

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD  
Shorewood, Wisconsin  
September 28, 2021 AGENDA

SCHOOL BOARD MEETING  
7:00 PM  
**Shorewood Intermediate School, Room 214  
3830 North Morris Boulevard  
Shorewood, WI 53211**

**The District discourages the public and/or media from attending the meeting in person at its noticed location due to active health and safety concerns associated with the ongoing COVID-19 pandemic public health emergency.**

**Masks are required for all individuals (ages 2 and over) in all District buildings, regardless of vaccination status.**

**Attendees are encouraged to use the alternative method of access that the District is providing through the following link:**

Shorewood School Board Meeting  
Tuesday, September 28 at 7 pm

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)  
 Meeting ID: 815 9962 7722  
 Find your local number: <https://us02web.zoom.us/j/kdeePLnyIh>

**I. 7 pm CALL TO ORDER**

- A. Adopt the Agenda (GC2)
- B. Overarching Result for Shorewood School District (R1)  
*Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good.*
- C. Awards and Recognitions

**II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)**

SIS Social Emotional Learning Curriculum/Project Wayfinder Mike Joynt

**III. 7:15 pm PUBLIC COMMENTS #1 (GC3)**

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

**IV. 7:30 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**

- A. Approval of OE4 (Personnel Management) Monitoring Report JoAnn Sternke and Kim Salem 3
- B. Approval of R3 (Character and Citizenship) Results Monitoring Report Sam Coleman 25
- C. Approval of R4 (Wellness) Results Monitoring Report Sam Coleman 33
- D. Fall 2021 Community Linkages
  - Advanced Learners
  - Elementary School Students
  - Families of Students with Disabilities
  - Parents & Alumni of Color
  - Shorewood Education Association
  - SHS Students
  - SIS Students
  - Youth Rising Up
- E. Discussion of Key Communicators Group 43
- F. Bi-Board Meeting Follow Up 46

**V. 8:30 pm BOARD CONSENT AGENDA (GC2)** 48

- A. Approval of September 14, 2021 Meeting Minutes

**VI. 8:35 pm PUBLIC COMMENT #2 (GC3)**

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

**VII. 8:50 pm BOARD MEMBER REPORTS** 51

**VIII. 9:00 pm SUPERINTENDENT'S REPORT** 54

**IX. 9:15 pm SUPERINTENDENT'S CONSENT AGENDA**

- A. Monthly Financials 59
- B. Staffing Changes: New Hires, Resignations and Leave of Absence Requests 63

**X. 9:20 pm PUBLIC COMMENT #3 (GC3) If needed**

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

**XI. 9:35 pm REVIEW OF 'TO DO' ITEMS**

**XII. 9:40 pm FUTURE AGENDA ITEMS**

**XIII. 9:45 pm RECESS AND DEBRIEF**



**Shorewood**  
SCHOOL DISTRICT

**Operational Expectations Monitoring Document  
OE-4 (Personnel Administration)**

**Certification of the Superintendent: With respect to Operational Expectation 4 (Personnel Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:**

- In Compliance
- In Compliance with Noted Exceptions
- Not in Compliance

Based upon the indicators and evidence presented herein, the administration believes this Operational Expectation 4 Personnel Administration to be in compliance, with noted exceptions.



**Signed:** \_\_\_\_\_, **Interim Superintendent**      **Date:** September 28, 2021

**Executive Summary**

This report evaluates compliance with 12 indicators that make up Operational Expectations for Personnel Administration (OE-4) policy over the past school year. Additional information and staff data collected through September 15, 2021 captures the impact of COVID-19 on Human Resources functions and administrative priorities.

The Human Resources department has made many notable improvements towards compliance with OE-4. Last year's monitoring report showed compliance in 5 areas of OE-4. This monitoring report demonstrates compliance in 8 areas of OE-4.

OE 4.1 <b>Compliant</b>	OE 4.5 <b>Compliant</b>	OE 4.9 Not Compliant
OE 4.2 Compliant w/Exceptions	OE 4.6 <b>Compliant</b>	OE 4.10 <b>Compliant</b>
OE 4.3 <b>Compliant</b>	OE 4.7 <b>Compliant</b>	OE 4.11 Compliant w/Exception
OE 4.4 <b>Compliant</b>	OE 4.8 Compliant w/Exceptions	OE 4.12 <b>Compliant</b>

Additional noteworthy items and areas to highlight within the Human Resources department include:

- **Increase Diversity in our Workforce** - The Human Resources department - in collaboration with all district departments - implemented a number of strategies to increase the diversity of our workforce, and the results have been dramatic. Our District Administration employee group has had a 30% increase in racial/ethnic diversity since the 2019-20 school year. The current racial demographics of our district leaders is 47% leaders of color.
- **Frontline Recruiting and Hiring Software Platform** - Applicant tracking features will allow for more comprehensive diversity data collection such as; percent of job applicants and new hires by race/ethnicity, percent of staff with linguistic diversity, percent of staff that identify as having a disability, etc. This will ensure we are creating and maintaining a diverse and inclusive workforce.

- Onboarding features of software will allow us to successfully and efficiently incorporate new employees into the culture by getting them up to speed with policies, training, and paperwork in a seamless online environment. This software platform is set to be deployed by Quarter 2 of the 2021-22 school year.
- **Spark Hire Video Interviewing Platform** - Has provided an efficient way for hiring managers to quickly compare and contrast candidates without delaying the hiring timeline, reduced time-to-hire, lowered hiring costs, removed geographical limitations, and much more.
- **Offboarding and Exit Interviews** - Created a formal process for employee offboarding and exit interviews that has provided a way for employees to give honest, confidential, and constructive feedback regarding their employee experience. This has provided valuable insight regarding our district culture and has helped to determine opportunities for improvement within the district.

Human Resources operations were significantly modified in the 2020-21 school year to respond to COVID-19-related staffing issues (virtual, hybrid and in-person) and other responsibilities. Our team also worked closely with staff to prioritize both their physical and emotional well being. One area that is out of compliance due to modifications surrounding the COVID-19 pandemic is OE 4.9.

**OE 4.9** - *Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the employee handbooks.*

In the 2020-21 school year, along with many other districts, Shorewood received a waiver of Educator Effectiveness requirements which impacted compliance in this area.

**Disposition of the Board: With respect to Operational Expectation 4 (Personnel Management), the Board:**

- Accepts the report as fully compliant
- Accepts the report as compliant with noted exceptions
- Finds the report to be noncompliant

**Summary statement/motion of the Board:**

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**Signed:** \_\_\_\_\_, Board President      **Date:**

**Paru Shah**

**OE-4 Personnel Administration**

The board values the individuals employed by the School District of Shorewood. To that end, the Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of District employees in a manner necessary to enable the District to achieve its Results policies.

**Superintendent Interpretation**

- Recruitment shall mean to attract and select the most talented and diversified pool of candidates.
- Employment shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- Development shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- Evaluation shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth.
- Compensation shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- District employee means anyone who receives compensation in exchange for services.
- The Board’s Results policy is defined in R-1 through R-4.

<p><b>OE-4.1</b></p> <p><b>Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Employees** shall mean anyone who receives monetary compensation for services rendered and covered by Shorewood School District employment laws.
- **Volunteer** shall mean anyone providing services without monetary compensation.
- **Background inquiries and checks** shall mean Wisconsin Circuit Court Access (CCAP), National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, reference checks and verification of employment eligibility prior to hiring.

<p>Board Indicator 1:  <b>The internal control processes verify that no employee was hired between July and June of the fiscal year without having successfully cleared all background checks prior to their start.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  The Human Resources department uses Background Investigation Bureau (BIB) to conduct background checks for new employees. HR verifies that all new certified and uncertified staff successfully clear a background check before their first day of work in the district. 100% of new employees entering the district successfully cleared all background checks administered according to the established background check procedures. 113 Background checks were processed between 07/1/20- 06/30/21.</p>		

<p>Board Indicator 2:  <b>The internal control processes verify that no volunteer was approved between July and June of the fiscal year without having successfully cleared all background checks.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  Due to the COVID-19 pandemic, volunteer opportunities were limited during the 2020-21 school year. All prospective volunteers were referred to our Recreation &amp; Community Services Department for background check clearance. The Recreation department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers. 100% of volunteers successfully cleared a background check prior to their first day of volunteer work in the district. The Recreation department successfully processed 290 background checks between 07/1/20-06/30/21.</p>		

**Board Comments:**

<p><b>OE-4.2</b>  <b>Select only highly qualified and the best-suited candidates for all positions.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Highly qualified** shall mean vacancies that require a credential are filled with individuals that hold a

valid teaching credential in that subject area and complete a successful interview process.

- **Best-suited** shall mean the candidate selected for any position in the District meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent.

<p>Board Indicator 1:  <b>95% of all hires meet the certification requirements that are outlined in the vacancy description</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b></p> <p>97% of all new hires met the certification requirements outlined in the vacancy description. Of the 28 certified staff members hired, 27 met the certification requirements that were outlined in the vacancy description upon hire. One teacher did not meet the certification requirements outlined in the vacancy description at time of hire, but timely filed a plan to become highly qualified in their specific curricular area and applied for a One Year License with Stipulations as required by the WI Department of Public Instruction.</p>		

<p>Board Indicator 2:  <b>The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>																																																																															
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In 2020 there was a recommendation to change Race Categories to be congruent with Infinite Campus, which includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and Two or More Races. This data will be more inclusive of all of our race categories. Information for prior years is not available.

