

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
November 30, 2021 AGENDA

SCHOOL BOARD MEETING
7:00 PM

**Shorewood Intermediate School, Room 214
3830 North Morris Boulevard
Shorewood, WI 53211**

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic public health emergency, community members will not be seated in Shorewood Intermediate School Room 214; seating will be available in the Shorewood Intermediate School Library. Attendees are encouraged to use the alternative method of access that the District is providing on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

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I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)	
B. Overarching Result for Shorewood School District (R1)	
<i>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.</i>	
C. Awards and Recognitions	
II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)	
Atwater Jr. Kindergarten PERKS Expeditions	
III. 7:20 pm PUBLIC COMMENTS #1 (GC3)	
<i>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.</i>	
IV. 7:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION	
A. Approval of OE9 (Instructional Program) Monitoring Report Sam Coleman	3
B. Approval of Operating Expectations Monitoring Report Changes	20
OE 3 (Treatment of District Constituents - Parents, Students and Staff)	
OE 4 (Personnel Administration)	
OE 5 (Financial Planning, Management and Asset Protection)	
OE 7 (Communicating with Village Residents and Other Public Audiences)	
C. Board Governance	72
D. Community Linkage Reports	82
V. 8:40 pm BOARD CONSENT AGENDA (GC2)	
A. Approval of Board Meeting Minutes	84
November 9, 2021 Closed Session	
November 9, 2021 Regular Board Meeting	
VI. 8:45 pm PUBLIC COMMENT #2 (GC3)	
<i>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.</i>	
VII. 9:00 pm BOARD MEMBER REPORTS	87
VIII. 9:15 pm SUPERINTENDENT'S REPORT	93
IX. 9:25 pm SUPERINTENDENT'S CONSENT AGENDA	
A. Monthly Financials	97
B. Approval of Staffing Changes: Resignations, Retirements of Leave of Absence Requests	100
X. 9:30 pm PUBLIC COMMENT #3 (GC3)	
<i>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.</i>	
XI. 9:45 pm REVIEW OF 'TO DO' ITEMS	
XII. 9:50 pm FUTURE AGENDA ITEMS	
XIII. 10:00 pm RECESS AND DEBRIEF	



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-9 Instructional Program**

Certification of the Superintendent: *With respect to Operational Expectation 9 (Instructional Program), 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

Signed: , Interim Superintendent Date: **November 30, 2021**

Summary of Compliance Indicators

9.1	Compliant with Exceptions
9.2	Compliant with Exceptions
9.3	Compliant
9.4	Compliant with Exceptions
9.5	Compliant with Exceptions
9.6	Compliant
9.7	Compliant

Executive Summary

OE-9 is a key Operational Expectation as it ensures we can answer the foundational questions of *What will students learn?* and *How will they learn?* The review of our instructional programs is at the heart of what we do as an educational institution. Strong school districts have systems and processes in place to assess our progress on key indicators related to on-going development of our instructional program.

As we report on the progress on this OE, it is key to remember that the 2020-21 school year was an unusual and unprecedented time. We see some areas in this OE being indicated as “Compliant with Exceptions.” In most instances, this is due to supporting the work of teachers to deliver in a hybrid setting, rather than evaluate curriculum. It is also due to the lack of state testing that occurred.

We will not lose sight of the ways we experienced growth, developed our thinking and leaned into challenges in order to serve the best interests of our students in a wider variety of settings than ever anticipated.

As a school district, we also acknowledge ways that differences in academic content coverage and limitations of our COVID instructional models may have impacted some students’ academic growth. In our acknowledgement of these realities, we used formative³ and summative classroom assessments and progress

monitoring assessments (rendered in the fall, winter, and spring) to determine priorities for addressing academic standards mastery and skills development.

Building on “lessons learned” teachers met in grade bands and departments during District-wide August 2021 professional development and orientation sessions to conduct a collaborative review of content coverage and end of unit assessment results. Teams also determined instructional scope and sequence planning that considered content coverage differences from the previous school year that occurred as a result of scheduling and instructional limitations during the pandemic. This collaborative review process allowed for teachers in grade bands and across schools to share knowledge, feedback, and reflections to inform decisions about content coverage and standards prioritization in content/subject areas such as math, reading, science, social studies, etc. for the 2021-2022 school year. Principals and Reading Specialists were also leveraged to provide leadership to ensure all learning environments are attuned to the unique and diverse learning strengths and goals of all students (equity, growth, excellence for all).

As we move forward, instructional leadership at the district and school level will be aligned to:

- support teachers in the effective implementation of literacy strategies that are rooted in current research and respond to trends in our own student proficiency and growth data;
- bolster high quality, equitable teaching strategies aimed at structuring learning environments and conditions that address our strategic priorities;
- Implement daily advisory periods for students to have opportunities to access support or enrichment opportunities
- address the structure of classroom interactions and expectations (implicit and explicit) to which all students are held; and
- emphasize targeted skills development in literacy and math, helping students receive the majority of their literacy and math instruction with peers in a general education setting.

Disposition of the Board: *With respect to Operational Expectation 9 (Instructional Program), 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:

Signed: _____, **Board President** **Date:** _____

OE-9 Instructional Program

The Superintendent shall maintain an aligned, challenging and relevant curriculum across the district and ensure that *high-quality* instruction supports the Board's Results policies.

Superintendent Interpretation:

The board values that the programs used to teach students are rigorous and stimulating, designed to create authentic learning opportunities that still allow for a focus on the whole child. The program is created and maintained to pursue specifically the board's stated values for student achievement in the Results policies.

- **Aligned** shall mean that the program of instruction offers a predictable and aligned set of skills and units of study by grade level that are coherent and consistent.
- **Challenging** shall mean that students are pushed beyond their current level of skills and knowledge.
- **Relevant opportunities** shall mean the courses offered to students are responsive to students' culture, identity and abilities and meaningful to their current and future endeavors.
- **High-Quality Instruction** shall mean using instructional materials, teaching practices, and learning environments that lead to learner success while being culturally responsive and student centered.
 - **culturally responsive:** recognizing the importance of including students' cultural references in all aspects of learning.
 - **student centered:** encouraging students to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them.
- The Board's **Results** policy is defined in R-1,2,3,4,5.

OE-9.1 Ensure that instructional programs are aligned with state and/or nationally-recognized model standards (curriculum) and best practices research (instruction) on a rotating schedule.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to ensure that all curriculum, programs and instructional strategies, as well as teaching resources and materials, to be of superior quality and selected as a result of rigorous analysis of the curricular program, comprehensive evaluation and cyclical review

- **Instructional programs** shall mean the teaching practices and classroom instruction that take place daily.
- **State and/or nationally-recognized model standards** shall mean the Wisconsin State Standards and other standards published by the Wisconsin Department of Public Instruction (DPI). Standards not published by the DPI website must be supported by national research.
- **Best practices research** shall mean educational studies conducted over the last ten years that outline characteristics of effective instruction.
- **Rotating Schedule** shall mean that curriculum is evaluated and reviewed on a continuous multi-year cycle.

Board Indicator 1: The district creates curriculum maps aligned to the State Department of Public Instruction or National standards based on the “Curriculum Review Cycle.”	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: Work related to curriculum mapping and review was suspended in 2020-2021 due to the pandemic and changing priorities related to learning model transitions at all grade levels. However, during the year we were careful to acknowledge the differences in academic content coverage and limitations that resulted from virtual and hybrid learning models. We used formative and summative classroom assessments and progress monitoring assessments (Fastbridge and others) to determine academic and skills development priorities

The [Curriculum Evaluation and Improvement Cycle](#) is scheduled to resume in summer 2022.

As we began the 2021-22 school year, grade level teams met with grade levels in succession to them to review content taught and end of unit assessment results. Teams also determined instructional scope and sequence planning that considered content coverage differences from the previous school year that occurred as a result of scheduling and instructional limitations during the pandemic.

Board Indicator 2:	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant

The district completes a comprehensive evaluation of instructional best practices for all programs up for review based on the “Curriculum Review Cycle.”	Not Compliant	Not Compliant
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Evidence:
 Music and Fine Arts subjects were scheduled for review as part of the Curriculum Review Cycle in 2020-2021; this work was also postponed due to pandemic-related learning and teaching needs. Evaluation and committee proposals for curriculum adoption, standards prioritization, and alignment of music and fine arts subjects with the District’s strategic priorities will be conducted in summer 2022.

Board Comments:

OE-9.2 Measure each student’s progress with assessments that are reliable and valid.	Superintendent	Board
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to assess student achievement both informally in the classroom and through methods that reduce subjectivity.

- **Reliable and Valid** shall mean the district uses research-based assessment tools to determine students’ progress in achieving standards

Board Indicator 1: Based on an assessment calendar, the district provides documented evidence of how assessments are used instructionally and how assessment results are communicated to families.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: During the COVID-19 pandemic, there were no changes made to state and federal testing requirements and District assessments were conducted as required. Statewide assessments included the ACCESS for ELLs for all English Learners in grades K-12; Forward Exams for students in grades 3-8 and 10; DLM assessment for students with significant cognitive disabilities in grades 3-11; Aspire assessment for grades 9 & 10; and the eleventh grade ACT assessment.

