

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
April 9, 2024 AGENDA

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

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

Community members can use the alternative method of 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 April 5, 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 COMMENT #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: Appointments, Resignations, Retirements and Leave of Absence Requests 6

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

- A. Discussion and Approval of the Long-term Capital Improvement Plan 8
- B. Approval of a Revised FY24 Budget 14

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

- A. Approval of Board Meeting Minutes 18
 - March 12, 2024 Regular Board Meeting
- B. Approval of Instructional Calendar Change (November 5, 2024 Staff In-Service Day) 20
- C. Approval of Parameters for Public Comment at School Board Meetings 21

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

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

IX. 8:55 pm BOARD MEMBER REPORTS 22

X. 9:10 pm REVIEW OF 'TO DO' ITEMS

XI. 9:15 pm FUTURE AGENDA ITEMS

XII. 9:30 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent's Report

Date: April 9, 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.

District Priorities

With Spring Break behind us, I want to take this opportunity to revisit the [2024 Budget Development Calendar](#).

Scheduled community conversations about 2024-2025 budget planning concluded with the March 18 Community Budget Information Session. I want to thank all of the community members, staff and students who attended to share their funding priorities and what they see as opportunities for savings at the March 18 event, as well as those who participated in our *Let's Talk About School Budgets* series and other conversations. The District will present budget balancing strategies for 2024-2025 at the April 23 Board meeting, and this is one of several important budget discussions coming up over the next two months.

As we have discussed, allocating funding, staff, and operational infrastructure to address key teaching and learning priorities has been the focus of the District leadership team throughout this budget cycle. Priorities include new curriculum adoptions, training and other support for teachers, and data management tools that will help us make timely decisions about needed academic and other interventions for our students. The District has been considering proposals from leading data platform vendors, and the work of a faculty committee evaluating K-8 English Language Arts curriculum for next year will be concluding soon. I look forward to providing more information about these, and other teaching and learning initiatives, later this spring.

At the same time, we are working with Teachers On Call, which contracts substitute teachers, our health insurance broker, NIS, and other vendors to understand expenses for next year. Staff from NIS were in the District for a staff focus group about our health insurance plans on Wednesday, and SEA leadership, staff from Buildings & Grounds, as well as some aides, administrators and teachers were able to participate in this dialogue. With the cost of healthcare continuing to rise, we expect that changes in the plans we offer will be needed to manage costs for both the District and staff; we will be talking with SEA leadership and others to communicate these changes and information about the upcoming open enrollment period in May.

As a reminder, an [Annual Budget Information](#) widget has been added to the District website to make navigation to all of our budget presentations to date easily accessible. The District's Audit Reports, Annual Meeting and Budget Hearing information, and other budget documents are also available on the website, as are documents related to the 2023 Operating Referendum.

School Board members began an important discussion at the March 12 meeting about the District's future, including our instructional framework, financial model and facilities. I will be planning outreach and events to broaden this conversation as we work toward approval of the Preliminary Budget in June.

There are many opportunities and challenges to consider, and discussions about how the District mission might evolve while managing the dynamics of declining enrollment and limited state funding will ensure we embark on strategic planning with clarity about our goals. We will kick-off these conversations after celebrating the District's 100th graduating class and the All-Alumni Reunion on July 6, and they will continue as we mark the 100th anniversaries of Lake Bluff Elementary and Shorewood High School throughout the next school year. I will share more about these plans in upcoming Board meetings and in communications with District families and staff.

School and Community News

I am very pleased to share that the VHE Pool will reopen on April 15. Since closing on March 1, surfaces have been repaired and regouted, and the pool has been outfitted with a new filtration system, pumps and chemical controllers, and plumbed for new boilers. I want to thank our Buildings & Grounds and Recreation & Community Services teams for their work to manage this project, and our community members for their patience as these much-needed renovations were completed. We know how important this facility is to Shorewood residents, and these new mechanical systems will improve pool operations for staff and reliability and comfort for swimmers.

District staff, parents and Shorewood residents received information about participating in our 2024 School Perceptions surveys after Spring Break, and we will continue to encourage participation over the next few weeks. To accommodate standardized testing and other activities, the student survey window will not open until later this month; students in grades

4-12 will be able to complete their surveys during advisory or class time. All of the 2024 surveys have been streamlined, and can be completed in just a few minutes.

The District will be transitioning to a new fob system over the summer that will provide us with more options for programming access to schools and other facilities when students are present, for events, etc. With multiple classroom buildings as well as facilities that welcome members of the public, we are putting some security changes in place on the High School campus until the new fob system is operational. These include new directional signage and procedural changes for checking in visitors and deliveries, and changes in access to the Administration Building, Arts and Science Building and the Arena. We will also be installing some additional signage in the SHS parking lot over the summer to aid visitors with way-finding and check-in procedures, and to designate some parking spots for visitors and other needs.

