31.53% of Actuals

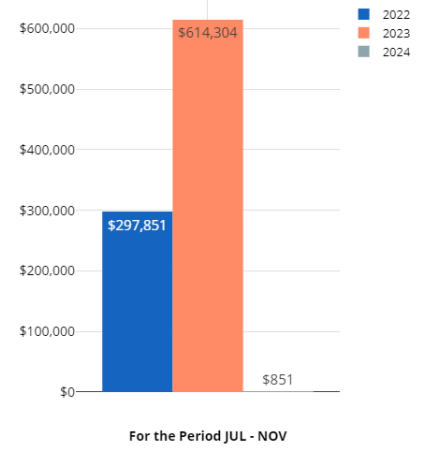
Local Sources



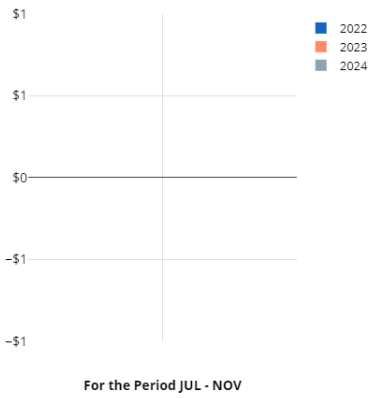
State Sources



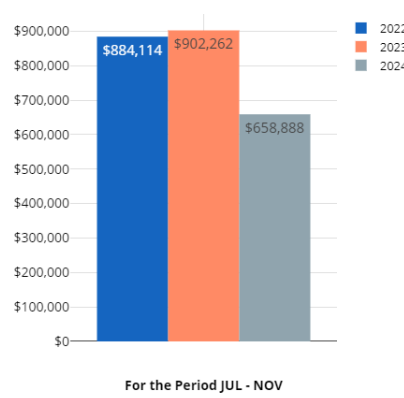
Federal Sources



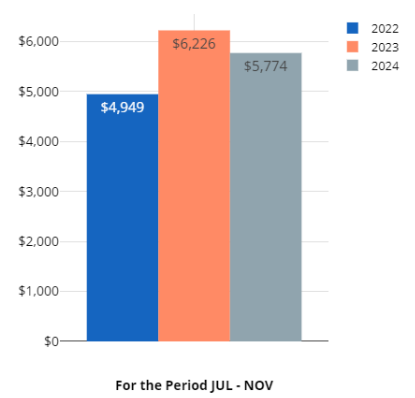
Property Taxes (All Funds)



Equalization Aid



Categorical Aid



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



YTD Salary and Benefits

**27.16%** of Budget

Prior Year YTD: 29.08% of Actuals

YTD Purchased Services

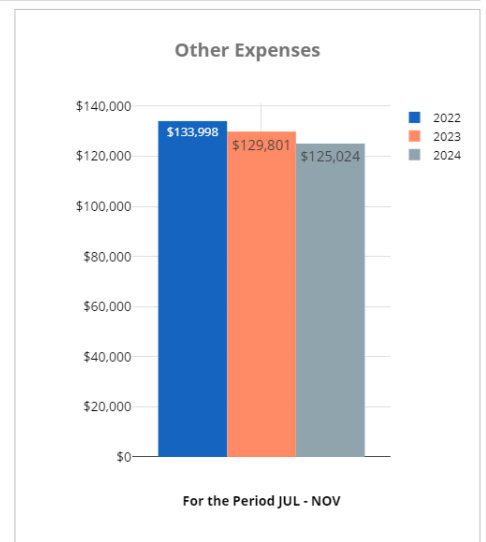
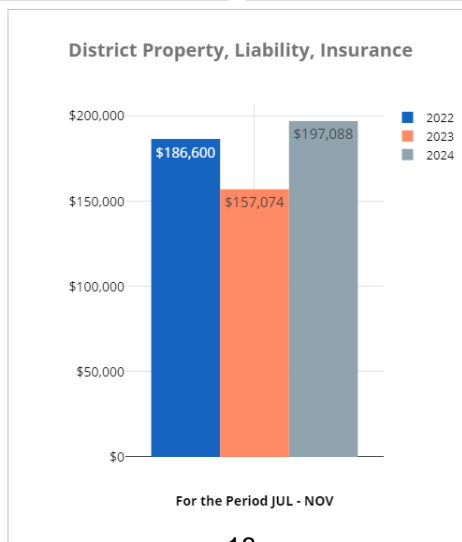
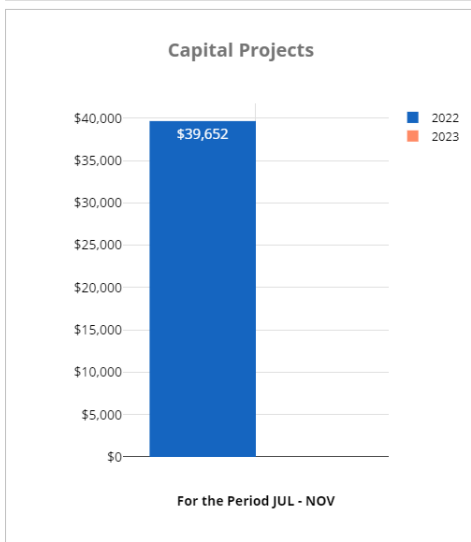
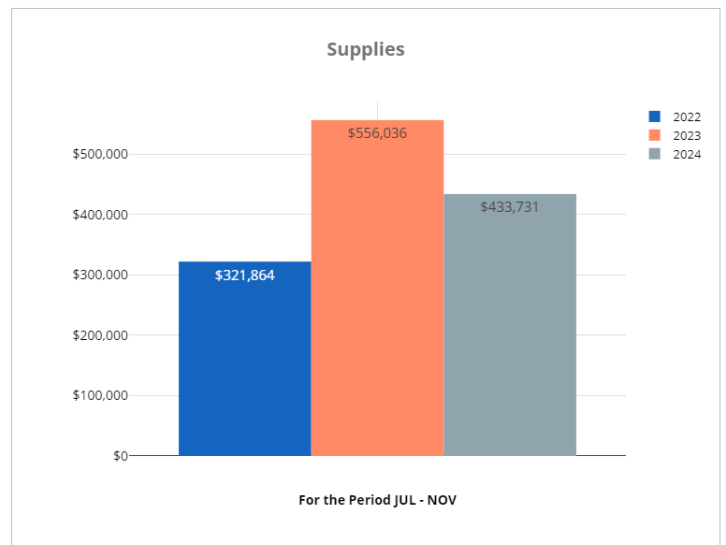
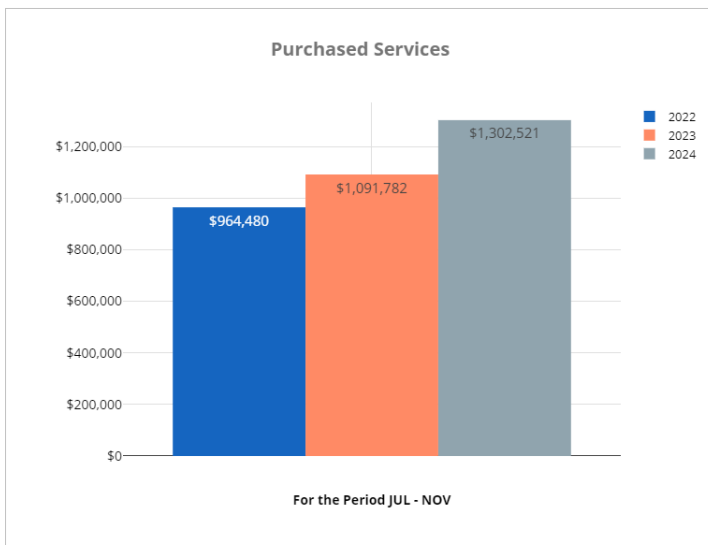
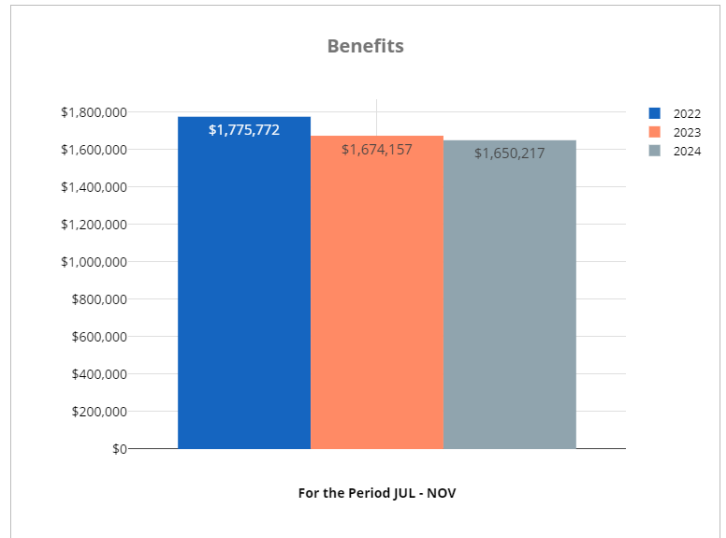
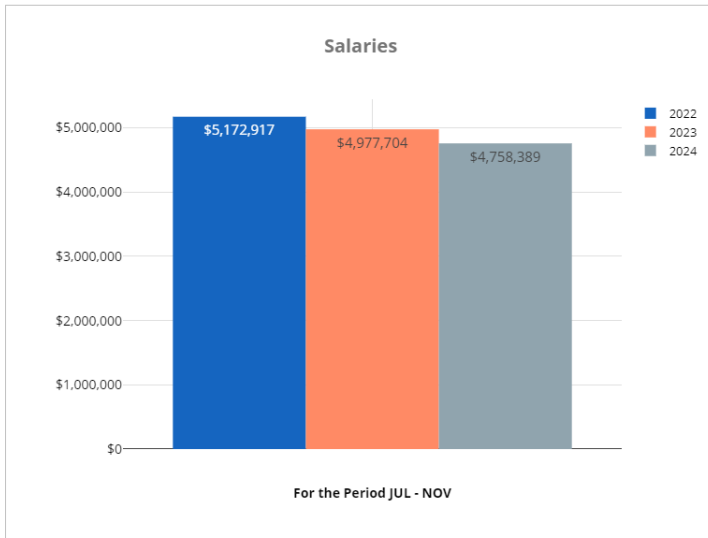
**32.65%** of Budget

Prior Year YTD: 29.93% of Actuals

YTD Other Expenses

**17.53%** of Budget

Prior Year YTD: 19.83% of Actuals





**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Monthly Financial Reports

**Date:** January 23, 2024

**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:**

**December 2023 Statements**

December 2023 financial statements reflect activities and financial changes for the first six months of the fiscal year.

- Revenue and Expenses
  - General fund revenues are to date in line with expectations. While trending below historical figures for state and federal revenue, state revenue was expected to decrease this year. Both state and federal revenue are expected to end the year on budget.
  - Expenses in the general fund are to date in line with expectations. Expenses related to purchased services, particularly maintenance, utilities, and transportation are currently projected to exceed budgeted amounts. While the impact of this may be mitigated by other expenses that are trending low and even out over the remainder of the year, the District is monitoring these expenses carefully to mitigate any additional expense increases. Technology expenses are also higher than budgeted; however, this is largely due to regulations governing the recording of leased equipment which require the full

amount to be expensed in the year the lease is executed, even if the payments are spread over multiple years. The District is currently monitoring expenses in Fund 80, community recreation, which has been trending high.

- Aggregate expenses in Fund 27, which are required to meet a certain minimum or “Maintenance of Effort” are currently lower than expected due primarily to staffing challenges. An allowance is made for hiring shortages that are outside of the District’s control. The District will be pursuing these exemptions and monitoring to ensure this reduces our threshold requirements to the amount we expect to meet.
- Balance Sheet
  - Current trends project a year-end fund balance at or near the budgeted amount.
  - At this time of year, the District relies on funds borrowed at the beginning of the school year to maintain a positive balance. The December fund balance of \$2,692,980 was almost a million dollars under the amount of funds borrowed at the beginning of the school year (\$3.6M). This means that, without temporary borrowing, we would not have had enough funds in our general operating account to meet expenses.

Attachments:

- Budget Performance Update
- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2022-12
- Budget Status 2022-12
- Check Register 2022-12
- Balance Sheet 2022-12

**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 December (fiscal year 2024):**

↑ Total MTD Revenues: \$2,138,562; over plan\* (favorable) by +\$573,206  
 ↑ Total MTD Expenditures: \$2,723,183; over plan (unfavorable) by +\$258,137

**Fiscal year to date (July-December):**

↑ Total YTD Revenues: \$3,844,531 (10.9% of annual budget compared to 12.4% prior YTD); over plan (favorable) year-to-date (YTD) by +\$621,186

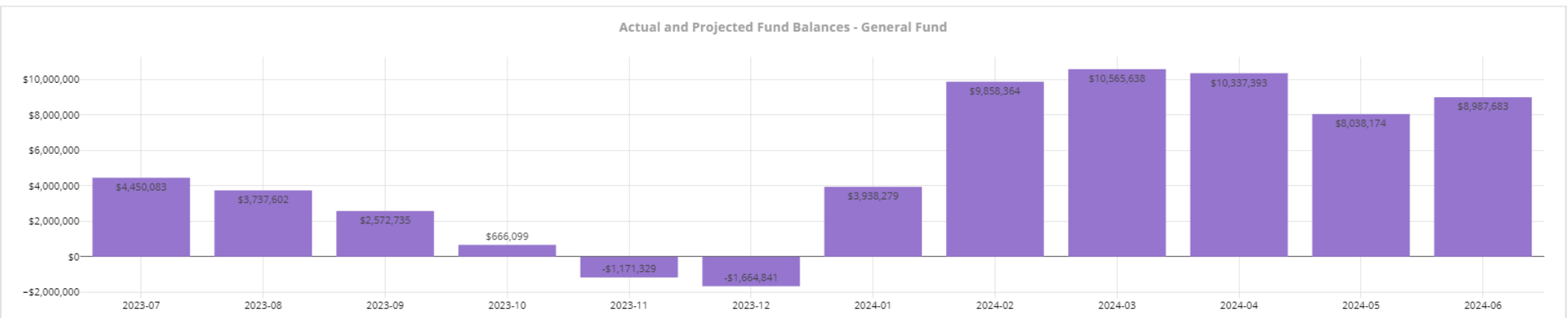
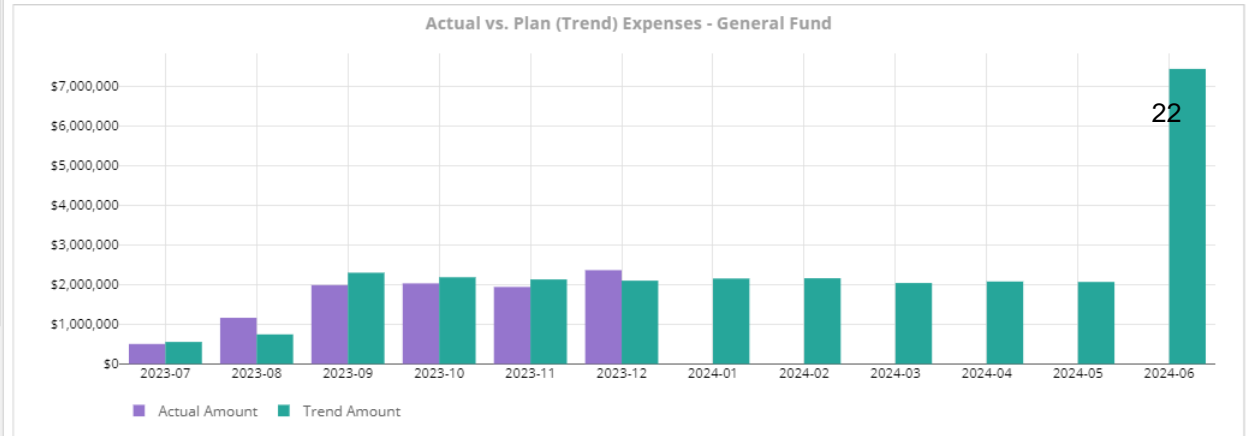
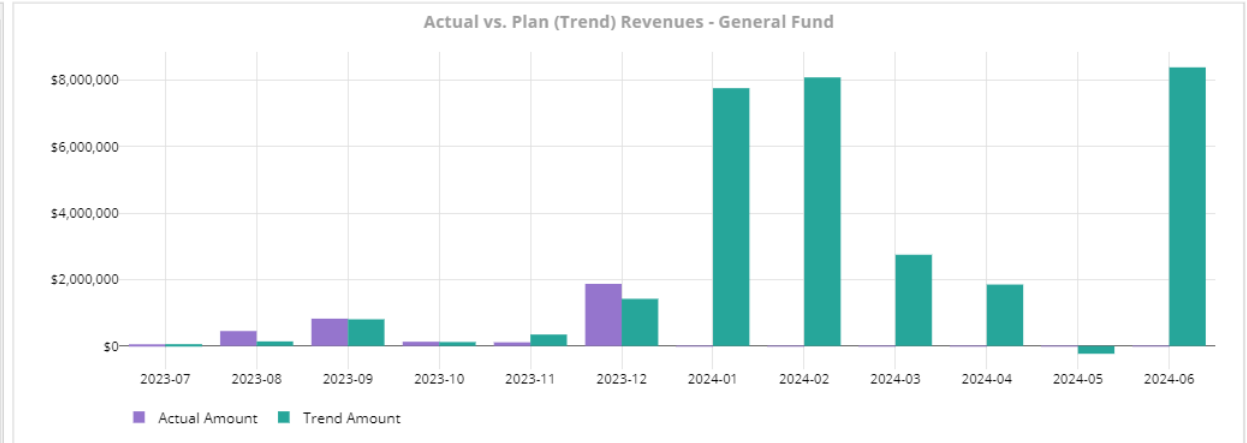
- 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
- ↑ 200 REVENUE FROM LOCAL SOURCES: +\$335,003
- ↑ 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: +\$66
- ↑ 500 REVENUE FROM INTERMEDIATE SOURCES: +\$20,631
- ↑ 600 REVENUE FROM STATE SOURCES: +\$88,095
- ↓ 700 REVENUE FROM FEDERAL SOURCES: -\$20,473
- ↑ 800 OTHER FINANCING SOURCES: +\$69,615
- ↑ 900 OTHER REVENUES: +\$128,249