**The racial/ethnic diversity of teaching staff increased by 2% from 2020-21.**

Board Indicator 3: <b>The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.</b>							<u>Superintendent</u>  Compliant  <b>Not Compliant</b>	<u>Board</u>  Compliant  Not Compliant	
<b>Evidence:</b>									
Gender	2019-20 Student Enrollment	2019-20 Teaching Staff	% Difference	2020-21 Student Enrollment	2020-21 Teaching Staff	% Difference	2021-22 Student Enrollment	2021-22 Teaching Staff	% Difference
Female	49.5%	68.9%	+19.4%	49.8%	71.5%	+21.7%	49.8%	72.0%	+22.2
Male	50.5%	31.1%	-19.4%	50.2%	28.5%	-21.7%	50.2%	28.0%	-22.2%

**Board Comments:**

OE-4.3  Use culturally- responsive protocols to recruit, hire, support and retain staff.	<u>Superintendent</u>  <b>Compliant</b>  Compliant with Exceptions  Not Compliant	<u>Board</u>  Compliant  Compliant with Exceptions  Not Compliant
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**Superintendent Interpretation:**

- **Culturally-responsive protocols** shall mean using procedures that recognize the importance of including cultural references.
- **Support** shall mean to make available the necessary resources and opportunities to succeed professionally and personally.

<p>Board Indicator 1:  <b>Partner with University Systems and Educator Licensure programs to increase the teacher pipeline diversity.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b></p> <p>The District has utilized alternate methods to increase the teacher pipeline diversity. Below are examples of alternate methods used:</p> <ul style="list-style-type: none"> <li>● Personalized our Equal Opportunity hiring statement on job vacancy postings to encourage applications from underrepresented groups</li> <li>● Created more inclusive job descriptions and postings by removing unnecessary job requirements, avoiding gender-coded language, and emphasizing our District’s commitment to diversity and inclusion</li> <li>● Increased the racial/ethnic diversity in the District’s leadership team (17% in 2020 to 46% in 2021), which is instrumental in attracting and retaining talent. Our leaders of color have tapped into their expansive networks and it has exponentially increased the diversity of our talent pipeline</li> <li>● Networking informally, and word-of-mouth candidate identification has been the most successful and widely used tactics</li> </ul>		

<p>Board Indicator 2:  <b>All interviews for hiring employees include at least one “culturally responsive” question in the interview process.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b></p> <p>“Culturally responsive” interview questions have been designed and added to all interview question sets used during the 2020-21 school year. Examples of such interview questions are below:</p> <ul style="list-style-type: none"> <li>● What is your overall strategy for developing teacher and staff capacity for equity in instructional effectiveness? Please provide a specific time you put this practice into action.</li> <li>● How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students?</li> <li>● A review of our district data shows racial disparities in math and reading proficiency, disciplinary referrals, and referrals for special education. Why do you think these inequities exist and what actions would you take to ensure all students are thriving?</li> <li>● How does your racial, gender, or class identity influence your leadership?</li> <li>● From your perspective, in what ways have traditional business offices been inequitable in meeting the needs of ALL students?  What would you do to ensure that our business office is intentional about the allocation of resources to service our most marginalized students?</li> <li>● Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed in athletics and/or activities programming?</li> </ul>		

- How would you go about building rapport with students of color, students from low-income families, students labeled with a disability, students who are culturally and linguistically diverse, and students who identify as LGBTQ? Please provide some specific examples.
- How do you ensure that your classroom is an equitable learning environment for all students?

Board Indicator 3: <b>There will be professional development annually to support teachers in culturally responsive teaching practices.</b>	<u><b>Superintendent</b></u>  <b>Compliant</b>  <b>Not Compliant</b>	<u><b>Board</b></u>  <b>Compliant</b>  <b>Not Compliant</b>
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**Evidence:**

All of our instructional staff, support services staff, and administrators participate in professional development opportunities scheduled to occur once each month using Integrated Comprehensive Systems for Equity (ICS) learning modules. The learning modules are organized into four Cornerstones for building our collective capacity to achieve more equitable outcomes.

- Cornerstone 1: Focus on Equity
- Cornerstone 2: Align Staff and Students
- Cornerstone 3: Transform Teaching and Learning
- Cornerstone 4: Leverage Policy and Funding

Culturally-Relevant Teaching and Learning is addressed in the 3rd Cornerstone and is supported by learning modules in Cornerstones 1 and 2. Rather than address topics using a piecemeal approach, the ICS framework allows us to build our collective capacity, analyze our systems, interpret research, and plan for transformation using a sequential and comprehensive process. These monthly professional development opportunities are facilitated at each school site by members of the schools' Instructional Leadership Team. Professional development topics covered in the modules during the 2020-21 school year include the following:

- Understanding the history of educational marginalization
- Developing an awareness of implicit bias
- Analyzing proactive structures for high quality teaching and learning with a diverse normative in mind
- Shifting from deficit-based language and thinking to asset-based language and thinking

All of the modules in the ICS framework are informed by more than 45 years of equity research and practice. The modules are designed to provide a framework for building systemic and structural capacity and proactive align systems to produce equitable student results. These modules are also designed to enhance the effectiveness of equitable practices we currently use such as Culturally Relevant Teaching and Learning practices, lessons about social justice and identity, and inclusive instructional practices.

Additionally, members from each school's Instructional leadership team participated in quarterly coaching sessions with consultants from ICS. The quarterly coaching sessions allowed teams to discuss progress of the module implementation and discuss feedback shared by staff. The coaching opportunities were also used to build the leadership capacity of teachers, support services staff, and administrators as they worked and planned to operationalize the content of the learning modules into our school and district priorities.

Board Indicator 4: <b>We will leverage research informed retention strategies (teacher 30 day &amp; 90 day check ins, affinity groups, etc) to retain staff diversity.</b>	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  <b>Compliant</b>  Not Compliant
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**Evidence:**

The district utilizes several retention strategies to retain staff diversity. Examples of such strategies are below:

- Teacher and certified staff mentoring program. Shorewood Induction Program.
- Communication and feedback - connecting with staff members on a regular basis. Strategic, intentional, informal reach outs, touch points from Administrators
- Providing high quality professional development opportunities
- Flexible working arrangements during the COVID-19 pandemic
- Fostering teamwork
- Conducting exit interviews for all staff exiting the District. The HR department uses School Perceptions to administer online exit interview surveys while also offering in-person options.
- Offering competitive salary and benefits packages
- Cluster Hiring - involves hiring faculty members of color into multiple departments/buildings (in a cluster). This hiring practice increases diversity, strengthens climate, and improves retention rates for staff of color.
- Investment in dedicated Human Resources department and personnel which plays a strategic and valuable role in retention.

<b>OE-4.4</b>  <b>Administer clear personnel rules and procedures for employees.</b>	<u>Superintendent</u>  <b>Compliant</b>  Compliant with Exceptions  Not Compliant	<u>Board</u>  <b>Compliant</b>  Compliant with Exceptions  Not Compliant
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**Superintendent Interpretation:**

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean personnel rules and procedures are communicated and understood by employees as detailed in employee handbooks and appendices.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

<p>Board Indicator 1:  <b>By December 1st of each fiscal year, 95% of the District employees have signed and returned an acknowledgement form to affirm they received updated handbook and applicable appendices policies from the District Business and Human Resources office.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
100% of staff were given internet access to the Employee Handbook and Appendices. There were no updates made to the employee handbook or appendices for the 2020-21 school year therefore the District did not send out an acknowledgement form to be signed and returned by staff. We are in the process of transferring NEOLA policies to our handbooks. NEOLA policies are on the web and available for employees.

All new staff members were sent a handbook acknowledgement form via google forms to sign and return during their new hire onboarding process. 100% of new staff members completed the online google form acknowledging receipt of the employee handbook and appendices.

For the 2021-22 school year, the District intends to use the SafeSchools platform as a method to verify and track signed handbook acknowledgements. After all authentications have been delivered those who do not acknowledge will be contacted by their immediate supervisors to ensure compliance.

**Board Comments:**

<p><b>OE-4.5</b></p> <p><b>Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Effectively handle** shall mean investigate and resolve promptly, accurately with consideration and professionalism.
- **Consistently** shall mean complaints and concerns are addressed according to the employee handbook and/or district policy.
- **Complaints and concerns** shall mean grievances or questions related to sexual harassment, discrimination claims, contractual violations, Board and District policies and procedures, and possible violations of state and federal laws.

Board Indicator 1: <b>100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.</b>	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
<b>Evidence:</b> There was one complaint of this nature reported involving employees, and it was processed/resolved as outlined in the employee handbook and/or District Policy. This complaint was resolved at the Administration level and was not filed with the School Board.		

**Board Comments:**

<b>OE-4.6</b>  <b>Maintain accurate job descriptions for all staff positions.</b>	<u>Superintendent</u>  <b>Compliant</b>  Compliant with Exceptions  Not Compliant	<u>Board</u>  Compliant  Compliant with Exceptions  Not Compliant
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**Superintendent Interpretation:**

- **Maintain** shall mean to keep current and accurate.
- **Accurate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

Board Indicator 1: <b>All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</b>	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
<b>Evidence:</b> <ul style="list-style-type: none"> <li>● Each position posted for hire during the 2020-21 school year had an updated job description that was part of the job posting.</li> <li>● Human Resources requires all job descriptions to be evaluated and updated prior to posting and hiring an open position.</li> </ul> <p>During the 2020-21 school year, the District filed for a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not processed. Support Staff evaluations were also put on pause until the 2021-22 school year due to the COVID-19 pandemic.</p> <p><b>The Human Resources department will develop a systemic approach to updating job descriptions and will document that process and train administrators and implement the procedure over the next calendar year.</b></p>		

Board Indicator 2: <b>All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.</b>	<u>Superintendent</u> <b>Compliant</b> Not Compliant	<u>Board</u> Compliant Not Compliant
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**Evidence:**

- Each position posted for hire during the 2020-21 school year had an updated job description that was part of the job posting.
- Human Resources requires all job descriptions to be evaluated and updated prior to posting and hiring an open position.