I want to acknowledge the SEED Foundation's work at this time of year. In addition to the Foundation's spring grants program, which will fund projects at school and classroom level, the Foundation's annual Gala on May 4 will raise funds to support teaching and learning in the District over the next year. As I mentioned in an earlier report, SEED has also partnered with the Shorewood Alumni Association to increase alumni engagement and support for the District. I am very grateful to SEED Board members and volunteers who work on our behalf, and for the ongoing commitment of the organization to serve as the District's fund development partner.

Over the next few months, Director of Equity, Shari Tucker, and our High School leadership team will be working with the Wisconsin office of the American Civil Liberties Union (ACLU) to arrange for school-based, [Know Your Rights](#) training for students; we'll also be looking for opportunities to share this with District parents and community members, and we will discuss partnership on this effort with Village leadership, the Shorewood Police Department and with school and community officials in Whitefish Bay. I will share updates about this initiative at future meetings and in District communications.

Finally, District Librarian Elizabeth Russell, Information Technology Manager Jack Wallner, and Mike Joynt are working to complete our five-year Technology & Library Media Plan, which will be submitted to the Department of Public Instruction. The Plan addresses infrastructure, professional development and connections to curriculum, and we will share it with the School Board later this year. On a related note, I also want to confirm our school and district leaders are continuing to discuss feedback we received from parents and community members about the use of instructional technology in classrooms and other learning spaces. The District will be implementing restrictions on Google Chat and certain websites next year, in accordance with their terms of service, and making further District-level information technology changes to support classroom management of device use. We will be working on communication about this to staff, students and families.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Resignations

Date: April 9, 2024

Prepared by: Carrie Wettstein

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

Recommendation(s): Approval

Purpose: Resignations

Background:

Kelsey Burke, Science Teacher at Shorewood High School, has submitted her resignation, effective June 7, 2024.

Samantha Kehoe, Social Studies Teacher at Shorewood High School, has resigned her position to become Director of Education at Camp Anokijig; Mike Pledl has assumed these teaching duties for the remainder of the year.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Retirement

Date: April 9, 2024

Prepared by: Carrie Wettstein

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

Recommendation(s): Approval

Purpose: Retirement

Background:

Kevin Karman, Art Teacher at Lake Bluff Elementary School, has notified the District of his intent to retire at the end of this school year. Mr. Karman has served the District for 26 years.

He and other retirees will be honored at the District's Retirement Reception on May 30, 2024.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Capital and Vehicle Maintenance Plan for 2024-2025 and 10-Year Projection
Date: April 9th, 2024
Prepared by: Heather Heaviland and Sean Strauss

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

Purpose: To review projects completed in 2023-2024, outline the District’s 2024-2025 capital maintenance and updated 10-year plans, and introduce and discuss the need for vehicle replacements.

Background:

The Shorewood School District comprises over 500,000 square feet of historic properties situated on over 38 acres of land. Our buildings sit prominently in the Village and are utilized broadly by community members of all ages and demographics for not only educational purposes, but also a wide array of recreational activities. Maintenance and upkeep of these properties is therefore essential to providing not only our students, but the entirety of the Village, with a positive experience.

Last year, the District completed \$65 million in renovations that included safety, functional, and infrastructure improvements. Our buildings are now in better condition than they have been for many years and visually showcase the District’s longstanding commitment to quality. Given the number, size, and age of our properties, however, ongoing investment is needed to maintain our infrastructure and repair and replace systems, equipment and finishes as they reach the end of their useful lives.

23-24 Project Completion:

By the end of the current fiscal year, the District will have completed the following capital projects:

- Installation of a new filtration system for the VHE pool
- Replacement of portions of the Atwater and SIS roofs
- Resurfacing of the SHS softball field
- Replacement of the air handler for SIS
- Refurbishment of landscaping throughout the District (final stage of the capital referendum)

Together these projects were completed with \$151K in savings compared to the original projection. Modifications to other project timelines and plans helped save an additional \$215K; however, some of those funds will be spent in future years.

Updated Long-Term Capital Improvement Plan and 24-25 Proposed Projects:

The District updated the long-term capital improvement plan in order to reflect current knowledge of District needs (see attached revised plan). The plan includes both *quality maintenance expenses* and *essential infrastructure expenses*.