The District adopted Fastbridge as a universal screening and progress monitoring for all students in kindergarten through eighth grade at the beginning of the 2020-2021 school year. Due to the unusual circumstances created by the pandemic, student assessment results were provided to the School Board with increased frequency during the last school year. Additionally, students who received special education services in grades nine through twelve participated in FastBridge testing.

In addition to communicating results to families, FastBridge results have been increasingly used to support determinations for instructional strategies, needs for targeted skills development, to identify priorities for collaboration, and to understand proficiency and growth trends of students. This data (reported to the Board in the fall, winter, and spring) was disaggregated by gender, race, and participation in specialized services to support analyses of data with equitable results for all students in mind.

Parents and guardians received ACCESS, FastBridge, Forward, ACT Aspire and ACT assessment results by mail and results are reviewed in parent/teacher conferences, as needed.

I am very pleased with the commitment to use local assessment data at multiple junctures during the school year. This allows for us to be responsive and agile in responding to individual student learning needs. This past October, teachers spent time in professional development using our fall Fastbridge results to guide their upcoming classroom instruction. Some school districts rely greatly on only state tests, and they were left without a system of proactive response.

<p>Board Indicator 2: The District provides the board with an annual comprehensive data presentation pertaining to the district's performance on various test results.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: In the absence of DPI District Accountability and School Performance Report Cards (not completed, due to cancellation of some testing in the 2019-2020 school year), the District presented additional student assessment updates - including Fastbridge results, math and english grades for older students, and other available statistics - to the Board to capture data and performance throughout the year.</p>		

Board Comments:

OE-9.3 Ensure that the instructional program includes opportunities for students to develop talents and enthusiasm in their areas of interest.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to offer all students an opportunity to pursue and excel in areas that match their interest or talent.

- **Instructional programs** shall mean the teaching practices and classroom instruction that take place daily.
- **Opportunities** shall mean course offerings in the elective areas at both elementary and secondary levels.
- **Develop talents and enthusiasm in their areas of interest** shall mean that students have the opportunity to enroll and participate in “specials” or elective areas at both elementary and secondary levels.

Board Indicator 1: The district will perform comparable (+/- 0.2) to other peer districts on the index of “Preparation” and other survey questions on the Student Survey	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The student has clear goals for their future, has identified the steps to reach their goals as well as sees a connection between their current learning and activities and their future.

District Average: 2.95

Comparison: 3.02

Preparation Index	Shorewood Average	Peer District Average	Met Expectation
I explore careers/jobs that may interest me after high school.	3.07	3.04	Y
I set goals for the school year.	2.83	2.81	Y
I believe what I am learning in school will help me to be successful in life.	2.85	2.82	Y
I believe what I am learning in school is preparing me for next year.	2.96	3.09	Y
Overall Preparation Index Score:	2.93	2.94	Y
Questions not in Preparation Index	Shorewood Average	Peer District Average	Met Expectation
I enjoy going to school.	2.57	2.45	Y

I am satisfied with the education I'm receiving at this school.	3.21	3.05	Y
If there were no grades given in classes, I would still do my work.	2.97	2.9	Y
I believe what I am learning in school connects to the real world.	2.59	N/A	N/A
I believe what I am learning in school allows me to use my own original voice beyond the classroom.	2.83	N/A	N/A
I get to do something I enjoy in school.	2.95	N/A	N/A

Board Indicator 2: The district communicates all elective offerings at each grade level.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence: The SHS annual Course Catalog was released containing all elective offerings for students. Additionally, information about clubs and co-curricular offerings are located on each school's webpage and Student Support Services continue to assist students and families in navigating course offerings, enrichment opportunities and career education experiences based on their interests and goals.		

Board Comments:

OE-9.4 Ensure that the District’s Response to Intervention (Rtl) program accommodates the different learning styles of students and is culturally relevant and differentiates instruction to meet the needs of students of various backgrounds and abilities.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to offer instructional programs that use teaching resources and strategies to accommodate the learning styles and the needs of all students.

- **Response to Intervention (Rtl)** shall mean a multi-tiered approach including high-quality instruction (see above for definition of High-Quality Instruction) and universal screening of all children in the general education classroom while struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.
- **Different learning styles** shall mean the academic needs of each student requires diverse teaching strategies in order for each student to be successful.
- **Culturally Relevant** shall mean recognizing the importance of including students’ cultural references in all aspects of learning.
- **Differentiated instruction** shall mean the strategies used by teachers in the classroom to support students’ varied learning needs.

Board Indicator 1: The District will ensure that differentiation strategies are part of annual professional development for teachers.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: The District continues to emphasize strengthening and leveraging strategies for engaging students across a range of abilities, identities, and identity intersections in differentiated and equitable teaching and learning opportunities. The adoption of FastBridge assessments, faculty and staff [ICS](#) training and other collaborative professional development work - including Back-to-School professional development and new staff orientation content - reinforces these practices. ICS addresses the entire range of inequities - across race, ethnicity, social class, ability, gender, sexual/gender identity - and their intersections. Additionally, this professional development framework includes an accountability system via the Equity Audit that measures equity progress and serves as a continual improvement feedback loop for our work. Some of the ICS professional development workshops and training conducted during the 2020-2021 school year included:

- The History of Educational Marginalization
- Shifting from Deficit to Assets-Based Thinking and Language
- Identity Development
- Applying Equity Research

ICS involves teachers, as well as support services staff and administrators at each school. When fully implemented as designed, the ICS Equity framework advances the learning of all students in a district and

builds the capacity of educators, administrators, board members, and community members to support a system that fosters equity, growth, and equity for all.

Board Indicator 2: More than 80% of the district's learners receive all academic instruction at the Tier 1 / Universal level.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence: 66 out of 1,891 (3.5%) students in the district were identified to receive Tier 2 or Tier 3 intervention in the 2020-21 school year.		

Board Indicator 3: 90% of students have opportunities to participate in elective offerings.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence: Student schedules are structured to offer intervention periods and/or advisory periods so that 90% or more students in grades K-12 have an opportunity to participate in elective offerings.		

Board Indicator 4: The District shares the subgroup enrollment of students receiving Tier 2, Tier 3, and Advanced Learning interventions. Parity is seen in Tier 2, Tier 3 and Advanced Learning interventions when compared to the overall enrollment of students (+/- 10%) Tier Goals: Tier 1 = Universal Instruction (Target 80%) Tier 2 = Selective Intervention (Target 15%) Tier 3 = Intensive Intervention (Target 5%) Advanced Learning Curriculum Replacement = Targeted Intervention (Target 5%)	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence: Tier 1 = 87% Tier 2 = 2.9 Tier 3 = 0.6 Advanced Learning = 10%		

Board Indicator 5: The District provides Advanced Learning enrichment activities/opportunities and communicates them to all students and parents.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Details about Advanced Learning/enrichment activities/opportunities are located on the [District's Advanced Learning Google page](#).

Board Indicator 6: All teacher evaluations include evidence of culturally responsive instruction.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

At this time, teachers are not explicitly evaluated on Culturally Responsive Instruction.

Board Indicator 7: At least tri-annual curriculum audits demonstrate culturally responsive curriculum	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: The last curriculum audit for cultural responsibility was conducted in January of 2019. This audit was conducted for every grade level and every secondary department that audits cultural responsiveness as well as a SWOT analysis to identify next steps to increase cultural diversity in the curriculum.

The next curriculum audit for cultural responsiveness is scheduled to be conducted beginning in the summer of 2022.

Board Indicator 8: Advanced Placement course enrollment demonstrates parity (within +/- 10% of total enrollment) within subgroups.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

	Advanced Placement course enrollment	Total Enrollment
Hispanic	5%	8.4%
American Indian 0%	0%	0.2%
Asian	15%	9.2%
Black or African American	2%	9.9%
Native Hawaiian or Alaskan Native	0%	0.1%
White	71%	66.5%

Two or more races	6%	5.8%
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Board Comments:

OE-9.5 Encourage and review new and relevant programs; carefully monitoring and evaluating the effectiveness of all such programs at least annually.	Superintendent	Board
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to encourage new and relevant programs that align with the Board’s Results policies and to monitor and evaluate the effectiveness of those programs

- **Encourage** shall mean that the district supports teachers looking for new and effective ways to meet the values for student achievement in the Results policies
- **New and relevant programs** shall mean a program implemented in the past 5 years and requires an entire grade level to participate in.
- **Effectiveness** shall mean improving student results as identified in the Results Policies.

Board Indicator 1: The process for identifying new and/or relevant programs is clear and understood by staff and administration.	Superintendent	Board
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: Phonics and SEL curriculum are the most recent examples of program adoption to meet specific student achievement and Board policy objectives.

Board Indicator 2: New and/or relevant programs have a multi-year implementation plan.	Superintendent	Board
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
 The phonics pilot program is the only current implementation underway that meets the parameters of this indicator.

<p>Board Indicator 3: New and/or relevant programs have a review process that is conducted annually.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: There are no programs under review at this time. This will resume in Summer 2022.</p>		

Board Comments:

OE-9.6 Foster students' digital citizenship and information literacy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to provide students with curriculum and instruction that helps them become safe and effective users of technology and online resources.

- **Digital Citizenship** shall mean the responsible use of technology (computers, the Internet, and digital devices, etc.) by students to engage with society on any level.
- **Information Literacy** shall mean students have the ability to locate, evaluate, and effectively use needed facts and/or data.