During the 2020-21 school year, the District filed for a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not processed. Support Staff evaluations were also put on pause until the 2021-22 school year.

**Board Comments:**

OE-4.7 Protect confidential information.	<u>Superintendent</u> <b>Compliant</b> Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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**Superintendent Interpretation:**

- **Protect** shall mean to secure, keep safe, and preserve employee confidential information.
- **Confidential** shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

Board Indicator 1: <b>100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.</b>	<u>Superintendent</u> <b>Compliant</b> Not Compliant	<u>Board</u> Compliant Not Compliant
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**Evidence:**

There have been zero documented breaches of confidential information by the Business and Human Resource Services office.

Board Indicator 2: <b>100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.</b>	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
<b>Evidence:</b> There have been zero documented reports of confidentiality breaches of district staff.		

**Board Comments:**

<b>OE-4.8</b>  <b>Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type.</b>	<u>Superintendent</u>  Compliant  <b>Compliant with Exceptions</b>  Not Compliant	<u>Board</u>  Compliant  Compliant with Exceptions  Not Compliant
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**Superintendent Interpretation:**

- **Competitive** shall mean District employment offers are commensurate with or higher than equivalent positions when compared to similar school districts.
- A **compensation plan** shall mean District salaries and benefits.
- **Highest quality in terms of attracting applicants** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, supervising administrator or Superintendent.
- **Highest quality in terms of retention of employees** shall mean those who are evaluated as effective or higher based on the District’s evaluation criteria.

<p>Board Indicator 1:  <b>The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  In the 2020-2021 school year, district teacher salaries were in the top 33% when compared with CESA 1 peer districts based on the current staffing data available in 5Sight Data Analytics, which utilizes DPI PI-1202 staffing data.</p> <p>We are not able to locate information in 5Sight Data Analytics that isolates the information for fringe benefits or combines salary and fringe benefits in a way that allows for comparison of Shorewood to CESA 1 peer districts.</p>		

<p>Board Indicator 2:  <b>The District will rank in the top 33% of salaries and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  District Principal and Assistant Principal salaries and benefits are in the 50<sup>th</sup> percentile when compared with peer districts based on the current staffing data available in 5Sight Data Analytics and DPI PI-1202 staffing data.</p> <p>We are not able to obtain information in 5Sight Data Analytics that isolates the information for fringe benefits or combines salary and fringe benefits in a way that allows for comparison of Shorewood to CESA 1 peer districts.</p>		

<p>Board Indicator 3:  <b>The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  We are not able to obtain information in 5Sight Data Analytics that isolates the information for 'all other employee groups' in a way that allows for comparison of Shorewood to CESA 1 peer districts.</p>		

<p>Board Indicator 4:  <b>The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  The District currently does not employ a benefits consulting company that would be able to do an analysis and comparison of companies and school districts regionally. Our contract with our previous benefits consulting</p>		

company ended in 2019. If the District chooses to employ a new benefits consulting company for the 2021-22 school year, this information will be provided on the OE-4 report for next school year.

<p>Board Indicator 5: <b>100% of employees that leave the district are offered an exit interview.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b> Beginning in 2020 the District partnered with School Perceptions to offer an online exit interview survey to all staff separating from the district. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and communication with the option to schedule an in-person exit interview with the Director of HR.</p> <p>100% of employees exiting the District were offered an exit interview either online or in-person. During the 2020-21 school year there were a total of 55 employee separations from the District. 5% of separating employees completed an in-person exit interview with the HR Director and 62% of separating employees completed the online exit interview survey.</p> <p>The top factors that staff indicated as their reason for leaving the District were:</p> <ul style="list-style-type: none"> <li>• Job opportunity with a public school district within Wisconsin: 29%</li> <li>• Retirement: 17.6%</li> <li>• Personal (Family, Medical,etc.): 14.7%</li> </ul> <p>The top factors that staff indicated as a major consideration in their decision to leave were:</p> <ul style="list-style-type: none"> <li>• Lack of support from administration: 46%</li> <li>• Need for better work-life balance: 30%</li> <li>• Poor internal communication: 29%</li> </ul>		

<p>Board Indicator 6: <b>An annual review of retention rates is comparable to peer districts.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b> The District does not have access to a reliable source of retention rate information from peer districts.HR is recommending that the Board revise this question to review 3 year District trend data instead.</p> <p>The retention rates calculated below do not include retirements or involuntary separations.</p>		

**Staff Retention Rates  
Three Year Trend Data**

	2020-2021	2019-2020	2018-2019
<b>Teachers</b>	89.5%	91%	96%
<b>Administrators</b>	75%	67%	92%
<b>All Staff</b>	86%	84%	92%

**Turnover Rates by Race/Ethnicity  
Two Year Trend Data**

Race/ Ethnicity	2020-2021 Total Staff	Number of Separating Staff	Percentage of Separating Staff	2019-2020 Total Staff	Number of Separating Staff	Percentage of Separating Staff
<b>White</b>	266	33	12.4%	282	39	13.8%
<b>Black</b>	36	11	30.5%	26	9	34.6%
<b>Asian</b>	5	1	20%	6	1	16.6%
<b>Hispanic</b>	2	0	0%	4	1	25%
<b>American Indian</b>	0	0	0%	0	0	0.0%
<b>Two or More</b>	5	1	20%	5	1	20%

**Board Comments:**

	<u>Superintendent</u>	<u>Board</u>
<b>OE-4.9</b>	<b>Compliant</b>	<b>Compliant</b>
<b>Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the employee handbooks.</b>	<b>Compliant with Exceptions</b>	<b>Compliant with Exceptions</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>

**Superintendent Interpretation:**

- **Consistent with the Superintendent's own evaluation** shall mean that all employees are evaluated according to student learning outcomes as outlined in the results policies and operational expectations.

- **Evaluate** shall mean assessing through observations, goal setting and progress monitoring.
- **Achieving** shall mean that the employee performance contributes to accomplishing the Board’s goals.
- **Compliance** shall mean District employees are assessed on their ability to follow the board’s operational expectations as they apply to their job.

<p>Board Indicator 1:  <b>100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  During the 2020-21 school year, the District filed a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not performed. All New Teachers remained paused in the year they were in as part of the evaluation cycle. Educator Effectiveness Teacher evaluations will resume in the 2021-22 school year.</p> <p>This waiver did not include evaluations of District Administrators/Directors. 100% of District Administrators/Directors were evaluated in the 2020-21 school year.</p>		

<p>Board Indicator 2:  <b>100% of non-licensed personnel are evaluated through a district created process annually.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  Evaluations of non-licensed staff were not completed in the 2020-21 school year due to complications of the COVID-19 pandemic. The majority of non-licensed personnel did not return to in-person work until January 2021 due to school closures. The Human Resources department will work with district administrators to create a performance evaluation cycle for non-licensed personnel and train evaluators on deployment.</p>		

<p>Board Indicator 3:  <b>90% of Student Learning Outcomes (SLO’s) are created based off of the R-2 annual report for a teacher’s grade/subject area.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  During the 2020-21 school year, the District filed a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not performed. All New Teachers remained paused in the year they were in as part of the evaluation cycle. Educator Effectiveness Teacher evaluations will resume in the 2021-22 school year.</p>		

**Board Comments:**

<p><b>OE-4.10</b></p> <p><b>Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Qualified** shall mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.
- **Trained** shall mean employees are given instructions, mentored, and given feedback.

<p>Board Indicator 1:</p> <p><b>100% of new employees will participate in the district mentoring program during their first and second year of employment.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
 100% of new certified teaching staff participated in the District mentoring program for certified staff (Shorewood Induction Program). Shorewood Induction Program’s mission is to accelerate best practice teaching to effectively impact student learning.

The Shorewood School District is committed to supporting new teachers in the district. The district will support new teachers through Shorewood’s Induction Program (SIP). SIP provides a mentor to all new certified staff that is hired (.5 FTE or greater). Mentors support teachers and certified staff new to the district for two full academic years. Mentors serve as a resource, collaborator, trusted listener, problem-solver, coach, learner, and teacher for new teachers and certified staff.

At this time, the District does not have a formal mentoring program for non-certified staff .

<p>Board Indicator 2:  <b>75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  81% of teachers in the Shorewood Induction mentoring program in 2020-21 reported they feel more equipped to do their primary job as a result of the program as evidenced by responses to the end of the year feedback survey question “Do you feel more equipped to do your primary job as the result of this mentor-mentee relationship?”</p>		

<p>Board Indicator 3:  <b>The school district shall provide ongoing professional development pertaining to Cultural Competency</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  All of our instructional staff, support services staff, and administrators participate in professional development opportunities scheduled to occur once each month using Integrated Comprehensive Systems for Equity learning modules. The learning modules are organized into four Cornerstones for building our collective capacity to achieve more equitable outcomes.</p> <ul style="list-style-type: none"> <li>● Cornerstone 1: Focus on Equity</li> <li>● Cornerstone 2: Align Staff and Students</li> <li>● Cornerstone 3: Transform Teaching and Learning</li> <li>● Cornerstone 4: Leverage Policy and Funding</li> </ul>		

**Board Comments:**

<p>OE-4.11</p> <p><b>Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Organizational culture** shall not only mean a climate in which staff members celebrate diversity

among students, parents, staff, and community, expecting everyone to be equally respected and accepted, but also mean the behaviors and beliefs characteristic of a positive work environment.

