

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
February 23, 2021 AGENDA

SCHOOL BOARD MEETING
7:00 PM
Virtual Meeting Only

Join Zoom Meeting

<https://us02web.zoom.us/j/81599627722>

Meeting ID: 815 9962 7722

One tap mobile

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Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/j/81599627722>

I. 7 pm 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 Recognition

II. 7:05 pm STUDENT ACHIEVEMENT & RESULTS

Youth Rising Up Black History Month Program

Miciah Armstrong, Alemeitu Caldart and Bryan Terry, Jr. Nelson Brown, Advisor

III. 7:25 pm PUBLIC COMMENTS - DPI WAIVER APPLICATION

Required under Wis. Stat. 118.38 and PI 8.01

Hours of Instruction, Wis. Stat. 121.02(1)(f) and 121.006(2)(a)

Educator Effectiveness, Wis. Stat. 120.12(2m); 115.415; and 121.02(1)(q)

IV. 7:45 pm SUPERINTENDENT'S ACTION AGENDA

- A. Approval of DPI COVID-19 Waiver Application: Hours of Instruction (OE 9) Sam Coleman and Bryan Davis 4
- B. Approval of the DPI COVID-19 Waiver Application: Educator Effectiveness 15

V. 8:00 pm PUBLIC COMMENTS #2 (GC 3.3)

VI. 8:15 pm SUPERINTENDENT'S CONSENT AGENDA (OE 6.10 & 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.

- A. Monthly Financial Reports Roger Dickson 26

VII. 8:20 pm DISTRICT OPERATIONS

- A. General Obligation Debt Refinancing Roger Dickson 28
- B. Progress Toward 2020/2021 District Goals: Social/Emotional Wellness and High School Assessments (OE 9) Sam Coleman 29
- C. Learning Model Updates Bryan Davis 39
- D. 2021/2022 Instructional Calendar (OE 9) Sam Coleman 43

VIII. 9:10 pm BOARD ACTION AGENDA

- A. I Love My Public School Resolution 44

IX. 9:15 pm 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 February 9, 2021 Board Meeting Minutes 45

X. 9:20 pm PUBLIC COMMENTS #3 (GC 3.3)

XI. 9:35 pm BOARD GOVERNANCE

- A. SWSA Update 47
- B. HRC Update
- C. Community Linkage Meeting Schedule
- Youth Rising Up, February 24 at 11:15 am
- Advanced Learning, March 2 at 7 pm
- SIS Students, March 18 at 3:30 pm
- Families of Students with Special Needs, March 23 at 6 pm
- Elementary Student Ambassadors, March 25 at 11:30 am
- Parents and Alumni of Color, April 13 at 6 pm

XII. 9:50 pm REVIEW OF 'TO DO' ITEMS

XIII. 9:55 pm FUTURE AGENDA ITEMS

XIV. 10:00 pm RECESS

XV. 10 pm BOARD MEETING DEBRIEF (GC 2.2)

As a means of 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. 10:15 pm ADJOURN

XVII. UPCOMING SCHEDULE ITEMS

Board Finance Workshop, February 24 at 5 pm

Board Town Hall, March 9 at 6 pm

Board Meeting, March 9 at 7 pm

Community Meeting: 2021/2022 Preliminary Budget Input, March 16 at 5 pm

Board Meeting, March 23 at 7 pm



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Wisconsin Department of Public Instruction (DPI) Instructional Hours Waiver for 2020-2021

Date: February 23, 2021

Prepared by: Sam Coleman, Director of Curriculum and Instruction

Board Policy Reference: Instructional Program OE 9.7

Recommended action:

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

Purpose:

To summarize the District's eligibility for a COVID-19 Hours of Instruction Waiver request for the 2020-2021 school year. The request is based on the District's inability to schedule and hold the minimum number of hours of direct pupil instruction and the continuing impact of COVID-19 on alternative learning models.

Background:

The DPI COVID-19 District Flexibility Application responds to the needs of districts around the state to continue to modify educational delivery models and adjust practices in the pandemic. The Flexibility Application offers a streamlined, rolling application process for districts applying for flexibility (temporary changes in how and how much programming is delivered in a school year) and waivers (suspensions of programming or issues of non-compliance with statutory requirements in the school year).

Through the application, districts around the state may apply for flexibility and/or waivers related to state statutes that govern curriculum and instruction, pupil policies and services, school personnel, special needs and transportation. The Shorewood School District will be one of many applying for regulatory flexibility as we continue to deliver educational programming and other services to students and families through remote and hybrid instruction.

Specifically, the Hours of Instruction Waiver application addresses the requirement to offer a minimum of 1,050 instructional hours to students in grades K-6 and a minimum of 1,137

instructional hours to students in grades 7-12. The District's abbreviated instructional schedule reflects these priorities:

- Reducing the amount of virtual learning that young students are expected to engage in;
- Using an AM/PM instructional model for K-6 students that maximizes daily interactions with teachers and peers; this model prioritizes social/emotional development and the value of daily practice and feedback for our youngest students; and
- Leveraging Wednesdays as asynchronous learning days for students to allow for Wednesday to be used for planning and collaboration for staff. The opportunity for ongoing planning and collaboration is critical this year as faculty members are learning new skills to effectively support students in a virtual environment.

Although we have used a modified instructional schedule and reduced the number of hours students in grades K-6 are engaged in direct instruction this year (in our virtual and hybrid learning models) compared to previous school years, student progress monitoring results meet District goals and indicators for overall student growth in literacy and math.

Administration recommends the Board approve the request for waiver for 2020-2021 Required Minimum Instructional Hours.



INSTRUCTIONS: Email completed original with signature(s) to:
christine.tiedje@dpi.wi.gov

For best results, it is suggested any PDF form should be downloaded and opened in Acrobat Reader rather than filled out in the browser. Not all PDF features, including the ability to save or use digital signatures, will work as intended when opened in a browser.

For questions regarding this application, contact:
 Tamara Mouw at tamara.mouw@dpi.wi.gov or 608-266-2364

I. GENERAL INFORMATION			
Applicant Agency Shorewood School District		Mailing Address <i>Street, City, State, ZIP</i> 1701 East Capitol Drive, Shorewood, WI 53211	
Contact Person <i>First and Last Name</i> Samuel Coleman		Title Director of Curriculum and Instruction	
Contact Person's E-Mail Address scoleman@shorewood.k12.wi.us		Fax <i>Area/No.</i>	Phone <i>Area/No.</i> 4149632844

List schools to which district flexibility application applies:

- Shorewood High School
- Shorewood Intermediate School
- Atwater Elementary School
- Lake Bluff Elementary School
- New Horizons Charter School

II. ABSTRACT

Summarize the flexibility requested due to COVID-19 and how it will help your school district provide education to students in the district. *Limit response to space provided.*

The Shorewood School District's application for an Hours of Instruction Waiver is the result of the District's inability to schedule and hold the minimum number of hours of direct, in-person pupil instruction in the continuing COVID-19 pandemic.

From September 8, 2020 to January 22, 2021, the District delivered educational programming and other services to students at all grades levels and their families exclusively through remote instruction. The District's two elementary schools implemented a hybrid instructional model on January 25, 2021 and approximately 70% of K-6 student families are participating in an AM/PM hybrid model, while 30% remain in remote instruction. The Shorewood Intermediate School continued in remote instruction through February 12, beginning hybrid instruction for those who elected this attendance model on February 15; Shorewood High School began hybrid instruction on February 22, 2021.

In adopting an AM/PM learning model in the elementary schools after many months of virtual instruction, the District prioritized the social/emotional development of K-6 students and the value of daily practice, interaction and feedback for our youngest learners. Both the AM/PM model, and the AA/BB model in the intermediate school and high school, also leverage Wednesday as asynchronous learning days for students to allow time for staff planning and collaboration. Regular planning, peer support and skill development opportunities has been is critical this year, as faculty members are adapting and redeveloping teaching practices to effectively support students in a virtual environment.

Although the District has needed to modify instruction and reduce the number of hours of direct instruction this year, student progress monitoring results at all grade levels meet District goals and indicators for overall student growth in literacy and math.

On February 23, 2021, the District Superintendent and Director of Curriculum and Instruction presented this waiver application to the community for public comment, and for School Board review and approval.

III. GENERAL ASSURANCES

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Instructions

- Step 1—Read each assurance that follows.
- Step 2—Sign and date the certification statement.
- Step 3—Include signed certifications and assurances with your application materials.
- Step 4—Keep a copy for your records.

Assurance is hereby provided that:

1. **Stakeholder Engagement:** A public hearing was held on 2/23/2021 and a copy of the resolution, or board vote, in support of the application is on file at the school district.
2. **Finances:** The Applicant can show the flexibility plan is fiscally viable.
3. **Compliance with State and Federal Laws:** The Applicant has evidence that the flexibility plan meets all state and federal legal requirements, including those related to pupil confidentiality [Wis. Stats. s. 118.125] and those required for seeking a waiver from the State Superintendent [Wis. Stats. s. 118.38]. As part of this assurance, the Applicant agrees it is not seeking a waiver from any statutory provision ineligible for a waiver under Wis. Stats. s. 118.38, including those related to:
 - a. The health and safety of pupils;
 - b. Pupil discrimination;
 - c. Pupil assessment;
 - d. Pupil records;
 - e. Data collection/reporting;
 - f. Financial reporting and audits;
 - g. Licensure or certification;
 - h. Commencement of the school term; and
 - i. Requirements for SAGE/AGR contracts.
4. **School Board Review:** The Applicant will implement a process for reviewing the impact of the flexibility plan with its local school board.
5. **Programmatic Changes:** The Applicant shall obtain the prior approval of the WDPI prior to adding additional schools (if not listed in the original application) or implementing additional waivers that may be needed to implement the flexibility plan.
6. **Duration:** The Applicant is submitting this application with the understanding that any flexibility approved applies only to the 2020-21 school year.

IV. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Signature of School District Administrator	Date Signed <i>Mo./Day/Yr.</i>
➤	February 23, 2021
Signature of School Board President	Date Signed <i>Mo./Day/Yr.</i>
➤	February 23, 2021

V. STATEMENT OF NEED
(Limit response to space provided)

The Shorewood School District will be unable to fulfill the hours requirement for grades 1 through 6 and 7 through 12.

To provide effective instruction and student support, Wednesdays were scheduled as asynchronous days and not hours of direct instruction. This approach has proven effective for professional development and student learning, but falls short of the required hours of direct instruction.

VI. REQUEST FOR WAIVER

Check or list, at the end of this section, each statutory requirement or administrative rule for which the district is seeking a waiver in order to implement the flexibility plan outlined on the previous page. Justification for the waiver requests should be included under Section VI of this application.