Quality Maintenance Expenses: Expenses incurred to replace or update equipment and other building components that, if not completed, would reduce the quality and functionality of our buildings and grounds, but would not render them completely unusable. This includes periodic replacement of items such as phone systems, wireless access and other technology infrastructure, finishes (flooring, paint, ceilings, etc), athletic fields, casework, and miscellaneous other improvements.

Essential Infrastructure Expenses: Expenses incurred to maintain infrastructure that, if not completed, would comprise the integrity of our buildings and their ability to perform basic functions. This includes roof maintenance, heating and cooling, plumbing and electrical systems.

For next year, the District proposes to complete the following projects:

- Essential Infrastructure:
 - Tuckpointing (various areas throughout District)
 - VHE plumbing repairs
 - Concrete repair/replacement (primarily at SHS)
 - Phased replacement of the SIS elevator
 - Tentative: VHE Boiler Replacement (subject to availability of funds)

- Quality Maintenance:
 - Softball field resurfacing
 - Districtwide access control system replacement
 - Fiber optic cable for Atwater and Lake Bluff (50% paid by E-Rate)
 - LB Warming house door replacement

The District is asking for approval to include these expenses in the 2024-2025 budget for a total of \$887,740. In addition, the District is asking for \$150,000 for a new VHE pool boiler that will only be expended if adequate funds remain in Fund 80 at the end of this fiscal year to cover both the expense and retain three months of operating expenses.

The long-term capital improvement plan is attached and reflects the District’s best estimate of anticipated future needs based on currently available information and known needs.

Capital Funding Strategies:

In the spring of 2023, the District proposed a long-term capital improvement plan and financial strategy that leverages multiple funding sources to maintain our properties over time. The Board approved this plan and the District established a new long-term capital improvement fund (Fund 46) to augment our existing capital expansion fund (fund 41). Fund 46 provides a means for the District to set aside funds at the end of each year for future improvements. The District intends to leverage this fund primarily for *quality maintenance expenses*.

Fund 46 funds can be accessed beginning in the 2028-2029 school year. Until then, the District will rely on other funds for quality maintenance expenses that cannot be delayed. Fund 41 was established as part of the 2018 capital referendum and provides funding primarily for *essential infrastructure*.

The District increased the contribution level for this fund beginning in the current fiscal year in order to reflect the significant need for capital to fund upcoming projects. The table shows the proposed contribution levels in order to meet anticipated future expenses, with the exception of certain large quality maintenance projects for which the District will need to identify additional funding options (i.e. resurfacing of the turf soccer/football field).

	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33	FY34
F41 Referendum Allocation	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000	275,000
F41 Addtl Allocation	600,000	600,000	600,000	550,000	550,000	550,000	550,000	550,000	550,000	550,000
Total Annual F41 Allocation	875,000	875,000	875,000	825,000	825,000	825,000	825,000	825,000	825,000	825,000
F46 Allocation	250,000	300,000	300,000	300,000	350,000	400,000	500,000	575,000	575,001	575,002
Total ADDTL Both Funds	850,000	900,000	900,000	850,000	900,000	950,000	1,050,000	1,125,000	1,125,001	1,125,002
Grand Total All Funds	1,125,000	1,175,000	1,175,000	1,125,000	1,175,000	1,225,000	1,325,000	1,400,000	1,400,001	1,400,002

In addition, the District can leverage Fund 80 in order to support expenses associated with maintenance of certain community facilities, including the VHE pool, fitness center, and certain athletic fields that are primarily used for community recreation.

Vehicle and Fleet Management:

The District currently owns eight vehicles. In addition, the District contracts with yellow bus drivers and rents SUVs to transport students to athletic events. Below is an outline of the vehicles the District currently owns:

Year	Make	Model	Primary Use
2006	Ford	F-250	Maintenance/Plow
2006	Saturn	Vue	Maintenance
2007	Ford	Econoline	Food/Mail/other Delivery
2007	Honda	Mini-Van Odyssey	Special Education
2008	Dodge	Ram 1500	Grounds Maintenance
2014	Ram	2500	Maintenance/Plow
2015	Chevrolet	Van-Express 2500	Student Passenger Van 2
2015	Chevrolet	Van-Express 2500	Student Passenger Van 1

75% of the District’s vehicles are 10 years or older and three have required three or more repairs in the last year. The District does not currently have funds set aside for vehicle replacement and has relied on expensive repairs to keep older vehicles operational rather than replacing vehicles. This strategy is no longer feasible, however. The District proposes to begin replacing vehicles until the most critical needs are met, then to set aside funds each year so that adequate funds are available to replace vehicles when they reach 15-20 years of age or as dictated by vehicle condition. As vehicles are replaced, the District will seek to maintain approximately 4-6 years between each vehicle's age so that all vehicles of a specific type do not need replacement at the same time.

