

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
February 9, 2021 AGENDA

Regular Meeting
7:00 PM
Virtual Meeting Only

Join Zoom Meeting

<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/j/81599627722>

I. 7pm CALL TO ORDER

A. Adopt the Agenda

B. Overarching Result for Shorewood School District

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. 7:05pm STUDENT ACHIEVEMENT / RESULTS

Black Lives Matter at School Week of Action

Sam Coleman and Students

III. 7:15pm PUBLIC COMMENTS #1 (GC 3.3)

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. 7:30pm DISTRICT OPERATIONS

- A. Facilities Projects Updates Mike Huffman 4
- B. Monthly Board Financial Reports
- C. Survey Procedures Sam Coleman 18
- D. District Policy 810 and Guidelines (Access to Public Records) Bryan Davis 20
- E. Learning Model Updates Bryan Davis 41
- F. Progress Toward 2020/2021 District Goals: Health & Safety and Academic Achievement Mickey Chavannes, Sam Coleman and Julie Harris 43

V. 9:00pm SUPERINTENDENT'S ACTION AGENDA

- A. SEA Salary Approval

VI. 9:10pm SUPERINTENDENT'S CONSENT AGENDA (OE 8.10 & GC 2.4)

Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board.

All administrative matters delegated to the Superintendent that are required to be approved by the Board will be acted upon by the Board.

- A. Acceptance of an anonymous gift of \$10,000 to support the Drama Department
- B. Approval of Leave of Absence Requests:
Kelsey Burke
Emma Zuehlke
- C. Approval of Retirements: 56
James Beckers
Cynthia Blust
Robert Hughes
Kevin Kane
Betsy Pichette
William Wiswall

VII. 9:15pm PUBLIC COMMENTS #2 (GC 3.3)

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.

VIII. 9:30pm BOARD ACTION AGENDA

- A. Finance Ad Hoc Committee 57

IX. 9:40pm BOARD CONSENT AGENDA (GC 2.4)

The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.

- A. Approval of the January 26, 2021 Board Meeting Minutes 59
- B. Approval of the February 3, 2021 Board Meeting Minutes - Closed Session
- C. Approval of the January 26, 2021 Board Meeting Minutes - Closed Session
- D. Approval of January 21, 2021 Board Meeting Minutes - Closed Session

X. 9:45pm BOARD GOVERNANCE

XI. 9:50pm PUBLIC COMMENTS #3 (GC 3.3)

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.

XII. 10:05pm REVIEW OF 'TO DO' ITEMS

XIII. 10:10pm FUTURE AGENDA ITEMS

XIV. 10:15pm RECESS

XV. 10:20pm BOARD MEETING DEBRIEF (GC 2.2)

As a means to assure continuous improvement, the Board regularly and systematically will monitor all policies in this section, and will assess the quality of each meeting by debriefing the meeting following its conclusion.

1. What did the Board do well in this meeting
2. What did not work well for us ?
3. What do we want to do to improve ?
4. How did we impact student results?

XVI. 10:25pm ADJOURN

XVII. UPCOMING SCHEDULE ITEMS

Board Meeting, February 23 at 7 pm

Board Finance Workshop, February 24 at 5 pm

Community Linkage Meetings: February 24, March 2, March 18 and March 23

Spring Break, March 29 - April 2

Spring Election, April 6



Project Status Report for

Shorewood School

District

2/09/2021

Mike Huffman, HFD

Your Partner in
Development

Construction Progress

Atwater

- Phase 4 of construction began on December 21 in rooms 5,6,7,8,9,125, and 127. These rooms will be complete on February 12 and ready for teachers' use on the 18th after equipment and materials are moved back in
- Phase 5 of construction will begin on February 18 in rooms 1, 2, 3, and 4. Rooms 5, 6, 213 and the multi-purpose room will be used as flex spaces for displaced teachers and students
- The gym is nearing completion and we expect to turn it over for use in the next two weeks
- Lingering construction activities in previously turned-over spaces were addressed prior to student occupancy on 1/25. These included access control features at the main entry and the administration office suite

Lake Bluff

- Phase 5 rooms (218, 220, 227, 229, 28) will be turned back over to the district on February 15
- Phase 7 has been accelerated with construction now beginning on February 22 in rooms 10, 11, 13, 221, 223, and 225. Movement out of those rooms will occur between the 13th and the 18th
- As with Atwater, lingering construction activities⁵ were completed by January 25th

Construction Progress (Continued)

High School-

- At the exterior of new addition window installation is now underway
- Mechanical work is largely complete in interior spaces and finish materials are now being installed. The new entry, administration suite and 2nd floor LMC will be completed on March 1st
- The current phase of construction on the 3rd floor is now complete and ready for student occupancy. Additional work will be accomplished in 3rd floor spaces during the summer

Project Administration

- We have reengaged with playground vendors to advance selection and pricing of equipment to be installed at Atwater and Lake Bluff this summer. The Principals will be soliciting input from students and staff regarding playscape components (within the established budgets)
- Miron's Project Manager for high school campus work, Stacie Ahlgren, has taken a job with a different firm. Her approach to project management was appreciated, and she will be missed. A new Project Manager, Sam Orcholski, started working with us on February 1
- On February 4th we met with representatives of Conrad Schmitt Studios to review their process for moving and restoring art elements located in the HS admin building, Atwater and Lake Bluff
- The owner team has focused extensively on planning for and implementing ventilation changes throughout the district buildings to meet with SSD's goals for COVID-19 air quality.
- Prior to the ramp-up of student occupancy, EUA, Miron and the owner team met with the local Building Inspector and Fire Marshal to make sure all parties are on the same page regarding our unique phased construction delivery and the status of life safety systems

Project Administration (Continued)

Design Directives

- The following statement is a repeat from last month's report as this activity is ongoing:

We are investigating water infiltration problems at the Atwater lower level. We believe that the exterior foundation drain-tile discharges into the building to a compromised piping system. Furthermore, the drain-tile itself may be plugged and/or collapsed.

FF&E Status

- New furniture has been ordered for SHS rooms 305, 305A and 315. Delivery and installed is scheduled for the end of March
- Lake Bluff music room (205) furniture has been ordered and will be delivered by the end of March
- New book bins are being ordered for Lake Bluff LMC to replace those that were deemed unsalvageable after room renovations. They will be delivered by the end of March

Budget and Bid Updates

In previous reports I have described change orders 1-5 that have been executed. Those changes resulted in a total Miron contract increase of \$365,943 (\$116,266 of this was just a shift of budget lines).

We have now executed the following change orders:

Change Order 6: \$91,854 for access control at HS Admin – this is just a shift of budget lines

Change Order 7: \$16,426 for access control at HS Arts & Science – this is just a shift of budget lines
\$34,986 for renovations to room 130 Arts & Science – new work scope

Change Order 8: \$101,385 for access control at HS Pool & Arena – this is just a shift of budget lines

Change Order 9: \$129,516 for added renovations to Atwater gym (historic preservation) – new work scope

Change Order 10: \$41,202 for additional access control at Lake Bluff – new work scope

Change Order 11: \$445,533 for fire protection at Atwater – new work scope
\$58,044 for additional lockers at the lower level of Atwater – new work scope

Change Order 12: \$256,682 for fire protection at Lake Bluff – new work scope

Project Update Photos-Atwater



New ADA and Secure Entrance (Interior)

Project Update Photos-Atwater



Gymnasium renovation

Project Update Photos- Lake Bluff



New Window installation is complete



New secure and ADA entrance (exterior)

Project Update Photos- Lake Bluff



Portable air filters have been delivered and are in use

Corridor updates and renovations

Project Update Photos- High School



Windows are being installed at the new admin addition

Project Update Photos- High School



Wednesday, February 3, 2021 11:23
1701 East Capitol Drive
Shorewood
Milwaukee County
Wisconsin

View from inside new addition on the 2nd floor

Project Update Photos- High School



Classroom renovations and ¹⁶cabinet refurbishments

Huffman Facility Development, Inc.