↓ Total YTD Expenditures: \$11,332,014 (35.5% of annual budget compared to 35.9% prior YTD); under plan (favorable) year-to-date (YTD) by -\$144,100

- ↓ 100 SALARIES: -\$130,166
- ↓ 200 EMPLOYEE BENEFITS: -\$188,710
- ↑ 300 PURCHASED SERVICES: +\$82,153
- ↑ 400 NON-CAPITAL OBJECTS: +\$83,786
- ↑ 500 CAPITAL OBJECTS: +\$32,483
- ↑ 600 DEBT RETIREMENT: +\$14,882
- ↓ 700 INSURANCE AND JUDGMENTS: -\$117
- 800 TRANSFERS: +\$0
- ↓ 900 OTHER OBJECTS: -\$38,411

**End of Fiscal Year Projection**

	Projected	Annual Budget	Variance
<b>Total Revenues</b>	\$36,043,819	\$35,422,633	+\$621,186



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



YTD Salary and Benefits

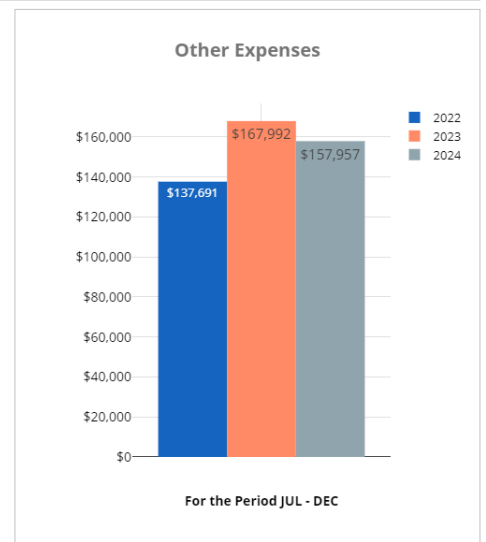
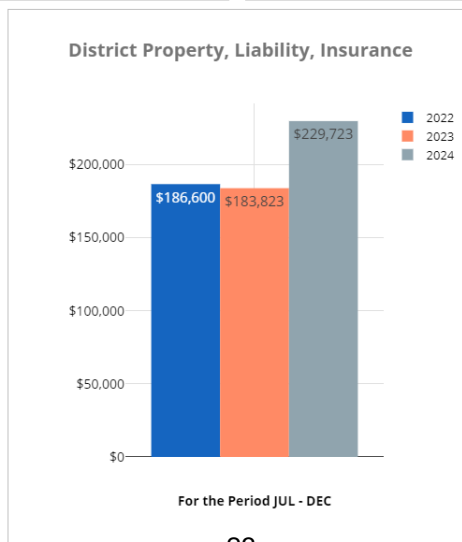
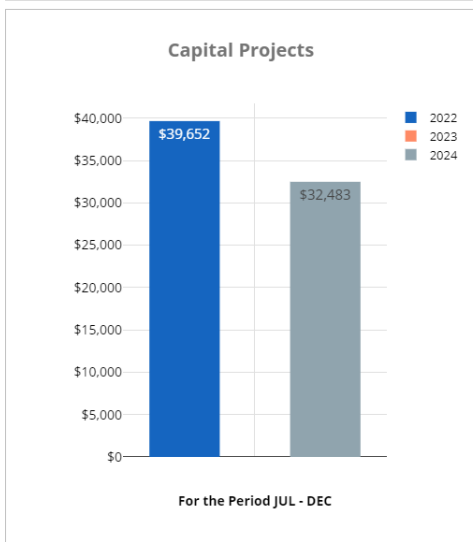
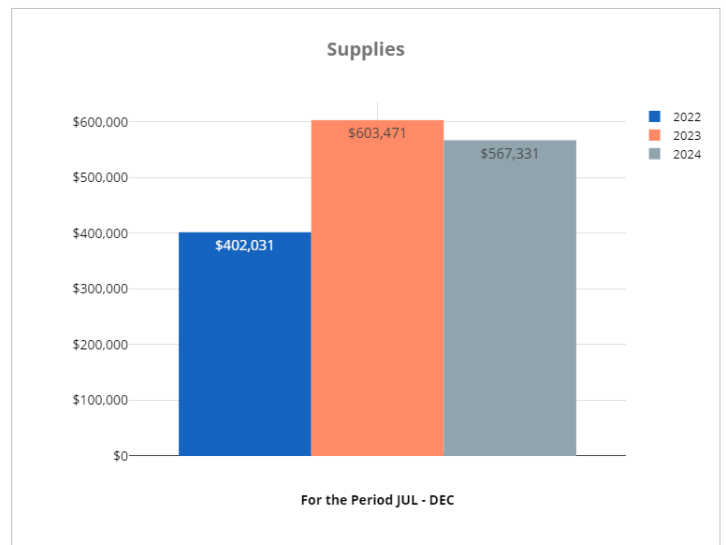
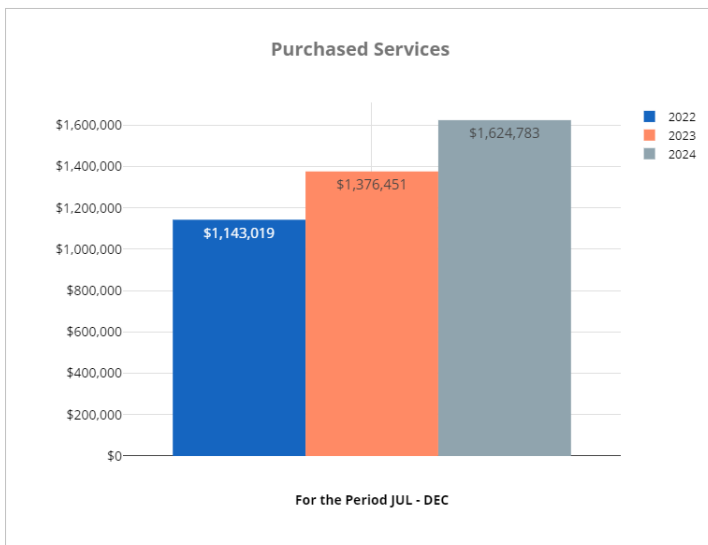
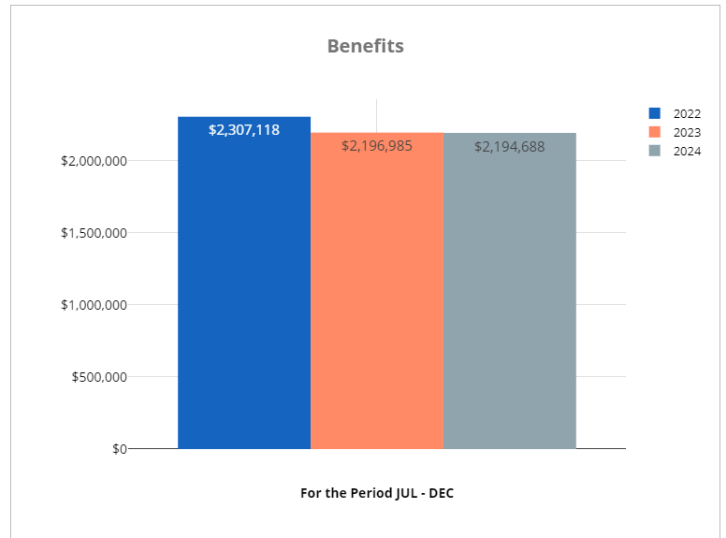
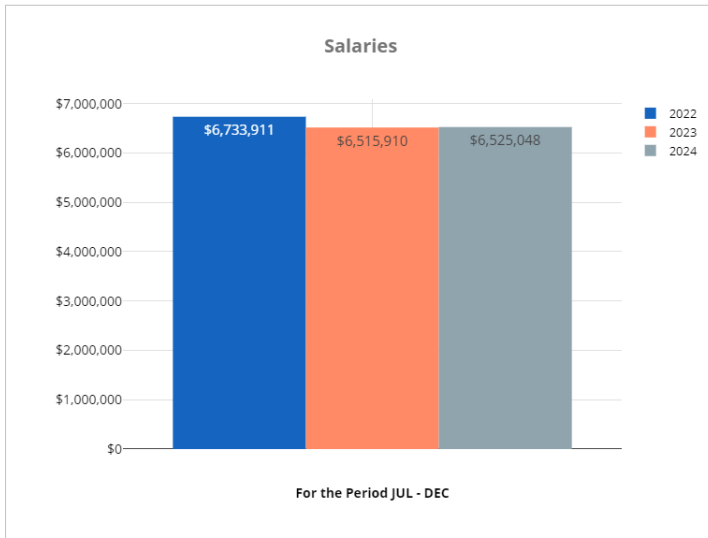
**36.95%** of Budget  
 Prior Year YTD: 38.09% of Actuals

YTD Purchased Services

**40.73%** of Budget  
 Prior Year YTD: 37.74% of Actuals

YTD Other Expenses

**22.90%** of Budget  
 Prior Year YTD: 22.47% of Actuals



Shorewood Sch Dist  
 FY23 YTD Overview - Revenue - Funds 10 & 27 Unless Otherwise Noted  
 December 2023



YTD Local Sources

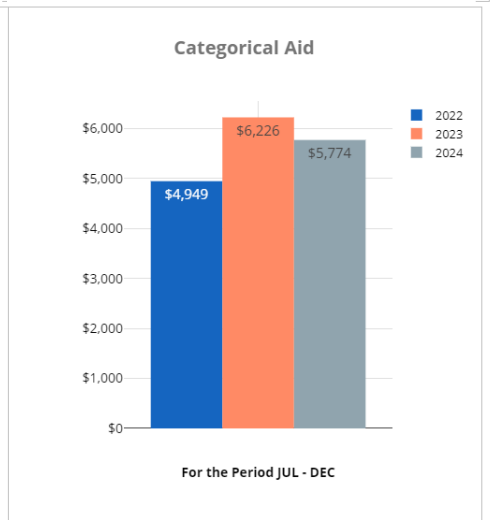
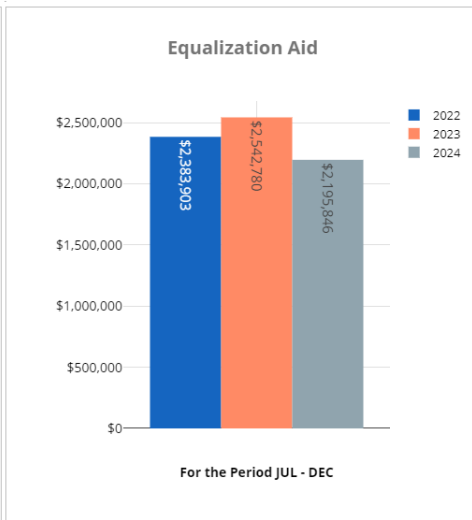
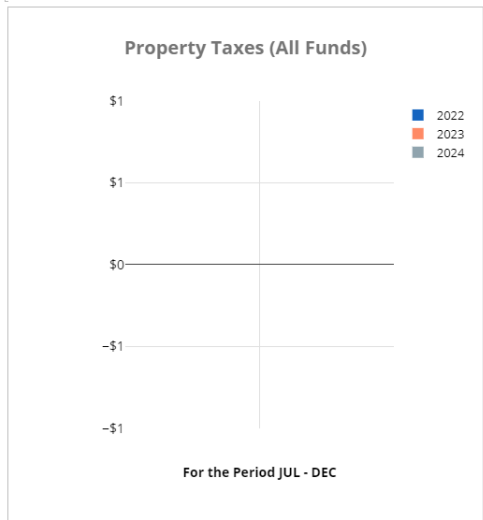
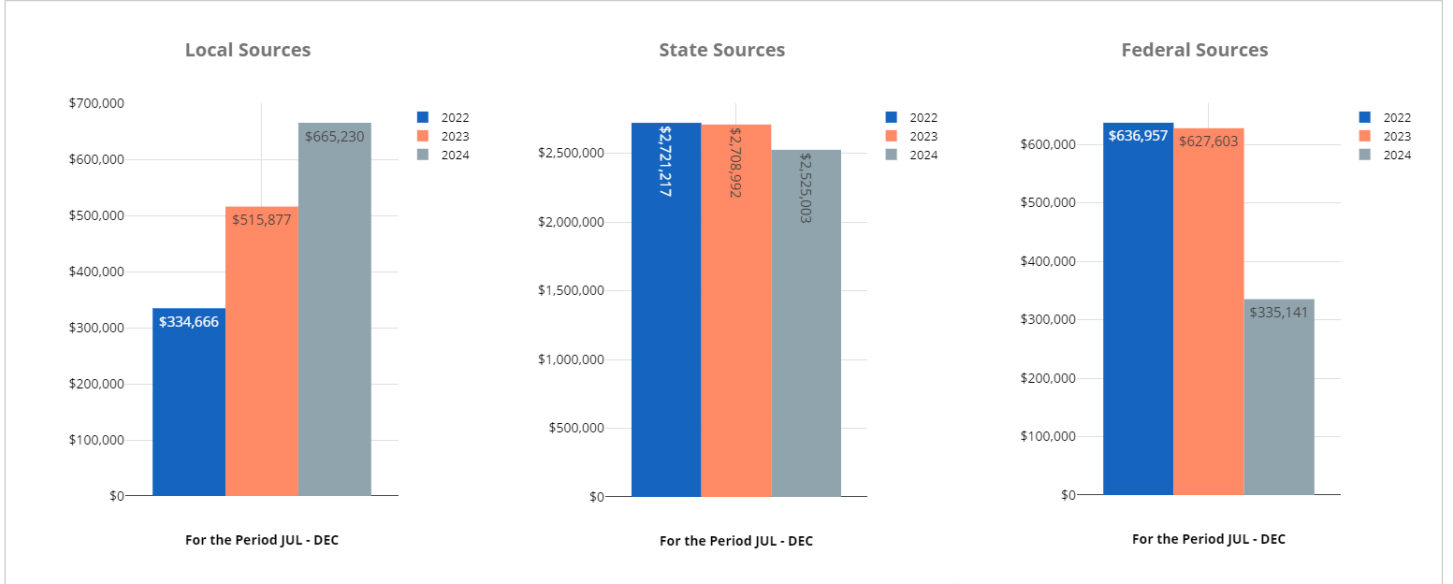
**3.17%** of Budget  
 Prior Year YTD: 3.11% of Actuals

YTD State Sources

**30.96%** of Budget  
 Prior Year YTD: 29.52% of Actuals

YTD Federal Sources

**22.27%** of Budget  
 Prior Year YTD: 32.21% of Actuals



**TEACHER REQUEST FOR OVERNIGHT FIELD TRIP**

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

Name of District employee in charge: Evan Schmidt

Destination: Evanston (IL) - Northwestern University

Date and time of departure: Thurs, Apr 11 (time unknown)

Date and time of return: Sun, Apr 14 (time unknown)

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

Number of Students attending the trip: 30 (tentative)

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

If yes, please explain:

Students will miss Thursday, April 11th, and Friday, April 12th, and are accountable for all work and course content they may miss while representing SHS at NUMUN 2024. Students must communicate with teachers to plan ahead and meet the requirements for each course prior to departure.

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

SHS students who will represent Shorewood High School at the 2024 Northwestern Model United Nations conference will be working with high school students from around the Midwest to discuss, debate, and collaborate on major world issues. SHS students will utilize their research methods, interpersonal skills, and critical thinking skills necessary to embody our assigned delegation at this year's conference and work with other delegations to pass resolutions that answer some of the most pressing questions within the realm of international relations.

Describe your discipline plan:

All students must abide by the Shorewood High School Code of Conduct, Shorewood High School Overnight Field Trip Rules/Expectations 352.1 Exhibit (2), and the SHS Model United Nations Code of Conduct, while representing Shorewood High School at NUMUN 2024. All guidelines and expectations are signed by students and parents/guardians.