A summary of common school district statutory requirements is included below. For a full list of all statutory requirements applicable to school districts, see the Legislative Fiscal Bureau Information Paper #29:

http://docs.legis.wisconsin.gov/misc/lfb/informational_papers/january_2019/0029_statutory_requirements_for_school_districts_informational_paper_2_9.pdf

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
Driver Education Courses	115.28(11) 121.41	For school districts providing driver education instruction, requires that driver education courses be approved by the State Superintendent and specifies required topics of instruction in such courses.	<input type="checkbox"/>
Academic and Career Planning	115.28(59)	Requires school districts to provide academic and career planning services to all pupils in grades 6 through 12 beginning in 2017-18.	<input type="checkbox"/>
Second Chance Partners for Education	115.363	For school districts contracting with Second Chance Partners or other work-based learning program for disengaged high school pupils, requires the school board pay the nonprofit corporation an amount no more than the amount paid per pupil to operators of independent charter schools in the current year, multiplied by the number of pupils participating under the contract.	<input type="checkbox"/>
Educational Goals	118.01(2)	Requires school districts to teach academic skills, vocational skills, citizenship, and personal development.	<input type="checkbox"/>
Reading Instruction	118.015	Requires school districts to employ a certified reading specialist, develop reading program goals, assess reading program needs, and annually evaluate school district reading curriculum.	<input type="checkbox"/>
Instruction in English	118.017	Requires all instruction to be in English, except for foreign language classes and in bilingual-bicultural education.	<input type="checkbox"/>
Human Growth and Development	118.019 146.89(3r)(e)	For school districts providing instruction in human growth and development, requires district to determine whether and for what subjects pupils will be separated by gender. Requires use of instructional methods and materials that do not discriminate against a pupil based upon the pupil's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities. If a school board provides instruction in any of certain specified topics, establishes required subjects that must be covered. No pupil may be required to take instruction in human growth and development, if the pupil's parent or guardian files a written request that the pupil be exempted. Requires that each school board providing instruction in human growth and development must annually provide the parents and guardians of each pupil enrolled in the district with specified information. If a district offers human growth and development instruction, requires the board to appoint an ad hoc committee to advise on the design and implementation of the curriculum. The board may not allow a volunteer health care provider, including nurses, physicians, nurse practitioners, or others, providing health services in the school, to provide instruction in human growth and development.	<input type="checkbox"/>
Special Observance Days	118.02	Requires that specified special observance days be appropriately observed.	<input type="checkbox"/>
Textbooks	118.03	Requires school districts to adopt all necessary textbooks and file the list with the school district clerk.	<input type="checkbox"/>
Summer Classes	118.04	For school districts operating summer classes, requires district to establish rules governing attendance and to enroll resident pupils in summer or interim classes without tuition charge (provided district receives state equalization aid for such classes).	<input type="checkbox"/>
Four-Year-Old Kindergarten	118.14(3)	Requires a school board that establishes a four-year-old kindergarten program to make the program available to all eligible pupils.	<input type="checkbox"/>
High School Admission Requirements	118.145(1)	Requires school boards to determine the minimum requirements for high school admission.	<input type="checkbox"/>
Part-Time Attendance Option for Private and Tribal School Pupils	118.145(4)	Requires school boards to allow resident pupils enrolled in a private or tribal school who have met the requirements for high school admission to take up to two courses each semester in the public school if there is sufficient space in the classroom.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
WTCS Admission for Certain High School Students	118.15(2)(a)	Requires school boards to pay WTCS districts for pupils who attend WTCS schools in lieu of high school or on a part-time basis. Specifies determination of payment amount.	<input type="checkbox"/>
Graduation Standards	118.33 121.02(1)(p)	Requires school districts to require at least a specific number of courses in certain subject areas in order to graduate a pupil from high school. Requires that school district graduation standards policies be approved by the State Superintendent if equivalent to statutory requirements.	<input type="checkbox"/>
Graduation Standards	118.33(1)(f)	Prohibits school districts from granting a pupil a high school diploma unless the pupil satisfies criteria set by the school board, including teacher recommendations and the pupil's academic performance.	<input type="checkbox"/>
Criteria for Promotion from 4 th and 8 th Grade	118.33(6)(a)	Requires school districts to adopt a written policy for promotion from 4 th and 8 th grade. Requires that the criteria include the pupil's score on the 4 th and 8 th grade knowledge and concepts examination, unless the pupil has been excused from taking the examination. The criteria also include the pupil's academic performance, teacher recommendations, and any other academic criteria specified by the board. Prohibits promotion unless pupil satisfies criteria.	<input type="checkbox"/>
Kindergarten as a Prerequisite for First Grade	118.33(6)(cm)	Prohibits school districts from enrolling a pupil in first grade unless the pupil has completed five-year-old kindergarten. Requires school districts that operate five-year-old kindergarten programs to establish a written policy specifying criteria for promoting a pupil from five-year-old kindergarten to first grade, as well as policies for exempting a child from the requirement, and for reviewing the denial of an exemption upon a parent's request. Exempts children who move into the state from the requirement, under certain conditions.	<input type="checkbox"/>
Technical Preparation Programs	118.34	Requires school districts, in cooperation with WTCS district boards, to establish in each high school a technical preparation program consisting of courses designed to allow high school students to gain advanced standing in WTCS associate degree programs upon graduation from high school, and to establish tech-prep consortia. Requires districts to annually evaluate programs and report the results to DPI and the WTCS Board.	<input type="checkbox"/>
Admission Standards for K-8 Courses	118.53(2)	Requires school boards to determine the minimum standards for admission to a course offered by the district in grades K-8.	<input type="checkbox"/>
Part-Time Attendance Option for Pupils in Home-Based Programs	118.53(2m)& (3)	Requires school boards to allow pupils enrolled in home-based private educational programs, who have met the standards for admission to a course in the elementary grades or for high school admission, to take up to two courses each semester in a public school if there is sufficient space in the classroom.	<input type="checkbox"/>
Notice of Educational Options and School Performance Category	118.57	Requires school districts to annually publish as a class 1 notice and post on the district's Internet site a list of educational options available to children who reside in the district. The educational options must include public schools, private choice schools, charter schools, virtual schools, full-time open enrollment, youth options, and course options. Additionally, school districts must include in the notice the most recent performance category assigned to each school within the school district boundaries, including independent charter schools and private choice schools, on the school report cards prepared by DPI. The notice must include that the full school and school district accountability reports are available on the school board's Internet site.	<input type="checkbox"/>
Notification of Educational Standards	120.12(13)	Requires a school board to annually, prior to the start of a school term, notify parents and guardians of pupils enrolled in the school district of the pupil academic standards that will be in effect for the school year. The notification may be provided electronically, including on the district's Internet site. Additionally, requires a school board to identify the academic standards in effect for the school year as an item on the agenda of the first school board meeting of the school year.	<input type="checkbox"/>
Curriculum	120.12(14)	Requires school boards to determine the school course of study.	<input type="checkbox"/>
Length of School Day	120.12(15)	Requires school boards to establish rules for scheduling hours in a normal school day.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
University of Wisconsin Tuition	120.12(17)	Requires school districts to pay the tuition of pupils who are attending a UW institution, if the pupil is not participating in the youth options program, the course is not offered by the school district, and the pupil will receive high school credit for the course.	<input type="checkbox"/>
Advanced Placement Examinations	120.12(22)	Requires school districts to pay, using federal, state, local, or private funds, for advanced placement examinations taken by pupils enrolled in the district who are satisfy the income eligibility criteria for free or reduced-price lunches under the federal school lunch program.	<input type="checkbox"/>
Internet Posting of School Accountability Report	120.123	Requires any school that maintains an Internet site to include a prominent link on the home page of that Internet site to the most recent accountability report concerning the school.	<input type="checkbox"/>
Remedial Reading	121.02(1)(c)	Requires school districts to provide interventions or remedial reading services to pupils in grades K to 4 if the pupil: (a) fails to meet the district's reading objectives; (b) fails to meet the minimum performance standard for reading on the third grade standardized exam, and a teacher determines, based on other objective evidence, that the pupil's performance accurately reflects the pupil's reading ability or a teacher and parent or guardian agree that the pupil's performance accurately reflects the pupil's reading ability; or (c) the pupil's assessment of reading readiness indicates that the pupil is at risk of reading difficulty. If (c) applies, the interventions or services must be scientifically based and address all areas in which a pupil is deficient, consistent with state standards in reading and language arts.	<input type="checkbox"/>
Five-Year-Old Kindergarten	121.02(1)(d)	Requires each school district (except union high school districts) to operate a five-year-old kindergarten program.	<input type="checkbox"/>
Hours of Instruction	121.02(1)(f) 121.006(2)(a)	Requires school districts to annually schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6, and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Specifies what may and may not be included in scheduled hours.	<input checked="" type="checkbox"/>
Instructional Materials, Texts, and Library Services	121.02(1)(h)	Requires school districts to provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.	<input type="checkbox"/>
Health, Physical Education, Art, and Music	121.02(1)(j)	Requires school districts to ensure that instruction in elementary and high schools in health, physical education, art, and music is provided by qualified teachers.	<input type="checkbox"/>
Curriculum Plans	121.02(1)(k)	Requires school districts to maintain a written, sequential curriculum plan that includes reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan must specify objectives, course content, and resources and include a program evaluation method.	<input type="checkbox"/>
Regular Instruction	121.02(1)(L) 253.15(5)	Requires school districts to: (1) In elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. (2) In grades 5-8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music. The school board must also provide pupils with an introduction to career exploration and planning. (3) In grades 9-12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. "Access" means an opportunity to study through school district course offerings, independent study, CESAs or cooperative arrangements between school boards and post-secondary institutions. (4) At least twice in grades K-8 and at least once in grades 9-12, as part of the social studies curriculum, include instruction on the history, culture, and sovereignty of the state's American Indian tribes and bands. (5) In grades 7-8, provide regular instruction in foreign language. (6) In one of grades 5 to 8 and in one of grades 10 to 12, provide pupils with instruction on shaken baby syndrome and impacted babies.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
Education for Employment	121.02(1)(m)	Requires school districts to provide access to an education for employment program that has been approved by the State Superintendent. Requires that the program incorporate: applied curricula, guidance and counseling services, technical preparation, college preparation, youth apprenticeship or other job training and work experience, and instruction in employment skills.	<input type="checkbox"/>