Shorewood School District Referendum Projects
 BUDGET SUMMARY
 02/05/21

DESCRIPTION	BUDGET	FINAL PROJECTED COST	PAYMENTS TO DATE	% Complete
Pre-Development	44,588	44,588	39,588	88.79%
Professional Services <i>Design, Project Mgmt, Legal, Quality Testing</i>	4,381,730	4,381,730	3,719,511	84.89%
Owner Provided Equipment	2,440,000	2,440,000	189,499	7.77%
Construction	52,031,460	54,044,773	17,858,455	33.04%
Other Project Expense	505,000	505,000	164,948	32.66%
Additional Funding Sources	0	0	0	#DIV/0!
Owner Contingency	5,597,223	3,583,910	0	0.00%
TOTAL	65,000,000	65,000,000	21,972,001	33.80%
FINAL PROJECTED COST		<u>65,000,000.00</u>		
Balance - Under / (Over)		<u><u>0.00</u></u>		



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: Survey Procedures

Date: February 9, 2021

Prepared by: Sam Coleman

Recommended action:

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

Purpose:

Information provided by the Director of Curriculum and Instruction outlining the purposes of our surveys and assessments of students perceptions.

Background:

Shorewood School District values the input of our students, families, faculty, and community stakeholders. We have a practice of using surveys and collecting feedback as one approach to gather data. This data is used to help us understand what we are doing well and ways we can improve our practices and systems.

Since we have been in a virtual learning environment, we have shared a number of surveys with students, parents and faculty to help us make decisions that are informed by data. We also believe that having a gauge on students' perceptions of connectedness and engagement is a priority and has particular importance at this time due to the increased difficulty of accurately interpreting students' dispositions in a virtual learning environment. At the end of January, students were provided a digital survey designed to help us understand students' perceptions of connectedness and students' sense of belonging at school. The questions used in the survey were similar to survey questions we have used in recent years. The district facilitated the rendering of this survey internally rather than use a third partner provider. Individual students' responses to this survey may only be accessible by the students' teachers, counselors, and administrators.

Our school district's [student survey policy](#) provides parameters for the use of surveys, protecting students' privacy, communication protocols with parents, and providing an opportunity for students to decline to participate in surveys. In this case, prior to the survey being administered, parents or guardians were not notified about the survey as called for in the policy and students may not have been aware of their right to opt out of participating in the survey. We understand there is increased concern about student privacy and the use of surveys to make inferences that inform decisions.

Please know that we take the privacy of our students very seriously. As we continue to make decisions and leverage strategies that proactively address students' sense of connectedness and engagement, we will work to ensure sufficient transparency and communication with students, parents, and faculty.

SCHOOL DISTRICT OF SHOREWOOD

810

ACCESS TO PUBLIC RECORDS

The Board of Education recognizes that it is the representative of the public, and that the release of information to the public is an essential function of representative government. The Board shall allow individuals to have access to school district records in accordance with District policies and guidelines, and in accordance with state law.

The Superintendent and the Director of Business Services are designated as the legal custodian of records for the Board of Education, including Board officers, and for any committees or other authorities created by resolution of the Board. He/she shall also be the legal custodian of records for individual members of the Board, but only to the extent such records are maintained at any District-owned or District-controlled facility, or on any District-controlled computer system. Each individual member of the Board is the sole legal custodian of the records of his/her elected office to the extent such records are maintained at any facility, or on any computer system, that is not owned or controlled by the District.

Each building principal shall serve as a deputy custodian concerning the education records of the students presently attending school in their building(s) or programs, as well as those student records, which are otherwise maintained at their respective building(s). The Director of Special Education is designated as the deputy custodian of all records pertaining to special education.

The legal custodian(s) of records shall safely keep and preserve the records of the various District authorities outlined above and have full legal power to render decisions and carry out duties related to those public records maintained by the District. The legal custodian(s) may deny access to District records only in accordance with legal requirements. The legal custodian(s) is authorized to consult with the District's legal counsel in determining whether to deny access to a record in whole or in part.

Public records may be inspected, copied and/or abstracted during established District business hours. An official notice of the District's policy and guidelines regarding the inspection, release and reproduction of public records of the District, and the fees that will be charged for the location and reproduction of such records shall be adopted by the Board and be displayed in prominent and conspicuous locations throughout the District. The notice shall also be available upon request to any member of the public. All District employees shall also be informed of state law requirements regarding public records and provisions of this policy.

For purposes of implementing provisions of the Wisconsin Public Records Law, the following positions constitute "local public offices" in the District: School Board members and Board officers, the Superintendent, building principals, Director of Special Education and Pupil Services, Human Resources Manager, and Director of Curriculum and Instruction.

The following process will be used upon receipt of an Open Record Request:

- Open Records requests received by any/all District offices will be forwarded to the District's Human Resources Manager or designee, who will be responsible for ensuring acknowledgement, legal review, as needed, communication with the Requester re: costs and/or other processing information, and leadership of fulfillment tasks, pursuant to state laws;
- In addition to those staff members involved in collecting information, the District Superintendent will review records requests and fulfillment for confidentiality and compliance issues and approve content before the District sends its response; and
- The District's Human Resources Manager or designee will maintain all documentation related to Open Records request receipts, acknowledgements and fulfillment.

District records shall be disposed of when appropriate consistent with legal requirements and as per the *Wisconsin Records Retention Schedule for School Districts*, with any applicable local exceptions or modifications to that schedule, which has been adopted for use in the District.

LEGAL REF.: Sections 19.21-19.39 Wisconsin Statutes
 120.13(28)
 Federal Laws
 34 C.F.R. §300.623

CROSS REF.: 172, Board Meeting Minutes
 345, Student Records
 354, Internet Safety and Acceptable Use
 525, Staff Physical Examinations

APPROVED:

January 15, 1983

REVISED:

August 13, 2002
September 10, 2002
June 10, 2014
July 27, 2016
February 3, 2021

SCHOOL DISTRICT OF SHOREWOOD

811

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For purposes of implementing provisions of the Wisconsin Public Records Law, the ~~District will observe these procedures:~~ following positions constitute "local public offices" in the District: School Board members and Board officers, the Superintendent, building principals, Director of Special Education and Pupil Services, Director of Business Services, Human Resource Manager, and ~~Executive the Executive Director of Curriculum and, Instruction and Pupil Services.~~

~~These are the new procedures that I confirmed with Carrie and Kim Salem:ff~~

The following process will be used upon receipt of an Open Record Request:

- ~~All~~ Open Records requests ~~received by any/all District offices~~ received by any/all District offices will be forwarded to the District's Human Resources ~~Department Manager~~ or designee, ~~which will be responsible for ensuring~~ for, who will be responsible for ensuring acknowledgement, legal review, as needed, ~~communication with the Requester re: costs and/or other processing information, cost estimates~~ communication with the Requester re: costs and/or other processing information, and leadership of fulfillment tasks, ~~pursuant to state laws, pursuant to state laws;~~
- In addition to those staff members involved in collecting information, the ~~District~~ District Superintendent will review records ~~requests and fulfilment requests~~ requests and fulfilment for confidentiality and compliance issues ~~and approve content~~ and approve content before the District sends its response; and
- The District's Human Resources ~~Department Manager~~ or designee will maintain all documentation related to Open Records request receipts, acknowledgements and fulfillment.