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

Accommodations will/can be made for students who wish to observe a major religious holiday during the trip. Students and advisors will work together to best accommodate any observance.

What is your plan for health and safety emergencies?

All students and parents/guardians have filled out and signed the Medical Overnight Health Information and Medical Authorization 352.1 Exhibit (4), a list of allergies/known medical conditions is provided by the SHS Nurse office, and caregiver emergency contact information will be on hand throughout the trip.

Number of chaperones: 2 (Evan Schmidt / unknown) - need two need more

Estimated cost per chaperone: ~\$650

Estimated cost per student before and after fundraising:

Before ~\$650 After \$ \_\_\_\_\_

Description of fundraising proposal for the trip: n/a

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

Students/Parents/Guardians are made aware of the financial assistance opportunities and arrangements are made upon inquiry/request with aid from the administration.

Is this an optional student travel experience?  YES  NO

**I have complied with all the requirements listed above.**

Signature of District employee: ERS Date: 12/31/23

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

Signature of Principal: [Signature] Date: 1/4/24

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

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

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

Signature of School Board President: \_\_\_\_\_ Date: \_\_\_\_\_



## EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

**Topic:** Open Enrollment Recommendation

**Date:** January 24, 2023

**Prepared by:** Heather Heaviland, Michael Joynt, and Kate Harder

**Recommended action:**

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

**Purpose:** To summarize the District’s recommendation to make a total of 39 Open Enrollment seats available at various grade levels for the 2024-2025 school year and implement the wait list provision.

**Background:**

The Wisconsin Open Enrollment program allows students who are non-residents to apply to attend Shorewood Public Schools. Shorewood enrolled 225 students through Open Enrollment in the 23-24 school year. The window for open enrollment is from February 5 to April 30, 2024 and District policy [5113](#) and related [DPI information](#) is provided for your information.

**Discussion and Data Analysis**

The District has historically extended the opportunity to enroll at Shorewood Schools to students who live outside of District boundaries when we have the capacity to do so without incurring additional staffing costs. Each year, the District prepares enrollment projections that, using historical data, look first at expected enrollment of current students and potential new resident students and second at specific grade levels where we have the opportunity to welcome new students. This analysis gauges the impact on not only the average class sizes that we predict, but also weighs the influence on the long term financial impact open enrollment has on the district budget. By strategically leveraging open enrollment at specific grade levels, we are able to even out the total size of grade levels to align with goal classes and anticipated staffing.

The open enrollment recommendation for the 2024-25 school year was developed through a collaborative approach across District leadership. The Superintendent and Directors of Business Services, Pupil Services, and Teaching and Learning assessed our projected enrollment and goals in order to prepare a preliminary recommendation which was then reviewed with school principals in order to ensure alignment with local conditions.

This year we recommend opening 39 open enrollment seats. The table below identifies the specific number of new open enrollment seats by grade level.

<b>Grade Level</b>	<b>OE Recommendation</b>	<b>Projected Average Class Size*</b>
K4	0	18.5
K5	9	20.8
1st	0	22.8
2nd	6	21.5
3rd	0	25.8
4th	6	22.7
5th	3	23.2
6th	11	22.0
9th	5	Cohort = 143

Open enrollment in Shorewood has always been high, and we regularly receive far more applications overall than we can address. Revenue received from open enrollment is accounted for outside of the revenue cap.

Special Education Data Analysis:

The caseload projections for special education were based on current enrollment and local ranges for recommended teacher to student ratios. Pending referrals were considered as were student to teacher ratios and prior enrollment trends.

In order to allow for changes that could occur for resident growth as well as to maintain current staffing and programming options, previous enrollment and identification patterns were reviewed and considered to create the space reservations for residents. Based on our projected enrollment and space reservations, our adjusted projected enrollment does not leave any remaining spaces available for non-resident students with disabilities.

**RECOMMENDED MOTIONS:**

There are 4 motions we need to act upon this evening. They are included in the memo and are listed below.

**Motion #1:** Move to declare a total of 39 open enrollment seats available at the following grade levels for 2024-2025:

- 4K: 0
- 5K: 9
- Grade One: 0
- Grade Two: 6
- Grade Three: 0
- Grade Four: 6
- Grade Five: 3
- Grade Six: 11
- Grade Seven: 0
- Grade Eight: 0
- Grade Nine: 5
- Grade Ten: 0
- Grade Eleven: 0
- Grade Twelve: 0

**Motion #2:** Move to approve the following number of spaces for open enrollment for students with disabilities:

- Cross Categorical: 0
- Speech and Language (SL): 0
- Occupational Therapy (OT): 0
- Specially Designed Physical Education (SDPE): 0

A wait list will not be created for students with disabilities as no spaces are available for students from other districts who have disabilities.

**Motion #3:** The District will accept full time open enrollment applications of students in the upcoming application period who are currently included in the count of occupied spaces & attending Shorewood School District. The Board of Education will also accept full time open enrollment applications of siblings of students who are currently enrolled and included in the count of occupied spaces and are attending the Shorewood School District and at a grade where available space has been determined.

Note: If the board does not specify at their January board meeting that currently-attending applicants or siblings of currently-attending students will be guaranteed approval, then the board is only permitted to grant preferences to those applicants and only if there is space to do so.

**Motion #4:** To utilize a waiting list provision to offer unaccepted seats to others who have applied. As has been our practice, we will revisit and make a decision to consider adding more open enrollment seats prior to the beginning of the 2024-25 school year.



**Shorewood**  
SCHOOL DISTRICT

**Operational Expectations Monitoring Document  
OE-1 Global Operational Expectation**

**Certification of the Superintendent: *With respect to Operational Expectation 1 (Global Operational Expectation), 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:** January 9, 2024

**Executive Summary**

This OE 1 Monitoring Document reflects compliance with Board indicators during the 2022-2023 school year. With a transition to new District leadership in mind, Interim Superintendent, JoAnn Sternke, and the District leadership team also identified these system-wide functions and needs as priorities for 2022-2023:

- Communications about budget development and short- and long-term financial stewardship priorities;
- Human resources tools, including updating policy references in staff handbooks; and
- Department and school leadership development and team building.

A coordinated, state-wide legislative advocacy effort was not successful in securing adequate funding for public education through the state budget process, making careful stewardship of all of our resources, and community support, imperative in the face of continuing financial challenges:

- With the completion of renovations to Shorewood Intermediate School, the District concluded the vast majority of capital referendum work, on time and on budget, in September 2022;
- Passage of a five-year Operating Referendum in April 2023 reduced the District’s 2023-2024 budget gap by approximately \$1.7 million and averted the need for deep reductions in student programs, staff and services; and
- The District created a long-term capital maintenance strategy to help finance the substantial cost of operating our historic school buildings.

Responsive Human Resources functions and progress toward strategic priorities are also key to maintaining and strengthening our organization’s condition:

- Revisions were made to the Teacher Appendix of the Employee Handbook, in consultation with the SEA;
- Medical benefit plan changes implemented during the year reduced the impact of rising premiums and medical care costs on both employees and the District; and
- The District continued to invest in professional development for teachers and support staff, and preserved teachers’ collaborative work time and planning periods.

Administrators and school leaders continued to expand systems-level initiatives to support student growth and achievement:

- Adoption of Educator Effectiveness evaluations following a pandemic-related pause in 2021;

- Continued improvement in addressing disproportionality among students referred for special education services, per DPI and state statutes;
- Policies and procedures that support safe use of District technology and promote digital citizenship; and
- Expanded safety and Title IX training for school staff, as well as training on identity-relevant teaching and other professional practices that support our ongoing equity work.

Equitable resource allocation, a rigorous continuous improvement cycle and direct and meaningful engagement with students, staff and residents are key building blocks for 2023-2024. These initiatives will be central to strategic planning that will build on Vision 2025, and this critical community dialogue will be a focus over the next year.

**Disposition of the Board: *With respect to Operational Expectation 1 (Global Operational Expectation), 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:** January 9, 2024

## OE-1: Global Operational Expectations -

The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the District's public image or credibility.

### Superintendent Interpretation:

- This OE holds the Superintendent accountable for following Board policy, State and Federal law along with upholding the values of Village of Shorewood. This OE is broad in its scope and generally holds the Superintendent responsible for ensuring that the District operates in a legal, safe, and ethical manner.
  - **Unlawful** shall mean in violation of federal, state, and local laws.
  - **Unethical** shall mean behavior that is improper or does not conform to accepted professional standards of conduct.
  - **Unsafe** shall mean in a manner that is likely to physically injure students, employees, or visitors to the District.
  - **Disrespectful** shall mean in a manner that is not reasonably considering the situation or feelings of the person to whom one is speaking.
  - **Imprudent** shall mean reckless or irresponsible actions.
- This OE requires the Superintendent to take "**reasonable measures**," which shall mean that the Superintendent shall take steps to follow Board policy or protect the District's public image in a manner similar to what other superintendents or leaders of organizations might take under similar circumstances.
- This OE requires the Superintendent to protect the legal position of the District as well as the ethical standing of the District. The Superintendent is charged with protecting the "**organizational condition**," which shall mean the legal standing of the District and the perception that stakeholders have of the District with regard to trust and respect.
- This OE requires the Superintendent to establish and maintain a respected and positive "**public image**," which shall mean the positive perception held by the overwhelming majority of the stakeholders in the District. Stakeholders are defined as all guardians of Shorewood students and all the people who live in the Village of Shorewood.

<b>OE-1</b>  The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the district's public image or credibility.	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation

<b>Board Indicator 1:</b> <i>We will know we are compliant when:</i> <ul style="list-style-type: none"> <li>The Board, upon evaluation of the OE policies, finds no significant violation of or not in compliance with any of the policies.</li> </ul>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Not Compliant	Not Compliant
Evidence: There were no significant violations of Board policy during the past year, and efforts were made to review and revise OE indicators to clarify expectations and outcomes measurements.		

<b>Board Indicator 2:</b> <i>We will know we are compliant when:</i> <ul style="list-style-type: none"> <li>The District is not found to be in violation of any law when any legal action is taken against the District.</li> </ul>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Not Compliant	Not Compliant
Evidence: The District was not in violation of any law when any legal action was taken against the District.		

<b>Board Indicator 3:</b> <i>We will know we are compliant when:</i> <ul style="list-style-type: none"> <li>In a random survey sample of District stakeholders, at least 70% of the respondents express support for the direction of the District.</li> </ul>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	<b>Not Compliant</b>	Not Compliant

**2023 School Perceptions Parent & Community Member Survey Results (total n=698)**

**The District is heading in the right direction. (n=559)**

Strongly agree (5)	76	13.6%	
Agree (4)	222	39.7%	
Disagree (2)	83	14.8%	
Strongly disagree (1)	54	9.7%	
Don't know/doesn't apply (0)	124	22.2%	

**AVG: 3.42 SD: 1.31**

**2023 Community Members Only (defined as not having school-age children)**

**The District is heading in the right direction. (n=87)**

Strongly agree (5)	12	13.8%	
Agree (4)	24	27.6%	
Disagree (2)	16	18.4%	
Strongly disagree (1)	10	11.5%	
Don't know/doesn't apply (0)	25	28.7%	

**AVG: 3.19 SD: 1.44**

*Comparison: 2022 School Perceptions Parent & Community Member Survey Results (total n=655)*

**The District is heading in the right direction. (n=537)**

Strongly agree (5)	53	(9.9%)	
Agree (4)	222	(41.3%)	
Disagree (2)	88	(16.4%)	
Strongly disagree (1)	59	(11%)	
Don't know/doesn't apply (0)	115	(21.4%)	

**AVG: 3.29 SD: 1.31**

**2022 Community Members Only (defined as not having school-age children)**

**The District is heading in the right direction. (n=81)**

Strongly agree (5)	5	6.2%	
Agree (4)	28	34.6%	
Disagree (2)	15	18.5%	
Strongly disagree (1)	9	11.1%	
Don't know/doesn't apply (0)	24	29.6%	

**AVG: 3.09 SD: 1.33**

Responses to this question in the 2023 School Perceptions survey are illustrated above, with 53.3% of all question respondents strongly agreeing or agreeing with the statement. Though survey populations vary each year, this continues an upward trend from a low of 44% in 2021, but does not meet the compliance indicator. Other data notes:

- Prior years' Parent and Community Member data for this question: 2020 (n=666) 63.8% and 2019 (n=338) 53.8%
- Disaggregated community member responses to the question from the two most recent surveys are included to illustrate the makeup of the recent survey populations; and
- Parents only (n=443) who responded "don't know/doesn't apply" to the survey question was 20% in 2023.

Board Comments:

January 8, 2024

Submitted by Emily Berry, Board President

Colleagues,

Please consider the below proposed process for developing operating expectations governing extracurricular activities, including athletics, in our district.

**Rationale:**

Educational research tells us that participation in non-academic activities, including drama, music, clubs, athletic teams and student government are all drivers of student achievement, engagement and success. Yet, our policies and our board work does not fully reflect the significance of these pursuits and their impact on our students.

Our Results policies call for our students to be well-rounded, and we have recently adopted a district tagline, "excellence means more here," that hints at what we all know: our classrooms are only part of the story of our district - there is much more to see beyond the school day and classroom work.

Further, our commitment to equity has never been restricted to what happens inside classrooms - yet our operating expectations around how athletics, drama, clubs, music and other pursuits are run on a day-to-day basis are not articulated or monitored at all today.

**A framework for developing policy:**

I considered proposing a committee that included board members and community members to develop a proposed set of policies for the full board to consider. After some reflection, however, I believe our best course of action is for our full board to work together as a group to develop the policies over the course of the next 12 months.

I propose we all work on these operating expectations because they are so very important, and because we were elected to do just this kind of work. I also want to ensure we are very deliberate about hearing from as wide a range of stakeholders as possible, without bias and with deliberate effort to hear from people who might not be able to spare the time to participate in a months-long committee process but whose input is nonetheless valuable.

**Q1 2024**

Information-gathering from stakeholders, via a variety of channels, including surveys, in-person interviews, focus groups, open forums and invitations to speak to the board:

- Students at each grade level, from a range of backgrounds, with a varying degree of extracurricular involvement, in a range of activities.
- District leadership (e.g athletic director, director of teaching and learning, director for equity, school principals)

- Families and caregivers of students with and without significant extracurricular pursuits
- District coaches and leaders of community-based organizations (e.g. Shorewood Little League, Irish dancing schools, First Stage)
- Athletic cooperative partners (Brown Deer, Messmer, etc.)
- Experts in the area of education and its intersection with extracurriculars

#### Q2 2024

Gather notes and consolidate takeaways from stakeholder input.

Consider any edits to Results policies based on the input received in Q1.

First draft of operating expectations.

#### Q3 2024

Second draft operating expectations

Workshops with administrators and students. First draft of indicators

#### Q4 2024

Hear public comment at 2-3 board meetings regarding the draft policies.

Make final edits to OE and indicators.

January 2025: Adopt a new OE that encompasses our agreed-upon set of operating expectations and indicators.

July 2025: Monitor the new OE for the first time. Summer monitoring will allow time for administrators to gather results and indicator data from the entire academic year.

### **Values and commitments for this work:**

Here are some suggested principles for moving forward. Please suggest others or edits to the ones below:

- Listen to students, first and above all.
- Respect our governing commitments - use our OE to describe what we want to know and see evidence of, not how it happens or who delivers it. Ultimately, the Superintendent must determine the “how” and the “who.”
- Stay anchored in educational evidence around what will help students and what will drive equitable outcomes.
- Do not privilege one type of activity above another. Any extracurricular activity can support our Results and drive excellence.
- Honor our Collaborative Commitments to Equity as we consider how the district systems should support extracurricular pursuits.
- Broad participation and equitable opportunity are not at odds with excellence.

- We refer to “extracurricular activities” but acknowledge that some pursuits are both academic and happen outside of school hours and classrooms (e.g. drama, music, visual art).



SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood High School Library Media Center  
December 12, 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  
Tiara Rogers, Principal, Shorewood Intermediate School  
Sean Strauss, Director of Buildings & Grounds

I. 7:03 pm CALL TO ORDER

Motion to Adopt the Agenda (Emily Berry and Nathan Hammons absent)

MOVED by Becky Freer and SECONDED by Abby Fowler AYE: 3 NAY: 0

II. 7:06 pm STUDENT ACHIEVEMENT PRESENTATION

SIS Student Clubs, Claire Bernatz, SIS Science Teacher

7:18 pm Motion to Amend the Agenda to Include Approval of District Vehicle Purchase in the Board Business and Possible Board Action Agenda (Nathan Hammons absent)

MOVED by Becky Freer and SECONDED by Ellen Eckman AYE: 4 NAY: 0

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

IV. 7:20 pm SUPERINTENDENT'S REPORT

V. 7:28 pm SUPERINTENDENT'S CONSENT AGENDA - no agenda items

VI. 7:29 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of District Vehicle Purchase

MOVED by Becky Freer and SECONDED by Abby Fowler (Nathan Hammons absent)

AYE: 4 NAY: 0

B. Approval of OE 5 (Financial Management & Administration) Operational Expectations Monitoring Document: In Compliance

MOVED by Abby Fowler and SECONDED by Becky Freer

AYE: 5 NAY: 0

C. Approval of the 2024-2025 District Instructional Calendar

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

V. 8:12 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

November 28, 2023 Regular Board Meeting

MOVED by Becky Freer and SECONDED by Abby Fowler

AYE: 5 NAY: 0

VI. 8:13 pm PUBLIC COMMENT #2 - no comments

VII. 8:14 pm BOARD MEMBER REPORTS

SHS Leadership Team Linkage

SHS Parent/Guardian Linkage

SIS Parent/Guardian Linkage

WPEN

X. 8:21 pm REVIEW OF 'TO DO' ITEMS

OE 6 Board Survey

XII. 8:23 pm FUTURE AGENDA ITEMS

OE 1 (Global Operational Expectations) Operational Expectations Monitoring Document;

Extra-curricular and Athletics operational expectations and results policy

New Horizons program update

XIII. 8:28 pm RECESS AND DEBRIEF

School Board Meeting - Closed Session  
Thursday, January 18, 2024

Present: Board Members: Abby Fowler, Nathan Hammons, Ellen Eckman, Becky Freer  
District Representative: Laurie Burgos, Superintendent  
Tim Kenney, Shorewood High School Principal  
Kate Harder, Director of Special Education and Student Services  
Ryan Heiden, Legal Counsel, Von Briesen & Roper

Abby Fowler moved and Nathan Hammons seconded that we move into closed session at 5:05 pm to discuss a pupil matter, pursuant to Section 19.85(1)(f), Wis. Stats.

The meeting was adjourned at 6:37 pm with a motion from Abby Fowler, seconded by Becky Freer.

*Prepared by Ellen Eckman, School Board Vice President*

Jan. 23, 2024  
Emily Berry

Fellow board members,

I was able to attend a few sessions last week at the Wisconsin State Education Convention, and wanted to share a few notes and materials that might be of interest.

1. **Amplifying Student Voice: Creating Belonging in the Classroom**

<https://s23.a2zinc.net/clients/wasb/2024convention/Public/SessionDetails.aspx?FromPage=Sessions.aspx&SessionID=2844&SessionDateID=22>

This session from Stevens Point Area Public School District was a welcome break from adults talking - a panel of students described their work to build teachers' skills in creating welcoming spaces and a sense of belonging for all students. The district's equity, diversity and inclusion specialist, Gigi Stahl and district equity director Sam Dinga described how they created panels of students who were willing to talk to teachers during professional development time so that teachers could hear directly what works well for them, and how the sense of belonging in classrooms drove students' success.

Unfortunately, there were no handouts for this session. I love the idea of these student panels, so if that's anything the Superintendent is interested in exploring, I have Ms. Stahl's contact information.

For the board, I think some of the ideas shared and comments from students could help us as we continue to hone policies OE-8, Learning Environment, and OE-9, Instructional Program:

**Keys to teacher-student connection, from students:**

- Shared vulnerability
- Knowing students' names, backgrounds and interests
- Keeping an "open door" for students to stop in during open periods
- Notice and offer encouragement for students who are investing time and energy in a class.
- "If you give positivity, you're going to get positivity back."
- Offer challenges and tell students you know they are smart and can handle those challenges.

**What an inclusive classroom looks, sounds, and feels like, according to students:**

- A space for student club posters
- Peaceful
- busy with lively conversation
- Good communication between students and teachers
- Trigger warnings before sensitive topics

“What do you think?”

kindness

Patience, patience, patience

Active pushback on discriminatory language and attitudes

Ms. Stahl recommends this [TED Talk: “Every Kid Needs a Champion”](#)

And this book: [Think Again: the Power of Knowing What You Don't Know. by Adam Grant](#)

## **2. Compensation 2024: Recruiting, Rewarding and Retaining the Best Employees**

This presentation from Waukesha employment law firm Buelow Vetter was standing-room only, I think because every district is interested in how they can recruit and retain the best staff.

The presenter, attorney Jim Carroll, offered a series of practical ideas that he said he doesn't see many districts trying, but are increasingly common in the private sector, or are just good ideas that haven't caught on yet.

This session did have slides - those are [linked here](#) if you're interested in reading the list of ideas.

The **steps** outlined below provide an overview of the SIP (School Improvement Plan) process in service to the goals of the 1Fort Strategic Plan.



### HIGH PERFORMANCE

All schools, as well as the District, will achieve a State of Wisconsin accountability rating of "Significantly Exceeds Expectations" no later than the 2025-26 report card with evidence of annual growth.

### INCLUSIVE CULTURE OF GROWTH

Our learning community will exemplify an inclusive culture of growth responsive to our learner and community needs.

### COMMUNITY DISTINCTION

The district will be the preferred educational option in the region as evidenced by annual growth in the pupil count and open enrollment.

# 3

# GOALS

# OUR

# WHY

<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Year 1	Year 2	Year 3	Year 4	Year 5

## Beginning of Year | SIP Process Overview



# 1

**SUMMER  
END OF  
JULY**

### DATA ANALYSIS & REFLECTION

- School data teams meet to review spring state academic accountability testing data and SEL data to form conclusions and engage in goal setting and strategy selection to create building SIP plan aligned to District Strategic Plan

# 2

**BACK TO  
SCHOOL  
STAFF MEETING**

### SHARE DATA & SIP PLANS

- Principal shares spring data and the work of the data team to present new SIP plan and goals for the year
- Staff reflect on SIP school commitments and strategies of action to begin plans for implementing school SIP
- Staff consider individual commitments they can make to achieve SIP plan

# 3

**QUARTER I**

### FALL UNIVERSAL SCREENING

- Principal supports facilitation of US for academics and SEL data
- Educators proctor US assessments
- Principals and teachers meet to review US data and make plans to facilitate responsive instruction

# 4

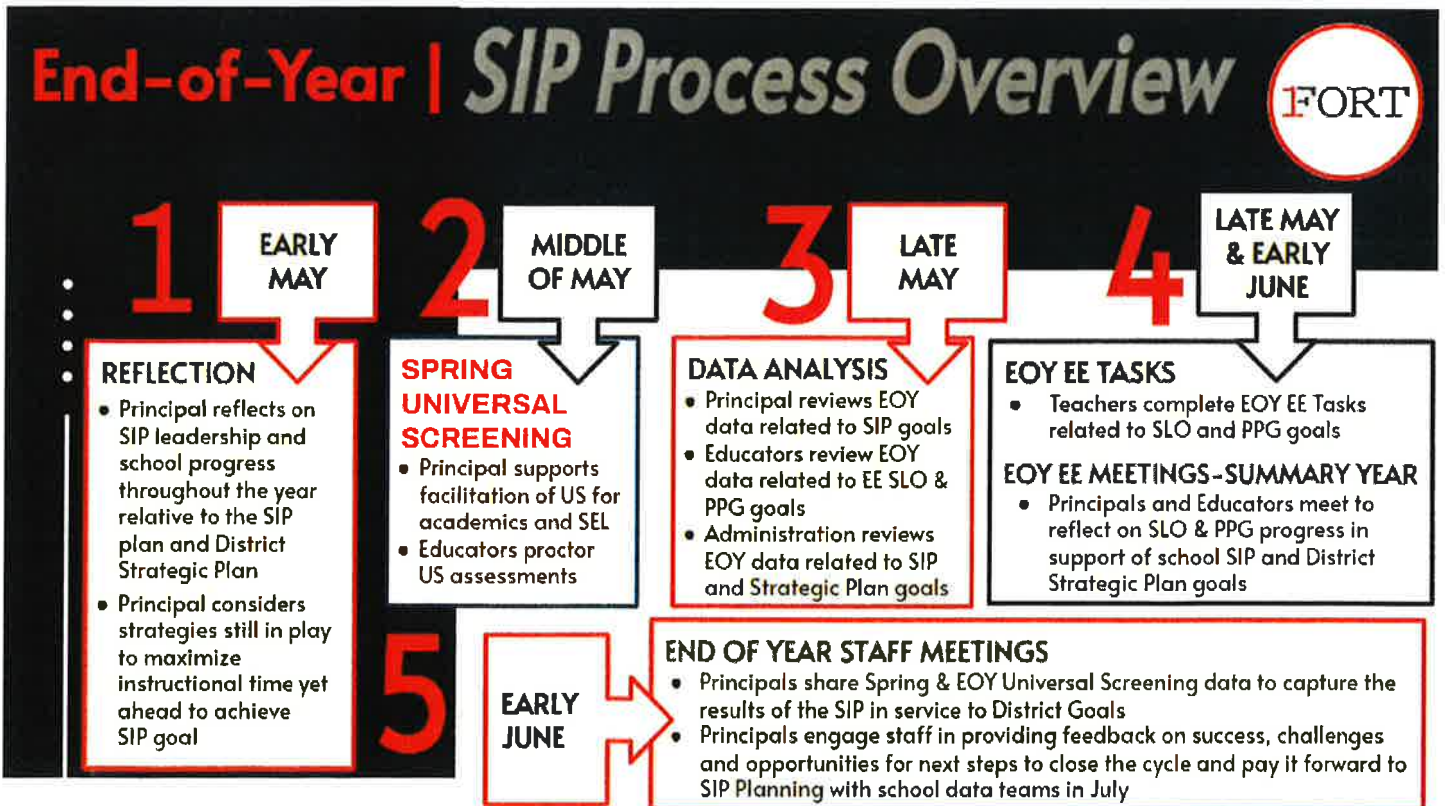
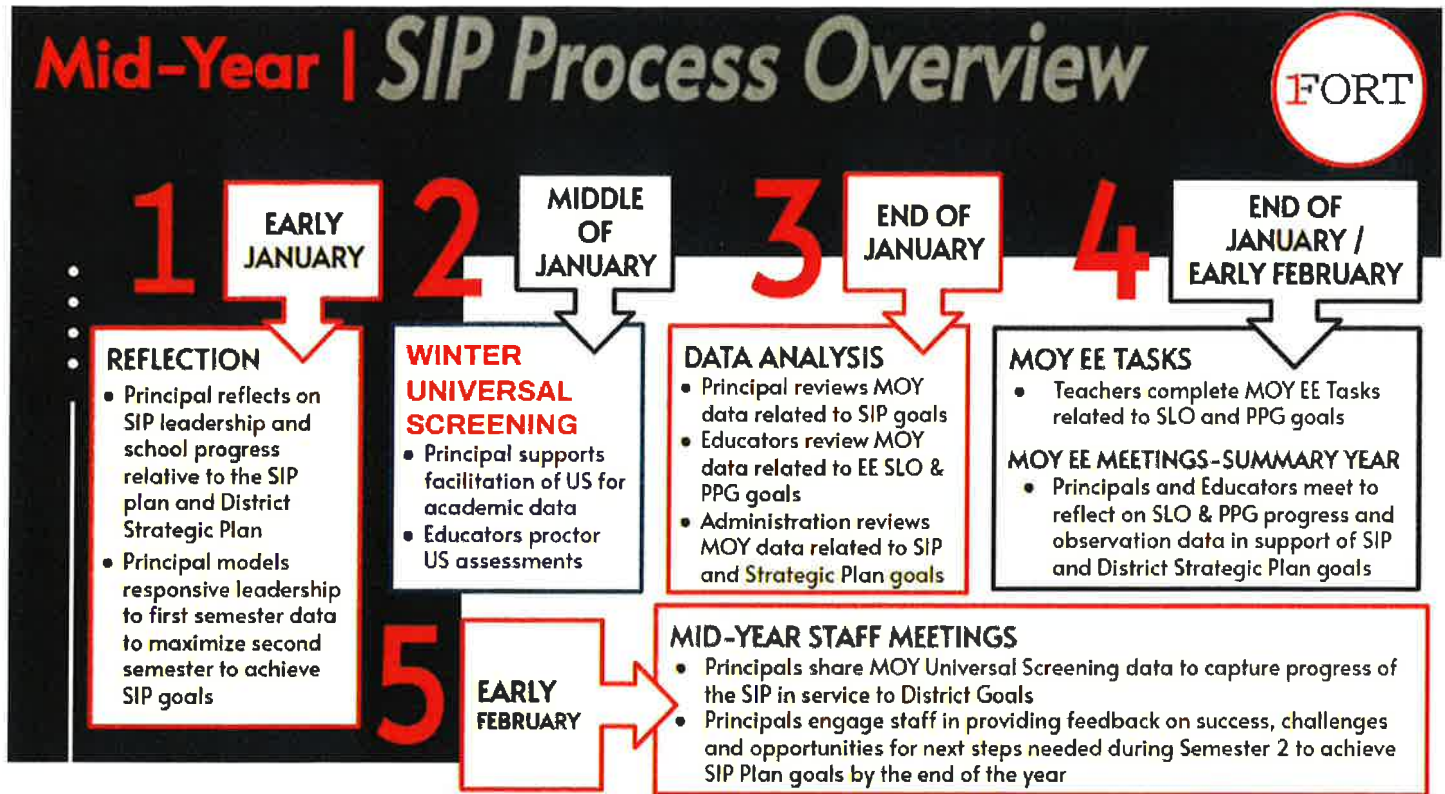
**END OF  
QUARTER I**

### BOY EE TASKS

- Teachers complete BOY EE Tasks to create SLO and PPG goals for the year in support of the school SIP plan and individual goals

### BOY EE MEETINGS - SUMMARY YEAR EDUCATORS

- Principals and Educators meet to reflect on SLO & PPG goals in support of school SIP and District Strategic Plan goals



### ACHIEVEMENT GOAL

All schools as well as the District will achieve a State of Wisconsin accountability rating of "Significantly Exceeds Expectations" no later than the 2025-26 report card with evidence of annual growth.

**23/24 GOAL:** Luther Elementary School will increase overall points-based proficiency\* by **.06** in ELA and **.04** in Math to reach our 5 year goal of 0.85.

**STATE DATA:** WI Report Card - Achievement Priority Area

**LOCAL DATA:** i-Ready, K-5 IM Common Assessments, 2-5 UOS Common Reading Focus Area Assessments; Specific Program Measurement Tools

#### FOCUS STRATEGIES to ACHIEVE GOAL:

1. Strong Core Instruction
2. Rigorous Professional Learning to Improve Professional Practice
3. Program Integrity in Implementation of District Frameworks and Programs
4. Data-Informed, Responsive Teaching focused on Learning Goals

#### LEADERSHIP COMMITMENTS to REACH ACHIEVEMENT GOAL:

- Promote and maintain the fidelity of instruction in ELA and Math
- Observe full ELA and Math blocks in each class during the year
- Ensure that ALL students have access to core instruction and intervention if applicable (BQ students)
- Review data with teacher teams to develop plans to increase student achievement

#### SCHOOL TEAM COMMITMENTS to REACH ACHIEVEMENT GOAL:

- Intentional use of data (iReady, QSA, Forward) to facilitate student movement between proficiency bands during lightning time [all kids]
- Facilitate peer observations at various grade levels at least 1 time a semester
- Utilizing small group during math center days to differentiate instruction
- Target highest learners to move proficiency bands

### GROWTH GOAL

Our learning community will exemplify an inclusive culture of growth responsive to our learner and community needs.

**23/24 GOAL:** Learners at Luther Elementary School will show an increase in positive student interactions as evidenced by a 20% increase measured on the SEL survey question, "Students treat each other well" from Spring 2023 [54.6%] to Spring 2024 [74.6%].

**STATE DATA:** WI Report Card - Growth and Targeted Group Outcomes Priority Areas

**LOCAL DATA:** Culture and Climate Survey Data, Student Behavior Data, Attendance / Habitual Truancy Data, Meeting Growth Goals, Increased Percentile Rank on i-Ready

#### FOCUS STRATEGIES to ACHIEVE GOAL:

1. Implementation of the Trauma Sensitive Schools Framework
2. Universal Integration of the CASEL Social-Emotional Framework
3. Access to Instruction for All Learners
4. Student-Centered Instruction - A Year's Worth of Growth for All Learners

#### LEADERSHIP COMMITMENTS to REACH GROWTH GOAL:

- Meet with SIP team to determine good behavior incentives
- Plan monthly or quarterly themes to help improve this goal
- Focus on a positive building culture with students and staff
- Evaluate School Culture mid-year data to determine next steps
- Share the student behavior successes with students, staff and families

#### SCHOOL TEAM COMMITMENTS to REACH GROWTH GOAL:

- Additional training and implementation of SEL strategies, restorative justice practices, and Trauma Sensitive Schools instruction for all staff
- Increase student voice and choice in student rewards (motivation & engagement)
- Connect rewards to SEL principles that focus on collaboration and community

### ACCOUNTABILITY GOAL PROGRESS

	Baseline - 20/21	YEAR 1 - 21/22	YEAR 2 - 22/23	YEAR 3 - 23/24	YEAR 4 - 24/25	YEAR 5 - 25/26
ELA	.61	.64 (+0.03)	.68 (+0.04)	GOAL = .74 (+0.06) [6 kids]		0.85
MATH	.63	.70 (+0.07)	.75 (+0.05)	GOAL = .79 (+0.04) [6 kids]		0.85
<b>SEL PRIORITY FOCUS AREA for GROWTH</b>			Students Liking school	Positive student interactions		

\*Points-Based Proficiency is a calculation of average point value assigned by proficiency areas by the State of WI (Adv = 1.5, Prof = 1, Basic = 0.5 and Below Basic = 0).

