

October 21 2024, BOE Recap

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Board of Education meetings can be viewed live on YouTube [here](#) and previous meetings can be reviewed [here](#).

Staff Recognition

Director of Finance Pete Grender Receives 2024 Mike Roshar Shining Star Award

The Mike Roshar Wisconsin Association of School Business Officials (WASBO) Shining Star Award recognizes, celebrates, and encourages outstanding contributions to WASBO through member participation in committees, regional leadership, and/or program development.



The Verona Area School District's (VASD's) Director of Finance Pete Grender, along with Oregon School District Business Manager Andy Weiland, was recognized for the vital and timely information regarding school levy tax credits they provided school officials last year. The pair spent countless hours working with government officials, pouring over data, and performing calculations. They then presented on the state's school tax levy credit methodology and clarified how Wisconsin resident tax bills were being impacted by state funding changes. This information helped school officials make critical decisions around the state. Congratulations, Pete!

Superintendent's Report

Final 2024-25 Budget Presentation and Enrollment Update

Relevant Policy: [Operational Expectation \(OE\) 5: Financial Planning](#), [Operational Expectation \(OE\) 6: Financial Administration](#)

Deputy Superintendent Chad Wiese and Director of Finance Pete Grender presented the final 2024-25 budget to the Board of Education (BOE). They briefly reviewed the following factors and their impact on the final budget: VASD's budget considerations and goals; 2023-24 enrollment; final State Aid; equalized (fair market) property values; capital debt payment; Act 12 budget impact; Tax Incremental District (TID) #4 closure; and, school levy credit.

Deputy Superintendent Wiese defined pertinent terms related to enrollment.

- Headcount: Everybody VASD is educating → This is how we staff the buildings.
- Membership = Who lives in this district → Used as basis for revenue.
- Full-Time Equivalent (FTE) = Converts Membership to FTE → This is how we receive revenue (50% for students Birth - 4, 60% for Pre-K (4K) students, 100% for K-12 students).

Overall, VASD continues to grow, with 5,607 students enrolled for the 2024-25 school year compared to 5,586 in 2023-24. There are more students in seats this year compared to last year, with more resident students attending VASD, which is offset by fewer non-resident

students attending. There are more students coming into VASD (204) than going out (157). Our planned decrease in available open enrollment seats is resulting in a slower growth in headcount.

Deputy Superintendent Wiese continued with a capital debt summary, highlighting that \$19,251,731 is available for debt payment, with a minimum debt payment of \$10,282,131 required and \$2,349,163 available for additional debt payment in 2024-25 or future years. VASD will realize about \$11,000,000 in future total interest savings following 2024-25 defeasance. He also shared an update on how open enrollment, [Wisconsin Act 12](#), TID 4 closure, the School Tax Credit, and 2024-25 fair market property values are impacting VASD’s budget and levy. The mill rate of \$10.96 is lower than last year’s rate of \$11.11, and the lowest in almost twenty years. The BOE briefly discussed that individual taxpayers will likely see a range of increases and decreases to their property tax bill based on multiple factors such as changes in their equalized property values.

Budget changes since the September 23 budget hearing and annual meeting are highlighted in the table below.

Category	Annual Meeting	Recommended Budget
Enrollment (FTE)	+50	+27
State Equalization Aid	\$27,670,932	\$28,341,079
Fund 10 Levy	\$60,717,113	\$60,256,165
Fund 39 Levy	\$16,101,675	\$16,101,675
Defeasance Funding Available	\$6,647,081	\$6,620,437
Property Value	\$7,167,918,642 (6.0%)	\$7,147,283,054 (5.69%)
Overall Levy Increase (from prior year)	4.90%	4.31%
Mill Rate	\$10.99	\$10.96



Board Action

Approval of the 2024-25 Proposed Budget

Relevant Policy: [Operational Expectation \(OE\) 5: Financial Planning](#), [Operational Expectation \(OE\) 6: Financial Administration](#)

Member Hanes motioned to approve the 2024-25 budget as presented. Member Porco seconded. The motion passed 7-0.

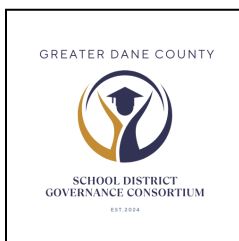
Approval of the Certification of the 2024-25 Tax Levy at \$78,335,620

Relevant Policy: [Operational Expectation \(OE\) 5: Financial Planning](#), [Operational Expectation \(OE\) 6: Financial Administration](#)

Member White motioned to approve the certification of the 2024-25 tax levy as presented at \$78,335,620. Member Medina seconded. The motion passed 7-0.

Board Updates

General Board Updates



Greater Dane County School District Governance Consortium Meeting

The Greater Dane County School District Consortium meeting took place on October 8, 2024, at 5:30 PM at VASD. Member Murphy noted that many area districts attended and that the meeting focused on how the group could collaborate to advocate for public education funding.

Board Workshop Discussion

Monitoring Report Indicators

Relevant Policy: [Results \(R\) 2: Academic Achievement](#)

The BOE operationalizes desired policy outcomes and ensures accountability through a monitoring report system. Each monitoring report includes a more detailed interpretation of the policy, definitions of related terms, and indicators. Indicators are the measures, assessments, surveys, and data points presented by staff members and used by the BOE to assess compliance with expectations and progress toward achieving results.