#

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APPROVED: January 15, 1983

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SCHOOL DISTRICT OF SHOREWOOD

810 - Guideline

PROCEDURES FOR HANDLING PUBLIC RECORD REQUESTS

The Shorewood School District is a Wisconsin Common Public School District providing education to students in grades 4K through 12. The Board of Education, consisting of five elected members, is the governing body of the District.

The District's schools are comprised of the following:

1. Atwater Elementary School, 2100 E Capitol Drive,
Shorewood, WI 53221
2. Lake Bluff Elementary School, 1600 E Lake Bluff Blvd,
Shorewood, WI 53211
3. Shorewood Intermediate School, 3830 N Morris Blvd,
Shorewood, WI 53211
4. Shorewood High School, 1701 E Capitol Drive,
Shorewood, WI 53211
5. New Horizons Charter School, 1701 E Capitol Drive,
Shorewood, WI 53211

Administratively, the District is organized into the following Departments:

1. Curriculum and Instruction
2. Equity
3. Instructional Technology
4. Special Education and Pupil Services
5. Business Services
6. Recreation and Community Services
7. Facilities and Operations

Several positions within the District constitute "local public offices" for purposes of the Wisconsin Public Records Law, including the following positions:

1. Seats held by individual board members
2. Officers of the School Board
3. Superintendent
4. Director of Business Services
5. Director of Curriculum and Instruction

6. Director of Special Education and Pupil Services
7. Building Principals

Individuals may have access to records maintained by the Shorewood School District and the various District records authorities in accordance with applicable law, District policy, and the additional procedures outlined below.

A. Accessibility of Records

1. Members of the public may request access to the public records that are under the supervision of the legal custodian by submitting a request to a District local public office during the regular business hours of the District which are Monday through Friday from 8:00 am - 4:00 pm, except for holidays and such other exceptions as may be established in connection with the school calendar. Requests sent by mail may be directed to:

Shorewood School District
Superintendent's Office
1701 E Capitol Drive
Shorewood, WI 53211

Email requests may be sent to the local public office and addresses are available on the District website.

2. A requester may be permitted to use facilities comparable to those available to District employees to inspect or copy a record.
3. The legal custodian of records or his/her designee may require supervision of the requester during inspection or may impose other reasonable restrictions to maintain the security of the record(s).

B. Record Requests under the Wisconsin Public Records Law

1. All requests to inspect or copy a public record shall be made to the legal custodian of records or his/her designee.

2. All requests must be reasonably specific as to the subject matter and time period of the records covered by the request.
3. Record requests may be made orally or in writing. Requesters may, but are not required to, contact the District to ensure receipt of the request.
4. At the discretion of the records custodian, the records custodian may contact the requester to seek clarification of a request prior to locating responsive records, preparing an estimate, or providing a formal response.
5. A requester may be required to show acceptable identification whenever the requested record is kept at a private residence, whenever security reasons require such measures, or where applicable state or federal law otherwise requires or permits an authority to request identification.
6. Neither any records authority nor any legal custodian of records is required to create new records that do not presently exist in response to any request for information from the authority.
7. The records custodian is authorized by applicable law to reject "standing requests" for access to records that do not exist at the time of the request, but that may be created at a later date.

C. Responses to Records Requests

The following process will be used upon receipt of an open records request:

1. Open Records requests received by any/all District offices will be forwarded to the District's Human Resources Manager or designee, who will be responsible for ensuring acknowledgement, legal review, as needed, communication with the Requester re: costs and/or other processing information, and leadership of fulfillment tasks, pursuant to state laws;

2. All requests will be processed as soon as practicable and without delay. The time it takes the custodian to respond to the request will depend on factors including the nature and extent of the request and the availability of staff and other resources necessary to process the request. Access to inspect or copy records on the same day that the request is submitted is available only in limited circumstances.
3. In addition to those staff members involved in collecting information, the District Superintendent will review records requests and fulfilment for confidentiality and compliance issues and approve content before the District sends its response.
4. Not all records created or maintained by the District are subject to inspection or copying by the public. Examples of records to which access may be prohibited or restricted include, but are not limited to, certain student records and certain records concerning applicants for positions, district employees, or public officers. In some cases, only a portion of record is subject to public inspection, while the remaining portion must remain confidential.
5. If the legal custodian decides to permit access to certain types of records concerning employees or individuals who hold a local public office, the custodian shall first determine whether the law requires the custodian to provide the record subject with advance notice of the decision to release the records. If such notice is required, it shall be provided prior to any release of the records, and the record subject shall be afforded the rights further outlined in state law.
6. In the event a records custodian denies a records request, either in whole or in part, the custodian shall identify the reasons that access to the records is being denied.
7. If a written request is denied in whole or in part, the requester shall receive a written statement of the reasons for the denial. Verbal requests may be denied verbally unless the requester makes a demand for a

written statement of the reasons denying the request within five business days of the oral denial.

8. If the records custodian issues a written denial of a request, the custodian must also expressly notify the requestor within the response that the denial is subject to review in an action for mandamus under section 19.37(1) of the Wisconsin Statutes, or by application to the district attorney or attorney general.
9. The District's Human Resources Manager or designee will maintain all documentation related to Open Records request receipts, acknowledgements and fulfillment.

D. Fees

The following provisions supplement the fee provisions established in Board policy 823 Access to Public Records. The following fees are authorized to be charged to persons who request to inspect or copy the records of the Shorewood School District to the extent such request is submitted, or responded to, under the Wisconsin Public Records Law:

1. \$0.20 per side of a page for each paper copy that is made of any standard-size paper record. Separate charges, not to exceed the actual, necessary and direct costs, may apply for issuing copies of photographs, electronic records, records which require transcription, or other specialized records.
2. The actual, necessary and direct cost of photographing and photographic processing for providing a photograph of a record, when the record does not permit standard copying.
3. There shall be no charge for the costs associated with locating a record unless the actual, necessary and direct location costs associated with the request exceed \$50, in which case the entire actual cost shall be imposed upon the requester. Where staff time is charged as an actual and necessary cost of responding to a records request, the charge shall be calculated

using the hourly compensation cost of the lowest-compensated employee having the knowledge of the records, skills needed to competently perform the task(s), and the authority to access the records or source, to the extent those records or sources contain confidential information, regardless of the person who actually performs the tasks.

4. If records are mailed to the requester, the actual, necessary and direct postage/shipping costs.
5. If a record is produced or collected by a person who is not a records authority pursuant to a contract entered into by that person and the District, and if access to the records is required by law, then the fee charged for complying with the request for records shall be the actual, direct and necessary cost as authorized or established by District policy and applicable law. These types of records might include, for example, records from contracted vendors and contracted service providers (CESA #1 service contracts, contracted transportation services, etc.).
6. Prepayment of authorized fees may be required for any request where the total fees exceed \$5. A request for any prepayment of or deposit on fees shall be based upon a good-faith estimate of the likely costs of responding to the request, with any difference to be refunded or collected once the actual amount is known.
7. The legal custodian of records or his/her designee shall not sell or rent a record containing an individual's name or address of residence, unless specifically authorized by state law. The collection of general fees applicable to a records request is not a sale or rental under these procedures.
8. In a situation where any fees differing from the fees identified in this Notice are established by law, or are authorized to be established by law, those other fees may be charged.
9. Requesters shall make checks for fees payable to Shorewood School District.

E. Special Notice Regarding Records Containing Information that is Personally-Identifiable to a Student

A parent/guardian or adult student who, pursuant to applicable state or federal law, wishes to inspect or copy personally-identifiable student records maintained by the District should submit such requests to the office of the student's current building principal, provided that the student in question is still enrolled in the District.

Requests for a copy of an individual's own high school transcript should be submitted to Shorewood High School Student Support Department.