### ACHIEVEMENT GOAL

All schools as well as the District will achieve a State of Wisconsin accountability rating of "Significantly Exceeds Expectations" no later than the 2025-26 report card with evidence of annual growth.

**22/23 GOAL:** 1Fort School will increase overall points-based proficiency\* by [INSERT PBP #] in ELA and [INSERT PBP #] in Math to reach our 5 year goal of 0.85.

**STATE DATA:** WI Report Card - Achievement Priority Area

**LOCAL DATA:** i-Ready, IM Common Assessments, UOS Common Reading Focus Area assessments  
Specific Program Measurement Tools

### FOCUS STRATEGIES to ACHIEVE GOAL:

1. Strong Core Instruction
2. Rigorous Professional Learning to Improve Professional Practice
3. Program Integrity in Implementation of District Frameworks and Programs
4. Data-Informed, Responsive Teaching focused on Learning Goals

### LEADERSHIP COMMITMENTS to REACH ACHIEVEMENT GOAL:

- [insert principal leadership commitments to support focus strategies to reach goal]

### SCHOOL TEAM COMMITMENTS to REACH ACHIEVEMENT GOAL:

- [insert school leadership commitments to support focus strategies to reach goal]

### GROWTH GOAL

Our learning community will exemplify an inclusive culture of growth responsive to our learner and community needs.

**22/23 GOAL:** Learners at 1Fort School will show an increase in [insert SEL focus area] as evidenced by a [insert growth #] as measured by [insert desired change] on the Culture & Climate Survey from Fall 2023 to Spring 2024.

**STATE DATA:** WI Report Card - Growth and Targeted Group Outcomes Priority Areas

**LOCAL DATA:** Culture and Climate Survey Data, Student Behavior Data, Attendance / Habitual Truancy Data, Meeting Growth Goals, Increased Percentile Rank on i-Ready

### FOCUS STRATEGIES to ACHIEVE GOAL:

1. Implementation of the Trauma Sensitive Schools Framework
2. Universal Integration of the CASEL Social-Emotional Framework
3. Access to Instruction for All Learners
4. Student-Centered Instruction - A Year's Worth of Growth for All Learners

### LEADERSHIP COMMITMENTS to REACH GROWTH GOAL:

- [insert principal leadership commitments to support focus strategies to reach goal]

### SCHOOL TEAM COMMITMENTS to REACH GROWTH GOAL:

- [insert school leadership commitments to support focus strategies to reach goal]

**TEAM DATA CONCLUSIONS ||** Please link the Beginning-of-Year School Data Presentation HERE.

ACCOUNTABILITY GOAL PROGRESS						
	Baseline - 20/21	YEAR 1 - 21/22	YEAR 2 - 22/23	YEAR 3 - 23/24	YEAR 4 - 24/25	YEAR 5 - 25/26
ELA	.68	.66 (-0.02)	.72 (+0.06)			0.85
MATH	.57	.58 (+0.01)	.65 (+0.07)			0.85
SEL PRIORITY AREA for GROWTH						
FOCUS: Students Liking school						

\*Points-Based Proficiency is a calculation of average point value assigned by proficiency areas by the State of WI (Adv = 1.5, Prof = 1, Basic = 0.5 and Below Basic = 0).

**STRATEGIC PLAN GOAL 1 = HIGH PERFORMANCE**

All schools, as well as the District, will achieve a State of Wisconsin accountability rating of "Significantly Exceeds Expectations" no later than the 2025-26 report card with evidence of annual growth.

**GOAL PROGRESS**

	Baseline 2020/21	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 GOAL - TENTATIVE 2023/24	YEAR 4 2024/25	YEAR 5 END GOAL 2025/26
<b>ELA</b>	BARRIE	.69	.73	.74 (+.01)	.78 (+0.04)	0.85
	LUTHER	.61	.64	.68 (+.04)	.74 (+0.06)	0.85
	PURDY	.55	.55	.74 (+.19)	.79 (+0.05)	0.85
	ROCKWELL	.70	.67	.74 (+.07)	.78 (+0.04)	0.85
	FAMS	.68	.66	.71 (+.05)	.76 (+0.05)	0.85
	FAHS	.62	.63	.68 (+.05)	.75 (+0.07)	0.85
	<b>DISTRICT</b>	<b>.66</b>	<b>.65</b>	<b>.70 (+.05)</b>	<b>TBD</b>	
<b>MATH</b>	BARRIE	.68	.87	.84 (-.03)	.85 (+0.01)	0.85
	LUTHER	.63	.70	.75 (+.05)	.79 (+0.04)	0.85
	PURDY	.58	.55	.73 (+.18)	.78 (+0.05)	0.85
	ROCKWELL	.67	.67	.79 (+.12)	.81 (+0.02)	0.85
	FAMS	.57	.58	.64 (+.06)	.71 (+0.07)	0.85
	FAHS	.53	.58	.56 (-.02)	.66 (+.10)	0.85
	<b>DISTRICT</b>	<b>.57</b>	<b>.62</b>	<b>.65 (+.03)</b>	<b>TBD</b>	

\*Based on Points-Based Proficiency Score = .85 is the correlative score for achieving "significantly exceeds expectations" on the WI School Report Card

# Strategic Plan Progress "Scoreboard"

**VISION** | Achieving distinction in all we do **MISSION** | Cultivate an inclusive, high-performing culture of growth and community

## STRATEGIC PLAN GOAL 2 = INCLUSIVE CULTURE OF GROWTH

Our learning community will exemplify an inclusive culture of growth responsive to our learner and community needs.

### SEL PRIORITY AREA FOR GROWTH

	Baseline 2020/21	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 FOCUS - TENTATIVE 2023/24	YEAR 4 2024/25	YEAR 5 2025/26
<b>BARRIE</b>	<p><b>CASEL</b> Trauma-Sensitive Schools Restorative Practice Attendance</p>		Relationships	Social awareness - empathy		
<b>LUTHER</b>			Relationships	Positive student interactions - Students treat each other well.		
<b>PURDY</b>			Connection & Valued Member of School Community	Social awareness		
<b>ROCKWELL</b>			Connection & Valued Member of School Community	Positive student interactions - Students treat each other well.		
<b>FAMS</b>			Connections / Students liking FAMS	Students liking FAMS		
<b>FAHS</b>			Attendance/Feeling Safe	Positive peer interactions - mutual respect		
<b>DISTRICT</b>				<b>CASEL, Trauma-Sensitive Schools, Restorative Practices &amp; Attendance</b>	<b>CASEL, Trauma-Sensitive Schools, Restorative Practices &amp; Attendance</b>	

## STRATEGIC PLAN GOAL 3 = COMMUNITY DISTINCTION

The district will be the preferred educational option in the region as evidenced by annual growth in the pupil count and open enrollment.

### GOAL PROGRESS

	Baseline 2020/21	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26
<b>Fall Pupil Count</b>	2611	2559 ↓	2480 ↓	TBD		
<b>Open Enrollment (in)</b>	188	176 (7%) ↑	187 (8%) ↑	Post-Registration & 3rd Friday Count		

# **F**ORT *Forward*

## — **VISION** —

Achieving distinction in all we do

## — **MISSION** —

Cultivate an inclusive high-performing  
culture of growth and community

# — GOAL AREAS —

## COMMUNITY & LIFELONG LEARNING

Our students engage with the community to experience the impact of citizenship.

Our graduates understand the importance of being active, contributing community members, and responsible and civically engaged citizens.

Our programming is responsive to local and global needs by nurturing and valuing all career pathways.

Critical thinking, problem-solving, interpersonal skills, and responsibility are key life skills we foster in our graduates.

Strong business partnerships and relationships with all stakeholders are key to supporting our local economy and community viability.

## INCLUSIVE CULTURE OF GROWTH

Our learning community will exemplify an inclusive culture of growth responsive to our learner and community needs.

## COMMUNITY DISTINCTION

The district will be the preferred educational option in the region as evidenced by annual growth in the pupil count and open enrollment.

## HIGH PERFORMANCE

All schools, as well as the District, will achieve a State of Wisconsin accountability rating of "Significantly Exceeds Expectations" no later than the 2025-26 report card with evidence of annual growth.

Visit [fortschools.org](https://fortschools.org) for more information about our annual strategies and tactics towards these 5-year goals.

## LEVERAGE RESOURCES FOR STUDENT SUCCESS

Students are the highest priority in all fiscal decisions to leverage funds and maximize student success.

Investing in our human capital is key to realizing our mission and vision.

Transparency of funds management and shared understanding of funds allocation is achieved through opportunities for engagement throughout the budget process.

The community's investment in our schools and facilities show pride in our partnerships and shared fiscal interdependence.

Integrating environmental-conscious practices demonstrates sound fiscal management and environmental sustainability within our local and global community.

# — DISTRICT BELIEFS —

Our beliefs define who we choose to be as a school district and larger community. These represent all facets of our organization and characterize our highest organizational priorities. These statements capture where we are at this time and serve as a foundation for the results we desire to achieve in this strategic plan.

## TEACHING & LEARNING

Our instruction is student-centered and utilizes research-based, best practices to maximize learning.

We embrace equitable practices and recognize the role of education in advancing our societal responsibility of kindness, compassion, empathy, and opportunity.

Comprehensive programming with competitive offerings distinguishes our district and ensures our graduates are career, college and life ready.

Academic success for all learners defined by multiple measures for achievement and growth is key to our results-based culture.

We provide systems of support to meet the academic needs of all learners ensuring every learner has access to educational resources and rigor they need.

We optimize robust technical systems, services, and infrastructure to leverage and spark curiosity, enhance learning, and develop digital citizens.

We celebrate and spotlight our learners and show pride in our academic and extra-curricular programming.

Continuous improvement and organizational growth are achieved through data analysis, responsive planning, and collaborative goal setting.

We honor the inherent value and worth of all people and celebrate diversity in identities and perspectives.

Our schools are welcoming and safe environments recognizing the importance of positive school culture, emotional and physical safety, and well-being.

## SOCIAL-EMOTIONAL LEARNING

Learner-centered, whole-child education ensures social-emotional learning is integrated within authentic learning experiences.

Strong partnerships and engagement with our families are essential to ensuring social and emotional systems of support for our learners.

## — VISION —

Achieving distinction in all we do

## — MISSION —

Cultivate an inclusive high-performing culture of growth and community

## PHYSICAL & TECHNICAL SAFETY

Through a proactive and comprehensive safety program, we cultivate and maintain a climate of physical safety and emotional well-being for students and staff.

We will protect our student's privacy and online presence through technical safeguards, digital citizenship education, and contractual expectations with partner organizations.

## COMMUNITY & STAKEHOLDER ENGAGEMENT

We develop and maintain community partnerships to enrich and expand educational opportunities and build community interdependence.

We collaborate with partners to make our community a great place to live, learn, work, and play and contribute to the use and development of community resources.

## FISCAL RESPONSIBILITY

Our comprehensive budget process engages all stakeholders based on best practices in school budgeting to support academic and finance collaboration and best align resources to desired student outcomes.

The budget process is a plan, a tool for transparency, and a structure for ensuring fiscal accountability.

# — GUIDING PRINCIPLES —

The School District of Fort Atkinson acknowledges parameters and guidelines we work within. We are held accountable both from external entities as well as the highest standards of educational operations. These represent the cornerstones of our organization and facilitate key functionality and purpose. These principles ensure stability. Vigilance to these expectations creates the foundation for our district's viability and success.

## FEDERAL & STATE ACCOUNTABILITY

Our operations and services align to and abide by Federal laws, guidelines, and requirements.

Our programming is comprehensive in meeting Department of Public Instruction requirements and exceeds State of Wisconsin expectations for course offerings and instructional time.

## INVESTMENT IN PHYSICAL & HUMAN CAPITAL

Recognizing that facilities are integral to our success, we show pride and stewardship for district buildings, equipment, and grounds.

We utilize best practices in human resources informed by data to leverage our largest and best resource - our people.

Highly qualified staff is a priority supported by professional learning and evolving recruitment and retention strategies.

## ACADEMIC ACCOUNTABILITY

The district is results-focused ensuring all students are career, college, and life-ready upon graduation based on the WI State Standards in all content areas.

We are accountable to and for all learners in both achievement and growth.

SCHOOL DISTRICT OF



FORT • ATKINSON

201 Park Street | Fort Atkinson, WI 53538

*One Team, One District, One Community*

52

Fort Atkinson High School | Fort Atkinson Middle School

Barrie Elementary | Luther Elementary | Purdy Elementary | Rockwell Elementary



fortschools.org  
info@fortschools.org

P: 920.563.7800  
F: 920.563.7809

January 23, 2024  
Nathan Hammons

Fellow Board members,

I attended several sessions at the Wisconsin State Education Convention 2024. Two sessions stood out. I am providing a summary of those sessions as the information presented may be useful with respect to our District's strategic planning efforts.

1. **A Systems Approach for Comprehensive School Improvement Planning**, by presenters from Fort Atkinson School District (FASD). This session focused on Fort Atkinson's strategic planning efforts and processes. They provided some handouts, which I am circulating via email.
  - FASD is slightly larger than Shorewood's—it has approximately 2,500 students, four elementary schools, a middle school, and a high school. It has a 5-member Board of Education.
  - FASD has a 5-year strategic plan. They used a 1-year “compressed” strategic planning process to create it. The current plan—which fits on **3 pages**—was intentionally simplified as compared to prior strategic plans.
  - FASD set three 5-year goals in its strategic plan:
    1. **High Performance.** All schools, as well as the FASD, will achieve a State of Wisconsin accountability rating of “Significantly Exceeds Expectations” no later than the 2025-26 report card with evidence of annual growth.
    2. **Inclusive Culture of Growth.** FASD's learning community will exemplify an inclusive culture of growth responsive to their learner and community needs.
    3. **Community Distinction.** FASD will be the preferred educational option in the region as evidenced by annual growth in the pupil count and open enrollment.
  - FASD uses its strategic plan to create annual School Improvement Plans for each of its schools. Each School Improvement Plan fits on **1 page**, and it has 2 goals—one for academic achievement and one for growth in social-emotional learning.
  - FASD has a “Scoreboard” to track its performance on each of its goals.
  - The FASD administration provides progress reports/updates to the School Board on the strategic plan (or parts of it, at least) every **2-3 months**.
  - FASD regularly uses a list of **16 comparable school districts** in Wisconsin for comparison purposes.
  - FASD did not hire a consultant for their current strategic plan—they created it internally. Also, FASD uses and relies heavily on DPI school and district report cards.
  
2. **The Power of Community Conversation: Building Trust, Collaboration and Positive Change**, by representatives from the Chippewa Falls Area Unified School District (CFAUSD). This presentation focused on district communications and conversations with the community generally, and specifically a planning process called “**Future Search**” (also called a “**communication convention**”)
  - “**Future Search**” is a principle-based planning meeting. Multiple books have been published on the process. It's designed to get the whole system/community/multiple stakeholders involved.
  - At CFAUSD, the last communication convention/Future Search was held in April 2023. It started with a “design team” that helped with planning it. The design team sent out **500 paper invitations** to key people/stakeholders (parents, local employers, families, community reps, teachers, students—it's important for it not to be too administration heavy).

- Small focus groups were held prior to the communication convention to help “prime the pump.” The small focus groups discussed and reported on themes with the district. Those themes were then shared at the communication convention.
- The communication convention consisted of a long day, with breakfast and lunch provided. There were 15 tables of participants. Easels with pads of paper and sticky notes were used as participants generated themes for the district. Everyone acted as peers, and there was no hierarchy or titles. Key questions asked included:
  - Review of our past: What do we need to understand about where we have been?
  - What are the issues and trends that are shaping our schools and community?
  - Exploring how we feel about our schools: What are our “prouds” and “sorries”?
  - Focus on the future: To what do we aspire? What is our preferred future?
  - Planning for action: How will we create our desired future?
- After the communication convention, the notes were coalesced and summarized, and they were used to help develop CFAUSD’s strategic plan, which is used daily at the district.
- To “close the loop,” CFAUSD will receive annual updates after the communication convention.
- Drew Howick, of [Howick Consultants](#), recommends a 3-day process for Future Search but says it can be done in one day. He stated at least 6 months should be used for planning and holding of the Future Search/communication convention.
- One board member was on CFAUSD’s design team, and all board members were invited to participate in the communication convention (and they did more listening at the convention rather than directing the discussion).
- The presentation materials can be found [here](#).