PUPIL POLICIES AND SERVICES

Title	Statute	Description	Request Waiver
School Uniforms	118.035	For school districts adopting school uniform policies, requires that parents and guardians be allowed to exempt their children from the policy, ensure that no exempted student is penalized or discriminated against, notify each parent or guardian at least three months before implementation, and assist economically disadvantaged students to obtain the uniforms. These requirements do not apply to districts that have had school uniform policies in effect continuously since September 1, 2001.	<input type="checkbox"/>
Pupil Age	118.14(1) 120.12(25)	Requires that school districts not admit pupils of a certain age to certain grade levels and that districts prescribe procedures, conditions and standards for early admission to kindergarten and first grade.	<input type="checkbox"/>
Alternatives to Compulsory School Attendance	118.15	Requires school boards, upon the child's request and with the approval of the child's parent or guardian, to enter into a written agreement to excuse from regular school attendance: (a) any child who is 17 years of age or over and who began a high school equivalency diploma program in a juvenile correctional facility, juvenile detention facility, juvenile portion of a county jail or residential care center for children and youth and agrees to continue to participate in the program; and (b) any child who is 16 years of age or over and a child at risk, as defined by state law, who agrees to attend a technical college full- or part-time. Requires that school boards: evaluate requests from children age 16 or over and their parents for program or curriculum modifications; enter into and monitor agreements with pupils granted program modifications leading to high school graduation or equivalency; and notify pupils and parents of program or curriculum alternatives. Requires school boards to render decisions within specified time frames and give reasons for denial of any request. Prohibits school employees from compelling a pregnant student to withdraw from education programs.	<input type="checkbox"/>
School Attendance Enforcement	118.16 118.162	Requires school districts to have an attendance officer and a written attendance policy, distribute the policy to each pupil, and adopt a truancy plan, which must be reviewed at least every two years. Specifies duties of an attendance officer. Prohibits school districts from denying credit in a course or subject solely because of a pupil's unexcused absences or suspensions. Requires school districts to specify conditions under which a pupil can take examinations or complete coursework missed during the pupil's absence from school.	<input type="checkbox"/>
Assessment Periods	118.16(4) (cm)	Establishes certain limitations on the use of assessments if school districts assign a pupil to a period of assessment as a consequence of truancy or other circumstances.	<input type="checkbox"/>
Pupil Discipline and Removal from Class	118.164 120.13(1)	Specifies procedures for the suspension and expulsion of pupils and removal of pupils from the classroom. Establishes procedures for reinstatement, early reinstatement, and conditional enrollment following a pupil's expulsion.	<input type="checkbox"/>
Pupils Without Parents or Guardian Report	118.175	Requires any school teacher, administrator, counselor, or social worker who knows that a pupil is without a parent or guardian to report that fact to the county social services or human services department (to state DHS in Milwaukee County).	<input type="checkbox"/>
Electronic Communication Devices	118.258	Requires that if school boards adopt rules prohibiting use or possession of electronic communication devices on school premises, then a copy of such rules must be provided annually to pupils enrolled in the district.	<input type="checkbox"/>
Full-Time Open Enrollment Application Procedures and Other Requirements	118.51(3) thru (8)&(12)	Establishes application and reapplication procedures that school districts must follow under the open enrollment program. Requires school districts to adopt policies and acceptance and rejection criteria under the program. Establishes requirements relating to the transfer of disciplinary records.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

PUPIL POLICIES AND SERVICES

Title	Statute	Description	Request Waiver
Course Options Program Application Procedures and Other Requirements	118.52(3) thru (10)	Establishes application procedures that educational institutions, including school districts, must follow under the course options program. Requires school districts to adopt policies and acceptance and rejection criteria under the program. Requires school districts to transfer disciplinary records upon request.	<input type="checkbox"/>
Pupil Participation in School Activities	120.12(23)	Requires school boards to adopt a policy on access to extracurricular and recreational school activities that encourages full participation by all elementary grade pupils. Does not apply to union high schools.	<input type="checkbox"/>
Child Care in Schools	120.125	Requires school boards to permit before- and after-school child care to be provided in any elementary school if the provider submits a request which meets specific requirements and the district does not deny the request for certain specified reasons. Requires a written agreement between board and provider with specified conditions.	<input type="checkbox"/>
Child Care Programs	120.13(14)	Requires that child care programs meet state standards for licensure if a board provides or contracts for such programs and that contractors pass DCF background investigations. Also requires boards to provide DHS with information about each person who is denied a contract because of certain criminal convictions or charges or other specified actions, including child abuse. Requires a board to rescind the contract if the caregiver is convicted of certain crimes, or suspend the contract while such charges are pending.	<input type="checkbox"/>
Guidance and Counseling	121.02(1)(e)	Requires school districts to provide guidance and counseling services.	<input type="checkbox"/>

SCHOOL PERSONNEL

Title	Statute	Description	Request Waiver
Educator Effectiveness*	120.12(2m) 115.415	Requires school boards to evaluate the effectiveness of each teacher and principal based upon measures of student performance and the extent to which the teacher's or principal's practice meets specified core teaching standards or educational leadership policy standards.	<input type="checkbox"/>
Staff Development	121.02(1)(b)	Requires school districts to annually establish with school board employees a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.	<input type="checkbox"/>
Personnel Evaluation <i>* Note this waiver does not automatically waive 121.02(1)(q). If you are requesting a waiver from this subsection check this additional box.</i>	121.02(1)(q)	Requires school districts to evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.	<input type="checkbox"/>

SPECIAL NEEDS

Title	Statute	Description	Request Waiver
School Age Parents Program Services	115.915	Requires school districts to make program modifications and services available to school age parents to allow them to remain in school.	<input type="checkbox"/>
School Age Parents	115.92 115.93	For school districts establishing a program for school age parents, requires district to provide certain services and instruction and to submit an annual report to DPI. Submittal of this report is a requirement for state aid.	<input type="checkbox"/>
Bilingual-Bicultural Education Notice to Parents	115.96(2)	Requires school districts to annually notify parents of LEP pupils about the program's availability, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>
Bilingual-Bicultural Program Requirements	115.96(4)	Requires instruction in reading, writing and speaking the English language, and through the use of the native language of the pupil, instruction in the subjects needed to permit effective progress through the educational system, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>
Placement in Bilingual-Bicultural Programs	115.96(5)	Requires placement of LEP pupils in appropriate programs with written parental consent and specifies procedures for parent appeals, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

SPECIAL NEEDS

Title	Statute	Description	Request Waiver
Bilingual-Bicultural Education Requirements	115.97	Requires school districts to establish bilingual education programs if the number of LEP pupils meets certain criteria and requires instruction by bilingual teachers or, under certain conditions and with state approval, English as a second language teachers.	<input type="checkbox"/>
Children-at-Risk/General Requirement	118.153(2)(a) 121.02(1)(n)	Requires school districts to identify pupils who are children-at-risk and develop a plan to meet the needs of such children.	<input type="checkbox"/>
Children-at-Risk/State Aid Applicants	118.153(2)(b) 118.153(3)(a)1 118.153(3)(b) 118.153(4)(a)	Allows districts with 30 or more dropouts or a dropout rate exceeding 5% to apply for children-at-risk aid. If a district applies for aid, requires the district to offer a children-at-risk program, designed to allow pupils enrolled to meet high school graduation requirements, and submit an annual report on pupil achievement of objectives. (No funding for this purpose is appropriated in the 2015-17 biennium.)	<input type="checkbox"/>
Children-at-Risk/Private Contracting	118.153(3)(c)	Requires school districts to identify appropriate private, nonprofit, nonsectarian agencies located in the district or within 5 miles of the district's boundaries to provide children-at-risk programs. Requires contract payment to equal at least 80% of the district's average per pupil cost.	<input type="checkbox"/>
Children-at-Risk/Preference in Funding Allocation	118.153(5)(b) 118.153(5)(c)	Requires school districts receiving aid to: (a) provide a specific sum to each children-at-risk program based on the program's ability to meet objectives; and (b) give preference in allocating any aid received to alternative schools, charter schools, schools within schools, and private agencies.	<input type="checkbox"/>
Gifted and Talented Programs	118.35 121.02(1)(t)	Requires school districts to provide access to appropriate gifted and talented programs.	<input type="checkbox"/>

TRANSPORTATION

Title	Statute	Description	Request Waiver
Public School Transportation	121.54(1)(a) & (c) 121.54(2)(a)	Requires school boards to provide transportation to all resident pupils living two or more miles from the nearest public school they are entitled to attend. Such requirement does not apply to pupils residing in cities unless their school is outside the city but within district boundaries. School districts containing cities with populations greater than 40,000 must meet the requirement unless a common carrier is available.	<input type="checkbox"/>

OTHER STATUTES OR ADMINISTRATIVE RULES

List other statutes or administrative rules requested for waiver.

VII. APPENDIX A

Hours of Instruction Waiver Request—Additional Administrative Rule Requirements

The Department of Public Instruction (DPI) will waive the hours of instruction requirement under Wis. Stat. § 121.02(1)(f) and Wis. Admin. Code PI 8.01(2)(f) for the 2020-2021 school year for any school district that requests the DPI to do so in order to provide continuity of learning per the school district's COVID-19 educational plan as approved by the school board, and requested in this flexibility application. **In order to complete this application, check all of the boxes below and provide any additional information as requested.**

Requirements under Wis. Stat. § 118.38

By checking the following boxes, the applicant attests that:

- a public hearing was held on 2/23/2021 (required under s. 118.38 and PI 8.01) (*note, the public hearing can be virtual or teleconferenced*).
- the reason for this waiver request (e.g. moving school to a virtual or partially virtual format) is due to COVID-19.

Additional Requirements under PI 8.01(4)(b)

By checking the following boxes, the applicant attests that:

- this form has been completed by the school district administrator or school board president;
- this form serves as the letter from the district administrator or school board president requesting a waiver from the hours of direct pupil instruction requirement and specifying the reason or reasons for requesting the waiver as required by PI 8.01(4)(b)1;
- the school district held a public hearing under s. 118.38(1)(b) and the community was mostly in support of the waiver or the community offered no input;
- he or she has included with this application a copy of the school board resolution in support of this flexibility application for an alternative school environment that is all or partially virtual in satisfaction of the requirement under s. 115.01(10)(b) or (c) (*note, as required in the application you must have a copy of the school board resolution on file within the district supporting the provisions of the COVID-19 flexibility application*);
- the school district requests a waiver of the number of hours necessary to provide education in a virtual, remote, or a mix of virtual, remote and in-person formats per the school board's approved COVID-19 educational plan and as codified in the submitted school board resolution;
- school district buildings have been or will be closed to in-person instruction partially or completely and education will be provided through an alternative manner, such as virtual, remote, or a mix of in person, virtual, or remote learning models as approved by the school board;
- the school board will be unable to schedule and hold the minimum number of hours of direct pupil instruction in an in-person format due to COVID-19, and that the school board will fully report the actions taken to provide education in an alternative format to the school board;
- the school district scheduled a sufficient number of days for parent teacher conferences and inclement weather.

If you have any questions, contact Tamara Mouw, Director of Teaching and Learning, at tamara.mouw@dpi.wi.gov.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Public Hearing for Wisconsin Department of Public Instruction (DPI) Educator Effectiveness Waiver for 2020-2021

Date: February 23, 2021

Prepared by: Sam Coleman, Director of Curriculum and Instruction
Kim Salem, Human Resources Manager

Board Policy Reference: Personnel Administration OE 4.9

Recommended action:

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

Purpose:

To summarize the District's eligibility for a COVID-19 Educator Effectiveness Waiver request related to personnel evaluations based on measures of student performance, teaching practice and policy standards.

Background:

For the 2020-2021 school year, the DPI has provided school districts with the opportunity to waive a number of mandates and adjust practices to ensure that health and safety remains a priority during the pandemic. The [DPI COVID-19 District Flexibility Application](#) outlines guidance for School Board and Districts, for your reference.

The Shorewood School District continues to prioritize the health and social/emotional needs of both our students and staff. The District is seeking a waiver of the requirement to complete the Educator Effectiveness Cycle for educators in their Summary Year in 2020-21, including waivers of the requirements to meet PI 8.01(q) and Wis. Stats. § § 115.415 and 121.02(1)(q) for the 2020-2021 school year only. The District believes that teacher time for the school year needs to be focused on student needs, communication with families, preparing for hybrid instruction, assessing student work, collaborating with colleagues, and engaging with students.

In the 2020-2021 school year, administrators will continue to conduct informal observations as part of the Effectiveness Project evaluation cycle. This is a one-year pause in the Effectiveness Project requirements to allow staff to focus on student social emotional needs and instructional needs in a hybrid learning environment, without the added workload of an evaluation cycle

documentation. Administrators continue to observe staff, and provide feedback and coaching during the 2020-2021 school year.