- **Responsibly perform their jobs** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- **Environment of professional support and courtesy** shall mean a respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

Board Indicator 1: <b>A staff survey will show that at least-85% of the staff feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.</b>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	<b>Not Compliant</b>	Not Compliant

**Evidence:**

2021 staff survey facilitated by School Perceptions shows the following results:

Statement	2019		2020			2021			
	Shorewood Average	% Agree	Shorewood Average	% Agree	Difference	Shorewood Average	% Agree	Difference	Percentile
I have flexibility to do my job the way that I think is most effective	4.17	89%	4.17	90.5%	0.0	4.03	85%	-0.14	50th
I feel supported by leadership when I make a decision	3.93	84%	3.94	81.9%	+0.01	3.62	73%	-0.36	8th

Board Indicator 2: <b>100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.</b>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Not Compliant	Not Compliant

**Evidence:**

There was one complaint of this nature reported involving employees and it was processed/resolved as outlined in the employee handbook and/or District Policy. This complaint was resolved at the Administration level and was not filed with the School Board.

Board Indicator 3: <b>A staff survey will show that at least 85% of the staff feel they are in a “good climate.”</b>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	<b>Not Compliant</b>	Not Compliant
<b>Evidence:</b> On the 2021 staff survey facilitated by School Perceptions, 79% of staff responded that they agree or strongly agree to the statement: “I am in a school environment that allows me to work in an environment of professional support and courtesy.”  This is a notable difference from the 2019-2020 survey result of 86.5%, and can be attributed, in part, to the impact of COVID-19 on classroom teachers and other staff. More than half of the past school year was spent in a virtual learning model, with the majority of faculty and many other staff working remotely.		

Board Indicator 4: <b>A staff survey will show that at least 85% of the staff feel they are in an “inclusive environment.”</b>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Not Compliant	Not Compliant
<b>Evidence:</b> On the 2021 staff survey facilitated by School Perceptions, 86% of staff responded agree or strongly agree to the statement “I feel my ideas, opinions, and concerns are listened to by my colleagues. This percentage is comparable to the 2020 survey results in which 86.5% agreed or strongly agreed to this statement.		

**Board Comments:**

<b>OE-4.12</b>  <b>The Superintendent may not retaliate against an employee for initiating a legitimate complaint.</b>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

**Superintendent Interpretation:**

- **Retaliate** shall mean to act in revenge.
- **Initiating** shall mean bringing a written document without coercion by an employee, supervisor or

administrator.

- **Legitimate complaint** shall mean a written statement of all claims against the accused that is neither spurious nor false.

<b>Board Indicator 1:</b> <b>100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.</b>	<b><u>Superintendent</u></b>  <b>Compliant</b>  <b>Not Compliant</b>	<b><u>Board</u></b>  <b>Compliant</b>  <b>Not Compliant</b>
<b>Evidence:</b> There have been zero complaints registered with the office of the Superintendent. There have been zero reports of retaliation of reporting employees for complaints registered with the office of the Superintendent.		

<b>Board Comments:</b>
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**Shorewood**  
SCHOOL DISTRICT

**Results Monitoring Document  
R-3 Character and Citizenship**

**Certification of the Superintendent: *With respect to Results 3 (Character and Citizenship), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:***

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

**Signed:** John Stamba, Interim Superintendent      **Date:** September 28, 2021

**Executive Summary**

This report summarizes survey measurements and outcomes for Results Policy 3 (R-3), which focuses on the development of Character and Citizenship for our Shorewood students. Data reflects Annual Student survey responses collected from students district-wide.

	2018	2019	2020	2021
number of student respondents	998	1191	755	820
number of staff respondents	210	186	185	159
number of parent and community member respondents	718	421	840	460

This report uses very specific data as indicators, but it should be noted that the district offers multiple ways for students to learn about citizenship, and this is only enhanced by this year's focus on integrated social and emotional learning and new supporting curriculum.

Additionally, many opportunities are present for students to demonstrate character and citizenship in our schools (e.g. Student Council, Youth Rising Up, authentic learning opportunities)

**Disposition of the Board: *With respect to Results 3 (Character and Citizenship), the Board:***

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress

**Summary statement/motion of the Board:**

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**Signed:** \_\_\_\_\_, Board President<sup>25</sup>      **Date:** \_\_\_\_\_

**Definition of Terms**

- **Annual Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Environmental Agency:** Are constituents in and out of our community that focus on protecting our environment, or helping educate about our environment.

**R-3 Character and Citizenship**

**Students will be people of strong character with a commitment to contribute to the common good.**

Superintendent Interpretation:

The board values students who make decisions that positively impact themselves and their community. **Strong Character:** shall mean students demonstrate respect, are kind to others and have integrity.

**Contribute to the common good:** shall mean students are positive members of a school community and community at large

<b>R-3.1 Be ethical people, treating others with respect</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values students that are kind, demonstrate respect and have integrity.

**Ethical People:** shall mean students demonstrate understanding of the difference between “right” and “wrong.” **Respect:** shall mean regard for the feelings, wishes, rights, and/or traditions of others.

**Superintendent Indicator 1:**

- The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts’ average on the following questions:
  - “I am respected and treated fairly at school.”
  - “I know how to resolve conflict in a healthy way.”
  - “My classmates care about me.”
  - “I help others when I see a need.”
  - “I follow the rules at school.”

Evidence: The table below indicates that students’ responses in the spring of 2021 are similar to student responses from the previous years. All of the student responses from the spring of 2021 are equal to or slightly greater than the comparative average of like-sized districts.

The following data was collected from the Spring 2018, 2019, 2020 and 2021 Student Survey

Statement	2018	2019	2020	2021		
	Shorewood Average	Shorewood Average	Shorewood Average	Shorewood Average	Comparative Average	Difference
I am respected and treated fairly at school	3.12	3.08	3.20	3.29	3.01	+ .28
I know how to resolve conflict in a healthy way	3.10	3.06	3.12	3.02	3.02	0
My classmates care about me	3.02	2.93	2.99	2.99	2.83	+ .16
I help others when I see a need	3.07	3.05	3.12	3.05	3.03	+ .02
I follow the rules at school	3.32	3.33	3.36	3.4	3.35	+ .05

**Superintendent Indicator 2:**

- The district average of teachers that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts’ average on the following questions:
  - “Students are respected and treated fairly at school.”
  - “Students know how to resolve conflict in a healthy way.”
  - “Students care about each other.”
  - “Students help others when they see a need.”
  - “Students follow the rules at school.”

Evidence: The table below indicates that staff responses in the spring of 2021 are similar to staff responses from the previous years. Most staff responses from the spring of 2021 are similar to or slightly greater than the average responses from previous years.

The following data was collected from the Spring 2018, 2019, 2020 & 2021 Staff Survey

	2018	2019	2020	2021
Statement	Shorewood Teacher Average (5 pt scale)	Shorewood Teacher Average (5 pt scale)	Shorewood Teacher Average (5 pt scale)	Shorewood Teacher Average (5 pt scale)
Students are respected and treated fairly at school	4.16	4.13	4.09	4.06
Students know how to resolve conflict in a healthy way	3.48	3.46	3.42	3.57
Students care about each other	3.80	3.99	3.92	4.16
Students help others when they see a need	3.87	4.04	3.93	4.0
Students follow the rules at school	3.31	3.50	3.27	3.72

<b>R-3.2 Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.</b>	<u><b>Superintendent</b></u>  <b>Making Reasonable Progress</b>  <b>Making Reasonable Progress with Exceptions</b>  <b>Not Making Reasonable Progress</b>	<u><b>Board</b></u>  <b>Making Reasonable Progress</b>  <b>Making Reasonable Progress with Exceptions</b>  <b>Not Making Reasonable Progress</b>
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R-3 Character and Citizenship Page | 4

Superintendent Interpretation:

The board values authentic learning where students engage in project based learning.

**Applying Knowledge & Skills:** shall mean what students know and are able to do and put into practical use beyond the classroom.

**Citizenship:** shall mean students understand and are aware of real-world issues and their role in the

community. **Service:** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

**Superintendent Indicator 1:**

The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts’ average on the following questions:

- o “I believe what I am learning in school connects to the real world”
- o “I believe what I am learning in school will help me to be successful in life”
- o “I believe what I am learning in school allows me to use my own original voice beyond the classroom”

Evidence: The table below indicates that students’ responses in the spring of 2021 are similar to student responses from the previous years. Student responses are relatively high and may be attributed to the District’s commitment to providing authentic learning experiences for all students. Authentic learning will continue to be priority of our district as we strive to foster learning opportunities that are relevant to students’ aspirations, experiences and interests.

The following data was collected from the Spring 2018, 2019, 2020 & 2021 Student Survey

	2018	2019	2020	2021		
Statement	Shorewood Average	Shorewood Average	Shorewood Average	Shorewood Average	Comparative Average	Difference
I believe what I am learning in school connects to the real world	2.74	2.61	2.57	2.59	N/A	N/A
I believe what I am learning in school will help me to be successful in life	2.98	2.88	2.85	2.85	2.82	+ .03
I believe what I am learning in school allows me to use my own original voice beyond the classroom	2.96	2.86	2.87	2.83	N/A	N/A

R-3 Character and Citizenship Page | 5

<p><b>Superintendent Indicator 2:</b>                  The district average of parents that “Agree” or “Strongly” agree on the annual parent/community survey increases annually with a goal of 75% to the following statement:                  o “The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.”</p>
<p>Evidence: Parents’ response to this statement indicates that significantly fewer parents agreed or strongly agreed to this statement compared to parent responses from previous years. Additional analysis and inquiry will be necessary to understand what may have contributed to this significant decrease.</p>

The following data was collected from the Spring 2018, 2018, 2020 & 2021 Parent Survey

	2018	2019	2020	2021
Statement	Shorewood %	Shorewood %	Shorewood %	Shorewood %
The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.	85%	82% (190 of 232)	74% (211 of 287)	58% (162 of 280)

**Superintendent Indicator 3:**

Percent of students that average a “2” or better on the 3-point scoring rubric during their passage presentation.