For more information regarding student records and accessing student records, please refer to District policy 347 Student Records. Fees other than those fees applicable to access to public records may apply to requests for student records.

APPROVED: June 10, 2014
REVISED: February 3, 2021

SCHOOL DISTRICT OF SHOREWOOD

810- Guideline

~~GENERAL~~ PROCEDURES FOR HANDLING PUBLIC RECORD REQUESTS

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1. Curriculum and ~~7~~ Instruction and ~~Pupil Services~~
2. Equity
3. Instructional Technology
4. Special Education and Pupil Services
5. Business Services
6. Recreation and Community Services
7. Facilities and Operations

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1. Seats held by individual board members
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4. Director of Business Services
5. ~~Executive~~ Director of Curriculum and ~~7~~ Instruction
6. Director of Special Education and Pupil Services
7. Building Principals
8. ~~Director of Special Education~~

Individuals may have access to records maintained by the Shorewood School District and the various District records authorities in accordance with applicable law, District policy, and the additional procedures outlined below.

A. Accessibility of Records

1. Members of the public may request access to the public records that are under the supervision of the legal custodian by submitting a request to a ~~the District local public office records custodian~~ during the regular business hours of the District ~~Superintendent's Office~~, which are Monday through Friday from 8:00 am - 4:00 pm, except for holidays and such other exceptions as may be established in connection with the school calendar. Requests sent by mail ~~Such requests may be directed made to:~~
Shorewood School District
Superintendent's Office
1701 E Capitol Drive
Shorewood, WI 53211

Email requests may be sent to the local public office and addresses are available on the District website.

2. A requester may be permitted to use facilities comparable to those available to District employees to inspect or copy a record.
3. The legal custodian of records or his/her designee may require supervision of the requester during inspection or may impose other reasonable restrictions to maintain the security of the record(s).

B. Record Requests under the Wisconsin Public Records Law

1. All requests to inspect or copy a public record shall be made to the legal custodian of records or his/her designee.
2. All requests must be reasonably specific as to the subject matter and time period of the records covered by the request.

3. Record requests may be made orally or in writing. Requesters may, but are not required to, contact the District to ensure receipt of the request.
4. At the discretion of the records custodian, the records custodian may contact the requester to seek clarification of a request prior to locating responsive records, preparing an estimate, or providing a formal response.
5. A requester may be required to show acceptable identification whenever the requested record is kept at a private residence, whenever security reasons require such measures, or where applicable state or federal law otherwise requires or permits an authority to request identification.
6. Neither any records authority nor any legal custodian of records is required to create new records that do not presently exist in response to any request for information from the authority.
7. The records custodian is authorized by applicable law to reject "standing requests" for access to records that do not exist at the time of the request, but that may be created at a later date.

C. Responses to Records Requests

The following process will be used upon receipt of an open records request:

1. ~~All Open Records requests received in District offices will be forwarded to the District's Human Resources Department for acknowledgement, legal review, as needed, cost estimates and leadership of fulfillment tasks in support of records custodians;~~ Open Records requests received by any/all District offices will be forwarded to the District's Human Resources Manager or designee, who will be responsible for ensuring acknowledgement, legal review, as needed, communication with the Requester re: costs and/or other processing information, and leadership of fulfillment tasks, pursuant to state laws;

2. All requests will be processed as soon as practicable and without delay. The time it takes the custodian to respond to the request will depend on factors including the nature and extent of the request and the availability of staff and other resources necessary to process the request. Access to inspect or copy records on the same day that the request is submitted is available only in limited circumstances.
3. ~~In addition to records custodians, the Superintendent will review records for confidentiality and compliance issues, and approve the response and supporting material before its release.~~In addition to those staff members involved in collecting information, the District Superintendent will review records requests and fulfilment for confidentiality and compliance issues and approve content before the District sends its response.
- 4.
5. Not all records created or maintained by the District are subject to inspection or copying by the public. Examples of records to which access may be prohibited or restricted include, but are not limited to, certain student records and certain records concerning applicants for positions, district employees, or public officers. In some cases, only a portion of record is subject to public inspection, while the remaining portion must remain confidential.
6. If the legal custodian decides to permit access to certain types of records concerning employees or individuals who hold a local public office, the custodian shall first determine whether the law requires the custodian to provide the record subject with advance notice of the decision to release the records. If such notice is required, it shall be provided prior to any release of the records, and the record subject shall be afforded the rights further outlined in state law.
7. In the event a records custodian denies a records request, either in whole or in part, the custodian shall identify the reasons that access to the records

is being denied.

8. If a written request is denied in whole or in part, the requester shall receive a written statement of the reasons for the denial. Verbal requests may be denied verbally unless the requester makes a demand for a written statement of the reasons denying the request within five business days of the oral denial.

9. If the records custodian issues a written denial of a request, the custodian must also expressly notify the requestor within the response that the denial is subject to review in an action for mandamus under section 19.37(1) of the Wisconsin Statutes, or by application to the district attorney or attorney general.

10.

11. The District's Human Resources Manager or designee will maintain all documentation related to Open Records request receipts, acknowledgements and fulfillment. ~~The District's Human Resources Department will maintain all documentation related to Open Records request receipts, acknowledgements and fulfillment.~~

12.

D. Fees

The following provisions supplement the fee provisions established in Board policy 823 Access to Public Records. The following fees are authorized to be charged to persons who request to inspect or copy the records of the Shorewood School District to the extent such request is submitted, or responded to, under the Wisconsin Public Records Law:

1. \$0.20 per side of a page for each paper copy that is made of any standard-size paper record. Separate charges, not to exceed the actual, necessary and direct costs, may apply for issuing copies of photographs, electronic records, records which require transcription, or other specialized records.

2. The actual, necessary and direct cost of photographing and photographic processing for providing a photograph of a record, when the record does not permit standard copying.
3. There shall be no charge for the costs associated with locating a record unless the actual, necessary and direct location costs associated with the request exceed \$50, in which case the entire actual cost shall be imposed upon the requester. Where staff time is charged as an actual and necessary cost of responding to a records request, the charge shall be calculated using the hourly compensation cost of the lowest-compensated employee having the knowledge of the records, skills needed to competently perform the task(s), and the authority to access the records or source, to the extent those records or sources contain confidential information, regardless of the person who actually performs the tasks.
4. If records are mailed to the requester, the actual, necessary and direct postage/shipping costs.
5. If a record is produced or collected by a person who is not a records authority pursuant to a contract entered into by that person and the District, and if access to the records is required by law, then the fee charged for complying with the request for records shall be the actual, direct and necessary cost as authorized or established by District policy and applicable law. These types of records might include, for example, records from contracted vendors and contracted service providers (CESA #1 service contracts, contracted transportation services, etc.).
6. Prepayment of authorized fees may be required for any request where the total fees exceed \$5. A request for any prepayment of or deposit on fees shall be based upon a good-faith estimate of the likely costs of responding to the request, with any difference to be refunded or collected once the actual amount is known.
7. The legal custodian of records or his/her designee shall not sell or rent a record containing an individual's name or address of residence, unless

specifically authorized by state law. The collection of general fees applicable to a records request is not a sale or rental under these procedures.

8. In a situation where any fees differing from the fees identified in this Notice are established by law, or are authorized to be established by law, those other fees may be charged.
9. Requesters shall make checks for fees payable to Shorewood School District.

E. Special Notice Regarding Records Containing Information that is Personally-Identifiable to a Student

A parent/guardian or adult student who, pursuant to applicable state or federal law, wishes to inspect or copy personally-identifiable student records maintained by the District should submit such requests to the office of the student's current building principal, provided that the student in question is still enrolled in the District.

Requests for a copy of an individual's own high school transcript should be submitted to Shorewood High School Student Support Department.