Administration recommends the Board approve the request for waiver for 2020-2021 Educator Effectiveness requirements.



INSTRUCTIONS: Email completed original with signature(s) to:

christine.tiedje@dpi.wi.gov

For best results, it is suggested any PDF form should be downloaded and opened in Acrobat Reader rather than filled out in the browser. Not all PDF features, including the ability to save or use digital signatures, will work as intended when opened in a browser.

For questions regarding this application, contact:

Tamara Mouw at tamara.mouw@dpi.wi.gov or 608-266-2364

I. GENERAL INFORMATION			
Applicant Agency Shorewood School District		Mailing Address <i>Street, City, State, ZIP</i> 1701 East Capitol Drive, Shorewood Wisconsin 53211	
Contact Person <i>First and Last Name</i> Samuel Coleman		Title Director, Curriculum and Instruction	
Contact Person's E-Mail Address scoleman@shorewood.k12.wi.us		Fax Area/No.	Phone Area/No. 4149632844

List schools to which district flexibility application applies:

- Shorewood High School
- Shorewood Intermediate School
- Atwater Elementary School
- Lake Bluff Elementary School
- New Horizons Charter School

II. ABSTRACT

Summarize the flexibility requested due to COVID-19 and how it will help your school district provide education to students in the district. *Limit response to space provided.*

The Shorewood School District continues to prioritize the health, safety and social/emotional needs of students, faculty and staff.

The District's application for an Educator Effectiveness/Personnel Evaluation Waiver reflects this commitment. Administrators have continued to provide feedback and coaching, and to conduct informal observations as part of the Effectiveness Project evaluation cycle. This is a one-year pause in the Effectiveness Project requirements to allow staff to focus on student social emotional needs and instructional needs without the added workload of an evaluation cycle documentation. Faculty and staff priorities include communication with families, preparing for remote and hybrid instruction, assessing student work, collaborating with colleagues, and engaging with students.

On February 23, 2021, the District Superintendent and Director of Curriculum and Instruction presented this waiver application to the community for public comment, and for School Board review and approval.

III. GENERAL ASSURANCES

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Instructions

- Step 1—Read each assurance that follows.
- Step 2—Sign and date the certification statement.
- Step 3—Include signed certifications and assurances with your application materials.
- Step 4—Keep a copy for your records.

Assurance is hereby provided that:

1. **Stakeholder Engagement:** A public hearing was held on 2/23/2021 and a copy of the resolution, or board vote, in support of the application is on file at the school district.
2. **Finances:** The Applicant can show the flexibility plan is fiscally viable.
3. **Compliance with State and Federal Laws:** The Applicant has evidence that the flexibility plan meets all state and federal legal requirements, including those related to pupil confidentiality [Wis. Stats. s. 118.125] and those required for seeking a waiver from the State Superintendent [Wis. Stats. s. 118.38]. As part of this assurance, the Applicant agrees it is not seeking a waiver from any statutory provision ineligible for a waiver under Wis. Stats. s. 118.38, including those related to:
 - a. The health and safety of pupils;
 - b. Pupil discrimination;
 - c. Pupil assessment;
 - d. Pupil records;
 - e. Data collection/reporting;
 - f. Financial reporting and audits;
 - g. Licensure or certification;
 - h. Commencement of the school term; and
 - i. Requirements for SAGE/AGR contracts.
4. **School Board Review:** The Applicant will implement a process for reviewing the impact of the flexibility plan with its local school board.
5. **Programmatic Changes:** The Applicant shall obtain the prior approval of the WDPI prior to adding additional schools (if not listed in the original application) or implementing additional waivers that may be needed to implement the flexibility plan.
6. **Duration:** The Applicant is submitting this application with the understanding that any flexibility approved applies only to the 2020-21 school year.

IV. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Signature of School District Administrator	Date Signed <i>Mo./Day/Yr.</i>
➤	February 23, 2021
Signature of School Board President	Date Signed <i>Mo./Day/Yr.</i>
➤	February 23, 2021

V. STATEMENT OF NEED
(Limit response to space provided)

The Shorewood School District conducted classes virtually through January 25 and anticipates being in hybrid or full face-to-face instruction for the rest of the school year. Administrators have supported teachers in these transitions.

The Educator Effectiveness documentation was not applicable during these transitions.

VI. REQUEST FOR WAIVER

Check or list, at the end of this section, each statutory requirement or administrative rule for which the district is seeking a waiver in order to implement the flexibility plan outlined on the previous page. Justification for the waiver requests should be included under Section VI of this application.

A summary of common school district statutory requirements is included below. For a full list of all statutory requirements applicable to school districts, see the Legislative Fiscal Bureau Information Paper #29:

http://docs.legis.wisconsin.gov/misc/lfb/informational_papers/january_2019/0029_statutory_requirements_for_school_districts_informational_paper_2_9.pdf

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
Driver Education Courses	115.28(11) 121.41	For school districts providing driver education instruction, requires that driver education courses be approved by the State Superintendent and specifies required topics of instruction in such courses.	<input type="checkbox"/>
Academic and Career Planning	115.28(59)	Requires school districts to provide academic and career planning services to all pupils in grades 6 through 12 beginning in 2017-18.	<input type="checkbox"/>
Second Chance Partners for Education	115.363	For school districts contracting with Second Chance Partners or other work-based learning program for disengaged high school pupils, requires the school board pay the nonprofit corporation an amount no more than the amount paid per pupil to operators of independent charter schools in the current year, multiplied by the number of pupils participating under the contract.	<input type="checkbox"/>
Educational Goals	118.01(2)	Requires school districts to teach academic skills, vocational skills, citizenship, and personal development.	<input type="checkbox"/>
Reading Instruction	118.015	Requires school districts to employ a certified reading specialist, develop reading program goals, assess reading program needs, and annually evaluate school district reading curriculum.	<input type="checkbox"/>
Instruction in English	118.017	Requires all instruction to be in English, except for foreign language classes and in bilingual-bicultural education.	<input type="checkbox"/>
Human Growth and Development	118.019 146.89(3r)(e)	For school districts providing instruction in human growth and development, requires district to determine whether and for what subjects pupils will be separated by gender. Requires use of instructional methods and materials that do not discriminate against a pupil based upon the pupil's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities. If a school board provides instruction in any of certain specified topics, establishes required subjects that must be covered. No pupil may be required to take instruction in human growth and development, if the pupil's parent or guardian files a written request that the pupil be exempted. Requires that each school board providing instruction in human growth and development must annually provide the parents and guardians of each pupil enrolled in the district with specified information. If a district offers human growth and development instruction, requires the board to appoint an ad hoc committee to advise on the design and implementation of the curriculum. The board may not allow a volunteer health care provider, including nurses, physicians, nurse practitioners, or others, providing health services in the school, to provide instruction in human growth and development.	<input type="checkbox"/>
Special Observance Days	118.02	Requires that specified special observance days be appropriately observed.	<input type="checkbox"/>
Textbooks	118.03	Requires school districts to adopt all necessary textbooks and file the list with the school district clerk.	<input type="checkbox"/>
Summer Classes	118.04	For school districts operating summer classes, requires district to establish rules governing attendance and to enroll resident pupils in summer or interim classes without tuition charge (provided district receives state equalization aid for such classes).	<input type="checkbox"/>
Four-Year-Old Kindergarten	118.14(3)	Requires a school board that establishes a four-year-old kindergarten program to make the program available to all eligible pupils.	<input type="checkbox"/>
High School Admission Requirements	118.145(1)	Requires school boards to determine the minimum requirements for high school admission.	<input type="checkbox"/>
Part-Time Attendance Option for Private and Tribal School Pupils	118.145(4)	Requires school boards to allow resident pupils enrolled in a private or tribal school who have met the requirements for high school admission to take up to two courses each semester in the public school if there is sufficient space in the classroom.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
WTCS Admission for Certain High School Students	118.15(2)(a)	Requires school boards to pay WTCS districts for pupils who attend WTCS schools in lieu of high school or on a part-time basis. Specifies determination of payment amount.	<input type="checkbox"/>
Graduation Standards	118.33 121.02(1)(p)	Requires school districts to require at least a specific number of courses in certain subject areas in order to graduate a pupil from high school. Requires that school district graduation standards policies be approved by the State Superintendent if equivalent to statutory requirements.	<input type="checkbox"/>
Graduation Standards	118.33(1)(f)	Prohibits school districts from granting a pupil a high school diploma unless the pupil satisfies criteria set by the school board, including teacher recommendations and the pupil's academic performance.	<input type="checkbox"/>
Criteria for Promotion from 4 th and 8 th Grade	118.33(6)(a)	Requires school districts to adopt a written policy for promotion from 4 th and 8 th grade. Requires that the criteria include the pupil's score on the 4 th and 8 th grade knowledge and concepts examination, unless the pupil has been excused from taking the examination. The criteria also include the pupil's academic performance, teacher recommendations, and any other academic criteria specified by the board. Prohibits promotion unless pupil satisfies criteria.	<input type="checkbox"/>
Kindergarten as a Prerequisite for First Grade	118.33(6)(cm)	Prohibits school districts from enrolling a pupil in first grade unless the pupil has completed five-year-old kindergarten. Requires school districts that operate five-year-old kindergarten programs to establish a written policy specifying criteria for promoting a pupil from five-year-old kindergarten to first grade, as well as policies for exempting a child from the requirement, and for reviewing the denial of an exemption upon a parent's request. Exempts children who move into the state from the requirement, under certain conditions.	<input type="checkbox"/>
Technical Preparation Programs	118.34	Requires school districts, in cooperation with WTCS district boards, to establish in each high school a technical preparation program consisting of courses designed to allow high school students to gain advanced standing in WTCS associate degree programs upon graduation from high school, and to establish tech-prep consortia. Requires districts to annually evaluate programs and report the results to DPI and the WTCS Board.	<input type="checkbox"/>
Admission Standards for K-8 Courses	118.53(2)	Requires school boards to determine the minimum standards for admission to a course offered by the district in grades K-8.	<input type="checkbox"/>
Part-Time Attendance Option for Pupils in Home-Based Programs	118.53(2m)& (3)	Requires school boards to allow pupils enrolled in home-based private educational programs, who have met the standards for admission to a course in the elementary grades or for high school admission, to take up to two courses each semester in a public school if there is sufficient space in the classroom.	<input type="checkbox"/>
Notice of Educational Options and School Performance Category	118.57	Requires school districts to annually publish as a class 1 notice and post on the district's Internet site a list of educational options available to children who reside in the district. The educational options must include public schools, private choice schools, charter schools, virtual schools, full-time open enrollment, youth options, and course options. Additionally, school districts must include in the notice the most recent performance category assigned to each school within the school district boundaries, including independent charter schools and private choice schools, on the school report cards prepared by DPI. The notice must include that the full school and school district accountability reports are available on the school board's Internet site.	<input type="checkbox"/>
Notification of Educational Standards	120.12(13)	Requires a school board to annually, prior to the start of a school term, notify parents and guardians of pupils enrolled in the school district of the pupil academic standards that will be in effect for the school year. The notification may be provided electronically, including on the district's Internet site. Additionally, requires a school board to identify the academic standards in effect for the school year as an item on the agenda of the first school board meeting of the school year.	<input type="checkbox"/>
Curriculum	120.12(14)	Requires school boards to determine the school course of study.	<input type="checkbox"/>
Length of School Day	120.12(15)	Requires school boards to establish rules for scheduling hours in a normal school day.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
University of Wisconsin Tuition	120.12(17)	Requires school districts to pay the tuition of pupils who are attending a UW institution, if the pupil is not participating in the youth options program, the course is not offered by the school district, and the pupil will receive high school credit for the course.	<input type="checkbox"/>
Advanced Placement Examinations	120.12(22)	Requires school districts to pay, using federal, state, local, or private funds, for advanced placement examinations taken by pupils enrolled in the district who are satisfy the income eligibility criteria for free or reduced-price lunches under the federal school lunch program.	<input type="checkbox"/>
Internet Posting of School Accountability Report	120.123	Requires any school that maintains an Internet site to include a prominent link on the home page of that Internet site to the most recent accountability report concerning the school.	<input type="checkbox"/>
Remedial Reading	121.02(1)(c)	Requires school districts to provide interventions or remedial reading services to pupils in grades K to 4 if the pupil: (a) fails to meet the district's reading objectives; (b) fails to meet the minimum performance standard for reading on the third grade standardized exam, and a teacher determines, based on other objective evidence, that the pupil's performance accurately reflects the pupil's reading ability or a teacher and parent or guardian agree that the pupil's performance accurately reflects the pupil's reading ability; or (c) the pupil's assessment of reading readiness indicates that the pupil is at risk of reading difficulty. If (c) applies, the interventions or services must be scientifically based and address all areas in which a pupil is deficient, consistent with state standards in reading and language arts.	<input type="checkbox"/>
Five-Year-Old Kindergarten	121.02(1)(d)	Requires each school district (except union high school districts) to operate a five-year-old kindergarten program.	<input type="checkbox"/>
Hours of Instruction	121.02(1)(f) 121.006(2)(a)	Requires school districts to annually schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6, and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Specifies what may and may not be included in scheduled hours.	<input type="checkbox"/>
Instructional Materials, Texts, and Library Services	121.02(1)(h)	Requires school districts to provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.	<input type="checkbox"/>
Health, Physical Education, Art, and Music	121.02(1)(j)	Requires school districts to ensure that instruction in elementary and high schools in health, physical education, art, and music is provided by qualified teachers.	<input type="checkbox"/>
Curriculum Plans	121.02(1)(k)	Requires school districts to maintain a written, sequential curriculum plan that includes reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan must specify objectives, course content, and resources and include a program evaluation method.	<input type="checkbox"/>
Regular Instruction	121.02(1)(L) 253.15(5)	Requires school districts to: (1) In elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. (2) In grades 5-8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music. The school board must also provide pupils with an introduction to career exploration and planning. (3) In grades 9-12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. "Access" means an opportunity to study through school district course offerings, independent study, CESAs or cooperative arrangements between school boards and post-secondary institutions. (4) At least twice in grades K-8 and at least once in grades 9-12, as part of the social studies curriculum, include instruction on the history, culture, and sovereignty of the state's American Indian tribes and bands. (5) In grades 7-8, provide regular instruction in foreign language. (6) In one of grades 5 to 8 and in one of grades 10 to 12, provide pupils with instruction on shaken baby syndrome and impacted babies.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
Education for Employment	121.02(1)(m)	Requires school districts to provide access to an education for employment program that has been approved by the State Superintendent. Requires that the program incorporate: applied curricula, guidance and counseling services, technical preparation, college preparation, youth apprenticeship or other job training and work experience, and instruction in employment skills.	<input type="checkbox"/>