In 2024-2025, the District is requesting approval of a total of \$120,000, \$37,500 of which will come from Fund 50 (food service) to replace the Ford Econoline and the Ford 250 in 2024-2025.

The District is also asking for board approval to purchase two Ford Transit vans for a combined cost of approximately \$125,000. Transportation costs for athletics have increased by 30% since Covid, and the District is currently projecting to spend \$50,000 to rent passenger vehicles this year, in addition to \$100,000 for yellow buses which, combined with other expenses, has caused the athletics program to be significantly over budget for the past two years. Purchase of vehicles will help bridge this gap. The District will work with the SHS principal and athletic director to identify strategies to reduce costs to help “pay back” a portion of this expense over time. These funds will be set aside for future van replacement.

Attachment(s):

SSD 10-Year Capital Improvement Plan, Rev 4/9/24

Shorewood School District Long-Term Capital Improvement Plan

4/9/2024

Description of Capital Maintenance Items

Exterior Hardscape, Paving, and Grounds Care	Repair/replacement, maintenance, and improvements to exterior hard and softscaping, including but not limited to concrete, pavement, green spaces.
Exterior Signage and Metalwork	Repair/replacement, maintenance, and improvements to property signage, railings and other metalwork, and other infrastructure that is installed on District property
HVAC Repairs and Replacement	Repair/replacement, maintenance, and improvements to heating, cooling, and ventilation systems
Athletic Fields and Facilities	Repair/replacement, maintenance, and improvements to athletic fields and athletic facilities
Interior Finishes and Cosmetic Updates	Updates to interior finishes, including walls, ceilings, and flooring
Interior Carpentry and Functional Updates	Repair/replacement and updates to interior carpentry including but not limited to door replacement, cabinetry and countertops, fixtures, and improvements that increase the functionality of school spaces
Building Systems (excl HVAC)	Repair/replacement, maintenance, and improvements to electrical, plumbing, and systems (including elevator, security, etc)
Furniture	Replacement of classroom and other school furniture
Building Envelope (Roof, Windows, Masonry)	Repair/replacement, maintenance, and improvements to all aspects of the building envelope, including roofs, windows, and masonry
Community Facilities Repairs and Upgrades	Repair/replacement, maintenance, and improvements to recreational facilities including the VHE pool and fitness center
Technology Infrastructure	Replacement of technology infrastructure (including but not limited to wireless access system, servers, and related equipment) and upgrades to the system

Projected Expenditures FY24-FY33

Item	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33
Athletic Fields and Facilities	20,000	5,000	5,000	5,000	335,000	1,605,000	287,500	5,000	15,000	15,000
Building Envelope (Roof, Windows, Masonry)	467,740	468,640	1,079,820	723,580	417,980	316,780	137,300	369,000	475,000	475,000
Building Systems and Infrastructure	230,000	45,000	45,000			225,000	150,000	150,000	125,000	125,000
Community Facilities Repairs and Upgrades	40,000	10,000	265,000	20,000	95,000	20,000	20,000		50,000	50,000
Exterior Hardscape, Paving, and Grounds Care	40,000	100,000	25,000	25,000	75,000	25,000	25,000	25,000	40,000	40,000
Exterior Signage and Metalwork										
Furniture							125,000	125,000	125,000	125,000
HVAC Repairs and Replacement	-	250,000	450,000	200,000	100,000	700,000	100,000	525,000	300,000	300,000
Interior Carpentry and Functional Updates					150,000	150,000	150,000	150,000	100,000	100,000
Interior Finishes and Cosmetic Updates	50,000	50,000	50,000	50,000	250,000	250,000	300,000	300,000	300,000	300,000
Technology Infrastructure	40,000	50,000	50,000	50,000	100,000	100,000	100,000	100,000	100,000	100,000



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Mid-Year Revised Budget
Date: April 9, 2024
Prepared by: Heather Heaviland

Recommended action:

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

Purpose: To approve a revised fiscal year 2024 budget.

Background: While, in the aggregate, the District is on track to end the fiscal year in a financial position that is comparable to or better than that anticipated in the board-approval original budget, the District is requesting approval of a revised budget that reflects the following changes from the original budget approved in October, 2023:

- Adjustment of the budgeted tax revenue amounts for funds 41 and 80 to match the approved tax levy amounts;
- Addition of the anticipated fund 46 contribution that was previously budgeted to the fund 46 revenue budget;
- Addition of \$38,471 to both revenues and expenses for the Common Schools Fund to reflect an increase in allocation provided by the state in early 2024; and,
- An increase of \$251,947 to the utilities budget to reflect both increased expenses compared to expectations and payment of a 22-23 utility bill in 2023-2024 due to delayed billing from We Energies

The attached 2023-24 Mid-Year Revised Budget reflects these changes.