For more information regarding student records and accessing student records, please refer to District policy 347 Student Records. Fees other than those fees applicable to access to public records may apply to requests for student records.

APPROVED: June 10, 2014

REVISED: February 3, 2021



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: District Policy 810 and Guidelines (Access to Public Records) Revisions

Date: February 9, 2021

Prepared by: Bryan Davis

Recommended action:

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

Purpose:

Detail policy and procedures changes for the handling of Public Records requests and summarize related District policy review work underway

Additional Information

District Policy 810 (Access to Public Records) and the companion guidelines for handling Public Records Requests have been revised to include the following specific procedures:

- All Open Records requests received in District offices will be forwarded to the District's Human Resources Department for acknowledgement, legal review, as needed, cost estimates and leadership of fulfillment tasks in support of records custodians;
- In addition to records custodians, the Superintendent will review records for confidentiality and compliance issues, and approve the response and supporting material before its release; and
- The District's Human Resources Department will maintain all documentation related to Open Records requests received, follow up acknowledgements and fulfillment.

This policy will be reviewed again as part of a schedule to review and update all policies this spring. A policy consulting and service firm, [NEOLA](#), will support this process to ensure that District procedures reflect current legal mandates, changing technology needs, standards and issues, and best practices in K-12 education. Policy work is scheduled through June 2 so that new student and staff handbooks, the District website and other information resources are updated and available July 1, 2021. Thereafter, NEOLA will update District policies to reflect legal and compliance changes as needed, along with semi-annual reviews. More information about NEOLA's services and their client roster can be found on their website.



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: Learning Model Updates

Date: February 9, 2021

Prepared by: Bryan Davis

Recommended action:

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

Purpose:

To summarize the status of hybrid and remote instruction in District schools, and outline plans for the elementary schools' third trimester (March 8) and fall 2021. A statement from the District's Medical Advisory Group, outlining planning priorities for in-person learning in fall 2021 has also been provided.

Additional Information:

Shorewood Elementary Schools are currently in a Hybrid Instruction Model. I am closely monitoring the decrease in the Covid burden level. If the burden level falls below 200 for two consecutive weeks, a transition to full in person instruction five days a week with a remote learning option will begin. The earliest that may occur is March 8th, the first day of the third trimester. Learning model declaration forms for the third trimester will be sent out the week of February 15.

Effective February 15:

Shorewood Intermediate School (7-8) AA/BB in-person hybrid with remote option

Effective February 22:

Shorewood High School (9-12) AA/BB in-person hybrid with remote option

All Shorewood Schools will intend to open five days a week fully in person with a remote learning option for all grades beginning in September for the 2021-2022 school year. If public health conditions do not improve enough to allow for full in-person instruction, we will adjust our plans to ensure a safe environment for students, faculty and staff. Assessments of public health conditions during the summer will help decision-making for the fall. We will continue to get feedback from our Medical Advisory Group and our Shorewood Education Association when making these decisions.

Shorewood Medical Advisory Group Statement
Regarding Instruction for the 2021-2022 Academic Year
2/4/2021

The Medical Advisory Committee endorses the Shorewood School District Administration's commitment to providing full in-person education for the 2021-2022 school year. The fall of 2021 will mark 18 months since initial school closure, and while we believe that COVID-19 will still be challenging our country in September 2021, the growing knowledge around SARS-CoV-2 transmission and mitigation in school environments, improving testing access, and increasing vaccination rates will allow education delivery with relative safety. We recognize that there is accruing evidence that many students and families experienced physical, emotional, social, and educational challenges in 2020. A return to in person education provides a strong platform from which to begin the work of addressing these important concerns.

This commitment to in-person education does not mean a return to schools in the same ways they operated before the pandemic. We believe the following concerns will require continued attention:

- Ongoing adaptations will be needed, including both mitigation strategies being used this academic year and additional ones to accommodate more learners and in-person hours per week.
- Continued construction within our district will require additional planning to maintain mitigation needs and student spacing.
- Traditional classrooms will need to facilitate remote synchronous learning for students faced with future isolation or quarantine needs.
- Shorewood School District will need a robust virtual option with supplemental support to accommodate families that prefer this approach.
- There must be a vigorous effort to address social and emotional needs of students of all age groups and learning modes.

As we continue our efforts for safe and successful learning for all students this school year, we look forward to working with the District on proactive planning to create an even stronger learning community in the coming school year, committed to safety, educational excellence, and the vitality of our village.



Shorewood

SCHOOL DISTRICT

FastBridge Mid-Year Assessment School Board Report - February 9, 2021

District Goals

- At least 1 year of growth in Reading and Math for all students

FastBridge Benchmarks

- Proficiency: 80% or more students fall in the low risk or college pathway (40th percentile or above)
- Growth: 60% of students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year.

Overview & Definitions

What is FastBridge Assessment? - FastBridge provides three types of assessments, Computer Adaptive Testing (CAT), Curriculum-Based Measurement (CBM), and observation based, which come together in one powerful, multimodal, comprehensive solution. Assessments can be used alone or in tandem to screen, monitor, diagnose, and inform instruction. FastBridge assessments address three critical areas of learning: reading, math, and behavior.

Criterion-referenced & Norm-referenced Data

FastBridge™ uses both criterion-referenced and norm-referenced data. Criterion-referenced scores, often called "benchmarks" or "cut-scores", are an academic measure that allows the student's earned scores to be categorized. FastBridge places student scores into four categories, which we refer to as risk:

- College Pathways - students who are on-track for college and career success.
 - FastBridge College Pathway Benchmarks and the ACT, SAT, and College Entrance Requirements. It identifies those students performing at or above the 70th percentile in Kindergarten through 8th grade, and those students performing at or above the 75th percentile in 9th through 12th grades. This provides educators with a comparison to published research on ACT, SAT, and other college entrance performance standards.
- Low Risk - students who are at low risk of falling behind their peers.
- Some Risk - students who are at some risk of falling behind their peers.
- High Risk - students who are at high risk of falling behind their peers.

Student Median %ile:



high risk



some risk



low risk



College
Pathway

Benchmark Assessment

FAST Benchmarks are test-specific scores that indicate the student's risk of performing below a future (usually end of year) performance target. FAST defines two (or three) benchmark cut scores for each assessment in each season and grade, resulting in three (or four) levels of risk. The FAST default Benchmark settings are based on the national norms and correspond to the following percentile ranges. • High-Risk: Below the 15th percentile • Some-Risk: 15th – 39th percentile • Low-Risk: 40th – 99th percentile

Norm-referenced Data

The best strategies for an Equitable Multi-Level System of Support require an overview of effectiveness at the district, school, grade, classroom and individual level. FastBridge collects data on how students perform on an individual basis in relation to all other FastBridge users in the same grade (national norms). Unique normative comparisons are available for Fall, Winter, and Spring screening periods to account for the influence of classroom instruction on student scores. This accumulated data becomes FastBridge's Norms. All FastBridge assessments were re-normed in 2019, except CBMmath Automaticity which took place in 2020 for grades 4-8 due to coming out of lab (trial) status.

National Percentile Rank

Percentile rank is described as a number between 1 and 99 with 50 being the average score. For example, if a student has a percentile rank of 75, this would mean that he/she performed the same as or better than 75 percent of students in this same norm group. Higher percentile ranks indicate better performance.

In a Nutshell

FastBridge takes the data collected in assessments and assimilates it into reports, which utilize FastBridge Benchmarks and Norms to characterize the performance of individuals and groups within the district.

Assessments to be Administered - Fall, Winter, and Spring, 2020-21

aReading (Adaptive Reading)

The assessment is based on ten years of research that is built upon the recommendations of the National Reading Panel (2000). It is also cross-walked to the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades K-12. It is useful to predict performance on high-stakes assessments (e.g., state tests). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy.

Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. Extensive research has enabled the aReading test of 30 items to replace a traditional test of about 100 items with equal or greater accuracy and actionable results. aReading is intended for use from kindergarten through twelfth grades for screening. Items developed for kindergarten through grade 5 target Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and Comprehension. Items developed for middle and high school grade levels target Orthography, Morphology, Vocabulary, and Comprehension. Each assessment is individualized by the software and, as a result, the information and precision of

measurement is optimized regardless of whether a student functions at, above or significantly below grade level.

aMath (Adaptive Math)

Items are based on the recommendations of the National Math Panel (2008) and National Common Core Standards (CCSS; 2010). aMath is designed to identify those students with skill needs in math achievement in need of additional instruction and predict performance on state accountability measures. During each aMath administration, students complete 30 questions. Item difficulty is determined by a student's performance on prior items. Items assessed based on CCSS are counting and cardinality, operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.

Reported Risk Levels

- College Pathways - students who are on-track for college and career success.
- Low Risk - students who are at low risk of falling behind their peers.

Growth Scores

Growth is defined as the shift across seasons in the score associated with each percentile. Students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year. With the "Benchmark View" we compare the percentage of students at or above typical growth against the national average growth rate of 60%. Values greater than 60% indicate faster than average growth.

Student Median Growth %ile:



District Data (Kindergarten-8th Grades)

Risk Breakdown (Winter Screening Assessment) - Proficiency

aReading

- 77% (852 students) of our students fall within the low risk or college pathway category

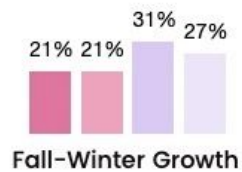
aMath

- 81% (901 students) of our students fall within the low risk or college pathway category

Growth (Fall to Winter)

aReading

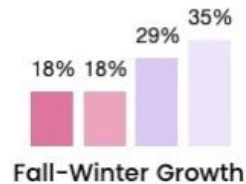
Growth Of All Students In Group
By Benchmark Categories: ?



Flat Growth (21%) = 236 students
 Modest Growth (21%) = 237 students
 Typical Growth (31%) = 339 students
 Aggressive Growth (27%) = 297 students

aMath

Growth Of All Students In Group
By Benchmark Categories: ?



Flat Growth (18%) = 198 students
 Modest Growth (18%) = 195 students
 Typical Growth (29%) = 323 students
 Aggressive Growth (35%) = 390 students

Atwater Elementary School

Risk Breakdown (Winter Screening Assessment) - Proficiency

aReading

- 72% (276 students) of our students fall within the low risk or college pathway category

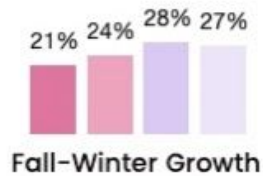
aMath

- 80% (303 students) of our students fall within the low risk or college pathway category

Growth (Fall to Winter)

aReading

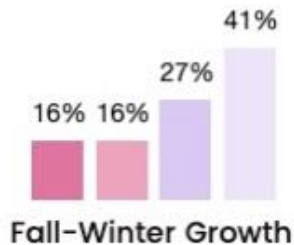
Growth Of All Students In Group
By Benchmark Categories: ?



Flat Growth (21%) = 80 students
Modest Growth (24%) = 91 students
Typical Growth (28%) = 109 students
Aggressive Growth (27%) = 104 students

aMath

Growth Of All Students In Group
By Benchmark Categories: ?



Flat Growth (16%) = 60 students
Modest Growth (16%) = 61 students
Typical Growth (27%) = 104 students
Aggressive Growth (41%) = 156 student

Lake Bluff Elementary School

Risk Breakdown (Winter Screening Assessment) - Proficiency

<p>aReading</p> <ul style="list-style-type: none"> 80% (352 students) of our students fall within the low risk or college pathway category
<p>aMath</p> <ul style="list-style-type: none"> 85% (375 students) of our students fall within the low risk or college pathway category

Growth (Fall to Winter)

<p>aReading</p> <p>Growth Of All Students In Group By Benchmark Categories: ?</p> <table border="1"> <caption>Fall-Winter Growth (aReading)</caption> <thead> <tr> <th>Benchmark Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Flat Growth</td> <td>23%</td> </tr> <tr> <td>Modest Growth</td> <td>20%</td> </tr> <tr> <td>Typical Growth</td> <td>30%</td> </tr> <tr> <td>Aggressive Growth</td> <td>27%</td> </tr> </tbody> </table>	Benchmark Category	Percentage	Flat Growth	23%	Modest Growth	20%	Typical Growth	30%	Aggressive Growth	27%	<p>Flat Growth (23%) = 100 students</p> <p>Modest Growth (20%) = 89 students</p> <p>Typical Growth (30%) = 132 students</p> <p>Aggressive Growth (27%) = 120 students</p>
Benchmark Category	Percentage										
Flat Growth	23%										
Modest Growth	20%										
Typical Growth	30%										
Aggressive Growth	27%										
<p>aMath</p> <p>Growth Of All Students In Group By Benchmark Categories: ?</p> <table border="1"> <caption>Fall-Winter Growth (aMath)</caption> <thead> <tr> <th>Benchmark Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Flat Growth</td> <td>19%</td> </tr> <tr> <td>Modest Growth</td> <td>16%</td> </tr> <tr> <td>Typical Growth</td> <td>29%</td> </tr> <tr> <td>Aggressive Growth</td> <td>35%</td> </tr> </tbody> </table>	Benchmark Category	Percentage	Flat Growth	19%	Modest Growth	16%	Typical Growth	29%	Aggressive Growth	35%	<p>Flat Growth (19%) = 85 students</p> <p>Modest Growth (16%) = 71 students</p> <p>Typical Growth (29%) = 129 students</p> <p>Aggressive Growth (35%) = 155 students</p>
Benchmark Category	Percentage										
Flat Growth	19%										
Modest Growth	16%										
Typical Growth	29%										
Aggressive Growth	35%										

Shorewood Intermediate School

Risk Breakdown (Winter Screening Assessment) - Proficiency

aReading

- 79% (224 students) of our students fall within the low risk or college pathway category

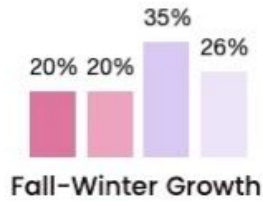
aMath

- 79% (223 students) of our students fall within the low risk or college pathway category

Growth (Fall to Winter)

aReading

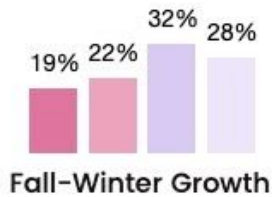
Growth Of All Students In Group
By Benchmark Categories: ?



Flat Growth (20%) = 56 students
 Modest Growth (20%) = 57 students
 Typical Growth (35%) = 98 students
 Aggressive Growth (26%) = 73 students

aMath

Growth Of All Students In Group
By Benchmark Categories: ?



Flat Growth (19%) = 53 students
 Modest Growth (22%) = 63 students
 Typical Growth (32%) = 90 students
 Aggressive Growth (28%) = 79 students

Next Steps:

- General Education - Focus on Core Instruction - To increase student growth especially, for groups with less than 60% growth;
 - Data Talks with all teachers related to classroom student data - ongoing training/coaching regarding interpretation and use of data to drive instruction.
 - Individualized meetings for students of concern.
 - Evidence-Based Practices and Differentiated Instruction in reading & math to help all students advance knowledge and skills.
- FastBridge bi-weekly or weekly progress monitoring is being utilized by our interventionists and special education teachers within the district to monitor growth skills within intervention and for IEP goals.