The BOE began an R2 monitoring report indicators revision process in March 2024, continued this exploration at the October 7, 2024 meeting, and continued it again at the October 21, 2024 meeting. Member Murphy shared that it is difficult to act as facilitator and participant of BOE workshops. Therefore, Director of Teaching, Learning & Innovation Karyn Stocks Glover supported facilitation of the BOE's conversation.

At the October 7, 2024 meeting, the BOE expressed the following:

- Desire for precise understanding and consensus on the purpose of R 2.2, specifically what the Board is seeking to learn from the evidence of compliance with indicators to inform the evaluation of the Superintendent
- Desire to clarify if the results policies communicate values *or* serve to provide data to inform evaluation of results, *or* can they do both?
 - Desire to understand the student experience and their stories through the Results policy

The purpose of the BOE's conversation on October 21 was to calibrate on the purpose of R 2.2 and determine any adjustments needed to policy language or other implications for BOE policy. Director Stocks Glover reviewed relevant language from R2 and Operational Expectation (OE) 11: Instructional Programming. She provided the following discussion prompts for the BOE:

What is the intended outcome of this policy (R 2.2)?

- Quality and results of programming
- Access to programming

Is the focus on all students having access/demonstrating results or specific to students' personalized goals?

- Are some of the intended outcomes captured through OE 11?
- If these areas are a priority for the BOE, what are the implications for the approach to graduation requirements?



Member Porco highlighted that the R2 language focuses on access rather than results, and wondered how the BOE should look at R1 - R4 in alignment with VASD's Strategic Framework. He articulated some potential updates that could align with the Strategic Framework and the Journey of a Lifelong Learner. Related to R2.2 specifically, he wondered what data could be used to show quality of outcomes rather than breadth of participation. Member Stier Christensen concurred that the BOE wants to have language that reflects that students have access to classes, generally speaking, rather than every student having access to every class. She raised the idea of looking at opportunity, availability, *and* how classes go once students are in the classes.

Member Hanes asserted that the policy relates to students achieving their personal goals when the BOE doesn't know what students' personal goals are. Member Medina asked if VASD has shared ideas with the BOE for every student having a personalized learning plan. Dr. Clardy articulated that was a previous focus. VASD's current focus incorporates the elements of the Journey of a Lifelong Learner. Director Stocks Glover shared insight on VASD's practices around career and academic planning, but those practices are not currently assessed or measured using standardized instruments.

Member Peguero shared that he continually thinks about unintended consequences, and that VASD's goal should be that those who don't have resources are not left behind. For example, who is participating in Advanced Placement classes? How do our practices and graduation requirements uplift formerly marginalized students?

Member Murphy asked what we desire to measure and how do we measure it? Students' access to classes alone is not our desired result.

Member Stier Christensen forwarded the idea that every student has the ability to explore personal interests in an area outside of core academics in the four areas to which R2 refers. If that is not happening, she asked how we create a system where all of our students have some exploration of their interests? Exploration could be operationalized as participation in classes, Career and Technical Education, creative and performing arts, and world languages. Member Porco agreed but felt that it would be better placed in Operational Expectation 11. Member

Porco asked if we can assess results in the four areas mentioned to see how the students who participate in those areas are gaining something from participation (e.g., skills, knowledge).

Member White asked about opportunities students have to discuss their career paths and how they become aware of the options available to them, pointing out that awareness is a prerequisite for access and participation. Dr. Clardy shared that there is a system for each student to meet with staff to discuss their interests and opportunities. Member Murphy and Member Stier Christensen pointed out that this would be fitting for OE 11. Member Medina asserted that VAHS' documentation of student meetings with guidance counselors could be a helpful indicator. Dr. Clardy confirmed that all 8th graders and all juniors also meet with guidance counselors.

Member Hanes summarized that this results policy is aimed at providing evidence that students are doing something they don't have to do, that they are pursuing interests outside of what they have to do to graduate.

Member Porco pointed out that participation is a process measure rather than an outcome measure and raised the question of how to operationalize outcomes. What is the result of student agency that we would want to measure? Are we looking for participation (process measure) and what changes because of participation (outcome measure)?

Stier Christensen suggested policy language that each student will achieve academic competency in an area of personal interest. Member Murphy supported this language. Member Porco stated that he would be interested only in academic competencies separate from "personal interest". Member Hanes questioned how to build indicators that measure academic competencies in these four areas because we don't have the standardized testing that we have in math, reading, science, and social studies.

Member Murphy asked the BOE if they are leaning toward a rewrite of policy R 2.2? Member Stier Christensen suggested eliminating 2.2 and creating 2.1.5 that puts all eight items in one with an and/or at the end. Member Hanes acknowledged that this would do away with the problematic framing that the goal is that *each* student needs to participate in *each* area. Member Murphy stated she is grappling with putting all of the eight elements into 2.1.5, while Member Porco thought combining them all could devalue them compared to considering them separately. Stier Christensen distilled the BOE's values to access *and* competency.

The BOE decided on the following next steps:

- Developing 2.1.5 from 2.2
- Dr. Clardy will create a suite of metrics for the BOE to consider
- Continue to consider deleting 2.2.

The BOE shared a tentative timeline that the next meeting would involve further discussion, with the BOE voting on an updated policy at the following meeting.

[Click this link for the most recent expanded agenda/past agendas/minutes](#)

Directions to access agendas and minutes:

- Click the link above
- Select "meetings"

- On the left-hand side, you will see a display of all of the meetings
- Select your desired meeting
- Once you have selected the meeting, select "view agenda"