PUPIL POLICIES AND SERVICES

Title	Statute	Description	Request Waiver
School Uniforms	118.035	For school districts adopting school uniform policies, requires that parents and guardians be allowed to exempt their children from the policy, ensure that no exempted student is penalized or discriminated against, notify each parent or guardian at least three months before implementation, and assist economically disadvantaged students to obtain the uniforms. These requirements do not apply to districts that have had school uniform policies in effect continuously since September 1, 2001.	<input type="checkbox"/>
Pupil Age	118.14(1) 120.12(25)	Requires that school districts not admit pupils of a certain age to certain grade levels and that districts prescribe procedures, conditions and standards for early admission to kindergarten and first grade.	<input type="checkbox"/>
Alternatives to Compulsory School Attendance	118.15	Requires school boards, upon the child's request and with the approval of the child's parent or guardian, to enter into a written agreement to excuse from regular school attendance: (a) any child who is 17 years of age or over and who began a high school equivalency diploma program in a juvenile correctional facility, juvenile detention facility, juvenile portion of a county jail or residential care center for children and youth and agrees to continue to participate in the program; and (b) any child who is 16 years of age or over and a child at risk, as defined by state law, who agrees to attend a technical college full- or part-time. Requires that school boards: evaluate requests from children age 16 or over and their parents for program or curriculum modifications; enter into and monitor agreements with pupils granted program modifications leading to high school graduation or equivalency; and notify pupils and parents of program or curriculum alternatives. Requires school boards to render decisions within specified time frames and give reasons for denial of any request. Prohibits school employees from compelling a pregnant student to withdraw from education programs.	<input type="checkbox"/>
School Attendance Enforcement	118.16 118.162	Requires school districts to have an attendance officer and a written attendance policy, distribute the policy to each pupil, and adopt a truancy plan, which must be reviewed at least every two years. Specifies duties of an attendance officer. Prohibits school districts from denying credit in a course or subject solely because of a pupil's unexcused absences or suspensions. Requires school districts to specify conditions under which a pupil can take examinations or complete coursework missed during the pupil's absence from school.	<input type="checkbox"/>
Assessment Periods	118.16(4) (cm)	Establishes certain limitations on the use of assessments if school districts assign a pupil to a period of assessment as a consequence of truancy or other circumstances.	<input type="checkbox"/>
Pupil Discipline and Removal from Class	118.164 120.13(1)	Specifies procedures for the suspension and expulsion of pupils and removal of pupils from the classroom. Establishes procedures for reinstatement, early reinstatement, and conditional enrollment following a pupil's expulsion.	<input type="checkbox"/>
Pupils Without Parents or Guardian Report	118.175	Requires any school teacher, administrator, counselor, or social worker who knows that a pupil is without a parent or guardian to report that fact to the county social services or human services department (to state DHS in Milwaukee County).	<input type="checkbox"/>
Electronic Communication Devices	118.258	Requires that if school boards adopt rules prohibiting use or possession of electronic communication devices on school premises, then a copy of such rules must be provided annually to pupils enrolled in the district.	<input type="checkbox"/>
Full-Time Open Enrollment Application Procedures and Other Requirements	118.51(3) thru (8)&(12)	Establishes application and reapplication procedures that school districts must follow under the open enrollment program. Requires school districts to adopt policies and acceptance and rejection criteria under the program. Establishes requirements relating to the transfer of disciplinary records.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

PUPIL POLICIES AND SERVICES

Title	Statute	Description	Request Waiver
Course Options Program Application Procedures and Other Requirements	118.52(3) thru (10)	Establishes application procedures that educational institutions, including school districts, must follow under the course options program. Requires school districts to adopt policies and acceptance and rejection criteria under the program. Requires school districts to transfer disciplinary records upon request.	<input type="checkbox"/>
Pupil Participation in School Activities	120.12(23)	Requires school boards to adopt a policy on access to extracurricular and recreational school activities that encourages full participation by all elementary grade pupils. Does not apply to union high schools.	<input type="checkbox"/>
Child Care in Schools	120.125	Requires school boards to permit before- and after-school child care to be provided in any elementary school if the provider submits a request which meets specific requirements and the district does not deny the request for certain specified reasons. Requires a written agreement between board and provider with specified conditions.	<input type="checkbox"/>
Child Care Programs	120.13(14)	Requires that child care programs meet state standards for licensure if a board provides or contracts for such programs and that contractors pass DCF background investigations. Also requires boards to provide DHS with information about each person who is denied a contract because of certain criminal convictions or charges or other specified actions, including child abuse. Requires a board to rescind the contract if the caregiver is convicted of certain crimes, or suspend the contract while such charges are pending.	<input type="checkbox"/>
Guidance and Counseling	121.02(1)(e)	Requires school districts to provide guidance and counseling services.	<input type="checkbox"/>

SCHOOL PERSONNEL

Title	Statute	Description	Request Waiver
Educator Effectiveness*	120.12(2m) 115.415	Requires school boards to evaluate the effectiveness of each teacher and principal based upon measures of student performance and the extent to which the teacher's or principal's practice meets specified core teaching standards or educational leadership policy standards.	<input checked="" type="checkbox"/>
Staff Development	121.02(1)(b)	Requires school districts to annually establish with school board employees a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.	<input type="checkbox"/>
Personnel Evaluation <i>* Note this waiver does not automatically waive 121.02(1)(q). If you are requesting a waiver from this subsection check this additional box.</i>	121.02(1)(q)	Requires school districts to evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.	<input checked="" type="checkbox"/>

SPECIAL NEEDS

Title	Statute	Description	Request Waiver
School Age Parents Program Services	115.915	Requires school districts to make program modifications and services available to school age parents to allow them to remain in school.	<input type="checkbox"/>
School Age Parents	115.92 115.93	For school districts establishing a program for school age parents, requires district to provide certain services and instruction and to submit an annual report to DPI. Submittal of this report is a requirement for state aid.	<input type="checkbox"/>
Bilingual-Bicultural Education Notice to Parents	115.96(2)	Requires school districts to annually notify parents of LEP pupils about the program's availability, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>
Bilingual-Bicultural Program Requirements	115.96(4)	Requires instruction in reading, writing and speaking the English language, and through the use of the native language of the pupil, instruction in the subjects needed to permit effective progress through the educational system, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>
Placement in Bilingual-Bicultural Programs	115.96(5)	Requires placement of LEP pupils in appropriate programs with written parental consent and specifies procedures for parent appeals, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

SPECIAL NEEDS

Title	Statute	Description	Request Waiver
Bilingual-Bicultural Education Requirements	115.97	Requires school districts to establish bilingual education programs if the number of LEP pupils meets certain criteria and requires instruction by bilingual teachers or, under certain conditions and with state approval, English as a second language teachers.	<input type="checkbox"/>
Children-at-Risk/General Requirement	118.153(2)(a) 121.02(1)(n)	Requires school districts to identify pupils who are children-at-risk and develop a plan to meet the needs of such children.	<input type="checkbox"/>
Children-at-Risk/State Aid Applicants	118.153(2)(b) 118.153(3)(a)1 118.153(3)(b) 118.153(4)(a)	Allows districts with 30 or more dropouts or a dropout rate exceeding 5% to apply for children-at-risk aid. If a district applies for aid, requires the district to offer a children-at-risk program, designed to allow pupils enrolled to meet high school graduation requirements, and submit an annual report on pupil achievement of objectives. (No funding for this purpose is appropriated in the 2015-17 biennium.)	<input type="checkbox"/>
Children-at-Risk/Private Contracting	118.153(3)(c)	Requires school districts to identify appropriate private, nonprofit, nonsectarian agencies located in the district or within 5 miles of the district's boundaries to provide children-at-risk programs. Requires contract payment to equal at least 80% of the district's average per pupil cost.	<input type="checkbox"/>
Children-at-Risk/Preference in Funding Allocation	118.153(5)(b) 118.153(5)(c)	Requires school districts receiving aid to: (a) provide a specific sum to each children-at-risk program based on the program's ability to meet objectives; and (b) give preference in allocating any aid received to alternative schools, charter schools, schools within schools, and private agencies.	<input type="checkbox"/>
Gifted and Talented Programs	118.35 121.02(1)(t)	Requires school districts to provide access to appropriate gifted and talented programs.	<input type="checkbox"/>

TRANSPORTATION

Title	Statute	Description	Request Waiver
Public School Transportation	121.54(1)(a) & (c) 121.54(2)(a)	Requires school boards to provide transportation to all resident pupils living two or more miles from the nearest public school they are entitled to attend. Such requirement does not apply to pupils residing in cities unless their school is outside the city but within district boundaries. School districts containing cities with populations greater than 40,000 must meet the requirement unless a common carrier is available.	<input type="checkbox"/>

OTHER STATUTES OR ADMINISTRATIVE RULES

List other statutes or administrative rules requested for waiver.