Current Intervention Practices Being Implemented in EMLSS Process

Reading	Math
95% Core Phonics-Elementary pilot <ul style="list-style-type: none"> ● Direct Instruction tool ● Supports growth in phonemic awareness and phonics 	Reflex Math <ul style="list-style-type: none"> ● Online Intervention ● Supports growth in basic fact fluency
Sound Partners <ul style="list-style-type: none"> ● Direct Instruction tool ● Supports growth in phonemic awareness, phonics, fluency, and comprehension 	Dreambox <ul style="list-style-type: none"> ● Online Intervention ● Supports growth in fluency, reasoning, and problem solving
Fast ForWord <ul style="list-style-type: none"> ● Online Intervention ● Supports growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension 	
MindPlay-My Virtual Reading Coach <ul style="list-style-type: none"> ● Online Intervention ● Supports growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension 	
Leveled Literacy <ul style="list-style-type: none"> ● Direct Instruction tool ● Supports growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension 	



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Progress toward 2020/2021 Goals for Students

Date: February 9, 2021

Prepared by: Bryan Davis - Superintendent, Samuel Coleman - Director of Curriculum and Instruction, Julie Harris - Director of Special Education and Pupil Services, and Mickey Chavannes - Director of Instructional Technology

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

Purpose:

The purpose of this report is to provide attendance and COVID-19 case data for all students, and FastBridge assessment results for students in grades K-8. A summary of student wellness data and high school grades will be presented at the Board Meeting on February 23.

Summary:

Attendance - Student year-to-date attendance data indicates optimal student attendance during the first semester (and trimester) of the 2020-2021 school year. When comparing this attendance data to attendance for the same time period in the 2019-2020 school year, there was a positive change, ranging from 1.25% to 3.58% across all schools. Attendance statistics are included in this document.

Student academic growth and proficiency data - In the absence of spring standardized testing the District established these goals for student in grades K-8 during the pandemic: All students will achieve one year of academic growth in reading and math by the end of the school year; and 80% or more students will be proficient in reading and math by the end of the year.

The District selected Fastbridge as an assessment tool at the beginning of the 2020/2021 school year. A description, assessment benchmarks and our students' results from January Fastbridge testing are summarized below and detailed in the attached Mid-Year Assessment School Board Report. Fastbridge benchmarks are as follows:

- Proficiency: 80% or more students fall in the low risk or college pathway (40th percentile or above); and

- Growth: 60% of students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year.

As of January, 2021, our reading data indicates that 77% of K-8 students are meeting proficiency benchmarks and our math data indicates that 81% of our K-8 students are meeting proficiency benchmarks. Our growth measures indicate that 58% of students are making optimal progress (classified as typical or aggressive growth) in reading, and 64% are achieving typical or aggressive growth in math. This data indicates our students are in line with our expected proficiency and growth in Math and Reading skills.

Of specific interest in our disaggregated data is the growth of our students with disabilities in reading and math. Our students with disabilities growth measures kept pace with their non-disabled peers. Congratulations to all of the students and staff who have been working hard both in person and remotely to make this growth occur during a very difficult semester.

Fastbridge data will be used by teachers, interventionists, and principals to evaluate recommendations for additional resources and instructional strategies to support individual student growth. Next steps include:

- Data Talks with all teachers related to classroom student data - ongoing training/coaching regarding interpretation and use of data to drive instruction;
- Individualized meetings for students of concern; and
- Evidence-Based Practices and Differentiated Instruction in reading & math to help all students advance knowledge and skills.

Health and Safety - Health and safety is monitored and measured by the number of positive COVID cases; data for this school year is included in this report. There is no confirmation that transmission of COVID-19 occurred in our schools between September and January. COVID-19 case data for the school year is below.

**Progress toward 2020/2021 Goals for Students
Attendance Data from 9/8/20 though 1/15/21**

Overall Attendance

School	Percent of students present 2019-2020	Percent of students present 2020-2021	Change +/- %
Lake Bluff	94.67%	98.03%	+3.36
Atwater	96.11%	99.69%	+3.58
SIS	94.82%	96.07%	+1.25
SHS	93.70%	97.62%	+3.92

Attendance disaggregated by race

School	AA/Blk	Asian	Hispanic	White
Lake Bluff	95.8%	99.19%	97.95%	99.22%
Atwater	99.47%	99.76%	99.58%	99.56%
SIS	94.43%	94.63%	97.59%	97.80%
SHS	98.66%	99.65%	98.72%	99.21%

Attendance disaggregated by special education, linguistic diversity, and gender

School	Special Education	Multilingual Services	Female	Male
Lake Bluff	96.64%	99%	98.85%	98.70%
Atwater	99.36%	99.84%	99.63%	99.48%
SIS	94.86%	98.43%	97.23%	96.94%
SHS	98.89%	99.20%	98.84%	99.35%

Fastbridge Benchmarks

- Proficiency: 80% or more students fall in the low risk or college pathway (40th percentile or above); and
- Growth: 60% of students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year.

FastBridge Mid-Year Assessment

District/School	Percent of students who are at or above the 40th percentile in aReading and aMath (Proficient)	Percent of students making typical or aggressive growth (Fall to Winter)
District	<ul style="list-style-type: none"> ● aReading 77% ● aMath 81% 	<ul style="list-style-type: none"> ● aReading 58% ● aMath 64%
Lake Bluff	<ul style="list-style-type: none"> ● aReading 80% ● aMath 85% 	<ul style="list-style-type: none"> ● aReading 57% ● aMath 64%
Atwater	<ul style="list-style-type: none"> ● aReading 72% ● aMath 80% 	<ul style="list-style-type: none"> ● aReading 55% ● aMath 68%
SIS	<ul style="list-style-type: none"> ● aReading 79% ● aMath 79% 	<ul style="list-style-type: none"> ● aReading 61% ● aMath 60%

District Disaggregated Data - aReading & aMath

Race/Gender/Ability	Percent of students who are in or above the 40th percentile in aReading and aMath (Proficient)	Percent of students making typical or aggressive growth (Fall to Winter)
Asian	<ul style="list-style-type: none"> ● aReading 77% ● aMath 83% 	<ul style="list-style-type: none"> ● aReading 64% ● aMath 59%
Black or African American	<ul style="list-style-type: none"> ● aReading 49% ● aMath 51% 	<ul style="list-style-type: none"> ● aReading 54% ● aMath 44%
White	<ul style="list-style-type: none"> ● aReading 81% ● aMath 86% 	<ul style="list-style-type: none"> ● aReading 60% ● aMath 62%
Hispanic	<ul style="list-style-type: none"> ● aReading 69% ● aMath 73% 	<ul style="list-style-type: none"> ● aReading 58% ● aMath 54%
Multiple	<ul style="list-style-type: none"> ● aReading 75% ● aMath 80% 	<ul style="list-style-type: none"> ● aReading 63% ● aMath 55%
Males	<ul style="list-style-type: none"> ● aReading 74% ● aMath 82% 	<ul style="list-style-type: none"> ● aReading 61% ● aMath 59%
Females	<ul style="list-style-type: none"> ● aReading 80% 	<ul style="list-style-type: none"> ● aReading 59%

	<ul style="list-style-type: none"> • aMath 81% 	<ul style="list-style-type: none"> • aMath 59%
Students without Disabilities	<ul style="list-style-type: none"> • aReading 80% • aMath 84% 	<ul style="list-style-type: none"> • aReading 60% • aMath 60%
Students with Disabilities	<ul style="list-style-type: none"> • aReading 48% • aMath 57% 	<ul style="list-style-type: none"> • aReading 63% • aMath 56%

*Some groups were unable to be reported due to small cell sizes

COVID-19 Data

Indicator 1.1 - Student and Staff **Physical** Health and Safety in our Virtual+ Model
 Covid-19 Positive Cases (Chart Per Month) - Kelly Barlow, District Nurse

Month	Number of New Student Positive Covid Cases	Number of New Staff Positive Covid Cases
September	4	2
October	13	5
November	15	9
December	8	4
January	9	4

There is no confirmation that any transmission of COVID-19 occurred in our schools between September and January.