Board Indicator 1: The district technology plan includes a portion dedicated to technology skill sets with an emphasis on digital citizenship. District Technology Plan: A document that contains the scope of work the district will complete to improve technology infrastructure, provide professional development, and implement meaningful instructional technology.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The current Technology Plan, located on the District website, is compliant, however long-lasting changes resulting from the pandemic warrant a comprehensive evaluation of instructional technology and the needs of students and staff in future years.

Board Indicator 2: The district technology plan is aligned with a framework of standards (example: International Society for Technology in Education (ISTE) Standards) that ensure Informational Literacy is addressed.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Located on the District website.

Board Comments:

OE-9.7 Provide for the daily instructional hours and district calendar necessary to best serve the learning needs of students, achieve the Board's Results policies and comply with state law.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to assure that the District complies with the minutes and days of instruction that are set for by the State of Wisconsin.

- **Daily instructional hours** shall mean all hours between the beginning of the school day and end of the school day without including lunch.
- **Best serve the learning needs of students** shall mean students have an adequate amount of time to learn and explore various curriculums.
- **Comply with state law** shall mean meeting the requirements set for by the Department of Public Instruction for required instructional minutes by grade level.

Board Indicator 1: An annual school calendar is created and shared with the board that meets the instructional minutes required by the Wisconsin Department of Public Instruction.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

A District Calendar Committee (consisting of teachers, representatives from the SEA, the high school Principal, the Executive Assistant to the Director of Curriculum and Instruction and the Director of Curriculum and Instruction) met on February 25 and March 9 to evaluate the District's instructional calendar options for the 2021-22 school year. The committee proposed a [calendar](#) that is consistent with a traditional approach to our school year and meets the instructional minutes required by the Wisconsin Department of Public Instruction.

Board Comments:



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: Operational Expectations Monitoring Report Changes

Date: November 30, 2021

Prepared by: JoAnn Sternke, Interim Superintendent

Recommended action:

Information only

Presentation/Discussion

X Discussion/Action by Board of Education

Presentation/Action next meeting

Purpose:

To provide Operating Expectations Report changes discussed at previous School Board meetings for Board action.

Background:

District administrators provided Board members with suggestions and recommendations (attached) to align these reports with current best practices, administrative and management procedures and relevant data comparisons:

- OE 3 - Treatment of District Constituents - Parents, Students and Staff, continuing to be presented to the Board in September
- OE 4 - Personnel Management, moving to October in order to capture important recruitment and hiring data through September each year
- OE 5 - Financial Planning, Administration and Asset Protection, to be presented to the Board in November
 - Presentation of the District's Audit Report will move to the December meeting to comply with DPI reporting requirements
- OE 7 - Communicating with Village Residents and Other Public Audiences, continuing to be presented to the Board in October.

OE 4 - Personnel Management
Administration Recommendations
November 9, 2021

Section	IC/NIC	Indicator	Recommendation/Notes
4.6.1	IC	All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.	Consider revising and possibly combining indicator 1&2.
4.6.2	IC	All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.	If indicator 1&2 are not combined, consider. All job descriptions are reviewed prior to posting a position.
4.8.1	IC	The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.	Not able to obtain accurate comparison for fringe benefits from CESA 1 without hired Benefits Consultant, consider. The District will rank in the top 33% of salaries for teachers when compared to CESA 1 peer districts.
4.8.2	NIC	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.	Not able to obtain accurate comparison for fringe benefits from CESA 1 without hired Benefits Consultant, consider. The District will rank in the top 33% of salaries for principals and assistant principals when compared to CESA 1 peer districts.
4.8.3	NIC	The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.	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 to CESA 1, consider. I will attempt to obtain information from CESA salary surveys if/when available.
4.8.4	NIC	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.	Not able to obtain this information without hired Benefits Consultant, consider. A periodic review of market study data will be conducted for specific

			<i>employee classes when appropriate, agreed upon, and possible within the budget. Or Employee benefit comparisons performed every three years to determine the competitive benefits structure for the district.</i>
4.8.6	NIC	An annual review of retention rates is comparable to peer districts.	Do not have access to reliable sources of retention rate information from peer districts, consider. Reviewing 3 year district trend data and setting a retention/turnover rate for all staff or teachers specifically. The annually calculated non retirement teacher turnover rate will not exceed 8%. Or Turnover in teaching and administrative staff is 8% or lower annually except for retirement. Turnover in professional support staff and secretarial and custodial support staff is 8% or lower annually except for retirements.
4.10.1	IC	100% of new employees will participate in the district mentoring program during their first and second year of employment.	The district mentoring program (SIP) provides mentors for teaching staff and other certified staff (optional). At this time there is not a mentorship program for non-certified staff.
4.11.2	IC	100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.	Very similar to 4.5.1. 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy. Consider combining.

**OE 3 and OE 7
Administration Recommendations Updates
November 30, 2021**

The Communications Specialist presents the following suggestions for consideration related to OE-3 and OE-7:

- 1) Distinguish between "public" and "stakeholders"
 - Define “public” as Village residents and other public audiences
 - Define District constituents (eliminating the phrase “stakeholders”) as parents, students and staff
- 2) After reviewing resources provided by the National School Public Relations Association (NSPRA), the District recommends revising the 80% compliance goal to 70% (agree/strongly agree), which is in line with NSPRA customer satisfaction objectives and net promoter scores used in other fields.
- 3) Removing two subsections of OE 7 and placing them under OE 3 (as shown below). Remove one subsection of OE 3 and place it under OE-7 (as shown below).
- 4) Add non-families indicator under OE 7

OE 3	vs	OE 7
<p>OE 3.3.1</p> <p>District provides at least five (5) mediums for feedback and input for stakeholders.</p> <p>(MOVE OE 7.1.5 over to combine with OE 3.3.1)</p> <p>7.1.5</p> <p>At least 80% of the respondents indicate the District provides channels for input and feedback.</p> <p>3.3.3 change title to OE 3.3.2</p> <p>At least 80% of stakeholders believe their interactions with District personnel have been positive and they feel comfortable visiting District facilities.</p> <p>3.3.4 change title to OE 3.3.3</p>		<p>7.1.1</p> <p>The District develops an annual Communications Plan that includes opportunities for two-way communication between principals, administrators and their constituencies, a communications calendar, and goals for communication that are tied to the district’s strategic plan.</p> <p>(MOVE OE 3.3.2 here & change title to 7.1.2)</p> <p>At least 80% of stakeholders believe that the District communicates effectively.</p> <p>Add: A majority of non-families believe the District communicates effectively (so you get a non-families indicator in there) Note: I don’t think based on #'s, 80% is reasonable as many non-families select “N/A” for this category.</p>

<p>The district website includes accessibility features to increase access for all stakeholders.</p> <p>(Move OE 7.1.2 over to combine with OE 3.3.4 above)</p> <p>7.1.2 Every two years, the District conducts a website audit/review, including an expert evaluation of accessibility and inclusive language, and reports to the board the results of those reviews, as well as changes planned in response to the analysis.)</p>	<p>7.1.3</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school and from the District was timely.</p> <p>*combine District/school indicator</p> <p>7.1.4</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school and from the District has built their support of the district.</p> <p>*combine District/school indicator</p>
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Shorewood
SCHOOL DISTRICT

Operational Expectations Monitoring Document

OE-3 Treatment of Stakeholders District Constituents (Parents, Students and Staff)

(Revised November 2021)

Certification of the Superintendent: *With respect to Operational Expectation 3 (Treatment of Stakeholders), 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

Signed: _____, Superintendent Date: _____

Executive Summary

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

Signed: _____, Board President Date: _____

OE-3: Treatment of Stakeholders—District Constituents

The Superintendent shall maintain a District culture that encourages the involvement of all stakeholders and staff, treating them with respect, dignity and courtesy. Oversight of the District will address constituents with empathy and sincere consideration.

Superintendent Interpretation:

- **Stakeholders Constituents** shall mean all persons who have an interest in the success of the District such as resident & non-resident a direct relationship with the District, such as parents, guardians, students and staff community members.
- **Staff** shall mean all persons who are employed in any capacity by the District.
- **A District culture** shall mean a manner of behaving and operating respectfully, with dignity and courtesy as evidenced by actions, protocols, practices, and procedures outlined in Board and District policies.

Board Comments:

OE-3.1	<u>Superintendent</u>	<u>Board</u>
Protect confidential information.	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Protect** shall mean processes and procedures to receive, disseminate, process, or store official records in the District, so that third parties are not able to determine the confidential identity of others.

- **Confidential** shall mean a category of information that is not made public (except as provided for by law) and is only communicated to authorized personnel (who require the information for legitimate professional purposes).

<p>Board Indicator 1: We will know we are compliant when:</p> <p>There is no unauthorized release of confidential information in the District as evidenced by the lack of complaints resulting from such release.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: We will know we are compliant when:</p> <p>There is no favorable (Claimant wins over district) grievance or legal action taken against the District for unauthorized release of confidential information.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

OE-3.2 Effectively handle complaints.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

- **Effectively handle** shall mean to abide by established procedures to address concerns as necessary and resolve such concerns with a defined course of action per **District Policy 9130 - Public Requests, Suggestions, or Complaints 870 and 410-Guideline 1**

- **Complaint** shall mean a concern for discrimination and/or harassment received by administration.