**Evidence:** Due to the COVID 19 Pandemic, changes were made to the format used to facilitate passage presentations. Panelists were not required to give students a score on their Passage presentation. Instead, panelists used a rubric to provide verbal feedback to students following each presentation. Students used the same rubric to design their passage presentations.

<b>R-3.3 Be good stewards of the physical environment</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values students understanding the relationship between themselves and nature.

**Stewards:** shall mean students learn the importance of taking personal responsibility for the environment.

**Physical Environment:** shall mean the natural world.

**Superintendent Indicator 1:**

- Students will have an environmental experience at each school

Evidence:

- Grade 1 = Plants
- Grade 2 = Weather
- Grade 3 = Erosion
- Grade 5 = Earth and Space
- Grade 6 = Populations & Ecosystems
- Grade 7 = Earth Science
- Grade 8 = Life Science
- Grade 9/10 = Biology
- Grade 11/12 = AP Environmental Science
- Grade 11/12 = Watershed Wisdom



**Results Monitoring Document  
R-4 Wellness**

**Certification of the Superintendent: *With respect to Results 4 (Wellness), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:***

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

**Signed:** , Interim Superintendent

**Date:** September 28, 2021

**Executive Summary**

This report summarizes measurements of District-wide student wellness, and related programs and services conducted during the 2020-2021 school year, as required by Results Policy 4 (Wellness).

In terms of School Perceptions survey tools, overall, survey responses are within the  $\pm 0.20$  statistical significance range in all of the areas measured in the policy category, and comparisons to other districts are included in line with prior years' reports.

As School Board members, District administrators, faculty, staff and community members focus on social-emotional wellness with a honed focus due to the pandemic, we have an important opportunity to evaluate how we measure success and progress toward strategic and annual operating goals in this area in future years.

Along with an examination of how we will use School Perceptions survey data and related comparisons to other districts in future R4 reports, the Director of Curriculum & Instruction and other members of the administrative leadership team have outlined wellness initiatives and related recommendations for School Board discussion and consideration:

- The current identified and approved metric (student referral data) as an indicator of appropriate expression and management of emotions does not definitively serve as a correlating source of evidence for this indicator. As we evolve in our analysis of policies and systems through an equity lens, we recognize that student discipline data is not necessarily an indicator of their ability to express and manage emotions. We recommend including a question in the student School Perceptions Survey that gauges students' perceptions of their ability to appropriately manage and express their emotions and further discussion to identify other correlating metrics that give evidence of student wellness.
- In the 2021-2022 school year we will use age-appropriate integrated social and emotional wellness curriculum in each building, reflecting a district-wide strategic priority. These programs are research-based tools and strategies that focus on student wellness and resilience, and future reports will address integration into other curriculum, daily schedules, etc.

Additionally, we have expanded the use of restorative practices in grades 7 and 8 to increase the sense of belonging, community, and wellness that students experience. We have also committed to prioritizing the social and emotional wellness of our staff this year as we focus on enhancing connectedness and belonging for all of our staff and students.

- R-4.4: Indicator 3, the district average parents that responded we are doing “Good” or “Great” on the annual parent/community survey in the area “Fostering students’ physical wellness” decreased by 17.6% compared to how parents responded in the previous year. The district will continue to make physical wellness a priority and will strengthen communication with parents about our ongoing efforts to foster students’ physical wellness.

**Disposition of the Board: With respect to Results 4 (Wellness), the Board:**

\_\_\_\_\_ **Making reasonable progress toward achieving the desired results**

\_\_\_\_\_ **Making reasonable progress with the exceptions noted**

\_\_\_\_\_ **Failing to make reasonable progress**

**Summary statement/motion of the Board:**

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**Signed:** \_\_\_\_\_, **Board President**      **Date:** \_\_\_\_\_

**Definition of Terms**

- **Annual Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Youth Risk Behavior Survey (YRBS):** This survey is given out every other year and asks very pointed questions of students in grades 6-12. This survey goes much deeper into risky behavior than our annual students survey.

**R-4 Wellness**

**Students will develop and maintain habits that contribute to personal wellness**

Superintendent Interpretation:

The board values social, mental and physical well-being for all students.

**Develop and Maintain Habits:** shall mean students, as age appropriate, understand how their decisions contribute to their well-being.

**Personal Wellness:** shall mean social, mental and physical well-being.

<b>R-4.1 Appropriately express and manage emotions.</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values the mental well-being of all students.

**Appropriately Express Emotions:** shall mean effectively and respectfully communicating feelings and needs to others.

**Manage Emotions:** shall mean students are able to appropriately control their behaviors.

**Superintendent Indicator 1:**

- Student referral data.

Evidence: See table below.

The previously identified and approved metric (student referral data) as an indicator of appropriate expression and management of emotions does not definitively serve as a correlating source of evidence for this indicator. The Superintendent recommends further discussion that leads to identification of correlating metrics that give stronger evidence of student wellness.

	Total Number of Referrals 2017-18	Total Number of Referrals 2018-19	Total Number of Referrals 2019-20	Total Number of Referrals 2020-21
Hispanic	51	52	39	1
Asian	27	37	17	0
Black	338	187	104	6
White	294	331	211	3
Male	595	548	276	5
Female	154	114	95	5
Non F&R	412	406	216	2
F&R	337	256	155	8
Non ML	1075	727	359	10
ML	66	22	12	0
Total	1,141	749	371	10

	Number of Students with Referrals 2017-18	Number of Students with Referrals 2018-19	Number of Students with Referrals 2019-20	Number of Students with Referrals 2020-21
Hispanic	20	27	21	1
Asian	18	21	10	0
Black	89	66	47	3
White	143	156	104	3
Male	212	228	133	4
Female	69	58	49	3
Non F&R	197	205	106	2
F&R	84	81	76	5
Non ML	273	267	174	7
ML	8	19	8	0
Total	281	286	182	7

	Percent of students receiving a referral compared to total enrollment 2017-18	Percent of students receiving a referral compared to total enrollment 2018-19	Percent of students receiving a referral compared to total enrollment 2019-20	Percent of students receiving a referral compared to total enrollment 2020-21
Hispanic	12%	17.5%	13%	.7%
Asian	7%	11%	5%	0%
Black	34%	30%	15%	1.6%
White	10%	11%	15%	.2%
Male	20%	21%	13%	.4%
Female	7%	6%	5%	.3%
Non F&R	15%	12%	6%	.1%
F&R	28%	25%	20%	1.5%
Non ML	14%	14.5%	9%	.4%
ML	4%	10%	7%	0%
Total	13%	14%	8.9%	.4%

	Percent of students receiving a referral compared to total enrollment 2017-18 (2,086)	Percent of students receiving a referral compared to total enrollment 2018-19 (2,060)	Percent of students receiving a referral compared to total enrollment 2019-20 (2,038)	Percent of students receiving a referral compared to total enrollment 2020-21 (1,865)
Hispanic	1%	1%	1%	.05%
Asian	.9%	1%	.05%	0%
Black	4%	3%	2%	.2%
White	7%	8%	5%	.2%
Male	10%	11%	7%	.2%
Female	3%	3%	2%	.2%
Non F&R	9%	10%	5%	.1%
F&R	4%	4%	4%	.3%
Non ML	13%	13%	9%	.4%
ML	.4%	1%	4%	0%
Total	13%	14%	9%	.4%

R-4.2 Identify and manage stress, including maintaining reasonable balance between and among competing demands	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values when students are able to effectively navigate stress.

**Identify Stress:** shall mean students can recognize stressors.

**Reasonable Balance:** shall mean students are able to manage their time and commitments.

**Competing Demands:** shall mean family, school, extra curricular and other commitments.

**Superintendent Indicator 1:**

- The district average of student response on the annual student survey is greater than or equal to comparative school districts average on the following questions:
  - “When I feel stressed, I know how to cope.”
  - “I am able to get through challenging times.”
  - “There is at least one adult in my school that I can talk to about a personal problem.”

Evidence: See table below

The following data was collected from the Spring 2018, 2019, 2020, and 2021 Student Survey

Statement	2018	2019	2020	2021		
	Shorewood Average	Shorewood Average	Shorewood Average	Shorewood Average	Comparative Average	Difference
When I feel stressed, I know how to cope.	2.89	2.81	2.86	2.79	2.79	0
I am able to get through challenging times	3.08	3.05	3.07	2.98	3.04	-.06
There is at least one adult in my school that I can talk to about a personal problem	3.13	3.13	3.21	3.04	3.05	-.01

<b>R-4.3 Understand and avoid risky behaviors.</b>	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values students making healthy choices that keep them and others safe from harm.