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: Retirements

Date: February 9, 2021

Prepared by: Bryan Davis

Recommended action:

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

Purpose:

To congratulate District colleagues retiring at the end of this school year and recognize their combined 168 years of service.

Additional Information:

With between 20 and 39 years of experience in education, these individuals have touched the lives of countless District students and families. While the District and our schools have operated under significant modifications over many months because of the COVID-19 pandemic, these professionals continue to be responsive, resilient and inspiring. They will be missed by their colleagues and the school community.

As part of the District's investment in dedicated Human Resources staff and functions, these faculty members will participate in exit interviews and discussions that will help fill their very big shoes and contribute to our efforts to develop practices that are responsive to needs and issues identified in staff surveys.

Proposal for Shorewood School District Community-Based Financial Workgroup:

Rationale: Like other districts in Wisconsin and across the US, we can expect challenges to funding our school district as a result of a number of factors, including an anticipated drop in state aid beginning with the 2021-2022 school year, based on an enrollment drop in the 2020-2021 school year and other financial impacts stemming from the covid-19 pandemic.

Based on these challenges and others unique to our district, the Shorewood Board of Education is establishing an ad hoc committee of interested members of the public who have an interest and expertise in finance, management and long-range planning to serve as part of an ad-hoc advisory workgroup to our board.

Purpose:

The purpose of the committee is to expedite the work of the School Board and to advance reasoned recommendations to it. Only the School Board meeting in a legally constituted session can formally act and decide upon committee recommendations.

The committee will support board oversight of the district's financial oversight and monitoring (OE-5) and its decision-making by :

- Drafting a summary set of recommendations to the board. The recommendations report should be at least annual and be delivered in February of each calendar year.
- Reviewing state budget proposals, estimates and reports and considering implications for our district.
- Recommending how best to allocate limited resources and set our tax levy in a way that reflects our community's priorities and values.
- Exploring and recommending ways the board could advocate for state and federal funding.
- Suggesting creative ways to partner with minority-owned, environmentally conscious, and cost effective vendors
- Helping us build effective budget communications for the public.

Limitations:

- This workgroup reports and makes recommendations directly to the board, not the superintendent or other administrators.
- Workgroup members do not have special authority to ask for time and resources from the Superintendent, Business Manager or Staff.
- Workgroup members do not have special access to financial records - no more and no less than any member of the public.
- Recommendations to the board should be adopted by consensus of the workgroup members. Those recommendations are valued and appreciated, but are not binding.
- The workgroup does not take on or supersede any of the statutory responsibilities of the board.

Membership:

Any interested member of the public who is interested in the role and can accept the purpose and limitations listed above can apply to serve on the workgroup. Membership will be capped at five voting members. Voting members will be selected by consent of the school board, and those selected members will be asked to consistently attend meetings for at least one year. Employees of the district are not eligible to be part of the workgroup but are welcome to attend meetings along with any members of the public.

Meeting administration:

- Monthly public recorded meetings
- Chaired by a school board member appointed by the Board President who shall set an agenda for each meeting. Each meeting will include opportunities for public comment and open discussion.
- Meeting minutes that include summaries of discussion along with attendees' names will be posted on our district website.

Limit to time frame

The board will vote at least annually to reauthorize or sunset the workgroup, and may deem its work complete at any time by a majority vote.



SCHOOL DISTRICT OF SHOREWOOD
Virtual Board Meeting Minutes
January 26, 2021

Board Member Participation: Paru Shah, President

Hilary DeBlois, Vice President

Pablo Muirhead, Treasurer

Emily Berry, Clerk

Clarke Warren, Member at Large

Sadie Cumberbatch, Student Representative

Alexis Hu, Student Representative

Jack Stuhlmacher, Student Representative

District Staff Participation: Bryan Davis, Superintendent

Sam Coleman, Director of Curriculum and Instruction

Roger Dickson, Interim Director of Business Services

Julie Harris, Director of Special Education and Pupil Services

I. 7:02 pm CALL TO ORDER

A. Motion to Adopt the Agenda

Amendment to table Agenda Item VIII.A (Ad Hoc Finance Committee) until the February 9 meeting; Motion to Adopt the Amended Agenda MOVED by Clarke Warren and SECONDED by Hilary DeBlois
AYE: 5 NAY: 0

II. 7:07 pm STUDENT ACHIEVEMENT and RESULTS

Special Education and Pupil Services Presentation: Julie Harris, Kelsey Klawien and the Aldana and Winans families

III. 7:43 pm PUBLIC COMMENTS #1

Katie Kasper	4330 North Alpine
Jim Arndorfer	2524 East Shorewood
Michael Lueder	3951 North Stowell
Dawn Blackmore	4240 North Ardmore
Deb Schwinn	Faculty Member

IV. 7:56 pm SUPERINTENDENT'S ACTION AGENDA

A. Motion to Approve the District's FY 2020 Audit Report

MOVED by Hilary DeBlois and SECONDED by Emily Berry

CliftonLarsonAllenLLP presentation and policy review: general fund balance levels, GASB 87 standards
AYE: 5 NAY: 0

B. Motion to Approve OE 1 Global Operations Expectation Monitoring Report
MOVED by Pablo Muirhead and SECONDED by Emily Berry AYE: 5 NAY: 0
OE 1 Monitoring Report template corrected

C. Motion to Approve OE 2 Emergency Superintendent Succession Monitoring Document
MOVED by Pablo Muirhead and SECONDED by Clarke Warren AYE: 5 NAY: 0

V. 8:37 pm SUPERINTENDENT'S CONSENT AGENDA
Motion to Approve the Superintendent's Consent Agenda:
Monthly Financial Reporting; Depository Resolution; Extension of COVID-19 Leave; and
Approval of New Hire
MOVED by Hilary DeBlois and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

VI. 8:40 pm PUBLIC COMMENT #2
Jennifer McIntosh 4436 North Prospect

VII. 8:41pm DISTRICT OPERATIONS
A. Budget Assumptions for the 2021/2022 School Year

VIII. 9:45 BOARD ACTION AGENDA
A. Finance Ad Hoc Committee - Tabled

IX. 9:47 pm BOARD CONSENT AGENDA
Motion to Approve the January 12, 2021 Board Meeting Minutes
MOVED by Hilary DeBlois and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

X. 9:48 pm PUBLIC COMMENT #3
Stacy Fairbanks 2119 East Marion
Heather Cook Elliot 4145 North Lake Drive
Traci Clark 4144 North Larkin
Lisa Castagnozzi 4472 North Morris
Anne Conry 2614 East Newton
Deb Schwinn SHS Faculty
Andrew Frey 3820 North Cramer

XI. 10:07 pm BOARD GOVERNANCE
HRC Update
Recreation Department Update
SWSA Update
State Education Convention Update
Policy and Work Plan Updates
SEED Foundation Update

XII. 10:26 pm REVIEW OF 'TO DO' ITEMS

XII. 10:28 pm FUTURE AGENDA ITEMS

Ad Hoc Finance Committee
Community Linkage Meetings

XIII. 10:30 pm RECESS

XIV. 10:33 pm BOARD MEETING DEBRIEF

XV. 10:42 PM ADJOURN