VII. APPENDIX A

Hours of Instruction Waiver Request—Additional Administrative Rule Requirements

The Department of Public Instruction (DPI) will waive the hours of instruction requirement under Wis. Stat. § 121.02(1)(f) and Wis. Admin. Code PI 8.01(2)(f) for the 2020-2021 school year for any school district that requests the DPI to do so in order to provide continuity of learning per the school district's COVID-19 educational plan as approved by the school board, and requested in this flexibility application. **In order to complete this application, check all of the boxes below and provide any additional information as requested.**

Requirements under Wis. Stat. § 118.38

By checking the following boxes, the applicant attests that:

- a public hearing was held on _____ (required under s. 118.38 and PI 8.01) (*note, the public hearing can be virtual or teleconferenced*).
- the reason for this waiver request (e.g. moving school to a virtual or partially virtual format) is due to COVID-19.

Additional Requirements under PI 8.01(4)(b)

By checking the following boxes, the applicant attests that:

- this form has been completed by the school district administrator or school board president;
- this form serves as the letter from the district administrator or school board president requesting a waiver from the hours of direct pupil instruction requirement and specifying the reason or reasons for requesting the waiver as required by PI 8.01(4)(b)1;
- the school district held a public hearing under s. 118.38(1)(b) and the community was mostly in support of the waiver or the community offered no input;
- he or she has included with this application a copy of the school board resolution in support of this flexibility application for an alternative school environment that is all or partially virtual in satisfaction of the requirement under s. 115.01(10)(b) or (c) (*note, as required in the application you must have a copy of the school board resolution on file within the district supporting the provisions of the COVID-19 flexibility application*);
- the school district requests a waiver of the number of hours necessary to provide education in a virtual, remote, or a mix of virtual, remote and in-person formats per the school board's approved COVID-19 educational plan and as codified in the submitted school board resolution;
- school district buildings have been or will be closed to in-person instruction partially or completely and education will be provided through an alternative manner, such as virtual, remote, or a mix of in person, virtual, or remote learning models as approved by the school board;
- the school board will be unable to schedule and hold the minimum number of hours of direct pupil instruction in an in-person format due to COVID-19, and that the school board will fully report the actions taken to provide education in an alternative format to the school board;
- the school district scheduled a sufficient number of days for parent teacher conferences and inclement weather.

If you have any questions, contact Tamara Mouw, Director of Teaching and Learning, at tamara.mouw@dpi.wi.gov.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date:

Prepared by: Roger Dickson

Board Policy Reference:

Recommended action:

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

Purpose: Financial reports are provided to the Board monthly to assist with monitoring of financial condition and compliance with the adopted budget.

Notes and Comments:

Budget Performance Overview

Month of January, 2021

Year to Date from July 1, 2020 to January 31, 2021.

Total MTD revenue, Total YTD revenue and 200 Revenue From Local Sources each show a variance of over \$7,000,000. This is caused by (a) property tax receipts in the current year at this time as less than the 6 year trend and (b) depositing these first tax receipts for the year in the Debt Service, Capital Expansion and Community Service funds rather than only the General Fund. In past years the entire January tax payment was put in the General Fund and then moved to the appropriate funds after the fact. This condition is reflected in the graphs and analysis in the General and Special Education Funds | Revenue Dashboard as well.

200 Revenue From Federal Sources shows an unfavorable variance of \$49,000 due to grant claims not being submitted until Feb.

Total YTD Expenditures reports a favorable balance, primarily from salaries and benefits. This is caused by the delay in reaching a tentative agreement for salary schedule adjustments for teachers. The agreement was approved at the Feb 9 Board meeting and back pay should be paid in February. This condition is reflected in the graphs and analysis in the General and Special Education Funds | Expenditure Dashboard as well.

Balance Sheet

All asset and liability accounts are normal for this time of year. However, cash and investments for the general fund, is lower than the prior year at this time due to the change in the recognition of the January property tax payment. This lower amount is offset by higher amounts in the Debt Service Funds, Capital Expansion Fund and Community Service Fund.

The change in the tax recognition does not have a material effect on available cash for payment of bills because cash for the General, Capital Expansion and Community Service funds are commingled. Cash and investments are deposited in separate accounts as required by state statute.

Budget Status Report

Due to the impact of the pandemic on general operations, revenue is lower than prior years at the same. Further the change in recognition of property taxes results in lower comparable revenue for the General Fund, offset by higher revenue in the Debt Service Funds, Capital Expansion Fund and Community Service Fund.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Potential Refinance of Outstanding General Obligation Debt

Date: January 23, 2021

Prepared by: Roger Dickson

Board Policy Reference:

Recommended action:

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

Purpose: To discuss the potential refinancing of \$3,965,000 of school improvement bonds dated Feb. 1, 2013. If the Board concurs that proceeding with refinancing should be done, PMA will take the issue to market. There is no obligation for the Board to execute the refinance if market conditions such that there is no savings.

Background: PMA Financial Network, the district's financial advisor, in consultation with the Business Office, regularly reviews outstanding debt for savings opportunities. The low current interest rate environment provides another opportunity for a refinance.

The initial debt issue was for an energy and operational efficiency project. Therefore, any property tax savings would go back to the taxpayers. The District cannot redirect the savings to other purposes.

Fiscal impact: Estimated present value savings (in current dollars) of \$142,262, or 3.67% of the bonds refinanced. The annual savings is about \$20,000 that would come off the property tax levy, helping to keep the tax rate down.

Attachment: Preliminary Refinancing Analysis



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Progress Toward 2020/2021 Educational Goals

Date: February 23, 2021

Prepared by: Bryan Davis, Superintendent

Samuel Coleman, Director of Curriculum and Instruction

-
- Recommended action:**
- Information only
 - 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 a review of academic growth for students in grades 9-12 and District student wellness measurements. As discussed at earlier Board meetings, indicators to monitor student results include:

- academic growth and proficiency measured using first semester Math and English grades for students in grades 9-12; and
- student engagement data collected with digital questionnaires across all grades

Summary:

Student Growth/Academic Progress

When using grades to determine the academic progress of students in grades 9-12, the District's goal is at least 80% of students will earn a C- or higher in Math and English.

An analysis of end of semester grades in these core content areas indicates that students are achieving optimal growth and proficiency. When comparing first semester grades from 2020-2021 to first semester grades from the 2019-2020 school year, in most instances, the percentage of students earning a C- or higher in their core classes is the same or slightly higher this year.

Next steps include the following:

- School administrators, data teams, and Instructional Leadership Team members will use this data and will continue to monitor student grades to analyze (through an equity lens) trends to proactively support students. This review and analysis will be ongoing throughout the second semester. Wednesday planning and collaboration times would be an ideal opportunity to conduct this review and analysis on a monthly basis.
- Explore and implement the use of differentiated methods for measuring student progress if traditional forms of assessment fail to accurately capture individual growth and progress toward standards.
- Principals and/or deans will coordinate efforts to leverage counselors, campus supervisors, and other school staff to support routine small group and one-on-one check-ins with students.
- Bi- monthly collaboration meetings with instructional leadership team members and district administration will be scheduled to identify resources and strategies to better support teachers and students.

Student Engagement and Wellness

Students in all grades were provided an opportunity to answer brief, qualitative survey questions prepared and administered by the District about their school work, their relationships with teachers and peers, and their daily educational experiences. As we continue to prioritize student engagement and connections, surveys and analytics are valuable tools for examining student achievement, social/emotional development and the efficacy of support services and programs.

We will continue to monitor student wellness using informal class-based check-ins and wellness surveys. This data will be used to identify students who may benefit from additional social/emotional support from school counselors, campus supervisors, faculty members who serve as mentors, or possible referrals for non-school based services.

High School Student Assessment Results

Approved Indicator: Students will earn a grade of C- or higher in Math and English courses

- **Goal:** 80% of students will earn a grade of C- or higher in Math and English courses

SHS 2020-2021 Semester 1 Grade Summary

>80% - Green; 70% to 80% - Yellow; <70% - Red

	Percentage of students who earned a C- or higher in Math	Percentage of students who earned a C- or higher in English	Percentage of students who earned a C- or higher in Social Studies	Percentage of students who earned a C- or higher in Science
9th Grade	91%	91%	92%	94%
10th Grade	96%	86%	90%	91%
11th Grade	94%	88%	93%	92%
12th Grade	87%	84%	92%	90%

SHS 2019-2020 Semester 1 Grade Summary Comparison

>80% - Green; 70% to 80% - Yellow; <70% - Red

	Percentage of students who earned a C- or higher in Math	Percentage of students who earned a C- or higher in English	Percentage of students who earned a C- or higher in Social Studies	Percentage of students who earned a C- or higher in Science
9th Grade	82%	88%	92%	93%
10th Grade	94%	90%	94%	89%
11th Grade	91%	92%	94%	91%
12th Grade	86%	92%	99%	92%

Overall grades disaggregated by race and gender 2020-21

	Percentage of students who earned a C- or higher in Math	Percentage of students who earned a C- or higher in English	Percentage of students who earned a C- or higher in Social Studies	Percentage of students who earned a C- or higher in Science
Asian	98.31%	92.16%	96.00%	98.33%
Black	88.57%	74.65%	81.08%	70.00%
Hispanic	85.00%	86.89%	94.12%	79.66%
White	97.02%	96.35%	97.02%	94.64%
Female	95.24%	93.03%	94.95%	90.94%
Male	94.50%	91.55%	93.57%	90.51%

Overall grades disaggregated by race and gender 2019-20

	Percentage of students who earned a C- or higher in Math	Percentage of students who earned a C- or higher in English	Percentage of students who earned a C- or higher in Social Studies	Percentage of students who earned a C- or higher in Science
Asian	91.07%	95.92%	92.86%	94.20%
Black	67.03%	82.35%	89.86%	74.74%
Hispanic	73.08%	82.98%	100.00%	84.21%
White	92.96%	92.25%	96.94%	95.59%
Female	88.10%	90.35%	95.58%	93.46%
Male	85.21%	89.78%	96.89%	90.22%

Student Social and Emotional Wellness Survey Results

In addition to informal social/emotional assessments by teachers, and in the absence of the daily interactions that teachers and students had prior to the pandemic, District faculty conducted Connectedness/Wellness surveys in all schools over the past several weeks. The survey tools were developed by the District, using questions from prior years' School Perceptions Survey content as a guide. The questions on the District surveys taken from the School Perceptions Survey format were:

- I feel I am connected to the school community.
- I have good relationships with peers in the classrooms I participate in.
- I have a trusted adult in the school community I can talk to when I need help.
- My teachers are interested in my thoughts and opinions.
- If I feel stressed I know how to cope.