Board Indicator 1: <i>We will know we are compliant when:</i> Complaints not involving students are resolved without legal action or by the District being declared the prevailing party when formal hearings or litigation results.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence:		

Indicator 2: <i>We will know we are compliant when:</i> Complaints received from parents or guardians involving schools (including students) are handled by the Pupil Services Office, per the requirements of the Department of Public Instruction’s Pupil Nondiscrimination and Education Equity report, which takes into account the nature of the complaint and is documented in the Office of Civil Rights Non-Discrimination Report.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence:		

Board Comments:

<p>OE - 3.3</p> <p>Maintain a District culture that:</p> <p>A. values differences of opinion, experience and perspective;</p> <p>B. reasonably includes people in decisions that affect them;</p> <p>C. provides open and honest communication in written and interpersonal interaction;</p> <p>D. focuses on common achievement of the Student Results policies;</p> <p>E. is open, collaborative, responsive and welcoming;</p> <p>F. commits to identity, ability and cultural equity.</p>	<p><u>Superintendent</u></p> <p>Compliant</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:

- **“Values individual differences”** shall mean that ~~stakeholders~~ **constituents** in the District can express their thoughts and ideas, whether aligned with/or contrary to a given direction adopted by District leadership.
- **“Reasonably includes”** shall mean ~~stakeholders~~ **constituents** have ample opportunity to provide feedback and share different points of views when decisions allow for such input. Since the District budget and major initiatives are driven by the annual District Action Plan, its development will reflect opportunities for input from teachers, parents, administrators, and the community for each year.
- **“Open and honest communication”** shall mean having the opportunity to freely express oneself about the progress toward or achievement of District goals.
- **“Interpersonal interaction”** shall mean the exchange of information, feelings and meaning, both verbal and nonverbal messages.
- **“Open, responsive and welcoming”** shall mean an environment where people with varying

viewpoints can express their thoughts and opinions openly without fear of ridicule or other negative repercussions.

- **“Commits to identity, ability and cultural equity”** shall mean people are provided with resources as they need them regardless of their differences.

<p>Board Indicator 1: We will know we are compliant when: The District provides at least five (5) mediums for feedback and input from stakeholders constituents.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: We will know we are compliant when: At least 80% 70% of stakeholders constituents believe that the District communicates effectively.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 3:</p> <p>We will know we are compliant when:</p> <p>At least 80% of stakeholders 70% of constituents believe their interactions with District personnel have been positive and they feel comfortable visiting District facilities.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 4:</p> <p>We will know we are compliant when:</p> <p>The district website includes accessibility features to increase access for all stakeholders.</p> <p>Every two years, the District conducts a website audit/review, including an expert evaluation of accessibility and inclusive language, and reports to the Board the results of those reviews, as well as changes planned in response to the analysis.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Operational Expectations Monitoring Document
OE-4 (Personnel Administration)
(Revised November 2021)

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

Signed: _____, Interim Superintendent Date:

Executive Summary

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:

Signed: _____, Board President Date:

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.**

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

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: 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.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: 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.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

<p>OE-4.2</p> <p>Select only highly qualified and the best-suited candidates for all positions.</p>	<p><u>Superintendent</u></p> <p>Compliant</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:

- *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: 95% of all hires meet the certification requirements that are outlined in the vacancy description.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 3: The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Comments:</p>

<p>OE-4.3</p> <p>Use culturally- responsive protocols to recruit, hire, support and retain staff.</p>	<p><u>Superintendent</u></p> <p>Compliant</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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Evidence:

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: Partner with University systems and Educator Licensure programs to increase the teacher pipeline diversity.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: All interviews for hiring employees include at least one “culturally responsive” question in the interview process.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 4: 3 We will leverage research informed retention strategies (teacher 30 day & 90 day check ins, affinity groups, etc) to retain staff diversity.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

<p>OE-4.4</p> <p>Administer clear personnel rules and procedures for employees.</p>	<p><u>Superintendent</u></p> <p>Compliant</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:

- *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:</p> <p>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.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

Board Comments:

OE-4.5 Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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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: 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

Board Comments:

<p>OE-4.6</p> <p>Maintain accurate job descriptions for all staff positions.</p>	<p><u>Superintendent</u></p> <p>Compliant</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:

- *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.

<p>Board Indicator 1:</p> <p>All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</p> <p>All job descriptions will be reviewed prior to posting an open position, and job descriptions will be available to prospective employees, staff and supervisors during hiring and evaluation processes.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

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

Board Comments:

OE-4.7 Protect confidential information.	<u>Superintendent</u> Compliant 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: 100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

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

Board Comments:

<p>OE-4.8 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. Assure that compensation and benefits plans for all employee groups are transparent, consistent and predictable, within available resources.</p> <p>Assure that salary increases, when applied are equitable across all employee groups. (Metrics TBD)</p> <p>Assure the District attracts and retains the highest quality employees by offering competitive compensation and benefits within the applicable marketplace, including but not limited to organizations of comparable size and type.</p>	<p>Superintendent</p> <p>Compliant</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:

- *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: The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Indicator 2: 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.	Superintendent	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence:		

Board Indicator 3: The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence:		

Board Indicator 4: 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.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Employee benefit comparisons will be performed every three years, along with periodic reviews of market study data for specific employee classes when appropriate and budgeted.		
Evidence:		

Board Indicator 5: 100% of employees that leave the district are offered an exit interview.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence:		

<p>Board Indicator 6: An annual review of retention rates is comparable to peer districts. Turnover in teaching and administrative staff is no more than TBD annually, excluding retirements.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

<p>OE-4.9</p> <p>Consistent with the Superintendent’s own evaluation, evaluate all employee performance as outlined in the employee handbook.</p>	<p><u>Superintendent</u></p> <p>Compliant</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:

- *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: 100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: 100% of non-licensed personnel are evaluated through a district created process annually.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 3: 90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

<p>OE-4.10</p> <p>Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.</p>	<p><u>Superintendent</u></p> <p>Compliant</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.

Board Indicator 1: 100% of new employees will participate in the district mentoring program during their first and second year of employment. 100% of new teachers participate in the district mentoring program during their first and second year of employment.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Board Indicator 2: 75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

Board Indicator 3: The school district shall provide ongoing professional development pertaining to Cultural Competency.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

Board Comments:

OE-4.11 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.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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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.

<p>Board Indicator 1: 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.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: 100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation. Addressed in 4.5</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 3: A staff survey will show that at least 85% of the staff feel they are in a "good climate."</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 4: A staff survey will show that at least 85% of the staff feel they are in an "inclusive environment."</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

Board Comments:

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

Board Indicator 1: 100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

Board Comments:



Shorewood
SCHOOL DISTRICT

Operational Expectations Monitoring Document
OE-5 Financial Planning, Administration & Asset Protection
(Revised November 2021)

Certification of the Superintendent: *With respect to Operational Expectation 5 (Financial Planning), 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

Signed: _____, Superintendent

Date: _____

Executive Summary

Disposition of the Board: *With respect to Operational Expectation 5 (Financial Planning), 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:

Signed: _____, Board President

Date: _____

OE-5 Financial Planning

The Superintendent shall develop and maintain a fiscally responsible multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals.

Superintendent Interpretation

- **Multi-year financial plan** shall mean a budget that balances revenues and expenditures at least two years including capital improvements.
- **Fiscally Responsible** shall mean the expenditures do not exceed revenues and result in a balanced budget.
- **Related directly** shall mean that the financial plan shall reflect the priorities and goals outlined in the Board's Results and OE policies.

OE-5.1 The Superintendent will develop a budget that takes into account the District's long term financial planning and strategic plan.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- Board will understand the relationship between the budget and strategic plan.** This section will demonstrate how the budget is allocated to achieve the board's priorities for student achievement and how monies will address goals identified to be addressed in the strategic plan.

Board Indicator 1: The District business office delivers a budget development summary, segregated by fund and object, which clearly indicates the source of each revenue, and the purpose of each expense as required per Wisconsin Department of Public Instruction.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: The District business office delivers a budget for approval during the annual meeting as required by the Wisconsin Department of Public Instruction. This format reports three years of activity, the prior year audited activity, the current year "unaudited", and the upcoming "projected" fiscal year budget.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.2 The Superintendent will develop a budget that discloses budget-planning assumptions and prioritizes the impact statement.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Budget planning assumptions** shall mean factors considered and assumed in order to compile the budget.

Board Indicator 1: As the budget is developed for the upcoming fiscal year, the administrative team will compile a list of all assumptions used in the budget development, which will be detailed in an impact statement. The impact statement will detail how the assumption impacts the budget and is related to the operational expectations of the district. The assumptions will be shared with the Board during the preliminary budget presentation; annual meeting; and when the final budget is approved in October.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: The Superintendent will develop impact statements in collaboration with key stakeholders and the budget will reflect these impact statements.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 3: The budget will include anticipated changes to employee compensation, benefits, and inflation adjustments.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
Evidence:	Not Compliant	Not Compliant

Board Comments:

OE-5.3 The Superintendent will develop a budget that assures fiscal soundness in future years.	Superintendent	Board
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Fiscal soundness** shall mean the ability of the District to meet cash flow requirements on a daily basis without incurring excessive short term financing or debt.
- **Future years** shall mean the current and subsequent fiscal year.