**Understand Risky Behaviors:** shall mean students know about unhealthy/unsafe choices.

**Avoid Risky Behaviors:** shall mean students know how to make healthy/safe choices.

<p><b>Superintendent Indicator 1:</b></p> <ul style="list-style-type: none"> <li>The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts average on the following questions: “I have a healthy lifestyle.”</li> </ul>
Evidence: See table below

The following data was collected from the Spring 2018, 2019, & 2020 Student Survey

	2018	2019	2020	2021		
Statement	Shorewood Average	Shorewood Average	Shorewood Average	Shorewood Average	Comparative Average	Difference (previous year)
I have a healthy lifestyle	3.20	3.14	3.22	3.13	3.07	-0.09

**Superintendent Indicator 2:**

- (Reported Bi-Annually) The percent of students answering “No” to the question, “During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?” on the Youth Risk Behavior Survey

Evidence: N/A. We did not administer the Youth Risk Behavior Assessment in 2020-21

<b>R-4.4 Practice behaviors that encourage physical health</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values student engagement in healthy lifestyles.

**Practice Behaviors:** shall mean students participate in physical activity(s)

**Physical Health:** shall mean a healthy body.

**Superintendent Indicator 1:**

- Percent of 7-12 students that are participating in at least one extra-curricular sport.

Evidence: 41% (383 of 925) of students in grades 7-12 participated in at least one extra-curricular sport.

**Superintendent Indicator 2:**

- The district average student response on the annual student survey is greater than or equal to comparative school districts average on the following questions:
  - I exercise at least 3 times per week
  - I have a healthy lifestyle
  - I get enough sleep most nights

Evidence: See table below

The following data was collected from the Spring 2018, 2019, 2020 & 2021 Student Survey

	2018	2019	2020	2021		
Statement	Shorewood Average	Shorewood Average	Shorewood Average	Shorewood Average	Comparative Average	Difference
I exercise at least 3 times per week	3.31	3.20	3.36	3.31	3.17	+ .14
I have a healthy lifestyle	3.20	3.14	3.22	3.13	3.07	+ .06
I get enough sleep most nights	2.83	2.71	2.92	2.82	2.71	+ .11

**Superintendent Indicator 3:**

- The district average parents that responded we are doing “Good” or “Great” on the annual parent/community survey in the area “Fostering students’ physical wellness”

Evidence: See table below

The following data was collected from the Spring 2018, 2019, 2020 & 2021 Parent Survey

	2018	2019	2020	2021
Statement	% Agree	% Agree	% Agree	% Agree
Fostering students’ physical wellness	74.1% (500 of 675)	64.1% (246 of 384)	72.4% (541 of 747 )	54.8% (223 of 407)

**Superintendent Indicator 4:**

- Percent of 7-12 students that are getting a “C” or better in their physical education courses.

Evidence: 94% (561 out of 598) of students in grades 7-12 earned a C or better in Physical Education Courses

<b>R-4.5 Understand the value of good nutritional habits</b>	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values when students make healthy eating and drinking choices and why those choices are important.

**Good Nutritional Habits:** shall mean both eating and drinking food/beverage that is healthy.

<p><b>Superintendent Indicator 1:</b></p> <ul style="list-style-type: none"> <li>• The district average student response on the annual student survey is greater than or equal to comparative school districts average on the following questions: <ul style="list-style-type: none"> <li>○ I make healthy eating choices most of the time</li> </ul> </li> </ul>
Evidence: See table below

The following data was collected from the Spring 2018, 2019, 2020 & 2021 Student Survey

Statement	2018	2019	2020	2021		
	Shorewood Average	Shorewood Average	Shorewood Average	Shorewood Average	Comparative Average	Difference
I make healthy eating choices most of the time	3.0	2.97	3.07	2.97	2.89	+.08



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Key Communicators Network

**Date:** 09/28/21

**Prepared by:** Paru Shah

**Recommended action:**

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

**Purpose:** Overview of School Board Communications Plan

**Background:** One of the ideas presented at Wisdom Sharing was a Board Communications plan that outlines more broadly our communication efforts. I have identified 3 possible items to include in this plan.

## **School Board Communication Draft Plan**

Fall 2021

### **Goals for Two-Way Communication**

The Board will:

- Advocate for the district and the students it serves.
- Initiate and maintain effective constructive two-way communication and feedback with the citizens and other important stakeholders groups as a means to engage them in the work of the Board and the district.

This Plan provides a framework for how the Board will approach this public engagement aspect of its work while remaining within the bounds of its role as defined by its governing commitments.

### **[1] Board Linkages**

The purpose of a Linkage is to allow members of the School Board to meet with constituents, often in the community, and provide information on the work of the schools. In addition, Linkages also allow constituents to provide feedback for the School Board on anything District-related.

Linkage Schedule for Fall 2021

## **[2] Key Communicators Network**

### *Purpose*

Networks are groups of people who are interested in receiving fair, candid, timely information to help them form knowledgeable opinions. Key communicators stay informed of district matters, raise questions about their concerns, make suggestions for improving school operations, and share information with their friends and neighbors.

### *Members*

Key Communicators are people in the community others turn to for information; a network of people representing all segments of the public. Key Communicators are people who may be asked about or find themselves often talking about education or community issues. They can be community leaders, news junkies, people who love to make conversation, or people who like being "in the loop." Key communicators are primarily residents of the school district and include business people, school employees, parents, local religious leaders, representatives of civic organizations or clubs, and senior citizens.

### *Responsibilities*

1. Attend every other month meetings with Board members. Learn about key District and Board priorities, and share concerns from the community.
2. Report the facts to others in the community.
3. Agree to participate in the network for one academic year.

### *Membership*

Any interested member of the public who is interested in the role and can accept the purpose and limitations listed above can apply to serve on the workgroup. Membership will be capped at 20 members.

## **[3] Board Highlights Email**

Email sent to all school families providing highlights from the Board meeting.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Bi-Board Meeting

**Date:** 09/28/21

**Prepared by:** Paru Shah

**Recommended action:**

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

**Purpose:** Summary of Bi-Board Meeting

**Recommendation:** Request Administration to create a document explaining District portion of the 2021 Shorewood tax bill.

**Background:** In line with our communication and education efforts around the budget and tax bill, we have discussed the possibility of including information from the District in the tax bill. Per our discussion at the Bi-Board, if we were to do this for the upcoming tax bill, we would need to ask the Administration to create this document by the end of October 2021.

**Shorewood School Board and Village Board Bi-Board Meeting  
September 21, 2021**

Present: Jim Arndorfer, Ann McKaig, JoAnn Sternke, Emily Berry, Ellen Eckman, Hilary DeBlois, Paru Shah

Meeting was called at 5:35pm.

[1] School Board and Village shared DEI initiatives. We agreed to amplify our communications and find avenues for cross-promotion. We would like to include the BID, library and senior center in our efforts. And find avenues for students to have voice in decision making/planning that is happening in the Village (i.e. HRC). Also interest in identifying experiential learning opportunities around key initiatives and policy decisions.

Action items: Each entity identify a few opportunities to cross-communicate an integrated view of DEI work across the community School, Village, BID- share at next meeting or in between? ; Look into a Land Acknowledgement statement.

[2] Educating the public on our budgets and the tax bill. The Village is willing to include a brief explanation of the School District's portion of the tax bill (due late October). Recommendation is to use the "your dollar goes here" visual if it works for School.

Action item: Discuss at Board meeting tax bill explanation. Village will report to their entity about the possibility of School executing this opportunity this year.

Dr. Sternke and Rebecca Ewald have agreed to meet monthly.

[3] Next agenda items

Trends in population/enrollment

Economic Development 101- to bring new electeds, administrators and community up to date.

Next Meeting: Date to TBD, discussed before end of 2021. Schedule of future meetings, TBD.

Adjourned 6:35pm.

Prepared by,  
Paru Shah  
Ann McKaig



School Board Meeting - Closed Session  
Tuesday, September 14, 2021  
Meeting Minutes

Board Members Present: Paru Shah, President  
Hilary DeBlois, Vice President  
Pablo Muirhead, Treasurer  
Emily Berry, Clerk  
Ellen Eckman, Member

District Staff Present: JoAnn Sternke, Interim Superintendent  
Julie Harris, Director of Special Education & Pupil Services

Call to Order: President Paru Shah called the meeting to order at 6:30 pm.

Motion by Paru Shah to go to a Closed Session per posting, to discuss the District's Annual Report of Seclusion and Restraint data for the 2020-2021 school year, pursuant to Section 118.305 of the Wisconsin Statutes addressing the use of seclusion and physical restraint in schools.

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 6:56 pm.



SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood Intermediate School, Room 214  
September 14, 2021

Board Member Participation: Paru Shah, President  
Hilary DeBlois, Vice President  
Pablo Muirhead, Clerk  
Emily Berry, Treasurer  
Ellen Eckman, Board Member

District Staff Participation: JoAnn Sternke, Interim Superintendent  
Heather Heaviland, Director of Business Services  
Katelin Watson, Communications Coordinator

I. 7:06 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Emily Berry AYE: 5 NAY: 0

II. 7:08 pm STUDENT ACHIEVEMENT and RESULTS

Back to School Reflections Student Interviews and Video

III. 7:29 pm PUBLIC COMMENTS

Sachin Pandya, Lake Bluff Faculty & Member, Shorewood Education Association Executive Board

IV. 7:37 pm BOARD BUSINESS AND BOARD ACTION

A. Facilities Projects Updates - Mike Huffman

Approval of Change Order Requiring Board Approval

MOVED by Pablo Muirhead and SECONDED by Emily Berry AYE: 5 NAY: 0

B. 2021 School Perceptions Survey Results Presentation

Bill Foster, School Perceptions

C. Resolution Authorizing Temporary Borrowing in an Amount Not to Exceed \$3,250,000; Issuance of Taxable Tax and Revenue Anticipation Promissory Notes; and Participation in the PMA Levy and Aid Anticipation Notes Program

MOVED by Hilary DeBlois and SECONDED by Emily Berry AYE: 5 NAY: 0

D. Approval of OE 3 Monitoring Report (Treatment of Community Stakeholders) As Compliant with Noted Exceptions

MOVED by Emily Berry and SECONDED by Hilary DeBlois AYE: 5 NAY: 0

E. Appointment of Student Board Representative Robert Gronert

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman AYE: 5 NAY: 0

F. Discussion of Key Communicators Group

G. Approval of Board By-Law Updates

MOVED by Pablo Muirhead and SECONDED by Hilary Deblois

AYE: 5 NAY: 0

V. 9:53 pm PUBLIC COMMENT #2

Julie Wernke	4452 North Ardmore
Michael Lueder	3951 North Stowell
Lanette Brockman	4050 North Downer
Anne Conry	2614 East Newton
Andrew Frey	3820 North Cramer
Alissa Evans	3826 North Frederick
Lanette Brockman	4050 North Downer
Jennifer McIntosh	4436 North Prospect

VI. 10:20 pm BOARD CONSENT AGENDA

Approval of August 10, 2021 Board Meeting Minutes

MOVED by Ellen Eckman and SECONDED by Emily Berry

AYE: 5 NAY: 0

VII. 10:20 pm BOARD MEMBER REPORTS

Emily Berry

VIII. 10:34 pm SUPERINTENDENT'S REPORT

IX. 10:39 pm SUPERINTENDENT'S CONSENT AGENDA

Extension of COVID-19 Related Leave

Approval of Staffing Changes

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

X. 10:42 pm PUBLIC COMMENT

Julie Wernke	4452 North Ardmore
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XI. 10:44 pm REVIEW OF 'TO DO' ITEMS

SEA Steps and Lanes

OE Indicator Revisions

Key Communicators Group Follow Up

Board By-Laws

Fall Retreat

Student Board Representatives Orientation

XII. 10:45 pm FUTURE AGENDA ITEMS

OE 4 (Personnel Management)

R3 and R4

XIII. 10:47 pm RECESS AND DEBRIEF

## **Student Representative Orientation**

### **Fall 2021**

#### [1] Shorewood Definition of Board Work according to policy

- GC-1 Board Purpose
- GC-2 Governance Commitments
- GC-3 Job Description
- GC-7 Code of Conduct

#### [2] Board Governance

- Policies - what are OEs, Results Policies?
- Board v. Superintendent Roles
- Student Rep Roles

#### [3] Current Priorities

- Strategic Plan
- ISC Implementation
- Superintendent Search
- Linkages with students and community

#### [4] Board Meeting Logistics

- How we conduct meetings
- How can we best support you in this role
- Agendas
- BoardDocs
- E-mails
  - Public Record

**SHOREWOOD RECREATION AND COMMUNITY SERVICES DEPARTMENT  
SCHOOL DISTRICT OF SHOREWOOD**

1701 E. Capitol Drive Shorewood, WI 53211  
(414) 963-6913 x4 Fax (414) 961-3175

**RECREATION AND COMMUNITY SERVICES ADVISORY COMMITTEE MEETING  
Monday, September 20, 2021**

**Shorewood Intermediate School Commons – 6:00 – 7:30 p.m. – Visitors are welcome to attend!**

**MISSION STATEMENT**

The mission of the School District of Shorewood Recreation and Community Services Department is to provide community services and life-long learning opportunities through recreation, education, and fitness programs to enhance the quality of life for residents of the Shorewood community.

- I. Introductions.
  - A. New Members
    - Monica Liberatore
    - Sarah Wahlstrom Helgren
    - Molly Pahl Skwierawski
  
- II. Review and follow up on the minutes from May 3, 2021.
  
- III. Feedback on department/programs/customer service. How can we improve?
  
- IV. Recreation and Community Services Department Communications
  - A Programming
    - Summer Programs
    - Fall Programs
    - Winter Spring Planning
  - B Newsletters
  - C Website/Facebook
  - D Facility Updates
  
- V. Old Business
  - A. Pickleball Noise Update
  
- VI. New Business
  
- VII. Committee Updates
- VIII. Adjourn. Thank you for attending and for your participation!

**2021-2022 Meeting Schedule: Mondays (6:00 – 7:30 pm):** Sept. 20, Nov. 15, Jan. 10, March 7, May 2

**Shorewood Recreation and Community Services Advisory Committee**

Policy for all Recreation and Community Services Department programs and operations is vested in the school board. Serving the board and the department in an advisory capacity is the Shorewood Recreation and Community Services Advisory Committee comprised of the following members:

<b>School Board Appointees</b>	<b>Village Appointees</b>	<b>School Board Member</b>
Jeff Sherman	Sarah Kidd	Paru Shah
Molly Pahl Skwierawski	Maggie Reeve	
Rita Higgins	Monica Liberatore	
Tim Vander Mel	Sarah Wahlstrom Helgren	

Members are appointed to serve one, three-year term. Terms shall be staggered so that each year new appointments will be made by the School Board and by the Village. Appointees may serve a maximum of two consecutive three-year terms. Terms shall expire on August 31<sup>st</sup> with new appointments effective September 1<sup>st</sup>.

***Recreation and Community Services Department***

Jody Brooks, Director   Perry Perkins & Justin Calvert, Supervisors   Katie Harn, Fitness Center/Rec. Coordinator  
Nora Rangel-Kubacki & Barb Xistris, Secretaries



## SHOREWOOD SCHOOL BOARD

**Topic:** Superintendent's Report

**Date:** September 28, 2021

**Prepared by:** JoAnn Sternke

### **Board Action:**

**X Information only**

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

### **Purpose:**

To summarize current District education, administrative and operations priorities and follow up on items from prior Board meetings.

### **COVID-19 FAQ and Parent Communications**

I want to begin by extending my gratitude to everyone in the District - students, families, and staff - for making COVID-19 safety a priority. The first few weeks of school, and in-person learning, were very successful. To date, there has been no evidence of COVID transmission in any of our buildings. We have had some isolated cases in some of our schools, but the identified close contacts have not been positively diagnosed with COVID. We will continue to remain vigilant and strive to maintain a safe learning and working environment for all. We want to remain in person, and we need everyone's assistance to do so.

Answers to all questions that we have received through the Back-to-School Question Portal have been posted to our FAQ or responses have been relayed by principals and other staff personally. We encourage families and staff to continue using this tool.

Notification of a positive case is stressful for everyone, and the FAQs on our website has been updated to provide more clarity around our testing and notification procedures, as well as quarantine duration. There are many layers to each of these protocols; in addition to District procedures, we work concurrently with the Northshore Health Department (NSHD), with support and recommendations from Summit Clinical Laboratories, our Medical Advisory Group, and other partners to manage a multifaceted monitoring and response system.

**Rapid COVID Tests:** Recently we have received some questions about rapid COVID tests with some people wanting us to use them in our health offices. The District has never conducted rapid testing in our nurses' offices, and both practical and policy considerations have informed this decision. Our policy is to send students showing two or more symptoms of illness home, unless we have a negative PCR result. Further, a positive rapid test administered at school (or elsewhere) *does not* meet the requirements for beginning contact tracing, per public health authorities; a PCR test is required. In the past week, two students with positive rapid results had negative PCR results. While some believe a rapid test may expedite contact tracing, it has been creating some challenges for family notification. For now, I would recommend staying with our PCR test protocol over including another layer with rapid tests.

We strongly encourage families to use the [COVID-self screener](#) and rapid testing at home, if they choose, to make informed decisions about school attendance and other activities. Compliance is key to our overall mitigation strategy, and these are the necessary steps to making our testing and quarantine protocols as effective as possible:

- Prompt PCR testing for COVID - available at CVS, Walgreens, through various healthcare systems and our own Summit Clinical Laboratories site at the Library;
- Submitting test results with required student information to [COVIDresults@shorewood.k12.wi.us](mailto:COVIDresults@shorewood.k12.wi.us); this account is monitored from 8 am to 4 pm on school days, and outlines both the type of results needed and other required information; and
- Staying home until you have received approval to return to school.

We know that waiting for official test results to be reviewed and approved so that students can return to classes can be frustrating or inconvenient. It is the safest path of action, and we appreciate everyone's understanding and cooperation as we work to manage this extraordinary situation.

In addition to addressing a daily volume of test results with the NSHD, Summit, the DHS and others, the District Nurse and school Health Aides coordinate quarantine information with school faculty and staff and perform all of the health and safety functions that pre-date the pandemic. Contact tracing and related communications handled by District staff address only in-school or District-affiliated activities and attendees (athletics, extracurricular activities, Milestones, Bright Beginnings and other programs). I also want to confirm that the NSHD closes at noon on Saturdays, so this delays test results and other information submitted on weekends. All to say, this is challenging territory, and I am proud of how we are doing navigating this terrain.

Since Summit's diagnostic testing site opened at the Library on September 9, their turn-around time on diagnostic test results has been less than 24 hours. Thanks to constructive feedback from community members, we are evaluating possible adjustments we can make to ensure this

resource is as convenient as possible for all who are eligible to use it. We will continue to leverage Summit's outbreak and event testing, as needed, as we did last year.

**Gating Criteria.** In addition to changing quarantine protocols, increased community vaccination coverage has changed how schools develop policy around learning model changes in the event of significant school-based transmissions. We are monitoring and discussing policy development with peer districts and public health experts. Some districts are using student absences as the sole yardstick for decision-making. This will continue to be a key topic of conversation in weekly meetings of area superintendents, and I will provide updates.