SHS Survey Summary

I feel I am connected to the school community. N =155

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	12.50%	11.11%	0.00%	11.11%	12.24%
Usually	37.50%	0.00%	33.33%	33.33%	31.63%
Sometimes	25.00%	61.11%	16.67%	22.22%	34.69%
Never	25.00%	16.67%	50.00%	33.33%	18.37%
I don't know	0.00%	11.11%	0.00%	0.00%	3.06%

I have good relationships with peers in the classrooms I participate in. N=155

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	12.50%	0.00%	16.67%	11.11%	22.45%
Usually	75.00%	27.78%	33.33%	44.44%	45.92%
Sometimes	12.50%	50.00%	33.33%	22.22%	21.43%
Never	0.00%	5.56%	0.00%	11.11%	2.04%
I don't know	0.00%	16.67%	16.67%	11.11%	8.16%

I have a trusted adult in the school community I can talk to when I need help. N=155

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	37.50%	27.78%	66.67%	22.22%	47.96%
Usually	37.50%	38.89%	0.00%	33.33%	25.51%
Sometimes	12.50%	16.67%	16.67%	22.22%	21.43%
Never	0.00%	5.56%	0.00%	11.11%	4.08%
I don't know	12.50%	11.11%	16.67%	11.11%	1.02%

My teachers are interested in my thoughts and opinions. N=155

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	25.00%	27.78%	16.67%	22.22%	35.71%
Usually	62.50%	38.89%	50.00%	33.33%	39.80%
Sometimes	12.50%	16.67%	16.67%	22.22%	21.43%
Never	0.00%	0.00%	0.00%	0.00%	2.04%
I don't know	0.00%	16.67%	16.67%	22.22%	1.02%

When I feel stressed I know how to cope. N=155

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	12.50%	5.56%	16.67%	22.22%	22.45%
Usually	50.00%	11.11%	50.00%	55.56%	46.94%
Sometimes	25.00%	50.00%	16.67%	11.11%	24.49%
Never	0.00%	5.56%	0.00%	0.00%	5.10%
I don't know	12.50%	27.78%	16.67%	11.11%	1.02%

SIS Survey Summary

An SIS survey in 2018 had eight categories for ethnicity in which students could select. After the survey was taken, students felt there were not enough choices of ethnicity and through their input 42 ethnic categories were made for the 2020-2021 survey. Because of this, the percentages below represent a main category for each of the 42 ethnic categories.

I feel I am connected to the school community. N=242

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	14.29%	11.11%	25.00%	12.50%	15.67%
Usually	62.86%	55.56%	41.67%	62.50%	50.75%
Sometimes	20.00%	16.67%	25.00%	20.83%	28.36%
Never	0.00%	5.56%	0.00%	4.17%	5.22%
I don't know	2.86%	11.11%	8.33%	0.00%	0.00%

I have good relationships with peers in the classrooms I participate in. N=242

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	28.57%	16.67%	50.00%	12.50%	19.12%
Usually	40.00%	50.00%	41.67%	58.33%	61.03%
Sometimes	20.00%	22.22%	0.00%	16.67%	18.38%
Never	0.00%	5.56%	0.00%	0.00%	1.47%
I don't know	11.43%	5.56%	8.33%	12.50%	.000%

I have a trusted adult in the school community I can talk to when I need help. N=242

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	31.43%	27.78%	33.33%	33.33%	31.97%
Usually	25.71%	33.33%	16.67%	25.00%	36.89%
Sometimes	31.43%	22.22%	33.33%	20.83%	27.05%
Never	0.00%	11.11%	0.00%	4.17%	4.10%
I don't know	11.43%	5.56%	16.67%	16.67%	0.00%

My teachers are interested in my thoughts and opinions. N=242

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	45.71%	50.00%	33.33%	33.33%	46.77%
Usually	31.43%	38.89%	50.00%	33.33%	39.52%
Sometimes	17.14%	0.00%	0.00%	16.67%	13.71%
Never	0.00%	5.56%	0.00%	0.00%	0.00%
I don't know	5.71%	5.56%	16.67%	16.67%	0.00%

When I feel stressed I know how to cope. N=242

	Asian	Black/African American	Latinx	Multi-Racial	White
Always	42.86%	22.22%	41.67%	29.17%	21.32%
Usually	37.14%	33.33%	58.33%	37.50%	47.06%
Sometimes	17.14%	38.89%	0.00%	33.33%	27.21%
Never	2.86%	5.56%	0.00%	0.00%	4.41%
I don't know	0.00%	0.00%	0.00%	0.00%	0.00%

Atwater and Lake Bluff Survey Summary

Elementary school students participated in a survey with similar questions as those asked of students in grades 7-12. Identity information such as gender and race/ethnicity was not collected for this survey and thus, data disaggregated by identity is not available.

I feel I am connected to my school community.

	Atwater (n=202)	Lake Bluff (n=342)
Always	25.87%	32.26%
Usually	51.24%	48.68%
Sometimes	22.89%	17.01%
Never	0.00%	2.05%

I have good relationships with other kids in my class.

	Atwater (n=202)	Lake Bluff (n=342)
Always	36.82%	40.18%
Usually	39.80%	43.99%
Sometimes	22.89%	12.90%
Never	0.50%	2.93%

I have a trusted adult in my school that I can talk to when I need help.

	Atwater (n=202)	Lake Bluff (n=342)
Always	59.70%	53.08%
Usually	25.87%	31.67%
Sometimes	12.44%	12.61%
Never	1.99%	2.64%

My teachers are interested in my thoughts and opinions (what I like and what I don't like).

	Atwater (n=202)	Lake Bluff (n=342)
Always	42.29%	49.27%
Usually	41.29%	34.31%
Sometimes	14.93%	13.49%
Never	1.49%	2.93%

If I feel stressed I know how to cope (I know how to deal with uncomfortable feelings).

	Atwater (n=202)	Lake Bluff (n=342)
Always	15.42%	24.34%
Usually	36.82%	43.99%
Sometimes	42.29%	27.57%
Never	5.47%	4.11%



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: Learning Model Updates

Date: February 23, 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' return to full face-to-face instruction five days a week on Monday, March 15. A statement from the District's Medical Advisory Group related to the most recent [CDC guidelines](#) accompanies these materials.

Additional Information:

Our Covid-19 community case burden continued to decline in February. The COVID-19 community case burden report for Shorewood was 114 on Friday, February 12, our lowest burden level since September. Following is the status of learning in each school; in addition, a remote learning option is available for students at all grade levels:

Shorewood High School : SHS students began hybrid instruction on Monday, February 22. Principal Kenney provided families with this [resource document](#) to provide guidance for their return.

Shorewood Intermediate School : SIS students successfully began hybrid instruction on Monday, February 15. Principal Joynt provided families with a [resource document](#) in advance as well to provide guidance for students returning to classrooms.

Elementary Schools: Elementary school students continue to stay in their hybrid learning model. On February 12, we completed the second consecutive week with COVID-19 burden levels under 200. As reflected in the [District COVID-19 Learning Model Guidelines](#), this burden

level paves the way for a transition to all day in-person instruction 5 days a week for K-6 students. A remote learning option will continue to remain available.

Operational Criteria

As we move through our transition process, we will monitor our burden level and other Covid-19 indicators like test percent positivity and hospitalization rates, but will not use them to move back into a remote learning or hybrid learning model. Our criteria to move back to a remote learning model will be based on our operational criteria of staffing and student attendance. For example, if our community Covid-19 burden level goes to 250 next week (above our 200 threshold) we will still move forward with our transitions to all day in-person instruction 5 days a week for K-6 students. I will work with the Northshore Health Department and District Nurse Kelly Barlow to assess the implications on our learning model if dramatic increases in our Covid-19 Burden Levels or other indicators occur.

Elementary school parents will be hearing from their principals on Monday, February 22 about the in-person and remote learning options, as well as the schedule for completing a Learning Model Declaration form for your student(s) for the third trimester. The start date for all day in-person instruction 5 days a week in our elementary schools will begin no sooner than **Monday, March 15**. This gives us the opportunity to utilize parent-teacher conferences on Thursday, March 11th and Friday, March 12th to directly communicate with families to provide support and answer questions related to the transition. Parent-teacher conferences will be held virtually and more information will be coming from the classroom teachers within the next few weeks.

I am continuing to work with the Medical Advisory Group and the Shorewood Education Association to process the new CDC guidance and improve our mitigation planning around areas like specials classes, lunch and recess. There are no recommendations for modifications to our District COVID-19 Learning Model Guidelines at this time.

The Medical Advisory Group has extensively reviewed the February 12th updated guidance from the CDC¹, Feb 5th guidance from the WI DPI², recommendations from other recognized national groups providing guidance on school safety^{3,4}, and multiple primary references.^{5 6} In order to interpret guidelines documents of this sort it is important to understand how they are developed, the target audience for whom they are written, and the evidence from which they are derived. The strength of, and confidence that can be placed in, any given recommendation within a guideline document is based on the quality of the underlying evidence. Where evidence is strong, guidelines are specific. When evidence is limited, recommendations are typically more flexible or permissive. In the context of COVID-19, guideline interpretation has been particularly complicated as knowledge is rapidly expanding and evolving. When the evidence is not considered definitive, guidelines need to be interpreted in the context of the local situation, while weighing risks and benefits of the recommendation from the perspective of all stakeholders.

In low and moderate transmission conditions (Shorewood will likely enter this category next week), the CDC encourages, but does not require, “physical distancing of 6 feet or more to the greatest extent possible.” This flexibility is consistent with the recommendations of other prominent guidelines and is likely tempered by emerging data that primary schools demonstrate much lower COVID case rates than the surrounding communities. The CDC further instructs that “if physical distancing of at least 6 feet among all students, teachers, and staff within

¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>

² https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Interim_COVID-19_Infection_Control_and_Mitigation_Measures_for_Schools.pdf

³ <https://globalepidemics.org/2020/12/18/schools-and-the-path-to-zero-strategies-for-pandemic-resilience-in-the-face-of-high-community-spread/>

⁴ <https://www2.ed.gov/documents/coronavirus/reopening.pdf>

⁵ Chu DK, Akl EA, Duda S, Solo K, Yaacoub S, Schünemann HJ; COVID-19 Systematic Urgent Review Group Effort (SURGE) study authors. Physical distancing, face masks, and eye protection to prevent person-to-person transmission of SARS-CoV-2 and COVID-19: a systematic review and meta-analysis. *Lancet*. 2020;395(10242):1973-1987. doi:[10.1016/S0140-6736\(20\)31142-9](https://doi.org/10.1016/S0140-6736(20)31142-9)

⁶ <https://www.medrxiv.org/content/10.1101/2021.02.10.21251477v1>

a class, cohort, or pod is not possible at all times, schools should ensure physical distancing between classes, cohorts, and pods.”