Board Indicator 1: Budgets that are submitted to the board for approval will be balanced budgets, unless approved by recommendation of the Superintendent or his designee, and approved by board action.	Superintendent	Board
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: The Superintendent must get approval for any items that would put fund balance at less than 10%.	Superintendent	Board
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.4 The Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step and lane increases and benefits.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Reflects anticipated changes** shall mean considers fixed factors and variances concerning employee compensation and related benefits.
- **Step and lane increases** shall mean for employees on the District salary schedule
- **Benefits** shall mean insurance and post-retirement benefits used by employees.

Board Indicator 1: The budget that is produced by the administrative team, and presented to the board, indicates the assumptions used to account for any increases in employee compensation and benefits.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: Future inflationary components are included in the 5 year budget projection included in this report as exhibit OE-5.C	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.5 The Superintendent will assure that all purchases are made in accordance with the purchasing policy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **All Purchases** including professional services in excess of \$5,000. Legal services are exempt.

Board Indicator 1: <i>The Superintendent will try to obtain at least three (3) price quotations on purchases of more than \$10,000 for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District.</i> The District will receive multiple competitive quotes for all purchases under \$20,000. When possible, the District will solicit competitive bids utilizing RFP process.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: <i>Purchase of and contract for projects will be subject to a competitive bid process as and when required by law.</i> Purchases over \$20,000 the district will initiate a formal Request for Proposal. All competitively bid purchases of supplies, materials, or equipment in the amount of \$20,000 or more are awarded to the lowest responsible qualified vendor, taking into consideration the quality of materials (services) desired and their contribution to the program.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 3: The district is committed to equity and utilization of disadvantaged businesses and preference for local bidders. The district will award bids according to the bid award matrix.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence:		

Board Comments:

OE-5.6 Attempts will be made to rectify uncollected funds.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- Rectifying uncollected funds** shall mean school staff will work with families to cover expenses incurred through school activities.

Board Indicator 1: All uncollected balances will be tracked and reasonable efforts will be made to collect uncollected funds.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence:		

Board Comments:

OE-5.7 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- Keep complete and accurate financial records** shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles.
- Generally Accepted Accounting Principles** shall mean guidelines and standards for public school district financial reporting provided by the Federal Accounting Standards Board.

Board Indicator 1: The independent financial auditors express an <i>"unqualified opinion"</i> on the basic financial statements and conformity with accounting principles generally accepted in the United States of America.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: District will hire an independent financial auditor and the outcome of the annual audit will be presented to the Board of Education.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 3: The District is in conformity with the financial reporting and audit process required by the Wisconsin DPI to ensure compliance with budgetary, accounting and reporting requirements.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.8 The Superintendent shall record timely actual revenues and expenses throughout the year.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Record timely actual revenues and expenses** shall mean the processing of financial transactions with regular frequency.

Board Indicator 1: Budget reports and actual numbers will be provided to the Board of Education on a monthly basis.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: The Superintendent will make the Board aware of any inter-fund transfers.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 3: At the end of the school year, the Superintendent will share a final revenue and expenditures for the year and compare it to the budget.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.9 The Superintendent will develop procedures and controls to safeguard the District funds and prevent financial mismanagement.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Develop procedures and controls** shall mean processes that provide multiple checks by different people
- **Safeguard District funds and prevent financial mismanagement** shall mean protection from fraud

Board Indicator 1: The Superintendent will ensure segregation of duties and responsibilities in the Business office.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: The Superintendent will receive updates from the business office when the reports are filed or overdue.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 3: The Superintendent will develop a process to safeguard receipt of funds and disbursement including wire transfers.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.10 The Superintendent will maintain adequate property, general liability, crime, errors and omissions, and auto insurance coverage.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Property** shall mean facilities, vehicles, equipment, and materials with an insurable risk.
- **Adequate (100% of replacement value)** shall mean the ability to replace and make whole property losses experienced by the District subject to any and all deductibles.

Board Indicator 1: The District purchases and receives the coverage declarations for property and casualty insurance equal to 100% of replacement value starting for the entire school year, July 1st to June 30th.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.11 The Superintendent may not allow facilities and equipment to be subject to improper use or insufficient maintenance.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Facilities and equipment** shall mean assets in excess of \$5,000.00 original cost.
- **Improper use** shall mean Inappropriate operation or treatment, or utilization in a manner or for a purpose contrary to what was intended.
- **Insufficient maintenance** shall mean inadequate repair, cleaning, inspection, or upkeep as recommended by manufactured specifications.

Board Indicator 1: No person is injured in one of the District's facilities or when using District equipment as a result of insufficient maintenance of the facility or equipment.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: The District maintains and adheres to a long-range capital preventative maintenance plan to help guide the prioritization of Capital Maintenance Fund allocations.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

OE-5.12 The Superintendent may not invest funds in investments that are not secured or that are not authorized by law.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Funds** shall mean money or capital.
- **Investments** shall mean the commitment of district money or capital to the purchase of financial instruments or other assets so as to gain profitable returns in the form of interest, income, dividend, or appreciation of the value of the instrument.

Board Indicator 1: The District has only deposited funds with entities authorized within the District's investment policy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:



Operational Expectations Monitoring Document
OE-7 Communicating with the Public-Village Residents and Public Audiences
(Revised November 2021)

Certification of the Superintendent: *With respect to Operational Expectation 9 (Communicating with the Public), 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

Signed: _____, **Interim Superintendent** **Date:** _____

Executive Summary

- District, school, and Board *email updates* will be further leveraged in 2021-2022 to share important information with students and their parents and ensure timely communications. Email was the number one way that families like to receive information.
- As a measure of public engagement and overall District performance, School Perceptions surveys have been used since 2017 to gather student, staff and parent/community feedback on a wide range of topics, and to analyze District progress toward other goals. It is difficult to measure what impact the pandemic had on public participation in this survey and to what degree it influenced responses. Furthermore, Board members and District leadership began to study School Perceptions survey indicators, specifically peer district comparisons, in 2020-2021. Updating comparison districts to accurately reflect the District’s profile and measures for success as they have changed over time is a priority for the 2022 Survey.

As the data shows, there is reason to celebrate in this report as well as many opportunities to learn and improve. Changes over the past year - the pandemic, the social justice movement, and related disruptions - have uncovered a clear need to further differentiate between our “public” and “stakeholder” constituencies (e.g., non-parent Village homeowners and renters, business owners) if we are to meet our mission and Operational Expectations objectives for Treatment of District Stakeholders (OE3) and Communicating with the Public (OE7).

Considering changes made to OE-7 indicators during the reporting period, the District presents OE-7 (Communicating with the Public) as Compliant With Noted Exceptions.

Disposition of the Board: *With respect to Operational Expectation 9 (Communicating with the Public), 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:

Signed: _____, Board President **Date:**

OE-7 Communicating with the Public-Village Residents and Public Audiences

The Board values an informed and engaged public. The Superintendent shall ensure that the public is adequately informed about the condition and direction of the District, and that there are no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents' race, ethnicity, gender, or other available identity grouping.

Superintendent Interpretation

- **Public:** ~~District parents, alumni, partners, and community stakeholders*~~ Village residents who do not have students enrolled in the district, the business community and other public audiences.
- **Adequately informed:** Public understands the activities in the District.

- **Condition:** Information about the organization’s academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District’s health.
- **Direction:** Communication about the District’s strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement.

<p>OE-7.1:</p> <p>Ensure the timely flow of accurate information, appropriate input, and strategic two-way communication between the District and the public that builds understanding and support for District efforts, and that meets the needs of stakeholders from multiple cultural and linguistic backgrounds and is accessible to stakeholders to the public regardless of special needs or physical limitations.</p>	<p><u>Superintendent</u></p> <p><u>Compliant</u></p> <p><u>Compliant with Exceptions</u></p> <p><u>Not Compliant</u></p>	<p><u>Board</u></p> <p><u>Compliant</u></p> <p><u>Compliant with Exceptions</u></p> <p><u>Not Compliant</u></p>
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Superintendent Interpretation

The Board values an informed, involved community as a way to improve the system and check public perceptions of the system.

- **Timely flow:** Regular communications as needed through a variety of media throughout the year.
- **Appropriate input:** Thoughts, concerns, questions, and ideas from our parents, alumni, partners, and community members, with clear channels for input/feedback in place for our ~~stakeholders~~: **residents and other public audiences**.
- **Strategic two-way communication:** We engage the public by delivering information and receiving feedback from ~~our parents, alumni, partners, and~~ community members in an organized, cyclical process around the District’s condition and direction to help build mutual understanding and relationships.
- **Builds understanding and support:** Our communication efforts help ~~stakeholders~~ **residents and other audiences** stay closely informed about the district’s direction and progress, and develop and maintain a positive perception of the District.