### **Strategic Priorities**

Building on our School Perceptions survey presentation at the September 14 Board meeting, I have asked each school principal to identify data that they feel are priorities for our collective attention. I will begin discussing these indicators more earnestly with the District's Administrative Council and in one-on-one meetings. I will plan broader school staff participation in these discussions following that, and will provide an update in my October 12 Superintendent's Report.

As communicated in an earlier report, the District will resume Educator Effectiveness evaluations this year (after receiving a COVID-19 waiver from the DPI last year). I will begin reviewing individual staff goals with Administrative Council members during the next two weeks. Additionally, we will complete new employee interviews by October 8.

The District's Assessment Calendar is also a priority for review by the Administrative Council and this is on our September 30 meeting agenda.

### **Finance Update**

Following discussion at the last Board of Education meeting, Director of Business Services Heather Heaviland and I want to offer some historical background to the budget development process for the current year, 2021-22. We do so because of the citizen comments that arose regarding teacher salary increases. It appeared there may have been some misunderstanding of how the budget was developed and what influenced some difficult financial choices. We offer the following information:

While Heather and I were not in our positions last spring, two budget presentations were made to the Board regarding the 2021-22 budget. One took place in March 2021 which offered draft budget assumptions for the preliminary budget. Then in June of 2021, final budget assumptions for the preliminary budget were presented to the Board.

In reviewing documents from these meetings, the March 2021 budget assumptions specified that funds would be allocated for lane changes, in addition to the 1.23%. The March 2021 budget also reflected the following notable revenue assumptions:

- 75% of students lost from the district during school closure/virtual learning would re-enroll for the fall.
- 48 students would enroll through open enrollment
- SPED reimbursement rate would increase to 35% in 21-22 and 40% thereafter

The June 2021 assumptions reflected the following highlighted changes as part of the “FY22-Prelim Budget Proposed”. Please note the 3rd bullet which notes that wage increases were to be capped at a total of 1.23% inclusive of lane changes. This was done in light of the financial picture presented at that time, a financial picture that has remained true to date:

- Student return rate was decreased to 50%
- SPED reimbursement was decreased to 28.8%
- Wage increase was capped at a total of 1.23%, inclusive of lane changes
- \$229,155 in savings from staffing changes to align with enrollment
- Reductions made to buildings and grounds
- Added costs for moving certain salaries and expenses that were previously paid through grant funds (equity director and expeditionary learning fees) or the rec program (athletic director).
- FY21 ending balance in the general fund of approximately \$2,911,200.

As you can see, these are challenging fiscal times for the district. While there is support for our teachers and appreciation for the valued service they provide for our students, it is challenging to tie this support to increased salary in times of financial challenge. The financial modeling that informed the creation of the 2021-22 budget is sound. It may not be what people want to hear, but it was a sound and transparent budget development process.

### **Campus and Community Updates**

Our 2021-2022 work with ICS for Equity began over the summer, with training for new administrators and building leadership team members. I will join the High School ICS team, in addition to working with District administrators and Board members toward our shared goals for this year. I will also be participating in *Unlearning Racism: Tools for Action* sessions being hosted by the Village of Shorewood in partnership with the YWCA.

Last week was our District-wide Safety Week. The Shorewood Police Department, the North Shore Fire Department, and other important stakeholders in the Village of Shorewood partnered with us to conduct fire drills and other safety procedures, focusing on the main goals of our school safety plans. I will be meeting with Village Manager, Rebecca Ewald, and Interim Chief Liebenenthal soon to discuss District and Village priorities. I will also update our Emergency Management plan and other documents on file with the Village to reflect new and renovated facilities, new building floor plans and systems (mechanicals, fire suppression, security, etc.) and will plan any needed walk-throughs that would help keep these community partners informed as referendum projects continue.

Together with Human Resources, I introduced [Healthy Minds @Work](#) to all district staff this week. In addition to providing individual staff members with support to invest in their own self-care, we want to promote this tool as a way to build positivity and connection across our teams and departments. Human Resources will be managing next steps and communications.

Finally, the outdoor sign at the corner of the High School campus has been repaired, but supply chain issues have pushed back installation of outdoor WIFI equipment on school campuses to late fall or early winter, as the federal government has prioritized chip production for the automobile industry.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Monthly Financial Reports

**Date:** Sep 28, 2021

**Prepared by:** Heather Heaviland

**Recommended action:**

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

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

**Notes and Comments:**

**FY21 Year-End Statements**

While minor adjustments are still being made as the audit process is completed, the final statements are not expected to deviate significantly from the attached June 2021 financial statements.

- Fund 10 (F10; General Fund). F10 is expected to end the year with a balance of \$2,680,052. This reflects an increase of \$211,670 over the beginning of year balance, which is \$231,148 below the balance anticipated during the spring budget process. Year-end changes which impacted the final balance included, most significantly, a higher than anticipated amount of HRA contributions. While expenses were \$424,812 below the original budget, revenues also fell short of expectations by \$253,223.

- Fund 21 (F21; Special Revenue). The special revenue fund grew from a beginning balance of \$78,013 to an ending balance of \$343,660. The primary reasons for this growth were one-time grants and a transfer of balances from Fund 60 and Fund 72. In order to comply with new accounting standards, the majority of the funds previously held in Funds 60 and certain Fund 72 accounts were transferred to Fund 21.
- Fund 27 (F27; Special Education). By law, no balance is carried in F27. Expenses in F27 totalled \$4,458,618. Of these expenses, \$2,931,145 were funded by the general fund through an interfund transfer in order to fill the gap between state and federal funds received for special education and the actual expenses incurred.
- Funds 38 and 39 (F38/F39; Debt Service). Funds 38 and 39 exist exclusively for the purpose of receiving dedicated funds for debt payments and making these payments. F38 carried a small balance of \$160,591 into the new fiscal year and F39 ended the year with \$3,211,896.
- Fund 41 (F41; Capital Expansion). Minimal expenses were allocated to F41 in 2020-2021 as the referendum project served as the primary vehicle for major capital expenditures. As a result, F41 ended the year with a balance of \$496,868. The intention is to grow this fund as a vehicle to fund significant future capital projects.
- Fund 49 (F49; Capital Projects - "Referendum"). F49 ended the year with a balance of \$5,136,088. These funds are expected to be fully drawn down by the conclusion of the \$65M referendum project.
- Fund 50 (F50; Food Service). F50 showed a positive gain of \$75,411, resulting in an ending balance of \$152,578. These funds can be used to offset future costs for food service infrastructure and delivery.
- Fund 60 (F60; Pupil Activity Fund). Fund 60 is currently holding \$21,801 in funds. SSD is a custodian of these funds that are dedicated for specific purposes.
- Fund 72 (F72; Scholarship Fund). F72 showed a net gain in balance of \$372,502 for an ending balance of \$2,530,022. Gains were driven by a combination of new investments and investment growth.
- Fund 73 (F73; OPEB Trust). The OPEB trust fund showed a net loss of \$83,474 for an ending balance of \$7,876,021. This fund is expected to decrease over time as staff are paid out upon retirement.

- Fund 80 (F80; Community Service). While F80 revenue was less than originally budgeted by \$300,769, the fund balance increased by \$59,922 due to a corresponding and slightly greater decrease in expenses.
- Fund 81 (F81; Fitness Center). F81 lost a total of \$60,706 for an ending balance of \$64,430. Losses were driven primarily by a loss of revenue due to COVID-19 and were offset by the F80 gains.

### **August 2021 Statements**

August 2021 financial statements reflect activities and financial changes for the first two months of the fiscal year.

- Revenue and Expenses
  - General fund revenues increased slightly from FY21 by \$24,479. Expenses also increased and by a larger amount - \$143,937 - due largely to an increase in salary expense. While an increased pace of expenditures over last year is expected, given that we are operating in person versus virtually this year, this is a trend we will be watching closely and considering as we update the budget next month.
  - For all other funds, revenues and expenses were consistent with expectations.
- Balance Sheet
  - The general fund balance decreased in value due to the typical and expected timing of revenue receipt.

#### Attachments:

- Cash Receipts 2021-06
- Budget Status 2021-06
- Check Register 2021-06
- Balance Sheet 2021-06
- Cash Receipts 2021-08
- Budget Status 2021-08
- Check Register 2021-08
- Balance Sheet 2021-08

## Additional Information

**Understanding Account Numbers:** Account numbers are shown on several of the monthly reports. A complete description of account codes and how they are used can be obtained from the Business Office or Department of Public Instruction / School Financial Services website. The following is provided to assist with reading the provided monthly reports.

Fund - the 1st two digits are a designation of an accounting entity. The accounting entity is assigned by the DPI to ensure compliance with various statutory requirements related to the type of financial transactions reported. The common funds are:

- 10 General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions.
- 21 Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth.
- 27 The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan.
- 38 & 39 These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.
- 41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenue are typically a segregated property tax levy or borrowed amounts.
- 50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.
- 80 Financial transactions related to operating the Fitness Center , Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

- A Asset
- L Liability
- Q Equity
- E Expense
- R Revenue



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** New Hire

**Date:** September 28, 2021

**Prepared by:** JoAnn Sterneke

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**Recommended action:**

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

**Recommendation(s):** Approval

**Purpose:** New Hires

**Background:**

Gabrielle Dryden will be hired as a Special Education Teacher at Lake Bluff Elementary. Gabrielle's position is to fill the vacancies of special education aide resignations. She previously served as a Special Education Teacher in Milwaukee Public Schools.