Given that Shorewood classrooms do not allow for a full 6 feet of distancing at full capacity (or even 70% capacity), the leadership has focused on designing contained classroom cohorts with student to student spacing maximized, and on maintaining spacing between students and instructors of at least 6 feet. Universal masking, with encouragement of double masking, is required. Cleaning protocols have been enhanced to disinfect high touch surfaces several times per day, and comprehensive evening cleaning is occurring. Hand sanitizer stations are available in every classroom, entrance, and otherwise frequented spaces, and plans for handwashing and bathroom use are in place. Effective contact tracing and local referral for diagnostic testing is also in place.

Above and beyond these five key strategies outlined in the CDC guidelines (universal cloth masks, distancing to the greatest extent possible, handwashing, cleaning, and contract tracing), the district has also implemented numerous additional risk mitigation strategies, including enhanced building ventilation, in-room air purifiers, and medical grade surgical masks available to all staff. These provide layered health and safety benefits to all staff and children, and factor into the overall decision about how national guidelines are applied locally. Additionally, the Medical Advisory Group continues to explore testing strategies for the district. Efforts to expedite vaccine access for staff once state guidelines allow, are ongoing.

The Medical Advisory Group believes the sum of mitigation strategies significantly exceeds those available in many other districts. After consideration of all these factors and variables, the Medical Advisory Group continues to recommend active, detailed planning for a return to full elementary education that maintains structured cohorts for in-person students and an equitable virtual option for families that prefer that choice.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: 2021-2022 Instructional Calendar

Date: February 23, 2021

Prepared by: Sam Coleman, Director of Curriculum and Instruction

Board Policy Reference: Instructional Program OE 9.7

Recommended action:

Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose: To discuss potential changes to the Instructional Calendar for the 2021-2022 School Year in preparation for action at the March 9, 2021 Board meeting.

Background:

In acknowledging that COVID-19 will be with us for many more months, District administrators, the SEA, and the Medical Advisory Group have discussed modest changes to next year's school calendar. These include starting the school year before September 1 to reduce the gap between the end of one school year and the beginning of the next year, to take advantage of favorable weather for both indoor and outdoor learning, and allow for an extension of the Thanksgiving and Winter Break when family gatherings are likely to occur. The Department of Public Instruction has indicated that they will be flexible with granting waivers to beginning the school year prior to September 1. The options the committee is reviewing include one with a Monday, August 23rd start date.

The Calendar Committee will meet again to develop a recommendation for the District and School Board, which will be presented at the March 9 Board meeting. The committee welcomes input from the Board on whether or not to begin the school year prior to September 1st. An August 23rd start date would be seven school days earlier than a September 1 start date. Those seven days would be distributed as days off throughout the school year to maintain the 191 contracted days for teachers, avoiding a budget impact.



Shorewood
SCHOOL DISTRICT

Office of the Superintendent

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Shorewood, WI 53211
414.963.6901
www.shorewoodschools.org

**Resolution of the School District of Shorewood
I Love My Public School
February 23, 2021**

Whereas, the school board, administrators, teachers, staff, parents and community members of the School District of Shorewood are united in our effort to provide all children with the highest quality educational opportunities possible; and

Whereas, all public school students in the State of Wisconsin deserve the same educational opportunities and highly qualified staff; and

Whereas, the week of February 22-26, 2021 has been declared I Love My Public School Week; and

Therefore, the School District of Shorewood School Board, Administration, and Shorewood Education Association resolves to express its support of Public Schools in Wisconsin:

Therefore, Be it Further Resolved, that the School District of Shorewood Board of Education calls on Governor Evers, Senator Lena Taylor and Representative David Bowen to support I Love My Public School Week and provide equitable funding and opportunities for all public school students.

Board President, Paru Shah

Superintendent, Bryan Davis

SEA President, Amy Miller

Board Vice President, Hilary DeBlois

SEA Vice President, Susan Leslie

Board Treasurer, Emily Berry

SEA Treasurer, Marita Gruber

Board Clerk, Pablo Muirhead

SEA Secretary, Elizabeth Dean

Board Member, Clarke Warren

SEA Chief Negotiator, Sachin Pandya

Student Representative
Sadie Cumberbatch

Student Representative
Alexis Hu

Student Representative
Jack Stuhlmacher



SCHOOL DISTRICT OF SHOREWOOD
Virtual Board Meeting Minutes
February 9, 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. 7:03 pm CALL TO ORDER

Adopt the Agenda

Motion to Adopt the Agenda MOVED by Clarke Warren and SECONDED by Emily Berry

AYE: 5 NAY: 0

II. 7:08 pm STUDENT ACHIEVEMENT and RESULTS

Black Lives Matter at School Week of Action: Sam Coleman, Bryan Terry, Jr., Micaiah Armstrong

III. 7:39 pm PUBLIC COMMENTS #1

Sachin Pandya

Lake Bluff/SEA Executive Board Member

Ken & Silke Cole

4324 North Maryland

Amy Miller

SEA President/4458 North Larkin

Mollie Boutell

4181 North Bartlett

Traci Clark

4144 North Larkin

IV. 8:00 pm DISTRICT OPERATIONS

A. Facilities Projects Updates, Mike Huffman

B. Monthly Board Finance Reports, Roger Dickson

C. Survey Procedures, Sam Coleman

D. District Policy 810 (Access to Public Records)

E. Learning Model Updates

F. Progress Toward 2020/2021 District Goals: Health & Safety and Academic Achievement

V. 10:41 pm SUPERINTENDENT'S ACTION AGENDA

Motion to Approve the SEA Tentative Agreement and Salary MOVED by Emily Berry and
SECONDED by Clarke Warren

AYE: 5 NAY: 0

VI. 10:44 SUPERINTENDENT'S CONSENT AGENDA

Motion to Approve Superintendent's Consent Agenda MOVED by Pablo Muirhead and
SECONDED by Emily Berry

AYE: 5 NAY: 0

- A. Anonymous gift of \$10,000 to the Drama Department
- B. Leave of Absence Requests
- C. Faculty and Staff Retirements

VII. 10:51 pm PUBLIC COMMENTS #2

Deb Schwinn	SHS Faculty
Jen McIntosh	4436 North Prospect
Anne Conry	2614 East Newton
Andrew Frey	3820 North Cramer
Jessica Wolfe	3947 North Lake
Julie Wernke	4452 North Ardmore

VIII. 11:13 BOARD ACTION AGENDA

Motion to Approve the Community Based Finance Committee MOVED by Pablo Muirhead and
SECONDED by Emily Berry

AYE: 4 NAY: 1

Clarke Warren will serve as the Committee Chair

IX. 11:27 pm BOARD CONSENT AGENDA

Motion to Approve Board Meeting Minutes (Closed Sessions January 21 & 26 and February 3
and January 26 Regular Meeting) MOVED by Pablo Muirhead and SECONDED by Clarke Warren

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

X. 11:29 pm BOARD GOVERNANCE

XI. 11:29 pm PUBLIC COMMENTS #3 - none

XII. 11:30 pm REVIEW OF 'TO DO' ITEMS

XIII. 11:31 pm FUTURE AGENDA ITEMS

XIV. 11:43 pm RECESS

XV. 11:44 pm BOARD MEETING DEBRIEF

XVI. 11:54 pm ADJOURN



<https://schoolsalliance.com/>

Pablo Muirhead

Topics

- I. Meeting Notes, February 9th, 2021
 - II. State Budget & SWSA Support
 - III. Special Education Funding
-
-

- I. Meeting Notes, February 9th, 2021 (Link to [SLIDES](#))

Agenda & Highlights

- **Addressing Reopening Schools**
 - **Dr. Michael Gutzeit, Chief Medical Officer, Children’s Hospital**
 - **Dr. Smriti Khare, President of Children’s Medical Group**
 - Life doesn't’ change after you get the vaccine until we get to herd immunity; masking; distancing after you get the vaccine
 - WI has the highest per capita rate of vaccine administration in the country; dramatic increase
 - Educators are in the 1B; begin on March 1st depending upon supply in the state
 - Vaccines are safe!!!
- **Legislative Advocacy Update & Communication Template to tell your District “Covid” story**
 - Governor Evers will introduce his 2021-23 Biennial Budget on February 16th.
 - WASBO: [Click here to view the updated webinar resources and recording!](#)

- **Discussion with legislators serving on the JFC from the Democratic Party**
 - **Senator LaTonya Johnson**
 - **Representatives Evan Goyke & Greta Neubauer**
 - It will be an aspirational budget from the Governor and an austere budget from the legislature. The next two years will not be defined by the last two years. The Dems want to be future-focused and really focus on the vision of education moving forward- post-COVID. There needs to be a vision of education moving forward.
 - Focus on mental health- this was a concern before the pandemic and now COVID has had even more of an impact on this issue- when kids do return to in-person learning they will need more of these resources
 - The LFB indicates that we have more \$\$\$ than we thought that we had for this fiscal year.

II. State Budget

SWSA [Statement of Support](#)

The proposed K-12 increase includes:

- a boost of \$612.8 million GPR in general school aids over the biennium, which Evers says would be the largest increase since the 2005-07 biennium;
- increasing special education funding by \$709.6 million to reimburse districts for 45 percent of their costs in the first year of the budget and 50 percent in the second. The current reimbursement rate is 29 percent.
- increasing the revenue limit for about 140 low-spending districts to \$10,250 per student in the first year of the budget and \$10,500 in the second year, up from \$10,000 now. Revenue limits were first put in place for schools in the early 1990s and used the 1992-93 school year as a starting point. Districts were then generally allowed an annual increase in per-pupil spending. That meant districts that were spending significantly less per student have lagged behind others in the increases on what they can spend between state aid and property taxes, while districts that were spending more in the early 1990s have a significantly higher cap on per-pupil spending. Currently, more than three dozen districts have a cap of more than \$14,000 per student.
- \$46.5 million for school aids to support mental health;
- \$60.8 million to boost school aids for economically disadvantaged students. The increase would boost per-pupil payments by \$75 each year to \$750.

- repealing the Opportunity Schools Partnership Program, which was created to allow the takeover of some of Milwaukee’s lowest-performing schools. It has yet to be used.

III. SWSA Districts Special Education Provision

This spreadsheet contains rough calculations based on the aidable SPED costs incurred in 2019-20 which are being paid this year. They have taken these numbers and are showing the increase if we received 45% and 50%. The potential impact would need to be confirmed by each district. [Here is the spreadsheet](#)

Advocacy opportunities

1. You have the opportunity to meet with your legislators and explain why this is so important to your budget and to ALL kids. Explain how you might use those dollars that you don't have to transfer to cover SPED costs. Be specific if you can. This is another opportunity to meet with your legislators and engage in dialogue to build understanding. ***Your relationships with them matter and are going to be critical this budget cycle.***
2. We (SWSA) have the opportunity to meet with more JFC members on March 9th (Sen. Kooyenga, Sen. Stroebel, and possibly Rep. Rodriguez). I want to take some time to inform/educate this team about a few of our priorities, SPED being one of them.

Impact on Shorewood

2019-20 Aidable Expenditures	\$3,810,018
2020-21 Aid (est. 28.18%)	\$1,073,663
Approximate amount spent from General Education funds to cover Special Education needs	\$2.7 million
Proposed budget impact for 2021-22 (est 45%)	\$1,714,508
Approximate amount that would be spent	\$2 million
We would have	\$600k more for general education
Proposed budget impact for 2022-23 (est 50%)	\$1,905,009
Approximate amount that would be spent	\$1.9 million
We would have	\$800k more for general education