<p>Board Indicator 1: We will know we are compliant when:</p> <p>The District develops an annual Communications Plan that includes opportunities for two-way communication between principals, administrators and their constituencies, a communications calendar, and goals for communication that are tied to the district's strategic plan.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Moved to OE 3.3</p> <p>Board Indicator 2: We will know we are compliant when:</p> <p>Every two years, the District conducts a website audit/review, including an expert evaluation of accessibility and inclusive language, and reports to the board the results of those reviews, as well as changes planned in response to the analysis.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Applicable</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>

<p>Board Indicator 3: We will know we are compliant when:</p> <p>At least 80% 70% of the respondents indicate the communications they receive via multiple channels from the District from their school was timely.</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from the District was timely.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 4:</p> <p>At least 80% 70% of the respondents indicate the communications they receive via multiple channels from their school has built their support of the district.</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from the District has built their support of the district.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 5:</p> <p>We will know we are compliant when:</p> <p>At least 80% 70% of the respondents indicate the District provides channels for input and feedback.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

<p>OE-7.2:</p> <p>Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> 1. Data indicating student progress toward accomplishing the Board’s Results policies. 2. Information about School District strategies, programs and operations intended to accomplish the Board’s <i>Results</i> policies. 3. Information about the District’s financial condition, including revenues, expenditures, and costs of major programs. 	<p><u>Superintendent</u></p> <p>Compliant</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

The Board values an annual summary of district performance to be developed and available to the public from the previous year and be presented as coming from the Board:

- **Publish:** make the “annual progress report to the public” available via print and online.
- **Data:** quantifiable and qualitative assessments summarizing student achievement towards the Board’s stated Results.
- **Information:** the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the district.

<p>Board Indicator 1: We will know we are compliant when: The Annual report containing all required components is presented to the Board as evidence.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Meeting Logistics

Date: 11/30/21

Prepared by: Paru Shah

Recommended action:

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

Purpose: Discuss moving Board meetings to fully in-person starting January 2022

Background: The HS LMC renovations will be finalized this month. The Board can discuss moving our meetings to fully in-person starting in January of 2022. Meeting would be live-streamed, but participation would be limited to those in attendance. We can discuss other options for public comment.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: GC 2/3/4

Prepared by: Paru Shah

Recommended action:

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

We have been discussing how the Board can support the District's ICS work, and our equity non-negotiables. I have made the following proposed changes to GC 2 (Governing Commitments) GC 3 (Board Job Description) to align with these discussions.

We have also discussed having a Board officer role that leads the Board on Governance conversations, ensures we are compliant with our policies, and leads new Board orientations. I have added that position to GC 4 (Officer Roles).

Policy Type: Governance Culture**Governing Commitments**

The Board will govern lawfully with primary emphasis on results for students; encourage full exploration of diverse viewpoints; focus on setting policy and monitoring operations ; observe clear separation of Board and Superintendent roles; make all official decisions by formal vote of the Board, and govern with long-term vision.

1. The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board faithfully will make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
2. The Board is responsible for its own performance, and commits itself to continuous improvement. The Board will ensure that its members are provided with training and professional support necessary to govern effectively. The Board will regularly and systematically monitor all policies in this section, and will assess the quality of each meeting by debriefing the meeting following its conclusion.
3. To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will:
 - a. come to meetings adequately prepared
 - b. contribute in ways that add value to discussion
 - c. speak only when recognized
 - d. support the president's efforts to facilitate an orderly meeting
 - e. communicate openly and actively in discussion and dialog to avoid surprises
 - f. seek balanced participation of all members
 - g. demonstrate respect for one another.
4. The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss. All administrative matters delegated to the Superintendent that are required to be approved by the Board will be acted upon by the Board via the consent agenda.

5. An item may be removed from the consent agenda upon concurrence of a majority of the Board members present and voting.
6. The Board will direct the district through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Superintendent and staff to achieve those results.
7. The Board will support the District's equity non-negotiables, ensuring policies and procedures sustain the work of an asset-based system and support instruction that is based on identity relevant research and practices through heterogenous small group instruction.
8. The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting.

Adopted: 1/12/16

Revised: 2/9/16

Revised: 5/24/16

Revised:

Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually*

Shorewood School District, Shorewood, WI

Policy Type: Governance Culture

Board Job Description

The Board's job is to represent the community, lead its schools and serve its students. The Board governs the district by establishing expectations for student results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

1. Ensure that the student **Results** are the dominant focus of district performance.
2. [Set policies and procedures that support District equity non-negotiables.](#)
3. Advocate for the district and the students it serves.
4. Initiate and maintain effective communication with the citizens and other important stakeholder groups, including teachers, staff and administrators, as a means to engage them in the work of the Board and the district.
5. Develop written governing policies that address:
 - a. **Results:** The intended outcomes for the students served by the district;
 - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Superintendent, including both actions to be accomplished and those prohibited;
 - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
 - d. **Board/Superintendent Relationship:** The role relationship of the Superintendent and the Board, including the specified authority of the Superintendent and the process for monitoring district and Superintendent performance.
6. Ensure acceptable Superintendent performance through effective monitoring of Results and Operational Expectations policies. The Board may request additional information from the Superintendent in the following ways:
 - Classroom visits in coordination with school principals.
 - Planned visits with administrators.

7. Ensure acceptable Board performance through effective evaluation of Board actions and processes.

8. Appoint an independent auditor to conduct an annual external review of the district's financial condition and report directly to the Board.

Adopted: 1/12/16

Revised: 2/9/16

Revised: 5/24/16

Revised:

Monitoring Method: ***Board self-assessment***

Monitoring Frequency: ***Annually***

Shorewood School District, Shorewood, WI

Policy Type: Governance Culture**Officers' Roles**

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by [Wisconsin State Statute 120](#).

President

The President provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and normally serves as the Board's official spokesperson.

The President has the following specific authority and duties:

1. Monitor Board actions to assure that they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority;
 - a. Conduct and monitor Board meeting deliberations to assure that Board discussion and attention are focused on Board issues, as defined in Board policy (see GC-3);
 - b. Ensure that Board meeting discussions are productive, efficient and orderly;
 - c. Chair Board meetings using the authority normally vested in the chair as described in *Robert's Rules of Order, Newly Revised*;
 - d. Lead timely Board meeting debriefings and periodic self-assessments to ensure continuous process improvement.
2. Make all interpretive decisions of Board policies in the **Governance Culture** and **Board/Superintendent Relationship** sections, using reasonable judgment. The President is not authorized to:
 - a. make any interpretive decisions about policies created by the Board in the **Results** and **Operational Expectations** policy areas. Interpretation of these policies is the responsibility of the Superintendent;
 - b. exercise any authority as an individual to supervise or direct the Superintendent.
 - c. serve as a barrier between the Superintendent and the Board.

3. Assure the compilation of the Board's summative evaluation of the Superintendent.
4. Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.
5. Execute all documents authorized by the Board, except as otherwise provided by law.
6. Appoint members of all Board committees and Board liaisons to other organizations.
7. On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board's annual calendar.

Vice-President

The Vice-President shall serve as President in the event of the President's absence or inability to perform assigned duties.

Governance Officer

The Governance Officer insures the Board operates within its Governance Policies, leads periodic reviews of policies and promotes professional development of the board regarding Governance.

The governance officer has the following specific authority and duties:

1. Monitoring of Board actions and operations during meetings and other work of the Board to insure compliance with Governance Policies.
2. Lead periodic reviews of Governance Policies.
3. Promote professional development among all Board Members, especially new Board Members regarding Governance Policies.
4. The Governance Officer position may be held together with any other officer position except for the President.

Clerk

The Clerk shall fulfill her/his duties as required by state statute (§120).

Treasurer

The Treasurer shall fulfill her/his duties as required by state statute (§120).

Adopted: 1/12/16
Revised: 2/9/16
Revised: 5/24/16
Revised:

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

Shorewood School District, Shorewood, WI

Shorewood Intermediate School Student Linkage Meeting November 16, 2021

Present: Pablo Muirhead, JoAnn Sternke, Moriah Weingod, Sam Nadolsky

We had a rich discussion with three seventh graders and three eighth graders, all members of the SIS Advisory Council. They were eager to share what was working well and areas for improvement.

Strengths

- Students highlighted that they felt that their voices are heard and that their input matters.
- Clubs offer unique opportunities and spaces for new friendships.
- Teachers are very nice.

Polishers

- Curriculum in some classes has real-world applications. They would like to see that be more widespread.
- The focus on mental health is felt and appreciated. They would like to see more updated materials. They also spoke to the need for more education around the dangers of vaping.
- Participants appreciate having a gender neutral bathroom at SIS but said that it did not help students that were in classes on floors where there wasn't one available. There was either not enough time to access it during class or between classes.

Areas for Attention

- There was a strong sense that consequences for negative behavior do not have the impact that they should.
 - For instance, participants shared that some students cross lines of appropriate distancing and touch with impunity.
 - Participants also shared that it's become normal to see kids pushed down in the hallway between classes.
 - Participants shared frustrations that the students acting out are not deterred by consequences at home or at school.
 - Participants also shared that there are some students that need to be repeatedly coaxed into wearing their masks properly which is very discomforting.
- A seventh-grader shared concerns with the sound of the bell, and the anticipation of hearing the bell. She recommended a tone or sound that was less jarring.

The four of us were able to acknowledge students' voices. The SIS staff members (Weingrod and Nadolsky) shared that they would be working on these issues with their teams and would keep students abreast of their work.

Lake Bluff PTO Linkage

November 18, 2021

Present: Ellen Eckman, Emily Berry, JoAnn Sternke, Tammy Rasco.

We had a wide-ranging conversation with a group of more than two dozen PTO members, including some helpful comments and questions about a range of topics:

- Many parents who attended identified as parents of children receiving special education services. Concerns included safety, training, stability and communication by and with special education staff at Lake Bluff (and in one case, at Atwater), and meeting students' IEPs.
- Two parents raised questions about the use of web-based tools and apps and asked if the board or district has or would develop a policy around the use of web-based tools and apps for all students.
- COVID Concerns: students not wearing masks properly and no school staff correcting them; inconsistent communication around masking; late or poorly timed contact tracing and school notifications of exposures.