Report from WASB Convention  
Thursday, January 18, 2024  
Ellen Eckman

I attended two sessions, both well attended and well done. Only one had handouts available or posted on the WASB Convention web site.

### **Follow the Money: Comparing Publicly Funded School Options in Wisconsin**

Presented by Anne Chapman, Research Director of Wisconsin Association of School Business Officials.

This was a very informative session that presented in details the negative impact that private voucher and choice schools have on local taxpayers and school districts. Presently the cost to the state of these programs is over \$700,000,000.

I am sorry I don't have more detailed information. I assumed the Charts would be available. I'll try to contact her and see if I can get them. Powerful information.

### **New Developments in School Law**

Presented by Jennifer Diaz, Staff Counsel for WASB and Robert Butler, Associate Executive Director and Staff Counsel, WASB.

Well-presented review of all the new laws that directly apply to School District. Everything from Act 20 on Reading Instruction and Early Literacy to Act 27 on Epi pens in schools and Act 86 on Drivers Education.

Here is the link to the presentation:

[https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fs23.a2zinc.net%2Fclient%2Fwasb%2F2024convention%2FCustom%2FHandout%2FSpeaker9733\\_Session2800\\_1.pdf&data=05%7C02%7Cellen.eckman%40marquette.edu%7Ce7bf763def5444bb842008dc1c3124f9%7Cabe32f68c72d420db5bd750c63a268e4%7C0%7C0%7C638416244591669230%7CUnknown%7CTWfpbGZsb3d8eyJWljoimc4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=wrJyb9kN3AJqa8dGocdlEBD7ijQ1Thgxieu%2FCNwWAaQ%3D&reserved=0](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fs23.a2zinc.net%2Fclient%2Fwasb%2F2024convention%2FCustom%2FHandout%2FSpeaker9733_Session2800_1.pdf&data=05%7C02%7Cellen.eckman%40marquette.edu%7Ce7bf763def5444bb842008dc1c3124f9%7Cabe32f68c72d420db5bd750c63a268e4%7C0%7C0%7C638416244591669230%7CUnknown%7CTWfpbGZsb3d8eyJWljoimc4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=wrJyb9kN3AJqa8dGocdlEBD7ijQ1Thgxieu%2FCNwWAaQ%3D&reserved=0)

## **2024 WASB DELEGATE ASSEMBLY**

### **AGENDA**

#### **TUESDAY, JANUARY 16, 2024, 7:00 P.M.**

##### **RESOLUTION DISCUSSION SESSION**

(Crystal Ballroom – Hilton Milwaukee City Center Hotel, Milwaukee)

#### **WEDNESDAY, JANUARY 17, 2024, 8:00 A.M. – 9:00 A.M.**

##### **CONVENTION/DELEGATE ASSEMBLY ORIENTATION (intended for first time attendees and first-time delegates)**

(Ballroom A/B, First Level – Baird Center)

#### **WEDNESDAY, JANUARY 17, 2024, 1:30 P.M.**

##### **DELEGATE ASSEMBLY CONVENES**

(Ballroom A/B, First Level – Baird Center)

##### **I. Call to Order by President Hahn at 1:30 p.m.**

##### **II. Introductions**

Introduction of members of the 2023 WASB Board of Directors, 2023 WASB Policy & Resolutions Committee, Secretary, Legal Counsel and Parliamentarian, Timer, Credentials Committee and Tellers.

##### **2023 WASB Board of Directors**

Rosanne Hahn, President, Burlington, Region 13  
Mike Humke, 1<sup>st</sup> Vice President, Dodgeville, Region 9  
Andrew Maertz, 2<sup>nd</sup> Vice President, Reedsville, Region 8  
Barbara Herzog, Immediate Past President, Oshkosh, Region 7  
Linda Flottum, Turtle Lake, Region 1  
Randy Erickson, Prentice, Region 2  
Sue Todey, Sevastopol, Region 3  
Alan Tuchtenhagen, River Falls, Region 4  
Jim Bouché, Wausau, Region 5  
Mary Jo Rozmenoski, Black River Falls, Region 6  
Sandie Anderson, Wild Rose, Region 10  
Brett Hyde, Muskego-Norway, Region 11  
Bob Green, Middleton-Cross Plains, Region 12  
Marcela Garcia, Milwaukee, Region 14 56  
Cherie Rhodes, Slinger, Region 15

## **2023 WASB Policy & Resolutions Committee:**

Mike Humke, Dodgeville, Chair	Heather Ludzack, Drummond Area
Wendi Stitzer, Boscobel Area	Pat Malone, Galesville-Ettrick-Trempealeau
Bob Hermanson, Darlington Community	Jeff Presley, Adams-Friendship Area
Nick Adams, Prentice	Victor Ambrose, Chequamegon
David Delain, Luxemburg-Casco	Sue Todey, Sevastopol
Jamie Johnson, Hudson	Todd Graff, Baldwin-Woodville Area
Chris Dickinson, Stratford	Karen Vandenberg, Wausau
Gwynne Peterson, Baraboo	Kim Schubert, Arrowhead UHS
Kathy Wied-Vincent, Greendale	Marian Viney, Belleville
Frank Sullivan, Stoughton Area	Dave Callewaert, Yorkville J2
Amiee Leavy, Beloit	Rosanne Hahn, Burlington Area
Henry Leonard, Milwaukee	Missy Zombor, Milwaukee
Connie Kincaide, Cedarburg	Louise Schrunk, Hartford J1
Todd Wells, Sparta	Barbara Herzog, Oshkosh
Dave Gomm, Shiocton	Lauri Asbury, Neenah
Andrew Maertz, Reedsville	Gordy Gasch, Brillion

### **III. Credentials Committee Report**

### **IV. Adopt Procedural Rules**

### **V. WASB Policy & Resolutions Committee Recommended Resolutions (Enclosed)**

**VI.** The following resolutions brought up under Article IX of the Bylaws may be considered with a two-thirds favorable vote of those present and voting. Adoption of the resolution then requires a majority vote.

- Emergency resolutions presented by the Policy & Resolutions Committee;
- Resolutions that had been submitted to the Policy & Resolutions Committee on or before September 15, but turned down by the committee and brought up for action by their sponsors; or
- Resolutions by member boards after September 15 brought up for action by their sponsors as long as the member boards provided each member a copy of their proposed resolution with rationale three weeks before the Delegate Assembly.

### **VII. Proposed Amendments to WASB Bylaws**

### **VIII. Other Business from the Delegates**

### **IX. Adjournment**

**Note:** The Delegate Assembly is scheduled to be held from approximately 1:30 p.m. to 5:00 pm, or until completion of the Assembly's business.



1 **Resolution 24-03: Federal Aids-Facility Barriers for Students with Disabilities** Resolution passed

2  
3 **Amend Existing Resolution 2.60(c) as follows (adding the underlined language and deleting**  
4 **the stricken language):** (c) Federal ~~aid~~ funding for the removal of barriers in school facilities  
5 which may limit access by students and others and to ensure compliance with federal law.

6  
7 **Rationale:** This resolution seeks to update the language of WASB’s existing resolution on  
8 Federal Aids to reflect more current terminology. It also seeks to tie the resolution more directly  
9 to current federal law.

10  
11  
12 **Resolution 24-04: Special Education-General Policy** Resolution passed as Amended below.  
13 Further amendments did not pass.

14 **Amend Existing Resolution 3.40(c) as follows (adding the underlined language and deleting**  
15 **the stricken language):** The WASB supports careful diagnosis and screening of all children by  
16 professional employees to help identify children with disabilities as early as possible. The WASB  
17 also supports special programs that meet the educational needs of children with disabilities  
18 through CESAs, county children with disabilities education boards and school districts.

19  
20 The WASB supports ~~mainstreaming and/or inclusion of children with disabilities into regular~~  
21 ~~classrooms when it benefits all students~~ best practice inclusion of children with disabilities in the  
22 general education environment. All children with disabilities deserve access to the general  
23 education environment to the greatest extent possible.

Amendment proposed to add language about procedures for students to access the general education environment. Several people spoke that this would limit the resolution. It was voted down. 64 to 264

24  
25 **Amend Existing Resolution 3.43 as follows (adding the underlined language and deleting the**  
26 **stricken language):** The WASB maintains that local school districts should have the flexibility  
27 to offer alternatives in addition to ~~mainstreaming~~ access to the general education environment as  
28 “the least restrictive environment and most appropriate” for educating children with disabilities  
29 as required by law.

30  
31 **Rationale:** “Mainstreaming” is an outdated term that doesn’t align with the goal of inclusive  
32 practices. The revision to the resolution aligns better with the federal Individual with Disabilities  
33 Education Act (IDEA).

34  
35  
36 **Resolution 24-05: State Specialty Schools** Resolution passed

37  
38 **Amend Existing Resolution 3.481 as follows (adding the underlined language and deleting**  
39 **the stricken language):** The WASB supports continued operation of state-funded specialty  
40 schools that serve students who are ~~visually handicapped and hearing impaired~~ blind or visually

1 impaired and/or deaf or hard of hearing. An IEP team should determine if a specialty school is  
2 the appropriate educational placement.

3  
4 **Rationale:** The terms used in the original resolution are outdated. The state schools have updated  
5 their language to reflect the terminology suggested in the revised resolution. The added language  
6 clarifies that placement in a specialty school is the determination of the IEP team which includes  
7 education experts familiar with the student’s educational needs and the student’s parents/legal  
8 guardians.

9  
10  
11 **Resolution 24-06: *Seclusion and Restraint*** Resolution passed with edits below.

12  
13 **Create:** The WASB supports continued best practice resources, training, and funding to support  
14 school districts in <sup>reducing, incidents of</sup> ~~seclusion and restraint practices~~ with a focus on improving systems and  
15 reducing harmful events.

An additional amendment was first proposed to add language focusing on students of color and students with disabilities and labeling seclusion as harmful. This was voted down as it indirectly implied seclusion and restraint should not be reduced for other students.

16  
17 **Rationale:** Seclusion and restraint are widespread practices in schools throughout the state and  
18 some advocates cite statistics that they are disproportionately used on students with disabilities  
19 and students of color. For example, students with disabilities are involved in a high majority of  
20 incidents, despite comprising only 14 percent of the statewide student population.

21  
22  
23 **Resolution 24-07: *Office of School Safety*** Resolution passed

24  
25 **Create:** The WASB supports state funding and staff to maintain the functions of the Office of  
26 School Safety, including but not limited to grants for schools, trainings for school staff and law  
27 enforcement on preventing and mitigating school violence, and maintenance of the 24-hour  
28 hotline to confidentially report potential threats.

29  
30 **Rationale:** School safety is a top issue for parents across Wisconsin. Funding for continuation of  
31 the Office of School Safety was not included in the final 2023-2025 biennial budget. Despite the  
32 recent announcement by the Department of Justice of an extension of one-year’s funding for the  
33 office, state funding may be required to ensure the office can fully operate beyond 2024. The  
34 office was established in 2018 with bipartisan support to distribute \$100 million in federal grants  
35 to schools to strengthen schools’ safety protocols and support schools to do criminal incident  
36 mapping. Without additional state funding, the office may not be able to continue operating in  
37 the way it has since it was created and decrease resources available to districts to enhance their  
38 safety.

1 **Resolution 24-08: Artificial Intelligence** [Resolution passed](#)

2

3 **Create:** The WASB recognizes the significance of Artificial Intelligence as a newly developing  
4 technology and looks to be a part of the state discussion as Artificial Intelligence evolves.

5

6 **Rationale:** Artificial Intelligence is a developing technology whose impacts will have far-  
7 reaching consequences for education and society. The WASB should seek to be a part of ongoing  
8 legislative discussions surrounding Artificial Intelligence regulation and development so that the  
9 educational perspective is not left out of the conversation.

10

11

12 **Resolution 24-09: Classroom Technology** [Resolution passed](#)

13 (Note: Existing Resolutions relating to “Classroom Technology” are found in the Resolutions  
14 Book at pp. 24-25.)

15

16 **REPEAL the following existing resolutions:**

17

- 3.30 Interactive Communications Systems
- 3.31 Technology in the Classroom
- 3.32 Educational Technology Initiative
- 3.33 Online Courses
- 3.34 Virtual Schools
- 3.35 Statewide Contracting for Virtual Classes
- 3.36 CESAs and Virtual Charter Schools

18

19

20

21

22

23

24

25

**And RECREATE as follows:**

26

27

**EDUCATIONAL TECHNOLOGY**

28

29

**3.30 General Policy**

30

The WASB supports the use of educational technologies, including the use of online courses to  
31 allow local school boards to offer course content to students that they would otherwise be unable  
32 to offer.

33

34

**3.31 State Funding**

35

The WASB supports state-funded educational technology initiatives to ensure that school  
36 districts have the technological capacity for students to succeed in the 21st century and to meet  
37 state requirements, such as online adaptive testing, the state accountability system, curriculum  
38 and instructional standards aligned to college and career readiness, and rigorous teacher and  
39 principal evaluation systems. (2013-1)

40

41

1 **3.32 Virtual Charter Schools**

2 The WASB supports that publicly funded virtual charter schools must follow state accountability  
3 standards and transparency requirements.  
4

5 **3.33 CESAs and Virtual Charter Schools**

6 The WASB supports allowing CESAs to enter into cooperative agreements with individual  
7 school districts to establish virtual charter schools authorized by the board of the local school  
8 district. The WASB opposes legislation granting CESAs the authority to establish independent  
9 virtual charter schools.  
10

11 Should any CESA be authorized to operate a virtual charter school without entering into a  
12 cooperative agreement with a school district, the WASB supports limiting per pupil payments to  
13 any CESA authorized virtual charter school to an amount identical to the per pupil amount of the  
14 open enrollment transfer payment. This would prevent CESA-authorized virtual charter schools  
15 from unfairly competing with school board-authorized virtual charter schools. (2012-12)  
16  
17

18 **Rationale:** These resolutions are outdated. These changes are meant to update terminology and  
19 consolidate resolution language into a more concise and coherent policy. This is  
20 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was  
21 added.  
22  
23

24 **Resolution 24-10: Revenue Limits** [Resolution passed](#)

25 (Note: Existing Resolutions relating to “Revenue Limits” are found in the Resolutions Book at  
26 pp. 14-15.)  
27

28 **REPEAL the following existing resolutions:**

- 29 • 2.40 State Cost Controls
  - 30 • 2.41 Modification of Revenue Limits
- 31

32 **And RECREATE them as follows:**

33  
34 **2.40 State Cost Controls**

35 The WASB is opposed to state-imposed revenue limits on school districts. (1992-13)(2010-6)  
36

37 **(a) Additional Revenue Limitations**

38 The WASB opposes any additional limitations that will force decreases in revenue to public  
39 school districts. This includes but is not limited to: freezing property tax levies; creating a  
40 moratorium on school district referenda; delaying payments to school districts; and adopting a  
41 constitutional regulation of school finance. (2002-18)(2005-1)

1 **2.41 Modification of Revenue Limits** [Resolution passed](#)

2 The WASB supports exemptions from the revenue cap to allow for the needs of individual  
3 districts with respect to the requirements of their programs. (1994-11)(1995-3)

4  
5 The WASB also supports the following:

6  
7 (a) Annually increase per pupil revenue limits statewide by a dollar amount equal to or greater  
8 than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide  
9 average revenue limit authority per pupil. (2012-3)(2017-6)

10  
11 (b) Allowing the carryover of any unused revenue authority. (1995-3)(1996-10)

12  
13 (c) Changing the revenue limit FTE membership calculation to allow a district to use either a  
14 five-year rolling average, three-year rolling average or the current year membership, whichever  
15 is greater, and allowing a district to apply to the Department of Public Instruction for emergency  
16 aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

17  
18 (d) Including 100 percent of full-time equivalent (FTE) summer school membership for each of  
19 the years used in the computation of the revenue cap. (1995-17)(2017-14)

20  
21 (e) Providing that a district's revenue limit be determined prior to the start of the district's fiscal  
22 year.

23  
24 (f) The WASB supports legislation to implement a sliding scale formula factor multiplier to  
25 increase the membership of districts for revenue limit purposes. (2016-9)

26  
27 **Rationale:** Parts of these resolutions are outdated. These changes are meant to update  
28 terminology and consolidate resolution language into a more concise and coherent policy. This is  
29 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was  
30 added.

31  
32  
33 **Resolution 24-11: Licensure** [Resolution passed.](#)

34 (Note: Existing Resolutions relating to “Certification/Licensure” are found in the Resolutions  
35 Book at p. 36-38 and the Existing “4.80 Evaluations” is found at p. 38.)