Attachments:

2023-24 Mid-Year Revised Budget

MID YEAR REVISED BUDGET 2023-24 *			
GENERAL FUND (FUND 10)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
Beginning Fund Balance (Account 930 000)	2,680,051	3,418,636	4,903,838
Ending Fund Balance, Unassigned (Acct. 939 000)	2,680,051	4,903,838	8,139,054
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	3,418,636	4,903,838	8,139,054
REVENUES & OTHER FINANCING SOURCES			
<i>Local Sources</i>			
210 Taxes	16,665,979	15,353,032	20,338,974
260 Non-Capital Sales	25,143	13,599	7,650
270 School Activity Income	104,590	126,538	25,000
280 Interest on Investments	15,924	353,188	200,000
290 Other Revenue, Local Sources	455,736	739,748	449,035
Subtotal Local Sources	17,267,372	16,586,104	21,020,659
<i>Other School Districts Within Wisconsin</i>			
340 Payments for Services	1,493,031	1,893,141	2,085,556
Subtotal Other School Districts within Wisconsin	1,493,031	1,893,141	2,085,556
<i>State Sources</i>			
610 State Aid -- Categorical	456,092	378,082	354,359
620 State Aid -- General	5,959,758	6,356,951	5,386,851
630 DPI Special Project Grants	13,680	16,456	14,080
690 Other Revenue	1,319,016	1,299,275	1,276,564
Subtotal State Sources	7,748,546	8,050,764	7,031,854
<i>Federal Sources</i>			
730 DPI Special Project Grants	521,280	1,042,993	922,155
750 IASA Grants	248,256	190,029	201,085
780 Other Federal Revenue Through State	282,839	241,680	0
Subtotal Federal Sources	1,052,376	1,474,702	1,123,240
<i>Other Revenues</i>			
960 Adjustments	32,098	164,444	195,000
970 Refund of Disbursement	63,093	19,410	0
990 Miscellaneous	2,607	8,242	0
Subtotal Other Revenues	97,798	192,096	195,000
TOTAL REVENUES & OTHER FINANCING SOURCES	27,659,123	28,196,807	31,456,309
EXPENDITURES & OTHER FINANCING USES			
<i>Instruction</i>			
110 000 Undifferentiated Curriculum	5,234,012	5,036,701	5,428,657
120 000 Regular Curriculum	7,357,770	7,477,995	7,453,679
130 000 Vocational Curriculum	170,769	188,442	184,126
140 000 Physical Curriculum	748,070	707,968	539,054
160 000 Co-Curricular Activities	440,270	429,489	421,845
170 000 Other Special Needs	144,618	138,254	150,438
Subtotal Instruction	14,095,509	13,978,849	14,177,799
<i>Support Sources</i>			
210 000 Pupil Services	1,240,508	1,236,775	1,381,755
220 000 Instructional Staff Services	1,277,712	1,130,442	1,281,178
230 000 General Administration	659,035	742,982	782,945
240 000 School Building Administration	1,386,109	1,377,775	1,632,239
250 000 Business Administration	3,754,851	3,977,041	4,382,495
260 000 Central Services	281,651	265,512	393,950
270 000 Insurance & Judgments	312,324	310,595	343,418
280 000 Debt Services	62,933	74,462	83,157
290 000 Other Support Services	262,495	121,096	136,355
Subtotal Support Sources	9,237,616	9,236,679	10,417,494
<i>Non-Program Transactions</i>			
410 000 Inter-fund Transfers	2,478,360	2,562,762	2,611,803
430 000 Instructional Service Payments	824,367	882,310	1,013,997
490 000 Other Non-Program Transactions	279,274	51,004	0
Subtotal Non-Program Transactions	3,582,001	3,496,076	3,625,800
TOTAL EXPENDITURES & OTHER FINANCING USES	26,915,126	26,711,605	28,221,093

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	343,660	632,199	675,059
900 000 Ending Fund Balance	632,199	675,059	674,799
REVENUES & OTHER FINANCING SOURCES			
100 000 Instruction	569,065	463,750	150,700
200 000 Support Services	217,995	286,635	960
400 000 Non-Program Transactions	34,627	100,376	150,000
TOTAL EXPENDITURES & OTHER FINANCING USES	27,903	33,880	0
TOTAL EXPENDITURES & OTHER FINANCING USES	280,526	420,890	150,960