Dr. Sternke responded to some of the concerns listed above. Questions for the board to consider: policies around Special Education, use of web-based tools and apps, and ongoing COVID-19 mitigation strategies.

Atwater PTO Linkage

November 21, 2021

Present: Emily Berry, Paru Shah, JoAnn Sternke

We had a wide-ranging conversation with a group of more than a dozen PTO members, including some helpful comments and questions:

- Our equity work with ICS, how it relates to special education, what it will look like when our schools' policies and practices shift in line with our ICS work,
- Our policies around use of technology in the classroom,
- policies about student phones,
- Concern that the use of the school's "PERKS" and Crew meetings had waned so that it appeared to them that few classes were holding Crew meetings and few teachers were talking about PERKS.
- Concern about teacher morale and the School Perceptions survey.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood Intermediate School, Room 214
November 9, 2021

Board Member Participation: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Clerk
Emily Berry, Treasurer
Ellen Eckman, Board Member
Bobby Gronert, Student Representative
Alexis Hu, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services

I. 7:04 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Emily Berry

AYE: 5 NAY: 0

II. 7:05 pm STUDENT ACHIEVEMENT

Boys & Girls Cross Country and Boys Soccer Team Members and Coaches

III. 7:25 pm PUBLIC COMMENT #1 - No comments

IV. 7:28 pm BOARD BUSINESS AND BOARD ACTION

A. Facilities Projects Updates, Mike Huffman

B. Approval of OE5 (Financial Management and Administration)

MOVED by Pablo Muirhead and SECONDED by Emily Berry

AYE: 5 NAY: 0

C. Review of Village Tax Bill Insert

D. Operating Expectations and Results Monitoring Reports Revisions

E. Community-Based Finance Committee Meeting and Key Communicators Group

V. 9:03 pm BOARD CONSENT AGENDA

Approval of Board Meeting Minutes, October 26 Regular Board Meeting

MOVED by Hilary DeBlois and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

VI. 9:04 pm PUBLIC COMMENT #2

Abby Fowler 4600 North Morris Boulevard

VII. 9:06 pm BOARD REPORTS

Passages Program, Bobby Gronert

SWSA, Pablo Muirhead

VIII. 9:29 pm SUPERINTENDENT'S REPORT

IX. 9:34 pm SUPERINTENDENT'S CONSENT AGENDA - no items

X. 9:34 pm PUBLIC COMMENT #3 - no comments

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

OE Report revisions, Key Communicators Group follow up, Referendum events (Spring 2022)

XII. 9:36 pm FUTURE AGENDA ITEMS

Board Bylaws and Governance, Student Dress Code

XIII. 9:39 pm RECESS AND DEBRIEF



School Board Meeting - Closed Session
Tuesday, November 9, 2021
Meeting Minutes

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

Call to Order: President Paru Shah called the meeting to order at 6:00 pm.

Motion by Paru Shah to go to a Closed Session per posting, to consider employment, promotion, compensation and/or performance evaluation data, pursuant to Wis. Stat. 19.85(1)(c).

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 6:50 pm.

[1] Rec Board Notes

**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, November 15, 2021

SIS 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
- II. Review and follow up on the minutes from September 20, 2021.
- III. A Recreation and Community Services Department Communications
 - Fall Programs
 - Winter Spring Programs-Program Guide AvailableB Newsletters
C Website/Facebook
D Facility Updates
- IV. Old Business
 - Office Update
- V. New Business
 - Pool Closure in March for regrouting; looking to partner with WFB
 - Chill Feb 5th
- VI. Feedback on department/programs/customer service. How can we improve?
- VII. Adjourn. Thank you for attending and for your participation!

Board Member Report – Pablo Muirhead

November 30, 2021

There are three items for me to share:

1. Language Education Conventions – November & On-Demand
2. Wisconsin Public Education Network – Upcoming workshop
3. Southeastern Wisconsin School Alliance – November 9th meeting



<https://www.actfl.org/convention-and-expo>

My three-year term on the ACTFL Board is coming to an end at the end of December. During our yearly convention which took place November 19th-21st, I attended multiple sessions and look forward to watching many more on demand as our entire convention is still available through February 22nd of 2023. It was powerful seeing the increased attention that educators across the K-16 spectrum, in both public and private institutions, are paying to issues of diversity, equity and inclusion (DEI).

With an acute focus on issues of DEI and our district's commitment to these issues, we may want to explore opportunities for our multilingual learners such as the Seal of Biliteracy (<https://sealofbiliteracy.org/>). This program has expanded to most of the country including Wisconsin. Shorewood, however, is not yet a part of it. In a nutshell, it encourages and supports the preservation of multilingual students' home languages and supports opportunities for learners of languages other than English to show their proficiency in other languages.



<https://www.waflt.org/conferences-events/conference-overview/>

The keynote, several pre-conference workshops and many presentations centered on the topic of Diversity, Equity and Inclusion (DEI).



<https://www.languagepolicy.org/board>

I was recently named to the JNCL-NCLIS Board which is the legislative advocacy group for language policy at the federal level. This will be a two-year term. This February we will continue our advocacy on Capitol Hill.

WISCONSIN PUBLIC EDUCATION NETWORK

ORGANIZING 101
LOCALLY FOR PUBLIC SCHOOLS

FREE VIRTUAL WORKSHOP
Wed. Dec. 1 - 6:30-8:00 pm

Everything you need to know about relationships, coalition-building, & how to start (and sustain) a local team to support local students

FEATURING
INGRID HENRY
Co-chair, Parents and Communities United, Milwaukee

PATTI CLARK-STOJKE
Organizer, Fox Cities Advocates 4 Public Education (FCA4PE)

and more!

WISCONSIN PUBLIC EDUCATION NETWORK
PUBLIC SCHOOLS UNITE US

Dear Public Education Champions,

Next Wednesday, Dec. 1, we will hold our **ORGANIZING 101 Workshop** from 6:30-8pm, part of the Equity in Action Workshop Series. Register [here](#) to attend. We will hear from expert local organizers *Ingrid Henry* of Parents and Communities United, Milwaukee, and *Patti Clark-Stojke* of Fox Cities Advocates for Public Education.

This workshop is perfect for local public school champions looking to get their community engaged, build coalitions and relationships, and sustain that local team to support students and public schools in your community. We encourage you to register and to share the invitation with those around the state who are looking for tips and resources to get a "fledgling" public school advocacy group going. It promises to be particularly helpful going into the 2022 election year! *Registration will close at 3:30pm on Wed. Dec. 1.*

Registration: <https://secure.everyaction.com/imqbt5x6WUWGhxd4Qzyseg2>.

Also note: **ORGANIZING 102**, the natural follow-up to this workshop, will be held on Wed. Dec. 15 from 6:30-8pm. Register [here](#) for that session, focused on local "power analysis" and building an actionable organizing strategy for 2022 and beyond.

[These workshops are open to public education champions and supporters of strong public schools. Registration is limited to those who share our mission, values and goals to ensure safe, excellent, and equitable public schools for ALL Wisconsin students.]

We hope to see you soon!

- *Team Public*

P.S. Please also know that the second drop-in "School Board Support Network" session is on Thurs. Dec. 9 at 6pm. This support network is loosely organized and intended to be a resource for brainstorming, problem-solving and general support *specifically for pro-public school board candidates, current/former school board members, and those directly working on public school board matters*. If you wish to join and haven't registered yet, please either reply to this email or contact HDB@WisconsinNetwork.org and we can get you connected.



Meeting Notes, November 30, 2021 (Link to [SLIDES](#))

<https://schoolsalliance.com/>

Agenda & Highlights

- **COVID related topics- from Dr. Gutzeit and Dr. Khare (reference slides 3-8)**
- Overview of State of Covid
 - Stubbornly static at this time. All but 3 counties in Wisconsin are in high or critically high state (MKE is below the state average); continues to be spread across the state
 - Case burden is lower; but trajectory has remained steady for past 3-4 weeks.
 - Kids; rate of infection in kids is dropping just a little bit. Highest rate is 9-13, ; still below the state average
 - Watching very carefully; multisystem inflammatory system (watching this); very serious; seen a little of an uptick in this in the past couple of months. About 125 cases across the state.
 - Was setting a high rate of RSV; slowing just a little bit.
 - No influenza at this point
- Vaccine
 - 5-11 age group has been approved
 - Most places have the vaccine available; they started vaccinating yesterday 11/8;