36  
37 **REPEAL and RECREATE the following existing resolutions:**

- 38 • **4.60 General Policy**
- 39 • **4.61 Shortages**
- 40 • **4.62 Temporary Certification**
- 41 • **4.63 Alternative Certification**

- 1 • **4.635 DPI Licensing of Clinical Counselors**
- 2 • **4.64 Performance-based Licensure**
- 3 • **4.65 Teacher Competency Exam**
- 4 • **4.66 Professional Growth**
- 5 • **4.67 Mentoring Duties**
- 6 • **4.68 Charter School Teachers**
- 7 • **4.69 Revocation**
- 8 • **4.80 Evaluations**

9  
10 **By RECREATING them to read as follows:**

11  
12 **4.60 General Policy**

13 The WASB supports a teacher licensure system that fosters a highly educated, highly trained,  
14 effective, professional teaching force with reasonable flexibility to meet the needs of our  
15 members with regard to staffing supply challenges. (2018-13)

16 Amendment to add “adequately compensated” was voted on and failed as it was  
17 out of scope.

18  
19 **4.61 Shortages**

20 **(a) Teacher Shortages and Alternative Licensure Pathways**

21 The WASB supports reasonable efforts to provide pathways to licensure for teaching candidates  
22 in subject or content areas where there is a shortage of licensed teachers, provided that  
23 candidates have bachelor's degrees and are qualified to be in a classroom as demonstrated by  
24 appropriate experience, knowledge and skills in the subject or content area, and rigorous training  
25 in pedagogy, assessment, and classroom management. (2015-17)

26 **(b) Technical Education Teacher Shortage**

27 The WASB supports reasonable efforts to increase the supply of licensed technical education  
28 teachers, including in technical education content areas where shortages are most acute. (2015-  
29 04)

30  
31 **(c) School Social Worker Certification and Licensure**

32 The WASB supports efforts to increase the supply of school social workers, school counselors  
33 and mental health providers throughout the state. The WASB will work with the DPI to address  
34 existing obstacles to school social worker licensing with an emphasis on obstacles faced by  
35 districts in regions of the state that are located remotely from universities conferring degrees  
36 currently recognized by the DPI for licensure. (2020-12)

37  
38  
39  
40  
41

1 **4.62 Temporary Certification**

2  
3 The WASB supports temporary certification of teachers in grade levels or content areas other  
4 than those in which they are already certified to meet our members’ need with regard to staffing  
5 supply challenges. (1982-5)

6  
7 **4.63 Mentorship/Residency Model**

8 The WASB calls on the Superintendent of Public Instruction to actively promote alternative  
9 administrative and teacher certification that includes a mentorship/residency and a training  
10 program. (1991-15)(2005-22 )

11  
12 **4.635 DPI Licensing of Clinical Counselors**

13 The WASB supports legislation authorizing the Department of Public Instruction to issue an  
14 educator license to clinical counselors, so school districts can employ clinical counselors to  
15 provide mental health services to students the same way other licensed district staff are employed  
16 to do so. (2019-18)

17  
18 **4.65 Teacher Competency Exam**

19 The WASB supports legislation that would require teachers to pass a state competency exam or  
20 demonstrate competency through alternative means before they are granted a license to teach in a  
21 Wisconsin public school district. (1999-8)

22  
23 **4.68 Charter School Teachers** [Amendment proposed to strike 4.68. It did not pass.](#)

24 The WASB supports allowing teachers granted a charter school license in a particular subject  
25 area to teach additional subjects under the supervision and/or direction of another Wisconsin  
26 certified teacher currently teaching in that subject area, provided that student learning meets  
27 standards applicable to the charter school. (2011-16)

28  
29 **4.69 Revocation**

30 The WASB supports legislation to require the DPI to revoke the license of any teacher who has  
31 been dismissed or non-renewed by a school board for intentionally using school district  
32 technology to download, view or distribute pornographic material in violation of the district's  
33 acceptable use policy. The WASB further supports requiring the DPI to make information about  
34 the disposition of such cases publicly available if revocation is the result of the hearing. (2011-  
35 17)

36  
37 **4.80 Evaluations**

38 The WASB supports efforts of school districts to systematically and periodically evaluate and  
39 compensate teachers, administrators and support staff members based on performance. (1989-  
40 1)(1996-8)

41

1 **(a) Staff Improvement/Professional Development**

2 The WASB supports the efforts of school boards to provide staff professional development to  
3 address staff improvement at the local level through effective evaluation and improved  
4 supervisory techniques that include coaching/mentoring. (1991-11)  
5

6 **(b) Student Achievement as Performance Criteria** Amendment proposed to eliminate 4.80(b). It failed.

7 The WASB supports legislation that would allow districts to develop a teacher evaluation  
8 instrument that would include all test/assessment results as part of the criteria for evaluating  
9 teachers. The WASB supports efforts to develop a model teacher evaluation system, provided  
10 that such a system is not mandated, is implemented gradually, and allows districts that have  
11 piloted their own rigorous teacher evaluation systems to continue to use those evaluation  
12 systems. (1999-16)(2012-15)  
13

14 **(c)** The WASB supports efforts to: (1) develop definitions of key guiding principles of a high  
15 quality educator effectiveness system; (2) create model performance based evaluation systems  
16 for teachers and principals; (3) build a regulatory framework for implementation that includes  
17 how student achievement will be used in context; and (4) make recommendations for methods to  
18 support improvement and recognize performance. (2012-15)  
19

20 **Rationale:** These changes are meant to remove outdated language, update terminology and  
21 consolidate resolution language into a more concise and coherent policy. This is  
22 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was  
23 added.  
24

25 ***(Note: Headings/Titles of resolutions and placement in the book are decided by WASB staff.  
26 The delegates need to approve resolution language changes and deletions. The numbers in  
27 parentheses indicate the year the original/existing language was adopted by delegates.)***

New London requested their resolution be considered. Motion failed; it was not considered.

MPS requested their resolution be considered. It was provided too late to be included on the agenda. It was voted to be considered during this session. Motion failed; it was not considered.

## Proposed Resolution for WASB Delegate Assembly

1 message

Wisconsin Association of School Boards <info@wasb.org>

Fri, Dec 22, 2023 at 2:10 PM

Reply-To: info@wasb.org

To: beckyfreer@gmail.com



**Dec. 22, 2023**

Dear School Board Presidents, WASB Delegates and School Leaders:

The purpose of this email is to call to your attention a proposed resolution of an unusual type — one that was not submitted to the Policy and Resolutions Committee by the customary September 15 deadline but one that could still come up during the Delegate Assembly.

While the typical procedure is to submit proposed resolutions to the Policy and Resolutions Committee by September 15 of the year immediately preceding the year of the next Delegate Assembly, the WASB Bylaws also permit boards to offer resolutions after that September 15 date, provided the board follows certain procedures.

Under the WASB Bylaws, “After September 15, a member district may bring a proposed resolution up for action on the Delegate Assembly floor with a two-thirds favorable vote as long as they provide each member district a copy of their proposed resolution with rationale three weeks before the Delegate Assembly.” (See Article IX, Section 1, Paragraph 3, WASB Bylaws)

The Milwaukee Public Schools (MPS) Board has adopted a proposed resolution that it hopes to have considered by the Delegate Assembly. A copy of that proposed resolution with rationale is found below. We are sending you the proposed resolution via email to ensure that a copy is provided to each WASB member district at least three weeks before the Delegate Assembly.

For this proposed resolution to be considered at the Delegate Assembly, a two-thirds favorable vote of delegates will be required when this item is before the body under the proper order of business on the Delegate Assembly agenda. If a two-thirds favorable vote is received, then the proposed resolution would be properly before the Delegate Assembly for consideration on the merits. At that point, approval (or amendment) of the resolution would require a majority vote of those voting.

We encourage your board and delegates to the Delegate Assembly to become familiar with this proposal before the Delegate Assembly so that you will be prepared to address it.

67

**By Directors Garcia and Zombor**

WHEREAS, The Milwaukee Public Schools’ Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, The Wisconsin Association of School Boards (WASB) has designated a process to submit 2024 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to the September 2023, submission deadline otherwise resolutions may be submitted on-the-floor at the delegate assembly; and

WHEREAS, All WASB Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors adopt the following WASB 2024 Resolution Proposal for submission to the WASB Policy and Resolutions Committee for its consideration; and, be it

FURTHER RESOLVED, That the Office of Board Governance include these demands in the Board’s legislative agenda.

-----PROPOSAL FOR THE 2024 DELEGATE ASSEMBLY -----

Subject: 2023 Wisconsin Act 20 Implementation of Reading Screeners for English Learners

Submitted by: Marcela “Xela” Garcia, Milwaukee Board of School Directors

**RESOLUTION**

The WASB supports that early literacy assessments, screeners, and diagnostics required in state law be provided in an English Learner (EL) student’s home language in accordance with current best practices in assessment and instruction for bilingual program students. EL students tested in English should not be labeled “at risk” without verification that the student also fails an early literacy test in their home language.

**RATIONALE**

Wisconsin currently serves nearly 55,000 English Learners (ELs), with over 140 identified languages spoken by Wisconsin students, and with approximately 9,000 ELs concentrated in Milwaukee alone.

Wisconsin State Statutes 115.96 (4)(b) states that an established bilingual-bicultural educational program should provide, “through the use of the native language of the limited- English proficient pupil, instruction in the subjects necessary to permit the pupil to progress effectively through the educational system,”

Wisconsin State Statutes 118.017 states that, “All instruction shall be in the English language, except, in part, those programs established under subchapter VII of Ch. 115, where instruction shall be in the English language and in the non-English language of the bilingual- bicultural education program,” and;

The current practice of the Wisconsin Department of Public Instruction (DPI) to test all ELs in English, regardless of their time learning the English language, violates federal law under the Supreme Court decision *Lau v. Nichols* (1973), which addresses equity in language instruction and by extension, assessment. *Lau* further holds that once a student is identified as an EL under the *Lau Remedies*, they cannot be treated as other English-dominant students.

By testing students in English before they have learned English, 2023 Wisconsin Act 20 goes against federal *Lau* compliance mandates, which require that elementary schools provide students with limited English proficiency special English-as-a-second-language instruction as well as academic subject-matter instruction through the student’s strongest language until the student achieves proficiency in English sufficient to learn effectively in a monolingual English classroom.

Reading readiness screeners given only in English are not a valid assessment of students who speak languages other than English because these tests measure the student’s level of English language acquisition instead of their level of literacy development and ignore the fact that an EL might be at grade level in their home language.

The Wisconsin Association for Bilingual Education (WIABE) the largest organization in the state of Wisconsin that serves educators of emerging bilingual and multilingual students is leading advocacy efforts that bring to light the unjust nature of this law which disproportionately impacts English Learners and violates their right to learn in two languages.

The current implementation of 2023 Wisconsin Act 20 is in direct opposition to the successful bilingual/dual language program models of instruction in Wisconsin, which support students acquiring English language proficiency while maintaining their home language and which is supported by research evidence that skills developed in the first language, will automatically transfer to the second language (Cummins, Collier & Thomas, Escamilla, Gottlieb, Castro, Beeman & Urow).

The current implementation of 2023 Wisconsin Act 20 will adversely impact bilingual teachers who will feel compelled to refrain from using the native language to develop academic skills and who may shift to English-only instruction.

2023 Wisconsin Act 20 may pressure school districts to move away from following the fidelity of the bilingual/dual language programs to comply with English testing mandates, thereby jeopardizing the quality of bilingual/dual language programs in Wisconsin. 2023 Wisconsin Act 20 disregards the unique strengths and needs of ELs. English- only standardized tests, and screeners, and diagnostics are not valid for ELs.

*Initiated by the Office of Board Governance*

*December 21, 2023*



Wisconsin Association of School Boards  
122 W. Washington Ave, Suite 400, Madison, WI 53703  
608-257-2622 • WASB.org

[Update Your Email Preferences](#)  
[Unsubscribe](#)



## RESOLUTIONS SUBMITTED BY MEMBER SCHOOL BOARDS

The Policy and Resolutions Committee received ten (10) resolution proposals from member boards by the Sept.15, 2023 deadline as recommendations for the 2024 Delegate Assembly.

The Committee deliberated at length before deciding to approve and submit eleven (11) resolutions for consideration to the Delegate Assembly, including three (3) resolutions stemming from staff recommendations. Those three resolutions update existing resolutions by eliminating outdated or obsolete language and by consolidating existing resolution language into more concise and coherent policy statements. They are not included in this packet. Another resolution came from the committee itself and is also not included in this packet.

In one case, two boards submitted similar resolutions that were combined into a single resolution and were advanced. In several cases, the committee modified proposed resolutions to provide more concise and less specific wording.

The committee turned down two (2) submitted resolutions. According to the WASB bylaws, the member board resolutions turned down by the committee may still be brought up for action from the Delegate Assembly floor by a two-thirds favorable vote. The committee's rationale for turning down a member board resolution is briefly explained below.

<b>Member Board Resolutions Submitted by Sept. 15:</b>
--

**Neenah Joint: Revise the Wisconsin Improvement Program (WIP) Internship Program for Consistency and Accessibility to Incentivize Talent Development and Recruitment (p. 1)**

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in ***Resolution 24-01: Student Teachers & WIP Interns.***

**Neenah Joint: Create Stipend Program to Incentivize Clinician Supervision of Student Teachers by Licensed Teacher Staff Members (p. 3)**

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in ***Resolution 24-02: Stipends for Cooperating Teachers.***

**Stoughton Area: Revised Resolution 2.60 Federal Aids (p. 5)**

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in ***Resolution 24-03: Federal Aids-Facility Barriers for Students with Disabilities.***

**Stoughton Area: Revised Resolution 3.40 Special Education-General Policy (p. 7)**

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in ***Resolution 24-04: Special Education- General Policy.***

**Stoughton Area: Revised Resolution 3.481 State Specialty Schools (p. 8)**

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in ***Resolution 24-05: State Specialty Schools.***

**Stoughton Area: Seclusion and Restraint (p. 9)**

**Neenah Joint: Reduction of Harmful Seclusion and Restraint (p. 10)**

- The committee consolidated these two proposed resolutions, both of which relate to seclusion and restraint practices, into a single resolution, which was advanced as ***Resolution 23-06: Seclusion and Restraint.***

**Stoughton Area: Office of School Safety (p. 11)**

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in ***Resolution 24-07: Office of School Safety.***

**Sun Prairie Area: Universal Free School Meals (p. 12)**

- The committee turned down this proposed resolution, noting that since the 2023 Delegate Assembly voted down this same resolution, it did not merit consideration by the full WASB membership at the 2024 Delegate Assembly. Committee members were not persuaded that there were sufficient changes in circumstances or resolution language that necessitated consideration again so soon.

**New London: Save Women’s Sports Bill (p. 15)**

- The committee turned down this proposed resolution. Prior Policy and Resolution Committees discussed initiatives (both legislative and judicial) that may have

impacted the autonomy of the WIAA and its functions. In response to those initiatives the WASB membership in 2018 passed WASB Resolution 3.98 which affirms the autonomy of the WIAA while considering the input of its member schools.

Resolution 3.98 states the following: *The WASB supports the autonomy of WIAA to govern itself and to determine regulations and standards for athletics and student eligibility while taking into account the input of its member schools. The WASB opposes legislative efforts to impose explicit or implicit mandates on the WIAA or its member schools.*

Some present committee members thought the proposed resolution conflicted with the above resolution and could open the door to further external attempts by non-WIAA member entities to regulate the internal affairs of the WIAA on other topics. This is something the WASB membership has opposed for several years.

Other members had concerns it was written too specifically to 2023 Assembly Bill 377 and not more broadly to the subject matter of the bill. WASB resolutions that are approved by the delegates remain in force unless repealed or amended and are generally worded in a more “timeless” way that doesn’t reference specific legislation from a specific legislative session.

Others felt uncomfortable endorsing legislation that would tell other boards what to do (essentially a state mandate).



**Proposal for the 2024 WASB Delegate Assembly:  
Revise the Wisconsin Improvement Program (WIP) Internship Program for Consistency and  
Accessibility to Incentivize Talent Development and Recruitment August  
21, 2023**

**School Board(s) Submitting Resolution:**

Neenah Joint School District

**Proposed Resolution:**

WASB supports revision of Wisconsin post-secondary student teacher programs and Wisconsin Improvement Program (WIP) Internships for consistency, accessibility, and to incentivize talent development across the state. Currently, there are variations within the program regarding amounts paid by districts to interns that range from a stipend to full salary for student teaching internships through WIP. There are also inconsistencies with program implementation at the college level which limits district access to available student teacher interns licensed for the program. Most importantly, the August 1<sup>st</sup> application deadline limits student applications and creates a barrier for hiring for districts who may hire throughout August.

1. Create year around WIP internship licensure and eliminate the August 1<sup>st</sup> application deadline to allow maximum flexibility in student applications and district hiring.
2. Should an intern be filling a vacant position, the intern may be paid up to a full salary.
3. Streamline program implementation for consistency across all participating teacher training institutions, colleges, and DPI for accessibility and program information for all participating districts.
4. Make same substitute teacher credentialing available for WIP interns commensurate with 2022 Wisconsin Act 236 which allows education students in good standing of at least 20 years of age, junior or senior status, and 15 hours of observation, eligible for a substitute teacher permit from the DPI. Currently, the WIP interns are not eligible to substitute teach via program rules even though they may meet requirements set forward in Act 236.
5. Create a program which waives the student \$200 WIP fee and the \$50 DPI internship license fee for added incentive and accessibility for student interns.

**Rationale:**

Wisconsin continues to experience an extreme teacher shortage which jeopardizes the ability of districts to provide high quality education through well trained and available staff, as well as to fill specialty and substitute teaching needs. According to the Wisconsin Policy Forum, there are fewer education graduates than teaching positions in our state as demonstrated in a 2021 study. Additionally, Wisconsin is experiencing high turnover rates with the majority of educators leaving the profession rather than moving to another district through a recent 2023 Wisconsin Policy Forum report. Targeting the teacher training pipeline, removing barriers, and offering creative incentives such as pay for student teaching,

flexibility in internship licensure for districts, and the ability for education candidates to substitute teach are part of addressing this challenge. It is critical that Wisconsin continues to be innovative to attract and retain high quality teaching staff so our students can achieve and thrive.

**Related policies and state statutes:**

2022 WI Act 236

Wisconsin Improvement Program (WIP) Internships

WIP Handbook

Example WIP Program at University of Wisconsin-Oshkosh

2017 DPI Rural School Pilot Program

OSD AG3125 Wisconsin Educator Licensing

**Supporting research;**

August 2021 Wisconsin Policy Forum Study – Fewer Education Grads Pose Threat to Education Workforce

August 2023 Wisconsin Policy Forum Study – Revolving Classroom Doors

Proposed WI 2021 SB1062 grant reimbursement to districts for student teacher pay

Michigan Future Educator Stipend Program

**Articles;**

UW Oshkosh Faces 18 million Deficit Plans to Cut 200 Staff Positions

<https://pbswisconsin.org/news-item/finding-more-teachers-for-wisconsin-students/>

Approved by School Board

Signed by President of the School Board



Name of School Board President:

BRIAN EPLEY

Approval Date:

9/5/2023

**Proposal for the 2024 WASB Delegate Assembly:  
Create Stipend Program to Incentivize Clinician Supervision of Student Teachers  
by Licensed Teacher Staff Members  
August 21, 2023**

**School Board(s) Submitting Resolution:**

Neenah Joint School District

**Proposed Resolution:**

WASB supports creation of stipend program to incentivize and compensate Wisconsin post-secondary student teacher supervisors in the amount of at least \$1,000 per semester for consistency, accessibility, and to boost talent development across the state.

**Rationale:**

a. Cooperating teachers play an essential role in supporting, coaching, and preparing student teachers for their future role as an effective educator and WASB believes every student teacher deserves a qualified mentor.

b. Cooperating teachers help student teachers understand the dynamics of the classroom. They mentor student teachers as they navigate the development of lesson plans that align with state standards; implement effective methodologies and strategies to meet the academic and behavioral needs of all learners, and design assessment tools to collect data for the purposes of progress monitoring.

<https://www.educate-wi.com/content/programs/10sped/cooperating-teachers>

c. The state currently does not pay cooperating certified supervisors/teachers who take on student teachers. Some teachers do take on the responsibility of having student teachers; however, it is additional work and universities may be challenged to fill the pool of cooperating teachers for student teachers.

d. Qualified cooperating teachers meet the Department of Public Instruction's criteria in [PI 34.15 (6)]: Provisions relating to cooperating teachers and other school-based supervisors ensuring that the cooperating personnel used in the clinical programs meet all of the following requirements:

1. Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher or practicum supervisor.
2. Have at least three years of teaching experience with at least one year of teaching experience in the school or school system of current employment, or have at least three years of pupil service or administrator experience with one year in the school or school system of current employment.
3. Have completed training in both the supervision of clinical students and in the applicable Wisconsin Teacher Standards (PI 34.02).

<https://www3.uwsp.edu/education/Documents/fieldExp/CTGuidelines.pdf>

Wisconsin continues to experience an extreme teacher shortage which jeopardizes the ability of districts to provide high quality education through well trained and available staff, as well as to fill specialty and substitute teaching needs. According to the Wisconsin Policy Forum, there are fewer education graduates than teaching positions in our state as demonstrated in a 2021 study. Additionally, Wisconsin is experiencing high turnover rates with the majority of educators leaving the profession rather than moving to another district through a recent 2023 Wisconsin Policy Forum report. Targeting the teacher training pipeline, removing barriers, and offering creative incentives such as pay for qualified teacher mentors is an essential part of addressing this challenge. It is critical that Wisconsin continues to be innovative to attract and retain high quality teaching staff so our students can achieve and thrive.

**Related policies and statutes:**

UW Stout Cooperating Teacher Program

Wisconsin Administrative Code PI 34

PI 34.15 (6)

**Supporting research;**

August 2021 Wisconsin Policy Forum Study – Fewer Education Grads Pose Threat to Education Workforce

August 2023 Wisconsin Policy Forum Study – Revolving Classroom Doors

**Articles;**

<https://pbswisconsin.org/news-item/finding-more-teachers-for-wisconsin-students/>

Proposed pay to mentor teachers, staff retention bonuses, and pay for student teachers in Michigan

Approved by School Board

Signed by President of the School Board



Name of School Board President:

BRIAN EPLEY

Approval Date:

9/5/2023



## 2024 WASB DELEGATE ASSEMBLY

Date: 8/23/2023 11:05:00 AM

Subject of Resolution: 2.60 FEDERAL AIDS

Submitted by the School Board of: Stoughton Area School District

RESOLUTION: Revised Resolution: 2.60 FEDERAL AIDS The WASB supports the following policies relating to federal funding of educational programs: (a) Students in Public Housing Federal funding, in lieu of local taxation, for the education of students coming from public housing units. (b) Vocational Aid Distribution The distribution of federal vocational aids in Wisconsin based on the number of students served by each system. (c) the Architectural Barriers Act and the Americans with Disabilities Act for the removal of barriers in school facilities which may limit access by students and others. (1991-16)

RATIONALE: Many federal disability laws have updated language to use more respectful and widely accepted terminology. Reference to "Handicap Barriers Federal Aid" should be updated to instead reference the Architectural Barriers Act, the Americans with Disabilities Act.

Architectural Barriers Act

The Architectural Barriers Act (ABA) requires that buildings and facilities that are designed, constructed, or altered with Federal funds, or leased by a Federal agency, comply with Federal standards for physical accessibility. ABA requirements are limited to architectural standards in new and altered buildings and in newly leased facilities. They do not address the activities conducted in those buildings and facilities. Facilities of the U.S. Postal Service are covered by the ABA.

Americans with Disabilities Act

The ADA of 1990 is a civil rights law enforced by the U.S. Department of Justice. It provides access for people with disabilities by establishing standards for design and construction. The Access Board develops the minimum design guidelines, standards, and construction requirements set forth in the ADA standards as adopted by the Department of Justice. New construction and alteration requirements apply to both private and public entities. Public entities such as state and local governments are covered by Title II. Private entities such as commercial facilities and places of public accommodation are covered by Title III.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Jill Patterson

Date of Approved Resolution:

8/21/2023



## 2024 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:   
 Revised Resolution:   
 3.40 General Policy The WASB supports careful diagnosis and screening of all children by professional employees to help identify children with disabilities as early as possible. The WASB also supports special programs that meet the educational needs of children with disabilities through CESAs, county children with disabilities education boards and school districts. The WASB supports best practice inclusion of children with disabilities in the general education environment using supplementary aids and services and specially designed instruction for access based upon the child’s unique learning needs. All students with disabilities deserve access to the general education environment to the greatest extent possible.(1997-3)(1999-1)

RATIONALE:   
 RATIONALE: "Mainstreaming" is an outdated term that doesn't get to what the ultimate goal of what inclusion means through differentiation or universal design for instruction as inclusive practices. The revision to the resolution aligns more with the federal Individual with Disabilities Education Act (IDEA) -which also adds "based on (the child’s) unique learning needs. This revision also aligns with SASD's values-we begin with full placement in the general education environment using supplementary aids and services and specially designed instruction for access.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



# 2024 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



## 2024 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

**Proposal for the 2024 WASB Delegate Assembly:  
Reduction of Harmful Seclusion and Restraint  
August 21, 2023**

**School Board(s) Submitting Resolution:**

Neenah Joint School District

**Proposed Resolution:** PROPOSED NEW RESOLUTION WASB supports continued best practice resources, training, and funding to support school districts in the reduction of harmful seclusion and restraint practices with a focus on improving systems, particularly when working with students with disabilities.

**Rationale:**

RATIONALE for new WASB resolution on seclusion and restraint: (From DPI - July 10, 2023 - <https://dpi.wi.gov/news/releases/2023/seclusion-restraint-data-schools>) Pursuant to 2019 Wisconsin Act 118, Wisconsin schools are required to submit a report containing information on the use of seclusion and restraint in schools to the DPI annually by Dec. 1. Seclusion and restraint are widespread practices in schools throughout the state and students with disabilities are involved in the vast majority of incidents, despite comprising 14 percent of the statewide student body. The proportion of students with disabilities involved in these incidents remains concerningly high and unchanged from previous data collections.

Most recent data show the need for continued improvement and support for districts. During the 2021-22 school year, schools reported 5,908 instances of seclusion and 6,916 instances where physical restraint was used. Among those instances, 1,920 students were involved in seclusion incidents, and 2,856 were involved in physical restraint instances. Data does not indicate whether incidents of seclusion and restraint occurred simultaneously. Students in elementary schools were involved in a higher percentage of instances of seclusion and/or physical restraint than other types of schools. In addition, students with individualized education programs (IEPs) were involved in instances at a higher rate than other students, comprising 79 percent of all seclusion incidents and 76 percent of all physical restraint incidents reported for the 2021-22 school year.

Approved by School Board

Signed by President of the School Board



Name of School Board President:

BRIAN EPLEY

Approval Date:

9/5/2023



# 2024 WASB DELEGATE ASSEMBLY

Date: 8/23/2023 11:08:00 AM

Subject of Resolution: Office of School Safety

Submitted by the School Board of: Stoughton Area School District

RESOLUTION: PROPOSED NEW RESOLUTION - OFFICE OF SCHOOL SAFETY  
WASB supports state funding and staff to maintain the functions of the Justice Department’s Office of School Safety, including funding for grants for schools and maintenance of the 24-hour hotline to confidentially report potential threats.

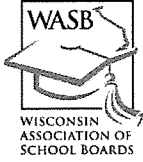
RATIONALE:  
RATIONALE  
School safety is a top issue for parents across Wisconsin. Funding for continuation of the Office of School Safety was not included in the final 2023-2025 biennial budget. Despite the recent announcement by the Department of Justice of an extension of one-year’s funding for the office, state funding is still required to ensure the office can fully operate beyond 2024. The office was established in 2018 with overwhelming bipartisan support to distribute \$100 million in federal grants to schools to strengthen schools’ safety protocols and support schools to do criminal incident mapping. Federal funding allowed the office to increase staff support for training and establish a 24-hour hotline – the “Speak Up Speak Out” tip line which encourages students and school staff to confidentially report issues including bullying, mental health and safety threats. The line received nearly 2,000 tips in the 2021-22 school year. Federal funding is now running low. Without additional state funding, the office will not be able to continue operating in the way it has since it was created and decrease resources available to districts to enhance their safety.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Jill Patterson

Date of Approved Resolution: 8/21/2023



# 2024 WASB DELEGATE ASSEMBLY

Date: 9/12/2023 10:52:00 AM

Subject of Resolution: Universal free school meals

Submitted by the School Board of: Sun Prairie Area School District

RESOLUTION:

RESOLUTION IN SUPPORT OF HEALTHY SCHOOL MEALS FOR ALL

WHEREAS, the Covid-19 pandemic and subsequent closing of schools for in-person learning highlighted how much families rely on school meals to keep their children fed: and

WHEREAS, offering universal school meals benefits students and their parents, teachers, and schools as multiple studies show that students with access to free breakfast have improved attendance rates, perform better in school, have improved participation rates, fewer behavioral incidents, lower suspension rates, and better health outcomes; and

WHEREAS, universal free meals will reduce financial stress for students and families; and

WHEREAS, parents and caregivers should not be required to do burdensome paperwork to prove they are poor enough to get free meals or subjected to burdensome debt when they can't pay and children shouldn't have to go hungry as a result; and

WHEREAS, with the knowledge of how important a role nutrition plays in meeting student's basic needs and to better prepare them socially and emotionally for academics, in the 2017 - 2018 school year, the Sun Prairie Area School District made the decision to make sure that all students in the district received school breakfast and lunch no matter their circumstances and ending "lunch shaming" in the school district: and

WHEREAS, in the 2022-2023 school year, the Sun Prairie Area School District saw a drop of over 600 breakfasts served daily (more than 120,000 fewer breakfasts over the school year) and over 500 lunches served daily (more than 100,000 fewer lunches over the school year) from 2021-22 since the United States Department of Agriculture (USDA) discontinued the Seamless Summer Option (SSO) that provided one free breakfast and one free lunch daily to all students; and

WHEREAS, school lunch debt has increased back to pre-pandemic levels with an end of the 2022 - 2023 school year balance of almost \$64,000; and

WHEREAS, if a family with one child in the school district paid to eat breakfast and lunch every day in SPASD, they would be paying approximately \$25.00 a week (\$900/school year). With universal free meals, that money is able to be spent on other essentials or spent in the community thus helping local businesses thrive; and

WHEREAS, if the state passed and implemented legislation to continue to cover the cost of free breakfast and free lunch, it would provide much-needed financial relief for families, communities, and school districts. In SPASD, this would look like more than \$2 million that could be returned to the local economy;

NOW THEREFORE BE IT RESOLVED that the Sun Prairie Area School District Board of Education calls on the elected officials of the state of Wisconsin to join multiple other states and pass legislation that will supplement the federal dollars received by districts so that students can continue to receive the food they need to be successful in school at no cost to families and further work to remove the stigma of poverty that has always existed in the school meals program; and

BE FURTHER RESOLVED that the Sun Prairie Board of Education calls upon our elected officials to join us in advocating for kids across the state to have access to the healthy food they need during the school day at no cost to their families.

IN WITNESS WHEREOF, this Resolution was duly passed by the Board of Education of the Sun Prairie Area School District on the 11th day of September 2023.

RATIONALE:

The Sun Prairie School Board submitted this resolution last year and it was not passed by the delegate assembly. We had some hope that there would be funds allocated in the state budget this year but that was not the case.

The board feels that the issue has gained some momentum as we see states passing legislation to provide free meals while kids are in school. With inflation high and poverty levels rising, more people utilizing food pantries, and state and federal assistance getting less or going away, the Board feels like this topic needs attention once again.

In Sun Prairie, the utilization of our community food pantry and weekend food packages for students has increased drastically since the pandemic. We have added in-school food pantries into some of our schools with plans to add more.

As mentioned in our resolution, we have seen a decrease of meals served of almost a 1/3 since we have had to start charging for meals again. We believe that we can level the playing field for our kids if they can eat at school without question. Kids should not be punished for the financial position their parents/caregivers are in.

We have also calculated that if families didn't have to pay almost \$900 a school year for school lunches, they could spend that on other things and support our local economy.

We know that the main argument against free school meals for all is that parents who can afford meals, should pay for meals and we understand that. However, we do not know anyone's financial circumstances. Many families might be right on the edge and could use every little extra bit of savings. Maybe some families have an emergency happen, medical or transportation, etc. that prevents them from having the money to spend on school lunches. No child should have to go hungry because of circumstances beyond their control.

The Sun Prairie Board would appreciate the opportunity to have the Delegate Assembly debate the merits of supporting this resolution once again.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



## 2024 WASB DELEGATE ASSEMBLY

Date: 9/3/2023 1:47:00 PM

Subject of Resolution: Save Women's Sports Bill

Submitted by the School Board of: New London

RESOLUTION:

Resolution for  
The "Save Women's Sports Bill" in K-12 Public Education  
For WASB Delegate Convention in January 2024

Whereas the Federal Government's current interpretation of Title IX has caused a large perception across the country of unfairness in female sports competition;

Whereas Title IX passed in 1972 by a large majority, and signed into law was enacted to create more equality of opportunity for girls and women;

Whereas the participation of biological males in female sports, identifying as females, has caused many female athletes to be pushed out of higher placements for awards and qualifications;

Whereas AB 377 as introduced would prevent biological males from competing in Wisconsin k-12 public schools in all-female sports;

Whereas more than 20 states in the United States of America have enacted similar legislation to AB 377;

Be it resolved that the Wisconsin Association of School Boards supports passage of the bill in Wisconsin known as the "Save Women's Sports Bill" currently being considered in the Wisconsin legislature as AB 377 in 2023.

Be it also resolved that the Wisconsin Association of School Boards further encourages the bill be passed, and signed into law in the 2023-24 legislative session.

RATIONALE:

Title IX passed in 1972 was not meant to allow biological males identifying as females to come into women's sports and create huge inequities for girls and women competing.

The effects of biological males competing in female sports has been the opposite of the intentions of Title IX to make things more fair for females.

More than 20 states have passed similar legislation, making it more fair for females in those states.

This seems a popular resolution with citizens throughout most WI districts. School boards should listen to their constituents.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Chris Martinson

Date of Approved Resolution:

8/28/2023