SPECIAL EDUCATION FUND (FUND 27)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	0	0	0
900 000 Ending Fund Balance	0	0	0
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	2,478,360	2,412,762	2,461,803
<i>State Sources</i>			
610 State Aid -- Categorical	1,099,185	1,120,872	1,123,087
Subtotal State Sources	1,107,793	1,125,649	1,123,087
<i>Federal Sources</i>			
730 DPI Special Project Grants	468,930	380,619	381,434
780 Other Federal Revenue Through State	125,231	92,903	0
Subtotal Federal Sources	594,162	473,522	381,434
<i>Other Revenues</i>			
960 Adjustments	0	50,000	0
970 Refund of Disbursement	0	30	0
Subtotal Other Revenues	0	50,030	0
TOTAL REVENUES & OTHER FINANCING SOURCES	4,180,315	4,061,963	3,966,324
EXPENDITURES & OTHER FINANCING USES			
<i>Instruction</i>			
150 000 Special Education Curriculum	2,941,337	2,735,305	2,674,297
Subtotal Instruction	2,941,337	2,735,305	2,674,297
<i>Support Sources</i>			
210 000 Pupil Services	501,023	528,147	562,471
220 000 Instructional Staff Services	372,904	375,330	410,812
230 000 General Administration	63,768	44,686	48,672
250 000 Business Administration	43,406	66,370	68,000
260 000 Central Services	4,253	475	0
Subtotal Support Sources	985,354	1,015,008	1,089,954
<i>Non-Program Transactions</i>			
430 000 Instructional Service Payments	253,624	311,650	202,072
Subtotal Non-Program Transactions	253,624	311,650	202,072
TOTAL EXPENDITURES & OTHER FINANCING USES	4,180,315	4,061,963	3,966,324
DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	3,372,847	3,448,316	2,381,326
900 000 ENDING FUND BALANCES	3,448,316	2,381,326	2,381,326
TOTAL REVENUES & OTHER FINANCING SOURCES	7,950,278	28,451,221	4,335,298
281 000 Long-Term Capital Debt	3,564,945	6,478,880	3,994,063
282 000 Refinancing	3,966,378	22,697,596	0
285 000 Post Employment Benefit Debt	343,486	341,735	341,235
TOTAL EXPENDITURES & OTHER FINANCING USES	7,874,809	29,518,210	4,335,298
842 000 INDEBTEDNESS, END OF YEAR	65,530,000	59,730,000	57,575,000
CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	5,632,956	9,576,362	1,835,502
900 000 Ending Fund Balance	9,576,362	1,835,502	1,835,094
TOTAL REVENUES & OTHER FINANCING SOURCES	25,643,072	570,777	900,000
200 000 Support Services	21,699,667	8,187,222	900,408
400 000 Non-Program Transactions	0	124,415	0
TOTAL EXPENDITURES & OTHER FINANCING USES	21,699,667	8,311,637	900,408
FOOD SERVICE FUND (FUND 50)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	152,579	562,231	599,880
900 000 ENDING FUND BALANCE	562,231	599,880	495,820
TOTAL REVENUES & OTHER FINANCING SOURCES	944,278	587,413	518,500
200 000 Support Services	527,823	549,764	622,560
400 000 Non-Program Transactions	6,803	0	0
TOTAL EXPENDITURES & OTHER FINANCING USES	534,626	549,764	622,560
COMMUNITY SERVICE FUND (FUND 80)	Audited 2021-22	Unaudited 2022-23	Budget 2023-24
900 000 Beginning Fund Balance	297,589	827,643	1,349,356
900 000 ENDING FUND BALANCE	827,643	1,349,356	680,672
TOTAL REVENUES & OTHER FINANCING SOURCES	2,419,661	2,610,105	1,724,775
200 000 Support Services	543,753	615,757	942,987
300 000 Community Services	1,346,453	1,472,636	1,450,472
TOTAL EXPENDITURES & OTHER FINANCING USES	1,889,606	2,088,392	2,393,459



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
March 12, 2024

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

District Administrator Participation: Laurie Burgos, Superintendent
Heather Heaviland, Director of Business Services
Alejandra Ovalle-Krolick, Principal, Lake Bluff Elementary
Mike Joynt, Director of Teaching and Learning

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Becky Freer and SECONDED by Ellen Eckman

AYE: 4 NAY: 0

II. 7:02 pm STUDENT ACHIEVEMENT PRESENTATION

Lake Bluff Elementary School Collaborative Learning

III. 7:15 pm PUBLIC COMMENT #1 - No Comments

IV. 7:21 pm SUPERINTENDENT'S REPORT

V. 7:25 pm SUPERINTENDENT'S CONSENT AGENDA

Listed in BOARD CONSENT AGENDA in error

Approval of District Staffing Changes: Resignations, Retirements, Appointments and Leave of
Absence Requests: Beth Evers Resignation