- Seeing similar to adults: a good 30-40% of folks enthused about the vaccine, then there's about 30% of the "wait and see" approach- having conversations with peds, then about 30% of the folks who are convinced they don't want the vaccine.
- **SWSA Administrative Items (reference slides 10-11)**
 - Paul Lorge, President of the Grafton School Board
 - Membership Meeting – December 7th (possibly Representatives Thiesfeldt & Senator Darling or DPI State Superintendent Dr. Jill Underly)
- **Legislative Discussion (reference slides 14-25)**
- [SWSA Weekly Membership Update \(revised November 7th\)](#)
- \$1.2 Trillion bipartisan infrastructure bill heads to Pres. Biden's desk
 - [Per WASB](#): Items of interest to K-12 include:
 - Items of interest to K-12 schools in this federal bill include:
 - A total of \$65 billion for broadband investment to help families access the internet and afford devices (this funding is not directly tied to schools);
 - \$5 billion for clean-energy school buses;
 - \$500 million over 5 years for competitive grants to schools and non-profits for energy efficiency improvements;
 - \$200 million over 5 years to remove lead contamination in school drinking water, as part of a much bigger drinking water program; and
 - Reauthorizes and extends until 2023 the Secure Rural Schools and Community Self-Determination Act, which helps fund schools in 700 counties that have federal forest land (including several in Wisconsin).
- Gov Evers acted on
 - SB373 signed into law (data reporting and transparency); SWSA supported
 - SB555 signed into law (requires school to provide information in human growth and development relative to the Safe Haven law);
 - Vetoed SB 454 (Reading Readiness bill); similar to our talking points more to be done in this space.
- Other bills
 - SB411 (CRT bill); pass Assembly and had a senate hearing; action is pending in senate
 - SB563 (mandate civics education) passed Assembly, action pending in senate
 - SB322 (transgendered athletes) pass Assembly, senate action is pending; Sen. Joan Ballweg voted against the bill in committee. The bill doesn't have a recommendation by committee;has not been scheduled
 - SB585 (crime reporting) passed Senate; Assembly is pending
- New piece of legislation just introduced (**Ramie is looking for feedback from our folks**)
 - Would require sexual abuse prevention education (only in public schools); each school board shall provide instruction to pupils...(doesn't apply to private schools); just circulated
 - Redistricting is being taken up this week; Senate passed; Assembly will take up this week and Guv will most likely veto
- Won't come back until January

- Worked in breakout groups around challenges we are facing with the biennial budget

- Pre-Reading to Prepare for Breakout Groups
 - [Fewer education grads pose threat to teacher workforce](#) (WI Policy Forum)
 - [Wisconsin's Teacher Workforce: Trends in Supply and Turnover](#) (WI Policy Forum)
 - [Stay in School](#) (WI Policy Forum)
 - [The Teacher Shortage, 2021 Edition](#)



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: November 30, 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.

Board and District Communications

Recent tragic events in the greater community were addressed by classroom teachers, Student Support Services and building leadership teams before the Thanksgiving break. Colleagues in other districts, as well as CESA, SWSA and other organizations shared numerous resources to help the broad community of educators and schools support students. I am grateful for all that our faculty and staff have done to support each other and help our young people process these events.

I attended Board linkage meetings with each of our schools' PTO organizations over the past few weeks. I am grateful to the PTO organizations for coordinating these sessions, and to all who participated in these discussions. These meetings helped me understand the distinct concerns and priorities in each of our buildings, and I will be working with my team to prioritize and follow up on school and administration issues. Some work has already been initiated, including meetings with our Special Education aides to begin planning for spring professional development opportunities for these key staff members.

The informational insert to be included with resident tax bills has been finalized and provided to the Village manager for mailing. We have also begun the planning needed to support communications and information gathering with both internal and community audiences related to developing our budget development for 2022-2023. More details about this plan will

be shared at the December 14 meeting. At this meeting the Board will also receive the Auditor's Report, presented by Clifton Larsen Allen. The Report and presentation by our audit firm can add a valuable perspective and reference information to the community-wide collaborations needed to move this process forward successfully.

The District will receive ESSER III funds, and we will be revisiting plans created last spring to update potential spending priorities that will be shared with the community. Some members of the community have asked about the potential to use ESSER III funds for construction. There is an extremely low monetary threshold for compliance (\$2,000) and a mandatory RFP process for construction projects over \$250,000, and our legal counsel is advising against use of relief funds for this purpose. The ultimate responsibility for stringent compliance - labor standards, flood hazard, historic preservation, energy conservation, etc. - falls to districts and we will share more details about this and other ESSER III guidelines and requirements soon.

The December 14 agenda also includes a District update on our equity work with ICS, including a thorough review of accomplishments to date and student impacts. While Board members continue to participate in training with District leadership, concurrent work in each school and at other administrative levels is helping us "speak a common language" regarding our commitment to equity. This is vital if we are to address - and transform - our systems to become more equitable and attain better results for ALL students. Certainly race is a component, but it is just one facet of this District-wide push that will ultimately make a lasting difference for every student, regardless of their race, gender, gender expression, language and/or physical, cognitive or social-emotional abilities.

Finally, to meet the electronic State School Performance report requirements, our District and school report cards are available through the link to the [WISEdash Public Portal](#) in the Academics section of the District website. These report cards include data on multiple indicators for multiple years across four Priority Areas (Achievement, Growth, Target Group Outcomes, and On-track to Graduation) for all school districts in the State of Wisconsin. In addition, the report cards provide course and program participation information for grades 9-12 for public schools and districts. As indicated by the DPI, data from the last three years (with the most recent year more heavily weighted) has been used to create these reports to address the lack of data due to the pandemic. We are very pleased that as a district we are in the category of "Exceeds Expectations", only 0.06 away from the threshold for Significantly Exceeding Expectations. We are reviewing these report cards as a leadership team to identify our areas of strength as well as the areas to focus on for improvement.

Staffing

Unfortunately, Director of Special Education and Pupil Services Julie Harris will be leaving the District at the end of the school year; her resignation is part of the Superintendent's Consent Agenda so that we can begin the recruitment process for this critical leadership role as soon as possible. Julie has served the district well, and we wish her well in her future endeavors. We have established an aggressive timeline for hiring, and I am hopeful we will be in a position to make an offer by the end of February.

District Policy Enforcement

There has been a lot of good, collaborative work happening to update and redraft administrative and school procedures to mirror the District Policy Manual adopted in August. These updates are very much needed in order to ensure consistency and align these important documents with current policy, statutes (and policy numbers), and it is a big job. We will be setting aside more time for policy and procedures review. Our goal is to complete the realignment of student and staff handbooks, communications, website content, etc. and provide updates and review meetings during our August 2022 professional development, orientation and planning days.

COVID-19 Updates

The North Shore Health Department will run the second of two scheduled vaccination clinics in the SHS Arena on December 1, from 2:45 to 4:30 pm. Vaccine eligibility for students ages 5-11 is a milestone in the pandemic and we will be watching for research and recommendations for schools as vaccine coverage increases in the months ahead.

We remain interested in learning more about a staff vaccine mandate and are investigating the administrative and management issues related to this. We are currently exploring what to do when employees do not meet the mandate? We are working with legal counsel regarding issues pertaining to mandates, waivers, and compliance. We will also be talking with the Milwaukee Public Schools (MPS) about their evaluations of these issues.

As vaccines, environmental mitigation strategies and our own personal health and safety behaviors have evolved, we continue to balance the realities of the pandemic with our goal of maintaining in-person learning. And, it is very much a balance. We take the safety of our students and staff very seriously, and we will continue to implement and maintain recommended mitigation strategies and protocols. This is challenging as the pandemic continues and some are growing tired of adherence to the daily protocol here in our schools. We ask for your continued support. As we look to post-Thanksgiving and into the coming holidays, we will continue to watch our COVID case numbers carefully. We urge all families and employees to keep COVID safety in mind during the holiday season. Please remain vigilant in staying safe when not in school. Our ability to remain in person for learning is dependent on everyone working together and being committed to keeping everyone safe.

We have the Medical Advisory Group to thank for expertise, observations and recommendations shared over the past two years that helped us achieve a level of consistency in our practices and protocols that I believe are unmatched. The members of this group have had a deep impact on our school and District. Recently the group has decided to take a step back and no longer be as heavily involved in operational COVID protocol decision-making and policy review as they were last year. This is understandable. I am very grateful that they will continue to share information and recommendations with us when called on.

Finally, after talking with Athletic Director Taz Landry and SHS Principal Tim Kenney and consulting with area schools, we will allow spectators for basketball home games. Masking will be required, in keeping with District policy, and social distancing will be encouraged for those not living in the same household.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: November 30, 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:

October 2021 Statements

October 2021 financial statements reflect activities and financial changes for the first four months of the fiscal year.

- Revenue and Expenses
 - General fund revenues and expenses are on par with expectations. Revenue increased from the same period in FY21 by \$187,481 due primarily to an increase in fee collection and receipt of state reimbursements. Expenses also increased and by a larger amount - \$367,482 - due largely to an increase in salary expense. This increase is anticipated in the budget, which projects an overall increase in salary expense by an amount commensurate with the increase in salary expense.
- Balance Sheet
 - The general fund balance decreased in value due to the typical and expected timing of revenue receipt.

Attachments:

- Cash Receipts 2021-10
- Budget Status 2021-10
- Check Register 2021-10
- Balance Sheet 2021-10

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: Resignation

Date: November 30, 2021

Prepared by: JoAnn Sternke

Recommended action:

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

Recommendation(s): Approval

Purpose: Resignation

Background:

Julie Harris will resign from her position of Director of Special Education and Pupil Services effective at the end of the school year. Julie has accepted another position at a school district within Wisconsin. We are currently working on a timeline to fill her position and expect to have someone to fill her position by the end of January.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Retirement

Date: November 30, 2021

Prepared by: JoAnn Sternke

Recommended action:

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

Recommendation(s): Approval

Purpose: Retirement

Background:

Lisa Bellford will retire from her position of 2nd grade teacher at Atwater Elementary effective at the end of the school year. We will post for her position once 2022-2023 staffing has been finalized.