VI. 7:27 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Presentation of Preliminary 2024-2025 Budget Assumptions

B. Student Board Representatives Discussion - TABLED

C. Board Governance

Public Comment Parameters

VII. 8:20 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

February 27, 2024 Regular Board Meeting

B. Approval of OE 1 (Global Operational Expectations) Policy and Reporting Revisions

C. Approval of District Staffing Changes (see Superintendent's Consent Agenda note)

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 4 NAY: 0

VIII. 8:21 pm PUBLIC COMMENT #2 - No Comments

IX. 8:22 pm BOARD MEMBER REPORTS

February 20 Board Budget Workshop

Recreation and Community Services Advisory Board

Habitat for Humanity Workshop

X. 8:29 pm REVIEW OF 'TO DO' ITEMS

XI. 8:31 pm FUTURE AGENDA ITEMS

Public Comment Parameters; VHE Pool Update; Badge and Fob update; Board Reports

XI. 8:37 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Change to 2024-2025 Instructional Calendar

Date: April 9, 2024

Prepared by: Mike Joynt

Recommended action: Approval

- Information only
- Presentation/discussion
- Discussion/action by Board of Education
- Presentation/action next meeting

Purpose:

Recommendation to approve moving the Staff In-Service day currently scheduled for November 11, 2024 to November 5, 2024, eliminating student attendance on Election Day.

Background:

Over the years, the Village of Shorewood has arranged to use Shorewood School District buildings as polling places, as there are very limited alternatives in the community for these operations. Shorewood High School is currently a polling place for Wards 5-8, and will be used for the November 5, 2024 general election.

With high voter turnout expected, moving the already planned In-Service Day provides the opportunity to reduce safety concerns for drivers and pedestrians in the High School parking lot and around the North Gym. Moving the In-Service Day will also eliminate concerns about other potential disruptions during the school day at SHS.

Though only the High School will serve as a polling place, the proposed change in the instructional calendar would impact students and staff at all schools; there will be no change in instructional minutes or other impacts.

Parameters for Public Comment for Board Approval
April 9, 2024

The Board welcomes public comments. Public comments are limited to three minutes per person. Per Wisconsin's open meeting law and guidance issued by Wisconsin's Attorney General, we cannot engage in substantive discussions or act on items not on the agenda; however, we will follow up with speakers after the meeting or add items to a future Board agenda for purposes of addressing the matter. Further, we do not permit discussion of pupils, current or former staff, or job candidates. The Board is also reachable by email at schoolboard@shorewood.k12.wi.us.

Board Report:
BIPOC Staff Affinity Group Linkage
Wednesday, March 20, 2024

Board Members: Emily Berry, Ellen Eckman, Abby Fowler

Administrators Present: Shari Tucker

Attendance: 10+ Staff members who are part of the BIPOC Affinity Group, representing each building and several departments across the district.

1. Information shared by the board:

- Recruiting and retaining staff of color and supporting their success has been and remains a top priority, not only because it drives better outcomes for our learners, but because we value our staff as humans, and their fulfillment and well-being matters.
- We have witnessed firsthand the positive difference it makes for students of color to be surrounded by, lifted up by and emotionally supported by staff of color.

2. Information shared by attendees:

- Director Tucker shared background on the origins and support for the BIPOC Affinity Group, which was generously supported with a grant from the SEED Foundation. This was thanks to Director Tucker and Instructional Coach Shana Lucas having the vision for the affinity group and applying for the grant.
- Each attendee shared reasons that the group has been a powerful support for their well-being and continued healthy functioning as a member of our staff:
 - The group is a space to share joy
 - The group is a safe space to be vulnerable
 - The group helps alleviate the exhaustion that comes from experiencing regular micro and macroaggressions at work
- Group members shared how much they all rely on each other, but in particular rely on Director Tucker and on SHS School Psychologist Tanisha Schowalter as pillars of support. As one staff member put it, "If y'all are not here, neither am I."

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

- Consider how we activate "co-conspirators" and ensure that white staff are held to account for behavior that harms their BIPOC peers.
 - i. Where in district policy might there be clearer rules and expectations around behavior, language and professionalism so that everyone is held to the highest standards of conduct?
- How might the district recognize and ultimately lighten the additional load of emotional and practical support that some of our Black female leaders are carrying?

- How do we extend the sense of belonging for BIPOC staff beyond the affinity group?
4. Are there district policies we would like the Superintendent to consider and follow-up on?
- Explore “tandem hiring” of BIPOC staff to reduce feelings of isolation and promote a sense of belonging in schools, teams and departments
 - Explore specific supports for new staff who are people of color.
5. For Board discussion: How did or will this conversation impact student results?
- We know all students benefit from a staff that reflects the diversity of the student population. We can and should consider how we ensure BIPOC learners and staff “[Do More Than Survive.](#)” as [Dr. Bettina Love put it.](#)
6. Other notes:

Date & Time: Wednesday, April 3, 2024

Linkage Group: Families of Students with Disabilities

Board Members Present: Emily Berry and Becky Freer

Administrators Present: Kate Harder, Laurie Burgos

Attendance: Approximately 10 caregivers present in person and virtually, representing all four schools

1. Information shared by the board:

- The board is collecting stakeholder insights and feedback as we develop operating expectations around extracurriculars. We are actively seeking input from various groups.

2. Information shared and questions asked by attendees:

- How are staffing levels for special education?
 - Kate shared that Special Education teacher positions are filled right now but we are searching for aides based on student need. We are also searching for a few positions for next year.
- How does this compare to previous years?
 - Kate shared that it's difficult to draw a comparison because the number of staff correlates with the needs of the students who are in the district.
 - A few attendees commented that staffing was much better now than a few years ago during the pandemic.
- Much of the conversation centered on building community and greater communication from the district. The following ideas were brought up:
 - More regular communication from the district to caretakers and families of students with disabilities. Kate shared that it is her goal to increase outreach. She also shared that this district is a part of "Parents United" group, which is a learning and advocacy organization.
 - Additional resources posted on the district website to support families and caretakers of students with disabilities.
 - Greater information for caretakers and families about what to expect related to their student's education and how to navigate the district. A few parents said that it can feel isolating figuring things on their own and some additional guidance and support would go a long way (e.g., what to expect from the district, when to reach out, who to reach out to, etc.).
 - In addition to greater communication and information, attendees were also seeking additional support from the district in helping caretakers and parents of students with disabilities to connect to one another. An affinity group to complement online groups is sought.
 - Laurie mentioned that there might be an opportunity to add a question during registration where families and caretakers could "opt-in" to sharing their contact information with other families and caretakers of students with disabilities. The district currently doesn't have a mechanism to share contact information with other families and caretakers.
- An attendee shared concerns about communication from schools that students may attend outside the district in an outplacement arrangement. Kate shared that they want to know about concerns with partner schools so that district staff can address them. Caretakers and parents should report concerns by calling the

- district office or emailing Kate.
 - An attendee shared concerns about how students are placed in courses in the higher grades. She wanted to make sure that the district does not employ a blanket approach to having all students in regular classes. She shared that she sees the benefit of students being in classes with other students who have a broad range of skills and abilities, but sometimes students can feel defeated when they are in a class with other students who understand content easier or who don't need as much support.
 - Kate shared that the district has a goal of co-planning and co-teaching along with implementing universal design principles, but that this is not always the best plan for all students.
 - Regarding extracurriculars, attendees shared:
 - They would like to see greater opportunities for activities after school at SIS.
 - Standard processes and infrastructure to make it easier for students, teachers, and caretakers to form clubs.
 - Intentional efforts to incorporate students with disabilities into existing activities. (e.g. a student who cannot play a sport might be able to take photos or keep stats).
 - Opportunities for adaptive sports and teams. An attendee shared information about an organization that can come to schools and offer opportunities for all students to participate in adaptive sports. All attendees were interested in having this.
3. Are there any changes to board policy, operating expectations or monitoring the board should consider or debate further based on conversation at this linkage?

For consideration in our extracurricular OE: how do we want the district to ensure the best possible access to athletics and other extracurriculars for students who may have physical limitations or need adaptations or accommodations to participate?

For athletics specifically, where we don't have the right equipment or facilities for adaptive sports available and can't reasonably acquire them, can we offer resources to families so they know about other options?

4. Are there district policies we would like the Superintendent to consider and follow-up on? Could the district consider creating space for families/caregivers to meet as an affinity group?

Could the schools or district clarify for parents the procedure for sponsoring or volunteering to advise a new student club after school?

Could the district offer a packet of information when students with IEPs register/re-register, including asking if it's OK to share contact information with other families with students who receive special education services?

Could the district consider other ways to ensure regular communication with families of students with IEPs and 504s, to share news and information, along with resources like upcoming events or "Parents United" presentations?

We might consider how we integrate adaptive sports into our Physical Education curriculum (e.g. all kids play wheelchair basketball in PE class). One parent attendee is well-connected with adaptive athletic organizations in our region.

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

6. Other notes: