

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD  
Shorewood, Wisconsin  
June 28, 2022 AGENDA

SCHOOL BOARD MEETING  
7:00 PM  
**Shorewood High School Library Media Center (LMC)**  
**1701 East Capitol Drive**  
**Shorewood, WI 53211**

**Community members may attend the School Board meeting in person; masks are recommended, but optional.**

Parking is available in the Shorewood High School lot; please enter through the new Administration Building doors and take the west stairs up to the second floor. *The building elevator is not available.*

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic, attendees can 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

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

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

**I. 7 pm CALL TO ORDER**

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

*Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good.*

C. Awards and Recognitions

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

**Summer STEM Enrichment: 3D Printing**

**III. 7:25 pm PUBLIC COMMENTS #1 (GC3)**

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

**IV. 7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**

A. 2021-2022 R2 Student Results Summary Report JoAnn Sternke

3

B. Operating Referendum Workgroup

C. Board Communications Plan

11

D. Board Bylaws Updates

18

**V. 8:40 pm BOARD CONSENT AGENDA (GC2)**

A. Approval of Board Meeting Minutes

27

B. Approval of Southeastern Wisconsin School Alliance Resolution and Fee Agreement

30

C. Approval of Shorewood High School 2023 Costa Rica Student Trip

36

**VI. 8:35 pm BOARD MEMBER REPORTS**

59

**VII. 8:50 pm PUBLIC COMMENT #2 (GC3)**

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

**VIII. 9:05 pm SUPERINTENDENT'S REPORT**

64

**IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA**

A. Approval of Staffing Changes: Appointments, Resignations, Retirements and Leave of Absence Requests

68

B. Approval of Monthly Financials

71

C. Approval of Teachers On Call Agreement Renewal

79

**X. 9:30 pm PUBLIC COMMENT #3 (GC3)**

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

**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 BOARD

**Topic:** 2021-2022 R2 Student Results: FastBridge Assessment Summary

**Date:** June 28, 2022

**Prepared by:** JoAnn Sternke and Emma Zuehlke

**Board Action:**

Information only

X **Presentation/discussion**

Discussion/action by board of education

Presentation/action next meeting

**Purpose:** To review Fall 2021 to Spring 2022 student reading and math assessments, reflecting the new Board reporting schedule for R2 Student Results.

**Background:** R2 Student Results will be presented to the School Board each year in June to capture the May (final assessment) data for the year. Having just completed the District's first full year using FastBridge in an in-person learning model, these results will serve as a benchmark for 2022-2023 as well as future years. An introduction to FastBridge assessment tools and an overview of our goals for students and growth during the 2021-2022 school year is attached.



## FastBridge Student Assessment Overview

### Overview & Definitions

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

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

- College Pathways - students who are on-track for college and career success.
  - FastBridge College Pathway Benchmarks and the ACT, SAT, and College Entrance Requirements. It identifies those students performing at or above the 70th percentile in 2nd through 8th grade, and those students performing at or above the 75th percentile in 9th through 12th grades. This provides educators with a comparison to published research on ACT, SAT, and other college entrance performance standards.
- Low Risk - students who are at low risk of falling behind their peers.
- Some Risk - students who are at some risk of falling behind their peers.
- High Risk - students who are at high risk of falling behind their peers.

\*\*The language used here has been created by FastBridge and as a district, we are not able to change the terms used within the system.

Student Median %ile:



high risk



some risk



low risk



College  
Pathway

### Benchmark Assessment

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

### **Norm-referenced Data**

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

### **National Percentile Rank**

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

### **In a Nutshell**

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

---

### **Shorewood School District Goals**

These are the District's student assessment objectives:

- Proficiency: 80% or more students fall in the low risk or college pathway (40th percentile or above)
- Growth: 60% of students achieving typical to aggressive growth. A growth score of 60% or higher is synonymous with students making typical to aggressive growth and are considered to be on pace for making reasonable or optimal growth toward benchmarks during the school year.

### **2021-2022 Assessment Summary**

#### **aReading (Adaptive Reading) - Grades 2-8**

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

Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. Extensive research has enabled the aReading test of 30 items to replace a traditional test of about 100 items with equal or greater accuracy and actionable results.

aReading is intended for use from kindergarten through twelfth grades for screening. Items developed for kindergarten through grade 5 target Concepts of Print, Phonological Awareness,

Phonics, Vocabulary, and Comprehension. Items developed for middle and high school grade levels target Orthography, Morphology, Vocabulary, and Comprehension. Each assessment is individualized by the software and, as a result, the information and precision of measurement is optimized regardless of whether a student functions at, above or significantly below grade level.

### **earlyReading** - Grades K-1

The district transitioned during the 21-22 school year to utilizing the recommended earlyReading screening assessment for grades K-1 from FastBridge. Using this screener during the 20-21 school year would have been difficult due to the one-on-one administration of this screener and the virtual mode of instruction presented then. earlyReading English performance is an indicator, or "thermometer," of student reading development. It is designed to assess reading skills that predict successful reading of connected text. Although there are 13 total earlyReading English subtests such as letter names, sounds, word blending and segmenting, etc., not all of them are used at once. For screening, selected subtests are organized to be given together to generate a Composite score for each student. We recognize that students' skills change over each school year, and even within a school year. To adjust for natural changes in the skills of kindergarten and first grade students, the FastBridge earlyReading English - Composite score includes different subtests depending on the grade level and screening period. A Composite is one score combined from multiple subtests, and it is the best estimate of your students' early literacy skills.

### **aMath (Adaptive Math)** - Grades 2-8

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

### **earlyMath** - Grades K-1

The district transitioned during the 21-22 school year to utilizing the recommended earlyMath screening assessment for grades K-1 from FastBridge. Using this screener during the 20-21 school year would have been difficult due to the one-on-one administration of this screener and the virtual mode of instruction presented then. earlyMath performance is an indicator, or "thermometer," of student math development. It is designed to assess initial math skills that predict later mathematical performance. Although there are 17 total earlyMath subtests such as numeral identification, sequencing, decomposing, place value, etc., not all of them are used at once. For screening, selected subtests are organized to be given together to generate a composite score for each student. We recognize that students' skills change over each school year, and even within a school year. To adjust for natural changes in the skills of kindergarten and first grade students, the FastBridge earlyMath composite score includes different subtests depending on the grade level and screening period. A composite is one score combined from multiple subtests and it is the best estimate of your students' early math skills.

## **Growth Scores**

Growth is defined as the shift across seasons in the score associated with each percentile. Values greater than 60% indicate faster than average growth. When looking at growth scores, we also need to keep in mind some of our students already met the expected grade level benchmark when they were assessed in the fall which could have an impact on their growth score. For example, if a 4th grade student received a score of 520 on the fall screener (placing them in the college pathway category), their end of the year growth percentile may fall in the flat or modest category for growth due to a high starting score for that grade level. In this scenario, the student would be meeting or exceeding the 4th grade expectations in regards to achievement.

Student Median Growth %ile:



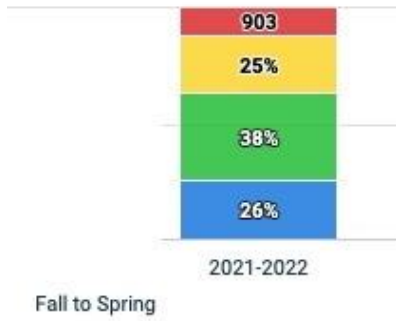
### Risk Breakdown (Spring Screening Assessment) - Proficiency

<p><b>aReading</b></p> <ul style="list-style-type: none"> <li>81% (741 students out of 918 total) of our students fall within the low risk or college pathway category</li> </ul>
<p><b>earlyReading</b></p> <ul style="list-style-type: none"> <li>63% (130 students out of 207 total) of our students fall within the low risk category</li> </ul>
<p><b>aMath</b></p> <ul style="list-style-type: none"> <li>82% (754 students out of 917 total) of our students fall within the low risk or college pathway category</li> </ul>
<p><b>earlyMath</b></p> <ul style="list-style-type: none"> <li>91% (189 students out of 207 total) of our students fall within the low risk category</li> </ul>

### Growth (Fall to Spring)

<p><b>aReading</b></p> <p>2021-2022 Fall to Spring</p>	<p>Flat Growth (14%) = 123 students</p> <p>Modest Growth (30%) = 269 students</p> <p>Typical Growth (37%) = 333 students</p> <p>Aggressive Growth (20%) = 178 students</p> <p>57% - Typical or Aggressive Growth</p>
<p><b>earlyReading</b></p> <p>2021-2022 Fall to Spring</p>	<p>Flat Growth (14%) = 29 students</p> <p>Modest Growth (29%) = 59 students</p> <p>Typical Growth (33%) = 68 students</p> <p>Aggressive Growth (24%) = 48 students</p> <p>57%- Typical or Aggressive Growth</p>

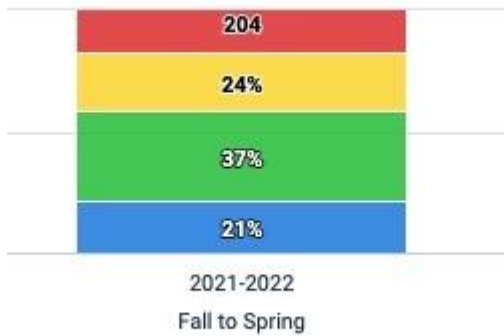
**aMath**



Flat Growth (11%) = 102 students  
Modest Growth (25%) = 225 students  
Typical Growth (38%) = 341 students  
Aggressive Growth (26%) = 235 students

64%- Typical or Aggressive Growth

**earlyMath**



Flat Growth (18%) = 36 students  
Modest Growth (24%) = 49 students  
Typical Growth (37%) = 76 students  
Aggressive Growth (21%) = 43 students

58%- Typical or Aggressive Growth



**District Disaggregated Data  
2021-22 Fall to Spring Report**

	Percent of students who are in or above the 40th percentile Spring '22 (Proficient)	Percent of students making typical or aggressive growth (Fall to Spring)
Asian	<ul style="list-style-type: none"> <li>● aReading: 83%</li> <li>● aMath: 89%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 61%</li> <li>● aMath: 78%</li> </ul>
Black or African American	<ul style="list-style-type: none"> <li>● aReading: 50%</li> <li>● aMath: 50%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 51%</li> <li>● aMath: 54%</li> </ul>
White	<ul style="list-style-type: none"> <li>● aReading: 87%</li> <li>● aMath: 88%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 58%</li> <li>● aMath: 63%</li> </ul>
Hispanic	<ul style="list-style-type: none"> <li>● aReading: 70%</li> <li>● aMath: 68%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 59%</li> <li>● aMath: 70%</li> </ul>
Multiple	<ul style="list-style-type: none"> <li>● aReading: 73%</li> <li>● aMath: 81%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 44%</li> <li>● aMath: 68%</li> </ul>
Males	<ul style="list-style-type: none"> <li>● aReading: 79%</li> <li>● aMath: 83%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 56%</li> <li>● aMath: 62%</li> </ul>
Females	<ul style="list-style-type: none"> <li>● aReading: 83%</li> <li>● aMath: 81%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 57%</li> <li>● aMath: 66%</li> </ul>
Students without Disabilities	<ul style="list-style-type: none"> <li>● aReading: 85%</li> <li>● aMath: 86%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 57%</li> <li>● aMath: 64%</li> </ul>
Students with Disabilities	<ul style="list-style-type: none"> <li>● aReading: 47%</li> <li>● aMath: 54%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 55%</li> <li>● aMath: 58%</li> </ul>
Students receiving ML support	<ul style="list-style-type: none"> <li>● aReading: 60%</li> <li>● aMath: 75%</li> </ul>	<ul style="list-style-type: none"> <li>● aReading: 64%</li> <li>● aMath: 72%</li> </ul>

\*Some groups were unable to be reported due to small cell sizes. Disaggregation of the earlyReading and earlyMath screeners was also not possible due to the student population size.



## EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

**Topic:** Communications Plan Update

**Date:** 06/28/22

**Prepared by:** Paru Shah and Emily Berry

**Recommended action:**

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Based on our conversations at the retreat, we have updated our communications plan to include assigning correspondence duties to board members on a monthly basis.

Additional communication strategies we might consider:

[1] Monthly “coffee chats.” (From Durango)

**Structure Description:**

Coffee chats will be held once monthly. Two board members will be assigned to coffee chats per month and their month will be listed on the board work plan. One board member will moderate the chat and the other board member will take notes. Anyone from the community can attend including staff, students, parents, and community members. At the beginning of the coffee chat board members will outline the following structure for the attendees.

**Format**

- Read board public participation rules for coffee chats
- Board members will call on attendees to share and make sure that everyone gets to speak.

- Board members will use a format that encourages positive and constructive feedback. Suggested format is “glows” and “grows”. Ask each attendee to share a “glow” something positive that they have observed in our school system and a “grow” an area of opportunity for growth that they have observed.

### **Coffee Chat Participation Rules**

- Personnel matters will not be discussed
- Anonymous comments will not be considered or responded to, please share your name and how you are involved in the district (staff, parent, student, community member, other)
- The board members will listen with respect and ask those who address the board to do the same.
- The matter may be referred to the superintendent or staff for further study or action, or it may be deferred to a future board meeting for response, discussion or action.
- The board will not entertain slander, name calling, or public defamation of any individual. Please focus on issues, no individuals. This is not a formal meeting but we require respectful discourse.

### **Time/ Place:**

Coffee chats will be held at various times according to board member availability. Board members will try to rotate the times these chats are offered. Suggested times are early morning before the workday, at the lunch hour, and in the evening.

The meetings can be held over Zoom or in person. If held in person it is suggested that the board choose a neutral location such as a local coffee shop. The locations chosen should rotate to promote various local businesses. Board members in charge of the coffee chats will choose the location or Zoom.

### **Advertising**

The board will plan coffee chats at least two weeks in advance. The board will announce coffee chat time, date, and location at board meetings, and all available communications channels.

### **[2] Town Halls**

Same format as coffee chats, but once a semester, one hour prior to our regular meeting?

## **SCHOOL BOARD COMMUNICATION PLAN**

### **Summer 2022 Updates**

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

The Board will:

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

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

#### **COMMUNICATION TOOLS**

\*Page number listed\*

Board Meetings, 1

Linkages, 2

Key Communicators Group, 3

Email Correspondence, 4

## BOARD MEETINGS

The board meetings are the board's primary time to have communication with each other. The board will work with district staff to make sure that meeting videos, meeting minutes, and board meeting recap videos/ printed materials are available to the public in a timely manner.

### Public Notice & Outreach

- Agendas for all board meetings and work sessions will be posted the Friday prior. Agendas are always subject to change.
- Announcements of additional meetings, such as listening sessions and events, will be posted at least a week in advance.

### Guidelines for Public Input at meetings

\*All board members review current guidelines for public comment and form and update as necessary.\*

The Board of Education welcomes public comments during Regular School Board Meetings. A total of 30 minutes is allotted at each Public Participation section of the meeting.

- We ask speakers to keep to less than 3 minutes. Additional time may be granted if there is time.
- Speakers will be given time on a first come, first served basis.
- We ask that you do not repeat the same message as an earlier speaker. Simply state that you agree with a previous speaker.
- Personnel matters will not be discussed.
- Anonymous comments will not be considered or responded to.
- The board will listen with respect and asks those who address the board to do the same.
- The matter may be referred to the superintendent for further study or action, or it may be deferred to a future board meeting for response, discussion or action.
- The board will not entertain slander, name calling, or public defamation of any individual. Please focus on issues, not individuals.
- This is a formal business meeting and we require formal, respectful discourse.

### Follow Up

A Board member will be assigned each month to correspondence, including email and Board meeting follow-up. The assigned Board member will update the Board Meeting Follow-up Spreadsheet, and individual Board members will follow up with individuals who spoke during the meeting on board matters. The Superintendent will follow up on operational matters.

## **BOARD LINKAGES**

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

### **Linkage Schedule for Fall 2021**

AT/LB Elementaries

SIS/SHS PTO

Leadership Teams at Buildings

SHS Students

SIS Students

### **Spring 2022**

Community Groups

- Men's Club
- Shorewood Foundation
- Women's Club
- Senior Center

SEA

Parent groups

- Advanced Learners
- Special Education
- Multilingual Learners

## KEY COMMUNICATORS GROUP

### *Purpose*

Key communicators stay informed of district matters, raise questions about their concerns, make suggestions for improving school operations, and share information with their friends and neighbors. The Key Communicators receive fair, candid, timely information and share in their own personal networks to the benefit of students and the community at large. They also serve as a source of feedback to the Board, offering a sense of “what people are saying.”

### *Members*

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

### *Responsibilities*

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

### *Membership*

Any interested member of the public who is interested in the role and can accept the purpose and limitations listed above can apply to serve on the workgroup.

### **Calendar**

September

November

January

March

May

## Board Email Correspondence

A Board member will be assigned each month to the duty correspondence including email, cc'ing the full board on all correspondence. The Board member assigned will log all emails and correspondence received. The Board member assigned will return each email within a week.

The return response will include an acknowledgement of receipt, a timeline on when the correspondence will be discussed, and abide by suggested best practices. If the matter has already been discussed in open meeting, the board member may reply with the board's response or action on the issue.

The Board member assigned will decide if the email needs referral to a district employee. If the email is referred, the Board member will still enter it on the log as "referred" and will check back with the author within two weeks to make sure that the appropriate party has responded. The Board member responsible for monthly correspondence will keep the timeline for discussion of correspondence and get back to all emails and update the log.

### Email Log Template for Google Sheets

Name	Parent, Staff, Community	Date Received	Concern	School?	Response? Y, N	Response Date	Comments
------	--------------------------	---------------	---------	---------	----------------	---------------	----------

### Suggested Best Practices for Emails

1. Thank the author for their concern for our district/ staff/ students. Always begin and end with gratitude.
2. Strive for a tone of gratitude toward a shared mission of achieving results for all kids.
3. Avoid blaming or talking down to anyone
4. Reiterate what we hear as their concerns.
5. Refer the author to appropriate district/school staff if they have an operational issue, forwarding the message if possible and offering the sender contact information in case they want to follow up independently. Let the person know they can reach out again if the issue is not resolved.
6. Explain the process and the Board role in issue.
7. Explain what the Board has done or is planning to do (as applicable) with our reasoning, including how it impacts our mission of student results.
8. As seen fit, invite the author to participate in other forms of communication with the board (Ex: public participation, key communicators, etc..)



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Updates to GC Policies

**Date:** 06/28/22

**Prepared by:** Emily Berry

**Recommended action:**

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Based on our conversations at the retreat, I have made updates to GC1 and GC3 for discussion.

**Current Version as of June 2022:**

*Policy Type: Governance Culture*

**GC-1 Board Purpose**

The Shorewood School District Board of Education represents, leads and serves the owners and holds itself accountable to them by committing to act in their best interests and by ensuring that all Board and district action is consistent with law and the Board's policies.

The Board's purpose is to assure that the district achieves the results described in the Board's Results policies and that it operates according to the values expressed in the Board's Operational Expectations policies.

*Adopted: 1/12/16*

*Revised: 2/9/16*

*Revised: 5/24/16*

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

## Markup for June 28, 2022 Discussion:

### Shorewood School District

*Policy Type: Governance Culture*

GC-1: Board Purpose

The Shorewood School District Board of Education represents, leads and serves the **owners community**. **The board** ~~and~~ holds itself accountable ~~to them~~ by committing to act in ~~their~~ **the community's** best interests and **by** ensuring that all Board and district action is consistent with law and the Board's policies.

The Board's purpose is to ~~assure~~ **ensure** that the district achieves the results described in the Board's Results policies and that it operates according to the values expressed in the Board's Operational Expectations policies.

In service of its purpose, Board members recognize that it is critical for Board members to have a sufficient understanding of the duties, responsibilities, and functions of (1) the District as a whole; (2) the Board, as the District's governing body; and (3) individual Board members, as District leaders and public officials.

Therefore, the Board supports the ongoing development of the knowledge and skills of the individual Board members, and the Board encourages initiatives that foster the ability of the Board as a whole to provide effective management and leadership that is focused on student achievement.

*Adopted: 1/12/16*

*Revised: 2/9/16*

*Revised: 5/24/16*

*Revised xx/xx/xx*

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

## **Clean copy of proposed new GC-1**

Shorewood School District

*Policy Type: Governance Culture*

GC-1: Board Purpose

The Shorewood School District Board of Education represents, leads and serves the community. The board holds itself accountable by committing to act in the community's best interests and ensuring that all Board and district action is consistent with law and the Board's policies.

The Board's purpose is to ensure that the district achieves the results described in the Board's Results policies and that it operates according to the values expressed in the Board's Operational Expectations policies.

In service of its purpose, Board members recognize that it is critical for Board members to have a sufficient understanding of the duties, responsibilities, and functions of (1) the District as a whole; (2) the Board, as the District's governing body; and (3) individual Board members, as District leaders and public officials.

Therefore, the Board supports the ongoing development of the knowledge and skills of the individual Board members, and the Board encourages initiatives that foster the ability of the Board as a whole to provide effective management and leadership that is focused on student achievement.

*Adopted: 1/12/16*

*Revised: 2/9/16*

*Revised: 5/24/16*

*Revised xx/xx/xx*

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

## **Current version as of June 2022**

### **GC-3**

#### **Policy Type: Governance Culture**

#### **Board Job Description**

The Board's job is to represent, lead and serve the citizens and to govern 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. Advocate for the district and the students it serves.
3. Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the district.
4. 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.
5. Ensure acceptable Superintendent performance through effective monitoring of Results and Operational Expectations policies.
6. Ensure acceptable Board performance through effective evaluation of Board actions and processes.
7. 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*

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

## Markup for Discussion Jun 28, 2022

### Shorewood School District

#### GC-3

#### Policy Type: Governance Culture

#### Board Job Description

The Board's job is to represent, lead and serve the ~~citizens~~ the community and to govern 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. Advocate for the district and the students it serves.
3. Initiate and maintain effective communication with ~~community members~~ ~~the citizens and other important stakeholder groups~~ as a means to engage them in the work of the Board and the district.
4. Develop, ~~review and revise as needed~~ 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.
5. Ensure acceptable Superintendent performance through effective monitoring of Results and Operational Expectations policies.
6. Ensure acceptable Board performance through effective evaluation of Board actions and processes.
7. 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 xx/xx/xxxx*

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

**Policy cross-references:**

Communication policy

Governance Culture Policies

Results policies

Operating Expectations

Board Bylaws

## **Clean potential new version**

### **Shorewood School District**

#### **GC-3**

#### **Policy Type: Governance Culture**

#### **Board Job Description**

The Board's job is to represent, lead and serve the community and to govern 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. Advocate for the district and the students it serves.
3. Initiate and maintain effective communication with community members as a means to engage them in the work of the Board and the district.
4. Develop, review and revise as needed 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.
5. Ensure acceptable Superintendent performance through effective monitoring of Results and Operational Expectations policies.
6. Ensure acceptable Board performance through effective evaluation of Board actions and processes.
7. 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 xx/xx/xxxx*

*Monitoring Method: Board self-assessment*

*Monitoring Frequency: Annually*

Policy cross-references:

Communication policy

Governance Culture Policies

Results policies

Operating Expectations

Board Bylaws



SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood High School Library Media Center  
June 14, 2022

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

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

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Pablo Muirhead and SECONDED by Emily Berry

AYE: 5 NAY: 0

II. 7:06 pm STUDENT ACHIEVEMENT

Girls Who Code, Carly Fristoe, Club Mentor

III. 7:20 pm PUBLIC COMMENT #1

Abby Fowler

4600 North Morris Boulevard

Anjum Alden

4509 North Larkin

Ann McCullough McKaig

4013 North Prospect

IV. 7:30 pm BOARD BUSINESS AND BOARD ACTION

A. Facilities Project Updates, Mike Huffman

B. SEED Foundation 2022-2023 Gifts and Grants Presentation

C. Approval of the 2022-2023 Preliminary District Budget

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

D. 2022-2023 Student Board Representatives

E. School Board Retreat, June 10-13, 2022

V. 8:27 pm BOARD CONSENT AGENDA

Approval of May 24 Regular Meeting Minutes, May 24 Closed Session Minutes

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

VI. 8:28 pm PUBLIC COMMENT #2

Sarah McEneany

2616 East Jarvis

Hillary Cothroll

4433 North Stowell

Deb Schwinn

SHS Faculty

VII. 8:40 pm BOARD MEMBER REPORTS

VIII. 8:47 pm SUPERINTENDENT'S REPORT

IX. 9:14 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of District Staffing Changes

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

X. 9:14 pm PUBLIC COMMENT #3

Hilary Kim

4435 North Maryland

XI. 9:17 pm REVIEW OF 'TO DO' ITEMS

Lake Bluff Playground communications, Strategic Plan Update, Board Work Plan

XII. 9:18 pm FUTURE AGENDA ITEMS

Bylaws Changes

XIII. 9:21pm RECESS AND DEBRIEF



SCHOOL BOARD MEETING  
CLOSED SESSION - Minutes  
Friday, June 10, 2022

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

District Participation: JoAnn Sternke, Superintendent  
Sarah Hanneman, Legal Counsel, von Briesen & Roper

President Paru Shah called the meeting to order at 2:30 pm.

Motion by Paru Shah to go to a Closed Session per posting.

Board members convened in Closed Session to consider employment, promotion, compensation and/or performance evaluation data, pursuant to Wis. Stat. 19.85(1)(c), to confer with legal counsel with respect to potential litigation (Wis. Stat. § 19.85(1)(g)) and considering the investigation of charges against an employee (Wis. Stat. § 19.85(1)(b)).

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 3:10 pm.

Date: May 23, 2022

TO: SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE  
District Members

FROM: Blaise Paul, Director of Business Services  
South Milwaukee – Fiscal Agent

SUBJECT: SWSA 2022-23 Agreement

The attached packet for the Southeastern Wisconsin School Alliance includes:

1. Resolution (check appropriate box and return)
2. 66.0301 Agreement (sign and return)
3. Proposed Annual Budget for SWSA
4. Payment Schedule
5. Participant Listing
6. SWSA Annual Report

NOTE:

1. The resolution should be presented to your school board for approval, the appropriate box checked and returned to our district.
2. The 66.0301 Agreement must be signed and returned to our district.

If you have any questions, please contact Katrina Haack – [khaack@sdsd.k12.wi.us](mailto:khaack@sdsd.k12.wi.us)  
phone #414-766-5020.

**RESOLUTION**

**SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE**

BE IT RESOLVED that the School District of South Milwaukee retain Hubbard, Wilson & Zelenkova, for the period of July 1, 2022 through June 30, 2023 as Legislative Counsel on a cooperative basis with the other school districts that are members of the Southeastern Wisconsin School Alliance, regarding matters of mutual interest as determined by the Alliance, including but not limited to, constitutional limitations on and legislative decisions related to funding for education, research, public awareness and information sharing.

BE IT FURTHER RESOLVED that the District share the fees for these services, plus reasonable and necessary expenses, with the other school districts that are members of the Southeastern Wisconsin School Alliance on the basis of:

Dues (Check One):

\$3,200 annual fee for school districts participating in Southeastern Wisconsin School Alliance

Not participating

Shorewood School District

**Southeastern Wisconsin School Alliance Agreement**  
(Section 66.0301)

Pursuant to a resolution adopted by school districts participating in the Southeastern Wisconsin School Alliance (SWSA):

Participating school districts hereby mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said parties agree and contract with Hubbard, Wilson & Zelenkova, to serve as Legislative Counsel for the Southeastern Wisconsin School Alliance as hereinafter set forth;
2. That the School District of South Milwaukee is to be the operator and fiscal agent of the Southeastern Wisconsin School Alliance;
3. That the fiscal agent district shall establish and maintain records in accordance with the uniform financial accounting system prescribed by the Department of Public Instruction;
4. That the pro-ration of costs will be assessed equally to each participating school district as provided in the authorizing resolution;
5. That the estimated budget and plan of operation for this cooperative shall be approved in advance to contract signing by all school district parties hereto;
6. That variations from the budget will require prior approval of all school district parties hereto;
7. That the fiscal agent agrees to file the required financial reports with the Department of Public Instruction;
8. That attached hereto and incorporated herein by reference are the budget, the plan for operation and plan of payments to said operator of fiscal agent by each school district.

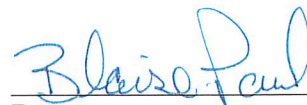
\_\_\_\_\_  
School District

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
School Board Clerk

\_\_\_\_\_  
Date

SCHOOL DISTRICT OF  
SOUTH MILWAUKEE

  
\_\_\_\_\_  
By

Director of Business Services  
Title

5/19/2022  
\_\_\_\_\_  
Date

2022-23 PROPOSED ANNUAL BUDGET

SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE (SWSA)

May 11, 2022

<b>EXPENSES:</b>	<b>PROPOSED BUDGET</b>
Legislative Liaison Team	\$34,125
Executive Director	54,000
Dues/ Memberships	2,500
Operational Expenses (Web development/host, travel, printing & supplies)	1,800
Special SWSA Projects (Communication, research, etc.)	4,000
<b>TOTAL EXPENSES</b>	<b><u>\$96,425</u></b>
<b>REVENUES:</b>	<b>PROPOSED BUDGET</b>
Fees from Participating School Districts (based on 29 members)	89,600
<b>TOTAL REVENUE</b>	<b><u>\$89,600</u></b>
<b>USE OF RESERVES:</b>	<b>\$6,825</b>

Basis for Prorating Costs: Equal distribution among member districts based upon 66.0301.

## PAYMENT SCHEDULE

### SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE

**July 1, 2022 - June 30, 2023**

Each member District will remit payment to the School District of South Milwaukee, Fiscal Agent, as follows:

There will be a **one time** payment due no later than September 23, 2022.

All Districts:

1. September 23, 2022 \$3,200

2022-23 Southeastern Wisconsin School Alliance Projected Participant Listing:

District	SWSA Fee
Brown Deer	\$ 3,200
Cudahy	\$ 3,200
Elmbrook	\$ 1,600
Fox Point / Bayside	\$ 3,200
Franklin	\$ 3,200
Glendale / River Hills	\$ 3,200
Grafton	\$ 3,200
Greendale	\$ 3,200
Greenfield	\$ 3,200
Hamilton	\$ 3,200
Kenosha	\$ 3,200
Kettle Moraine	\$ 3,200
Milwaukee Public Schools	\$ 3,200
Menomonee Falls	\$ 3,200
Mequon / Thiensville	\$ 3,200
Mukwonago	\$ 3,200
Muskego-Norway	\$ 3,200
Nicolet	\$ 3,200
Oak Creek / Franklin	\$ 3,200
Oconomowoc	\$ 3,200
Pewaukee	\$ 3,200
Port Washington-Saukville	\$ 3,200
Racine Unified	\$ 3,200
Saint Francis	\$ 3,200
Shorewood	\$ 3,200
South Milwaukee	\$ 1,600
Waukesha	\$ 3,200
Wawautosa	\$ 3,200
West Allis / West Milwaukee	\$ 3,200
Whitefish Bay	\$ 3,200
Whitnall	\$ 3,200
<b>Total</b>	<b>\$ 96,000</b>

**Costa Rica Trip 2023: Approval Document Packet**  
**Prepared June 21, 2022 for June 28, 2022 Board Meeting**

**Contents:**

- Page 1: A. An “Overnight Trip Request” form (Exhibit 1)
- Page 5: E. “Trip Expectation and Rules” form for student and parent/guardian (Exhibit 2)
- Page 9: F. “SIS Overnight Field Trip Health Information and Medical Authorization” form for student and parent/guardian, (Exhibit 3)
- Page 13: H. “Travel Insurance” form for student and parent/guardian (Exhibit 5)
- Page 14: I. “Deviation Form” (Exhibit 6)
- Page 15: J. “Authorization/Permission for Minor to Travel with School Group” form (Exhibit 7).
- Page 16: Appendix A: Copies of the proposed written vendor/travel agent contracts, which will be made available to parents/guardians. Link to additional Questions (“¿Preguntas?”) Booklet from Interact Travel ([http://www.interact-travel.com/frames\\_main.html](http://www.interact-travel.com/frames_main.html))
- Page 20: Appendix B: Proposed itinerary with dates, times and activities
- Page 22: Appendix C: Proposed agenda for a parent/guardian and student orientation meeting

## SCHOOL DISTRICT OF SHOREWOOD

352.1 Exhibit (1)

### OVERNIGHT TRIP REQUEST FORM

Before submitting this form to your building principal, please review 352.1 policy, guidelines and exhibits. Submit this form and supporting documentation to your School Principal for approval.

Name of District Employee in charge: **Sara Kitzinger Anton**

Destination: **Costa Rica (San José, Alajuela and surrounding areas)**

Date and time of departure: **Approximately August 1, 2023 through August 9, 2023 (Travel agency to confirm final dates that may begin up to one week before August 1, 2023 or end up to one week later than August 9, 2023.)**

Date and time of return: **Approximately August 1, 2023 through August 9, 2023 (Travel agency to confirm final dates that may begin up to one week before August 1, 2023 or end up to one week later than August 9, 2023.)**

Name of class/co-curricular activity/student group: **Spanish students, going into grades 8-10.**

Number of Students attending the trip: **Minimum-6, Maximum-30, plus one chaperone per 6 student travelers. Students who wish to attend will be selected through an application process that takes into consideration student attendance, behavior and discipline history, grades, and a personal statement students will include in their application. If not all applicants meet the minimum criteria to travel, not all of the 30 spots will be filled. [Application](#) was developed and approved by Sara Kitzinger Anton, organizing teacher volunteer at SIS, and Mike Joynt, Principal at SIS.**

Are students missing any instructional days/hours of school for this trip? **No**

If yes, please explain:

Description of the educational expectations/correlation to the classroom curriculum associated with this trip: **Students will spend their time immersed in Costa Rican culture and the Spanish language. More specifically, students will take small group (3-5 students) Spanish language lessons with a Costa Rican teacher for 20 hours over the course of the trip. These lessons are differentiated into 4-6 different groups, based on student language level. In addition, students will practice the language within an authentic context through interactions with tour guides, host families, store owners, groups with which we volunteer, and other community members. Students will connect the culture and language through these interactions, as well as through half- and full-day excursions**

throughout the trip. These excursions include the following: visiting a coffee producer, ziplining in the rainforest, seeing how chocolate is produced, volunteering in the Alajuela community, learning about the ecosystem on Puntarenas Island, touring the historical city of Alajuela, and learning about the ecosystem and wildlife of the central valley. The students are expected to participate in all language activities and cultural excursions with an open mind and desire to connect to the language and its speakers. All students are required to participate in pre-departure meetings to build community and preview their experiences abroad. Though not required, it would be a positive experience for students to participate in fundraising experiences before departure for the trip, in order to deepen personal connections between travelers. Students are expected to ask questions and remain positive and curious about their experiences throughout the trip.

Describe your discipline plan: **All discipline rules and guidelines as provided in “Trip Expectation and Rules” form for student and parent/guardian (Exhibit 2) on page 5 of this packet.**

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) desire to observe the holiday? **N/A**

What is your plan for health and safety emergencies? **In the event of an emergency, I will follow all plans as specified in student health information charts and work in conjunction with coordinators on site in Costa Rica to get the student(s) necessary medical care. All student and chaperone participants are required to be fully vaccinated against COVID-19 as per Rancho de Español overnight and homestay guidelines; this is to prevent major illness due to COVID-19 to the greatest extent possible. I will also communicate with families back in Shorewood about the nature and extent of the emergency. Interact, our travel agency, has a close and long-standing relationship with Rancho de Español (where we take language lessons and tours) as well as all host families with the program. This is one of the reasons why Shorewood has used Interact for decades. All of their affiliated tour groups and families prioritize safety. While this trip is more costly than going without an agency, the peace of mind provided by a network of professionals in Costa Rica is, in my opinion, worth the extra cost.**

Number of Chaperones: **1 per 6 students; chaperones will be selected with preference given for adults who have chaperoned this trip before, adults with experience in education and/or adults with proficiency in the Spanish language.**

Estimated Cost per Chaperone: **(From Interact Travel Agency on chaperone cost:) Complimentary is 1 for every 6 full-paying students. Starting with full-paying student #7, your first Assistant receives 1/6 complimentary for every additional full-paying student. Hypothetically, if 10 enroll, you are complimentary with students #1-6 and your first Assistant is entitled to 4/6 partial complimentary, for full-paying students #7-10. If 13 enroll, you have 2 complimentary and 1/6 partial for your Second Assistant, etc.**

Estimated Cost per student before and after fundraising:

**Before: \$3265**

**After: Total cost less student funds raised**

**Cost Per Student Details:**

- Homestay STUDENT FEE based on a group size of 20 or more traveling: \$3095\*
- Add \$125 small group supplement if a group of 12-19 is traveling.
- Add \$50 for required COVID-19 testing required for air travel
- Add approx. \$70 on average for luggage fees, both ways
- Add approx. \$50 on average for bus transportation from Shorewood Intermediate School to Chicago O'Hare airport, both ways.

Description of fundraising proposal for the trip:

- Students selling Colectivo Coffee
- Crowdsource funding through GoFundMe.com as done for the Costa Rica Trips in 2017 and 2019, in which funds were provided to students with financial need only.
- Spector Scholarship Funds provided by a donor to the district for students with financial need.
- Other student- and family-led fundraisers as students and families see fit

Arrangements/provisions made for students in need of financial assistance:

- Fundraising opportunities listed above

Is this an optional student travel experience? **Yes**

**I have complied with all the requirements listed above.**



**6/20/22**

\_\_\_\_\_  
Signature of District Employee

\_\_\_\_\_  
Date

**The overnight trip proposal and the accompanying documentation has been reviewed and approved.**



**6/20/22**

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

**The overnight trip proposal and the accompanying documentation has been reviewed and approved.**

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

**The overnight trip proposal and the accompanying documentation has been reviewed and approved by the School Board.**

\_\_\_\_\_  
Signature of School Board President  
REVIEWED: June 28, 2022

\_\_\_\_\_  
Date

## 352.1 Exhibit (2)

## TRIP EXPECTATIONS AND RULES

Costa Rica 2023

**EXPECTATIONS***Motor Coach/Air Transportation:*

Be prompt for all departures

Be courteous to the coach drivers, tour escorts, and observe coach rules

Keep the coaches clean

Use headphones for all audio equipment

*Hotels/Homestays:*

Be in your own hotel or homestay room at designated times-no visiting other students' rooms

No one will leave the hotel or homestay room after bed check/lights out.

Be courteous to other guests

Avoid unnecessary noise and running

Be courteous to staff and host families and follow hotel or homestay rules

Any expenses due to vandalism or theft will be assessed to the student(s) responsible

The student will make every effort to adjust to the host family's customs. The student will help out and respect lifestyles and belongings. If a serious problem arises, the student will discuss it with a chaperone immediately.

*General Guidelines:*

During the trip, student's personal appearance and dress will reflect neatness and cleanliness at all times. You are representing the school district and community of Shorewood.

Students are to show courtesy at all times to district employee, chaperones, peers, tour guides and all others

The student will take care of their personal belongings, passport, and money. Chaperones will not be held liable if these items are lost or stolen.

As this is a school-sponsored trip, all rules that apply in school are also in effect on the trip.

Rule violations will result in disciplinary action according to school policy and consequences will be applied during the trip and/or upon return home.

The student will participate in the organized activities with promptness and cooperation; in other words, the student will arrive ON TIME and with a POSITIVE ATTITUDE.

For international travel, the student will carry a copy of their passport with them at all times.

## **RULES**

1. All students are required to follow all school rules, student code of conduct, and district policies/guidelines throughout the trip.
2. There will be no smoking, purchasing or transporting tobacco products at any time during the trip. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.
3. There will be no drinking of alcoholic beverages, purchasing, or transporting alcoholic beverages at any time during the trip. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.
4. There will be no use of illegal drugs (including marijuana), purchasing or transporting illegal drugs at any time during the trip. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.
5. Possession of a weapon, use of a weapon, or endangering the safety of anyone is strictly prohibited. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.
6. Any criminal action involving a student will become the responsibility of the parent/guardian.
7. During this trip, student will not pierce or tattoo any part of their body.
8. Students will notify the chaperones if a health problem arises.
9. During this trip, students will not engage in any sexual activities.
10. Students will not drive any automobile or enter any unauthorized vehicles.
11. Any conduct detrimental to other students will be subject to discipline.
12. Students will stay with their assigned group (minimum of 3 people). A student will not leave the group without chaperone permission. The chaperones will always be told in person by each student where they are going, with whom, and the time at which the student will return.
13. Hotel or homestay room and luggage may be checked at any time.

14. I/we also agree to allow the student's luggage to be searched before leaving for the trip. If forbidden items are found, I/we acknowledge that the student will not be permitted to go on the trip.

15. Any damage caused by an individual(s) including but not limited to vandalism, breakage, stealing, will constitute a violation and may be subject to an immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child. Also, any fee or fines assessed as a result of the violation will be assessed to the individual(s) responsible.

16. Replacement or repair of uniforms/equipment/instruments furnished by the School District if lost or damaged through willful neglect will be the financial responsibility of the individual responsible.

17. The student will pay for phone calls and incidental personal expenses.

18. For international travel, the student will use a phone card if the student phones home. The student will ask permission of the chaperone before each time they use the phone/internet.

19. Chaperones will use all due precaution within reason. However, I/we acknowledge the possibility of accidents occurring (i.e., cuts, fractures, illness, etc.) and do not hold the School District, District employee or the chaperones liable.

20. All students must abide by School District's Code of Conduct/ Activities Code and the Shorewood School Board policies/guidelines. Infractions of these policies/codes will result in referral to School Administration.

21. The Shorewood School District does not carry any type of travel insurance for participants, therefore it is encouraged that parents/guardians consider purchasing travel insurance for your child. Please complete "Travel Insurance" form, 352.1 Exhibit (4).

If I commit a serious breach of discipline or crime or disregard any of these stipulations, or the stipulations in the application I submit in order to travel with the group, I may be EXPELLED from the trip at any time, either pre-departure or during the international trip, and may be returned to the United States/ Shorewood at my expense or that of my parents/guardians. I will thus forfeit any refund or restitution for any unused portion of the trip.

I understand that the district employees/chaperones and the Shorewood School District are not liable for my well-being during periods of time that I may be absent from supervised activities or during independent activities. I pledge to abide by the stipulations regarding behavior, and I understand that my participation in the program at any time may be terminated by the district employee in light of my failure to follow these stipulations for any reason which may also be

deemed to be in the best interest of the group. I agree to be sent home without an escort at my own or my parents'/guardians' expense with no subsequent refund.

I have read and understand the trip rules and agreements and agree to adhere to them.

Print Student Name	Signature	Date

I/We have read and understand the trip rules and agreements and understand that I/we and my/our child will adhere to them.

Print Parent/Guardian 1 Name	Signature	Date

Print Parent/Guardian 2 Name	Signature	Date

REVIEWED: \_\_\_\_\_

**Shorewood Intermediate School**  
**SCHOOL DISTRICT OF SHOREWOOD**  
 1701 E. Capitol Drive  
 Shorewood, WI 53211  
 414-963-6951

352.1 Exhibit (3)

**SIS OVERNIGHT FIELD TRIP**  
**HEALTH INFORMATION AND MEDICAL AUTHORIZATION**  
 Costa Rica Trip 2023: Approximately August 1-9, 2023

To be completed by parent/guardian for all students attending the overnight field trip

**Trip Location :** Costa Rica **Dates:** Approx. August 1-9, 2023 (Date subject to change).

**Student's Name** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

Student's Complete Address  
 \_\_\_\_\_

Name of Parent(s)/Guardian(s)  
 \_\_\_\_\_

Primary Parent/Guardian Contact

Name \_\_\_\_\_ Phone \_\_\_\_\_

Secondary Parent/Guardian

Contact Name \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Guardian Email Address  
 \_\_\_\_\_

**Secondary Contact Info (if parents cannot be contacted):**

Name/Relationship \_\_\_\_\_

Phone \_\_\_\_\_

**Life Threatening Allergies (check all that apply):**

Food (list & describe reaction)

\_\_\_\_\_

Medication (list & describe reaction)

\_\_\_\_\_

Bee Stings (list & describe reaction)

\_\_\_\_\_

Other, explain:

\_\_\_\_\_

**Does your student have a history of (check all that apply):**

Asthma     Diabetes     Seizures     Other pertinent health condition

**Explain health condition(s) checked above:**

\_\_\_\_\_  
 \_\_\_\_\_

Does student have any physical limitations? \_\_\_\_\_ If yes, please explain:

---

Does the student have any dietary restrictions? \_\_\_\_\_ If yes, please explain:

---

### Section 1:

The administration of medication to students on overnight field trips shall be done only when the student has a medical condition that may be adversely affected without medication.

**Any prescription or nonprescription medication sent on the field trip must include:**

1. The original container. If medication is a prescription, the pharmacy label must accurately reflect medication dose and times as stated in the orders from the doctor.
2. Written **parent** permission for **all prescription and nonprescription** medication.
3. A written order from the **physician** for **prescription** medication (if not already on file at school).

A parent/guardian is responsible for delivering the medication and/or consent forms to the Health Office **5 school days prior to departure** with parent and physician signatures. **Send only the amount of medication needed for the trip.**

**Medication: (Check one)**

\_\_\_\_\_ **No**, my student **does not** need any medication during the field trip.

\_\_\_\_\_ **Yes**, my student will need medication, but a parent will be chaperoning and will manage student medications. (You do not need to complete medication consent forms; you will not need to turn in any medication to the health office. A parent/guardian may **only** give medication to his/her **own** child.)

\_\_\_\_\_ **Yes**, my student **will need** medication on this field trip. In order to administer medication (prescription and over-the-counter) on the field trip, parents must complete medication consent forms which includes parent signature and may require a written physician's order.

Please list all prescription, over-the-counter, and homeopathic medication that your child will need for the trip below.

Name of medication \_\_\_\_\_ Dosage \_\_\_\_\_

Time(s) \_\_\_\_\_

Name of medication \_\_\_\_\_ Dosage \_\_\_\_\_

Time(s) \_\_\_\_\_

Name of medication \_\_\_\_\_ Dosage \_\_\_\_\_

Time(s) \_\_\_\_\_

Name of medication \_\_\_\_\_ Dosage \_\_\_\_\_

Time(s) \_\_\_\_\_

Name of medication \_\_\_\_\_ Dosage \_\_\_\_\_

Time(s) \_\_\_\_\_

## Section 2: Please initial after the option that applies to your student.

### OPTION A

MEDICATION ADMINISTRATION FOR STUDENTS **CAPABLE OF SELF-MANAGING** their own medications:

- List all medications above that this student will be carrying and/or taking on the overnight field trip.
- Any medication this student will be carrying, **MUST** be in its original packaging (with either the prescription or the manufacturer label) with **ONLY** the amount needed, while on the trip (some exceptions may apply, i.e. eye drops, ointments, etc. which are difficult to split up)
- For safety reasons, a district trained staff member needs to have written information (consent forms) about all the medications that your student will be carrying and/or taking on the trip. This is important in case any illness develops and information needs to be given to medical personnel.
- If there is an “as needed” medication, please describe how to determine the need.

**I give permission to my student to self-manage his/her own medications while at a school sponsored event, including when away from school property on official school business, according to the written instructions on this form.**

\_\_\_\_\_  
Initials

### OPTION B

MEDICATION ADMINISTRATION FOR STUDENTS **NOT CAPABLE OF SELF-MANAGING** their own medications:

- Only list and supply medications that this student will definitely need on the overnight field trip.
- Any medication this student needs, **MUST** be brought to school in its original packaging (with either the prescription or the manufacturer label) with **ONLY** the amount needed while on the trip (some exceptions may apply, i.e. eye drops, ointments, etc. which are difficult to split)
- For safety reasons, all medications must be administered by a district trained adult or parent /guardian administering medication to his/her own student. This student is not allowed to carry over the counter or prescription medications (except for inhalers, and/or epi-pens).
- Any medications listed on this form **MUST** be brought to school prior to departure.
- If there is an “as needed” medication, please describe how to determine the need (in the purpose box of the chart below)

**I give permission to designated personnel to give medication if needed to this student at school or school sponsored event, including when away from school property on overnight field trips, according to the written instructions on this form.**

\_\_\_\_\_  
Initials

Other special circumstances (for example in a foreign country a surrogate/host parent authorized to give medication)

---



---



---



---

### Section 3: Permission to Administer Stock Medications

As a courtesy to our students, the district offers the following stock (over-the-counter) medication: Advil (ibuprofen), Tylenol (acetaminophen), and Benadryl (diphenhydramine) for use on overnight field trips. Stock medication is in tablet form only. A parent/guardian must provide chewable or liquid medication, if his/her child is unable to swallow tablets.

In case of minor injury or illness during the overnight field trip, I authorize the medical personnel or supervising teacher to be my agent to give my child the appropriate dosage as directed on the packaging of the over-the-counter medication listed below. I understand alternate methods of care will be used before medication is given (i.e., eating, hydration, resting, etc.). I agree to, and do hereby hold the district and its employees harmless from any and all claims, demands, causes of action, liability, or loss of any sort, because of or arising out of acts or omissions with respect to this medication.

#### PLEASE INITIAL NEXT TO THE MEDICATIONS YOU ARE AUTHORIZING FOR ADMINISTRATION

I understand that ONLY the over-the-counter medications listed below will be available. All other non-prescription medication must be brought to the health office by a parent/guardian in a manufactured labeled container.

Parent Initials	Medication
_____	Advil (ibuprofen) 200mg tablet:1-2 tablets by mouth every 6-8 hours
_____	Tylenol (acetaminophen) 325mg tablet:1-2 tablets by mouth every 4-6 hours
_____	Benadryl (diphenhydramine) 25mg tablet:1-2 tablets by mouth every 4-6 hours

**In the event of a medical emergency, 911/Emergency Medical Services will be called and student will be transferred to the nearest medical facility.** I understand the arrangements and believe that the necessary precautions and plans for the supervision of my child during the field trip will be taken. Beyond this we will not hold the school or those supervising the trip responsible. I give consent for my child to go on this trip. I have read and understood the information booklet.

Student (sign here): \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature

REVIEWED: May 27, 2015

**Shorewood Intermediate School**  
**SCHOOL DISTRICT OF SHOREWOOD**  
 1701 E. Capitol Drive  
 Shorewood, WI 53211  
 414-963-6951

352.1 Exhibit (5)

TRAVEL INSURANCE  
Costa Rica Trip 2023

The Shorewood School District does not carry any type of travel insurance coverage for participants, therefore it is encouraged that parents/guardians consider purchasing travel insurance for your child.

The opportunity to purchase travel insurance for the Costa Rica Trip, approximately August 1-9, 2023, can be purchased through your insurance company.

PLEASE CHECK ONE

\_\_\_\_\_ I have obtained travel insurance.      Initial \_\_\_\_\_      Date \_\_\_\_\_

\_\_\_\_\_ I am declining travel insurance.      Initial \_\_\_\_\_      Date \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
Print Student Name      Signature      Date

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
Print Parent/Guardian 1 Name      Signature      Date

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
Print Parent/Guardian 2 Name      Signature      Date

REVIEWED: August 14, 2012

**Shorewood Intermediate School**  
**SCHOOL DISTRICT OF SHOREWOOD**  
1701 E. Capitol Drive  
Shorewood, WI 53211  
414-963-6951

352.1 Exhibit (6)

DEVIATION FORM  
Costa Rica Trip 2023

The Shorewood School District will arrange transportation throughout the trip. If a parent/guardian requests to provide transportation for their child to/from the destination or during the trip, this form must be completed. Students may not provide their own transportation.

The parent/guardian is responsible for their child when removed from the School District's trip.

The parent/guardian explanation of the deviation from the School District's proposed trip itinerary:

_____	_____	_____
Print Student Name	Signature	Date
_____	_____	_____
Print Parent/Guardian 1 Name	Signature	Date
_____	_____	_____
Print Parent/Guardian 2 Name	Signature	Date
_____	_____	_____
Print District Employee Name	Signature	Date

REVIEWED: August 14, 2012

**Shorewood Intermediate School**  
**SCHOOL DISTRICT OF SHOREWOOD**  
1701 E. Capitol Drive  
Shorewood, WI 53211  
414-963-6951

352.1 Exhibit (7)

AUTHORIZATION/PERMISSION FOR MINOR TO TRAVEL WITH SCHOOL GROUP  
Costa Rica Trip 2023

I acknowledge that \_\_\_\_\_ has my consent to travel with the  
Costa Rica Trip 2023. They have my permission to do so.

\_\_\_\_\_  
Print Parent/Guardian 1 Name                      Signature                      Date

\_\_\_\_\_  
Print Parent/Guardian 2 Name                      Signature                      Date

State of \_\_\_\_\_, County of \_\_\_\_\_

On this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

before me personally came \_\_\_\_\_ known to me and known by me  
to be the parent/guardian of \_\_\_\_\_.

Notary Public, State of \_\_\_\_\_

My commission expires \_\_\_\_\_

REVIEWED: August 14, 2012

**Shorewood Intermediate School**  
**SCHOOL DISTRICT OF SHOREWOOD**  
1701 E. Capitol Drive  
Shorewood, WI 53211  
414-963-6951

Appendix A: Links to and PDFs of the proposed written vendor/travel agent contracts, which will be made available to parents/guardians. These are subject to travel agency revision until the date signed:

Enrollment Form:

[http://www.interact-travel.com/frames\\_main.html](http://www.interact-travel.com/frames_main.html)

**VALID FOR TRAVEL IN 2023**  
**STUDENT ENROLLMENT FORM**

Organizing Teacher Last Name \_\_\_\_\_  
 School Name \_\_\_\_\_

---

**PERSONAL DATA** COMPLETE THIS FORM LEGIBLY. USE BLUE OR BLACK INK

Legal First Name (as it matches your passport) \_\_\_\_\_  
 Legal Middle Name (as it matches your passport) \_\_\_\_\_  
 Legal Last Name (as it matches your passport) \_\_\_\_\_

*Interact makes all reservations and issues airline tickets for each participant as the name is submitted on the Enrollment Form. Any correction to name, for any reason, within 120 prior to departure will incur a \$200 service fee and can result in an additional airline fee and/or a different flight itinerary from the group.*

**MAILING ADDRESS:**

House / Apartment number and Street \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Day Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_  
 Email \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Gender:  Male  Female  
Month Day Year

---

**Parent/Legal Guardian**

First Name \_\_\_\_\_ Last Name \_\_\_\_\_  
 Day Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_  
 Email \_\_\_\_\_

---

*Please check: Sign the form and include the applicable \$200 deposit payable to: INTERACT TRAVEL.*

I certify that I have read and understand all terms and conditions as set forth in the Program Agreement and the ITI Preguntas Student Booklet and that I agree to and accept all such terms and conditions.

Signature of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_  
Legal name as it matches your passport

**IF APPLICANT IS UNDER 21 YEARS OF AGE, THE PARENT OR LEGAL GUARDIAN FOR THE APPLICANT MUST REVIEW AND AGREE TO THE FOLLOWING:**

*Please check:*

I certify that I am the parent or legal guardian of the applicant, that I have read and understand all terms and conditions as set forth in the Program Agreement document and the ITI Preguntas Student Booklet. I accept and will be bound by all such terms and conditions on my behalf and on behalf of the applicant.

Signature of Parent or Legal Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

---

Give the enrollment form & deposit to your Organizing Teacher. Do not send directly to Interact.

## Waiver and Release:

**INTERACT WAIVER AND RELEASE**

INTERACT TRAVEL, INC. : WAIVER AND RELEASE OF LIABILITY AGREEMENT 2023

**I. PARTICIPATION IN AN INTERACT TRAVEL PROGRAM**

The undersigned, being the parent or legal guardian of the student described below (the "Student"), represents that he/she has the authority to enter into this Waiver and Release and hereby gives permission for the Student to participate in an international travel program ("Program") organized or offered by Interact Travel, Inc., a Wisconsin corporation. The undersigned acknowledges and agrees that he/she is also signing this Waiver and Release on behalf of the Student, who is undersigned's child or ward. If my Student is eighteen (18) years of age or older, or if my Student attains the age of eighteen (18) years prior to the Program's departure, he/she must also agree to the terms and conditions of this Waiver and Release by signing the "Student Agreement & Acknowledgement" below. For purposes of this Waiver and Release, Interact Travel, Inc. includes all owners, officers, directors, employees, agents, representatives, assigns, successors, insurers, subsidiaries and affiliates of Interact Travel, Inc. (collectively, the "Released Parties").

**II. EXPRESS ASSUMPTION OF RISK**

This Waiver and Release is applicable to the Student's participation in the Program and all events and activities relating to the Program. The undersigned acknowledges that participation in the Program may involve significant known and unknown risks of bodily injury, property damage, and other dangers associated with international travel as well as education and homestay programs. The undersigned understands and agrees that the Student's participation in the Program and its related events and activities is completely voluntary, and the undersigned assumes all risk of injury, illness, damage or loss that might result from the Student's participation in the Program, even if the risks arise out of the negligence of Interact Travel, Inc.

**III. WAIVER/RELEASE OF LIABILITY**

BY THE EXECUTION OF THIS WAIVER AND RELEASE, THE UNDERSIGNED AGREES THAT AS THE PARENT OR LEGAL GUARDIAN OF THE STUDENT, AND IN CONSIDERATION FOR MY STUDENT BEING PERMITTED TO PARTICIPATE IN THE PROGRAM AND ANY AND ALL EVENTS OR ACTIVITIES THAT ARE OR MIGHT BE ASSOCIATED WITH THE PROGRAM, THE UNDERSIGNED AGREES ON BEHALF OF THE UNDERSIGNED HIS/HER STUDENT, AND EACH OF OUR RESPECTIVE FAMILY MEMBERS, HEIRS AND ASSIGNS TO RELEASE, WAIVE, DISCHARGE AND HOLD HARMLESS INTERACT TRAVEL, INC. AND THE RELEASED PARTIES FROM AND AGAINST ANY AND ALL RIGHTS, CLAIMS, DEMANDS, CAUSES OF ACTION, OBLIGATIONS, SUITS, PROCEEDINGS, LIENS, DAMAGES, INJURIES, LOSSES, LIABILITIES, COSTS OR EXPENSES OF ANY KIND AND CHARACTER (INCLUDING ACTUAL ATTORNEYS' FEES AND OTHER COSTS OF LITIGATION) WHETHER KNOWN OR UNKNOWN, FORESEEN OR UNFORESEEN, SUSPECTED OR CLAIMED THAT COULD BE BROUGHT BY THE UNDERSIGNED OR THE STUDENT OR A THIRD PARTY ACTING ON THEIR BEHALF ARISING FROM OR RELATING TO THE PROGRAM, MY STUDENT'S PARTICIPATION IN THE PROGRAM, AND ALL EVENTS AND ACTIVITIES RELATING TO THE PROGRAM. THE UNDERSIGNED ASSUMES FULL RESPONSIBILITY FOR ANY SUCH LOSSES, INJURIES, DAMAGES, COSTS OR EXPENSES WHICH MAY OCCUR AS A RESULT OF THE PROGRAM, AND FURTHER AGREES THAT INTERACT TRAVEL, INC. SHALL NOT BE LIABLE FOR ANY LOSS OR THEFT OF PERSONAL PROPERTY. THE UNDERSIGNED SPECIFICALLY AGREES THAT NEITHER INTERACT TRAVEL, INC. NOR THE RELEASED PARTIES SHALL BE LIABLE OR RESPONSIBLE FOR ANY SUCH LOSSES, INJURIES, DAMAGES, COSTS, EXPENSES OR THEFT, EVEN IN THE EVENT OF NEGLIGENCE BY INTERACT TRAVEL, INC. HOWEVER, THIS WAIVER AND RELEASE DOES NOT APPLY TO INTENTIONAL CONDUCT BY INTERACT TRAVEL, INC. OR ANY OF THE RELEASED PARTIES.

**IV. ACKNOWLEDGMENT OF WAIVER AND RELEASE**

The undersigned acknowledges that by signing below, he/she and his/her Student are giving up substantial legal rights that they may otherwise have and that they may be incurring legal liabilities they would not otherwise have. The undersigned states that he/she has had sufficient time to review this Waiver and Release with competent legal counsel of their choice. The undersigned further states that he/she has carefully read the foregoing Waiver and Release, knows the contents thereof, and has signed this Waiver and Release as his/her own free act. The undersigned understands that his/her execution of this document or a substitute document approved in writing by the Travel Director of Interact Travel, Inc., who is currently Jennifer Koss Conger (tel. 920-434-2100; e-mail: jennifer@interact-travel.com) or her successor ("Interact Travel Officer"), on behalf of Interact Travel, Inc. is required for the Student's participation in the Program and all events or activities relating thereto. The undersigned understands that

he/she has the opportunity to speak to the Interact Travel Officer if the undersigned has any questions regarding his/her rights under this document or to negotiate the terms of this document and agree upon an alternative to this document acceptable to the undersigned and Interact Travel, Inc., and that he/she has the authority to approve and execute any alternative to this document. No such alternative document is valid unless approved and signed by the Interact Travel Officer and the undersigned. By executing this document, the undersigned warrants that he/she is fully aware that he/she and his/her Student are waiving any right they may have to bring a legal action to assert a claim against Interact Travel, Inc. for negligence.

**VI. SEVERABILITY**

The undersigned hereby agrees that in the event any term or any part of any term of this Waiver and Release is determined to be void or unenforceable, such term or part of a term shall be considered separate and severable from this Waiver and Release and the remaining terms shall continue in full force and effect.

**\*\*\*READ THIS WAIVER AND RELEASE BEFORE SIGNING\*\*\*****PARENT/LEGAL GUARDIAN ACKNOWLEDGMENT & AGREEMENT**

(Signature)

Printed Legal Name: \_\_\_\_\_

Student's Legal Name: \_\_\_\_\_

Date Signed: \_\_\_\_\_

**STUDENT ACKNOWLEDGMENT & AGREEMENT****(only if 18 years of age or older)**

By signing below, I acknowledge that I am 18 years of age or older and that I agree to be bound by all of the terms and provisions stated in this Waiver and Release of Liability Agreement, and that all references in this Waiver and Release to the "the undersigned" and "Student" shall refer to and include me.

(Signature)

Student's Legal Name: \_\_\_\_\_

Date Signed: \_\_\_\_\_

**STUDENT ACKNOWLEDGMENT & AGREEMENT****(only if 17 years of age or younger)**

By signing below, I acknowledge that I am 17 years of age or younger and that I agree to be bound by all of the terms and provisions stated in this Waiver and Release of Liability Agreement, and that all references in this Waiver and Release to the "the undersigned" and "Student" shall refer to and include me.

(Signature)

Student's Legal Name: \_\_\_\_\_

Date Signed: \_\_\_\_\_

**INTERACT**

2023

Interact Travel - 2207 Velp Avenue, Green Bay, Wisconsin, 54303

www.interact-travel.com

[http://www.interact-travel.com/frames\\_main.html](http://www.interact-travel.com/frames_main.html)

## Program Agreement:

**INTERACT PROGRAM AGREEMENT**

INTERACT TRAVEL, INC. | PROGRAM AGREEMENT 2023

As the parent or legal guardian of a student ("Student") participating in an international travel program ("Program") organized or offered by Interact Travel, Inc., a Wisconsin corporation ("ITI"), I agree to the terms and conditions stated in this Program Agreement, for myself and on behalf of my Student. If my Student is eighteen (18) years of age or older, or if my Student attains the age of eighteen (18) years prior to the Program's departure, he/she must also agree to the terms and conditions of this Program Agreement by signing the "Student Program Agreement Acknowledgement" below.

1. I HEREBY AGREE TO DEFEND, INDEMNIFY AND HOLD HARMLESS ITI AND ITS OWNERS, OFFICERS, DIRECTORS, EMPLOYEES, AND AGENTS, MY LOCAL SCHOOL AND SCHOOL DISTRICT, AND THE ORGANIZING TEACHERS AND OFFICIAL ASSISTANTS FROM AND AGAINST ALL CLAIMS, DEMANDS, LOSSES, LIABILITIES, DAMAGES, INJURIES, CAUSES OF ACTION, SUITS, PROCEEDINGS, COSTS AND EXPENSES, INCLUDING REASONABLE ATTORNEY'S FEES AND OTHER COSTS OF LITIGATION (COLLECTIVELY, "CLAIMS") ARISING FROM OR CONNECTED WITH (A) ANY BREACH OR VIOLATION OF THIS PROGRAM AGREEMENT BY ME OR MY STUDENT, OR (B) ANY ACT OR OMISSION THAT I OR MY STUDENT COMMITS OR ENGAGES IN WHILE PARTICIPATING IN THE PROGRAM, EXCEPT TO THE EXTENT AN "ACT OR CLAIM ARISES FROM ITI'S INTENTIONAL CONDUCT."

2. ITI'S MAXIMUM LIABILITY UNDER THIS PROGRAM AGREEMENT SHALL BE LIMITED TO THE TOTAL AMOUNT PAID BY ME FOR THE PROGRAM. FURTHER, I AGREE THAT ITI SHALL NOT BE RESPONSIBLE OR LIABLE FOR LOSS OF MY STUDENT'S PASSPORT, AIRLINE TICKETS, OR OTHER TRAVEL DOCUMENTS, OR FOR ANY LOSS OR DAMAGE TO MY OR MY STUDENT'S LUGGAGE OR PERSONAL BELONGINGS, IN NO EVENT SHALL ITI BE LIABLE FOR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, INCIDENTAL, ENHANCED, EXEMPLARY, OR PUNITIVE DAMAGES, SUCH AS, WITHOUT LIMITATION, LOST PROFITS, REVENUE OR WAGES.

3. I understand and agree that the Waiver and Release of Liability Agreement at page 13 of the Interact Preguntas Student Booklet constitutes a part of and is incorporated by reference into this Program Agreement.

4. Each Program begins with the takeoff of the international flight and ends upon completion of the return flight to the United States. I agree that ITI has the right to: (a) select all accommodations to be used in connection with the Program, to include hotels and homestays with families in the countries that are included in the Program; and (b) designate room and roommate assignments for my Student during the Program.

5. ITI shall not be liable for or deemed to be in breach or default of this Program Agreement due to any event beyond ITI's control, including, without limitation, acts of God, hurricane, floods, natural disasters, war (whether declared or undeclared), acts of terrorism, riots, civil unrest, strikes, labor troubles, epidemics, pandemics, bacterial or viral outbreaks, emergency orders or proclamations, quarantine restrictions, acts or restrictions of government bodies or authorities, shortage or unavailability of transportation, restrictions or delay caused by persons or entities not controlled by ITI, such as airlines, bus companies, railways, and hotels, or any other cause beyond ITI's control, whether or not similar in type or nature to the previously listed events.

6. ITI reserves the right to suspend or terminate my Student's participation in the Program at any time for violations of this Program Agreement or the ITI Code of Conduct stated at page 3 of the Interact Preguntas Student Booklet (the "Code of Conduct"), which is incorporated by reference into this Program Agreement, or for any other justifiable reason. ITI SHALL HAVE THE RIGHT, WITHOUT ADVANCE NOTIFICATION TO ME, WITHOUT ESCORT OR REFUND, AND AT MY EXPENSE, TO SEND MY STUDENT HOME IF HE/SHE IS UNDER THE AGE OF 21 AND DRINKS OR SAMPLES ALCOHOLIC BEVERAGES, USES ILLEGAL DRUGS, OR VIOLATES THE ITI CODE OF CONDUCT. ITI DOES NOT ACCEPT PARENTAL PERMISSION FORMS AUTHORIZING THEIR SON/DAUGHTER TO DRINK OR SAMPLE ALCOHOLIC BEVERAGES. FURTHERMORE, I AM ADVISED THAT THEFT OR USE AND/OR POSSESSION OF ILLEGAL DRUGS CONSTITUTES A VIOLATION OF LOCAL, STATE, FEDERAL OR FOREIGN LAW AND MAY BE PUNISHABLE BY IMMEDIATE IMPRISONMENT. CONSULAR INTERVENTION WILL NOT BRING ABOUT THE RELEASE OF THE OFFENDER.

7. I understand that the Program is a supervised program and agree that my Student is subject to the authority of his/her Organizing Teacher at all times during the Program. As used in this Program Agreement, "Organizing Teacher" means any Spanish teacher who organizes, oversees, and participates in the Program, and "Official Assistant" means any adult selected by the Organizing Teacher to assist with and participate in the Program. I further agree that ITI has the right to enforce the Code of Conduct. In addition, my Student agrees to stay in his or her assigned hotel room/home from 10 p.m. to 7 a.m. local time unless he/she is with an Organizing Teacher, host family, or unless an emergency exists. I understand and agree that if my Student fails to abide by any of these policies, a collect phone call will be made to me by the Organizing Teacher or ITI. If ITI deems it appropriate, I agree that ITI may send my Student home without escort, at my expense, with no refund granted. I agree to promptly reimburse ITI for any costs or expense it incurs in connection with the enforcement of this Section 7 or the Code of Conduct.

8. I understand that if my Student is expelled or suspended from school or otherwise disciplined by his/her Organizing Teacher, school or by local authorities, or if my Student is charged with or convicted of any crime, or if my Student fails to meet any requirements for participation in the Program, as established by ITI or his/her Organizing Teacher or school, then my Student will be declared ineligible to participate in the Program and I will be subject to ITI's cancellation policies described in Section 25(a) below entitled "CANCELLATION BY PARENT/LEGAL GUARDIAN/STUDENT".

9. If my Student becomes ill or incapacitated, I agree that ITI may take whatever action it deems necessary to preserve his/her health and safety including, without limitation, obtaining medical treatment for him/her at my expense, and/or transporting my Student at my expense back to my home for medical treatment. ITI is not responsible for the quality and timeliness of any such medical treatment received by my Student. I agree to pay any costs or expenses incurred on my behalf by ITI for medical treatment or other reasons relating to my Student. If ITI incurs or pays for any such costs or expenses, I will reimburse ITI immediately upon my Student's return. I also agree to reimburse ITI for all costs of collection, including reasonable attorney's fees and costs of litigation, relating to payment of medical expenses or any other amount due to ITI under this Program Agreement.

10. I agree that ITI is not responsible for my Student's safety or well-being when he/she is absent from ITI-supervised activities. I shall be exclusively liable for any financial obligations my Student may incur or any damage or injury my Student may cause while participating in the Program, including any claim, loss, damage or injury resulting from my Student's negligent or intentional conduct.

11. I agree that any photograph, video, image, likeness, or any other means by which my Student may be recorded or recognized while participating in the Program, and any of my or my Student's comments or statements regarding the Program, may be used (without compensation to me or my Student) in future advertising or marketing materials produced, published or displayed by ITI in any form or medium.

12. I certify that my Student is in good physical and mental health and that he/she has no special medical or physical conditions, nor any special needs or requirements, which would impede participation in the Program, or be of any harm or inconvenience to my Student or the other participants in the Program.

13. I agree that I and my Student are solely responsible, at our expense, for: (a) obtaining and carrying proper travel documents, and if he/she is not a U.S. citizen, the appropriate visas for countries he/she is to visit as part of the Program; and (b) complying with all health-related laws and requirements mandated by any applicable governmental body or authority, to include, if applicable, maintaining required health insurance and/or demonstrating proof of a timely negative COVID-19 test. Further, I shall hold ITI harmless if I or my Student are unable to obtain the necessary documents for participation in the Program. I understand that inability to obtain these visas or other documents does not constitute grounds for withdrawal or cancellation from the Program with a full refund, and that the cancellation policies stated in Section 25(a) below entitled "CANCELLATION BY PARENT/LEGAL GUARDIAN/STUDENT" shall apply.

14. I grant to ITI the right to select or approve of a replacement for my Organizing Teacher if he or she is unable or unwilling to participate in the Program.

15. I understand that if events outside ITI's control require a change in the complete student fees, my Organizing Teacher will receive written notification with available options and deadlines.

16. I agree that ITI reserves the right to determine airlines and flight routings.

## INTERACT PROGRAM AGREEMENT (CON'T)

INTERACT TRAVEL, INC. PROGRAM AGREEMENT 2023

17. I agree that ITI and/or the air carrier have the right to substitute airlines, to make changes in equipment, in the published itinerary, in the departure and arrival dates, times, or cities, or to alter the itinerary and I agree to accept any such changes. Further, ITI shall have the right to change the Program itinerary and/or to reschedule the Program to a later departure date, school year or travel season if, in ITI's sole judgment, rescheduling the Program is necessary to protect the health or safety of my Student or is due to circumstances beyond ITI's control. No refunds will be made in the event of changes in the itinerary occurring prior to or after departure, or in the event of a rescheduled Program.

18. I understand that all information pertaining to my Student's Program, including statements and air tickets, are emailed directly to my Organizing Teacher.

19. This Program Agreement may not be modified except in writing signed by me and an authorized ITI representative. This Program Agreement shall be governed by, construed and enforced in accordance with the laws of the State of Wisconsin, without regard to conflict of law principles. All disputes, claims, causes of action, or counterclaims regarding the breach, enforcement or interpretation of this Program Agreement shall be initiated and prosecuted exclusively in the state or federal courts having jurisdiction over Brown County, Wisconsin. I consent to the jurisdiction and venue of such courts and expressly waive all objections based on the doctrines of personal jurisdiction or inconvenient forum. I KNOWINGLY, VOLUNTARILY AND INTELLIGENTLY WAIVE MY CONSTITUTIONAL RIGHT TO A TRIAL BY JURY WITH RESPECT TO ANY DISPUTES, CLAIMS, CAUSES OF ACTIONS, OR COUNTERCLAIMS THAT MAY ARISE OUT OF THE PROGRAM OR THIS PROGRAM AGREEMENT AND AGREE THAT ANY LITIGATION BETWEEN THE PARTIES CONCERNING THIS PROGRAM AGREEMENT SHALL BE HEARD BY A COURT DESCRIBED IN THIS SECTION SITTING WITHOUT A JURY. I HEREBY CONFIRM THAT I HAVE REVIEWED THE EFFECT OF THIS PROGRAM AGREEMENT, TO INCLUDE THE WAIVER OF JURY TRIAL, WITH COMPETENT LEGAL COUNSEL OF MY CHOICE, OR HAVE BEEN AFFORDED THE OPPORTUNITY TO DO SO, PRIOR TO SIGNING THIS PROGRAM AGREEMENT.

20. I understand that ITI does not investigate or actively monitor the Organizing Teacher and Official Assistants. Instead, I shall perform any investigations, background checks, interviews and the like that I determine, in my sole discretion, are necessary prior to my Student's participation in the Program, provided that such investigations and checks are conducted in accordance with all applicable laws. ITI HEREBY DISCLAIMS ALL REPRESENTATIONS AND WARRANTIES REGARDING ANY ORGANIZING TEACHER AND OFFICIAL ASSISTANTS, WHETHER EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ANY REPRESENTATION OR WARRANTY REGARDING THE CHARACTER OR BACKGROUND OF AN ORGANIZING TEACHER AND OFFICIAL ASSISTANTS.

21. I agree to notify ITI, in writing, as soon as possible if I or my Student suffer or incur any loss, damage or injury arising out of the Program; provided that no demand, claim or cause of action, regardless of form, arising out of the Program or this Program Agreement may be brought by me or my Student, or anyone on our behalf, against ITI more than one (1) year after the date on which the demand, claim or cause of action accrued.

22. All of the terms and conditions of the Interact Preguntas Student Booklet are incorporated herein by reference and made a part of this Program Agreement. In the event of any conflict between the provisions of this Program Agreement and the Interact Preguntas Student Booklet, the provisions of this Program Agreement shall control.

23. Time is of the essence with respect to all payment deadlines. I acknowledge and agree that ITI may terminate this Agreement and my Student's participation in the Program may be cancelled, in ITI's sole discretion, if I miss any payment deadline.

24. ITI has the right to terminate this Agreement at any time, without cause, by providing me with a 7-day written notice of termination. In such event, I shall be entitled to a refund equal to the amount determined in accordance with Sections 25(c)(1) and 25(c)(2) below.

### 25. CANCELLATION/REFUND POLICY

a. **Cancellation by Parent/Legal Guardian/Student**  
If I wish to voluntarily cancel my participation in the Program, I must notify ITI in writing of such cancellation at [interact@interact-travel.com](mailto:interact@interact-travel.com). The cancellation date is determined by the date that ITI confirms my written notice of cancellation. If I voluntarily cancel my participation in the Program, the following cancellation/refund policies shall apply:

#### 1. CANCELLATION WITH IMMEDIATE REPLACEMENT:

If I cancel my participation in the Program by no later than 125 days prior to the Program departure date and I locate a replacement student suitable to the Organizing Teacher, I will be entitled to a refund of all amounts previously paid by me to ITI, less a \$200 processing fee. ITI's official form to propose a replacement should be obtained from the Organizing Teacher. I understand that I am solely responsible for locating a replacement student but all decisions and approvals regarding the suitability of the proposed replacement shall be made by the Organizing Teacher. The replacement must also complete and submit all ITI-required agreements and documents as a condition to participating in the Program.

#### 2. STANDARD CANCELLATION (NO REPLACEMENT):

(A) for any cancellation by me more than 125 days prior to the Program departure date, \$500 plus the adult fee (if applicable), is non-refundable and non-transferable; (B) for any cancellation by me from 122 through 50 days prior to the Program departure date, \$850 plus the adult fee (if applicable) is non-refundable and non-transferable; all optional tour fees are non-refundable and non-transferable, and possible airline, touring, and hotel penalties may also apply, which I shall be responsible for; and (C) for any cancellation by me 50 days or less prior to the Program departure date, I shall not be entitled to any refund from ITI.

#### b. Cancellation by the Organizing Teacher or School:

Cancellation of the Program by the Organizing Teacher or school, for any reason, shall not be considered a cancellation by ITI. Instead, any cancellation of the Program by the school or Organizing Teacher shall be considered a cancellation by me and the cancellation/refund policy stated in Section 25(a)(2) above shall apply.

#### c. Cancellation by ITI:

I agree that ITI has the right to cancel the Program at any time if ITI determines, in its sole discretion, that cancellation is necessary to protect the health, safety or welfare of me or other participants of the Program, including, without limitation, if the U.S. Department of State issues a Level 4 travel advisory or warning (or any notice equivalent to a "Do Not Travel" advisory) for a country included in the Program. We also acknowledge that, in preparation for the Program, ITI will be required to make payments to airlines, bus companies, railways, hotels, and other vendors (each a "Vendor") using amounts paid by you to ITI and that such vendor payments may be non-refundable to ITI or to you. Interact strongly recommends that you purchase travel insurance with a "Cancel for Any Reason" option. If ITI cancels the Program in accordance with this Section 25(c), ITI will promptly notify the Organizing Teacher in writing and the Organizing Teacher will be responsible for providing all cancellation notices and information to me. The cancellation date is determined by the date that ITI sends written notice of the cancellation. In the event of such cancellation, ITI shall engage in commercially reasonable efforts to seek refunds of amounts previously paid to Vendors but ITI cannot guarantee such payments will be refunded to ITI. You agree that the maximum refund you will receive from ITI if ITI cancels the Program in accordance with this Section 25(c) shall be: (1) those amounts paid by you which ITI is holding as of the date of cancellation, plus (2) your pro-rata portion of any refund that ITI is able to obtain from Vendors, provided, however, such pro-rata refund is only with respect to amounts paid by you prior to the date of cancellation, less (3) a processing fee of \$525.00 plus the adult fee (if applicable). I agree that the maximum refund amount stated in the preceding sentence is reasonable and fair in light of the fact that payments to Vendors may be non-refundable to ITI.

interact-travel.com 13

Additional detail is found on the travel agency's website, and in the ¿Preguntas? (Questions?) Packet provided by the travel agency for parent questions:

[http://www.interact-travel.com/frames\\_main.html](http://www.interact-travel.com/frames_main.html)

## Appendix B: Proposed itinerary with dates, times and activities



Sara Kitzinger Anton Group  
40 Participants  
Custom Alajuela Amistad Homestay Program  
2019 Official Activities Schedule



7241 09/20/18

DATE	SERVICE	TIME
31-Jul	VIP Canatur Service (AA#986) Arrival transfer from the Airport Welcoming and Program orientation. Staff confirms details for luggage delivery Transfer to the homestay meeting points. Meet your homestay family	7:58 PM 9:00 PM 9:30 PM 10:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b> <i>Central Meeting Point: Calle el Bajo, Provincia de Alajuela, La Guacima, Alajuela, Costa Rica</i>		
1-Aug	Breakfast in your homestay Spanish Instruction at Rancho de Español Coffee Break Lunch in your homestay Transfer to Alajuela City Group exploration: Plaza Mayor and Mercado (group scavenger hunt). Sample helados Transfer to the homestay meeting point Dinner in your homestay	7:00 AM 8:00 AM 10:00 AM 12:00 PM 1:30 PM 2:00 PM 5:00 PM 6:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b>		
2-Aug	Breakfast in your homestay <i>Box Lunch (Ask your family for a carry along lunch)</i> Spanish Instruction at Rancho de Español <b>Group 1:</b> Costa Rica cooking class at El Rancho (será parte de la clase de español) <b>Group 2:</b> Costa Rica cooking class at El Rancho (será parte de la clase de español) Transfer to Doka Coffee Plantation Coffee Tour Shopping stop at Sr. Y Sra. S Transfer to the homestay meeting point Dinner in your homestay	7:00 AM 7:30 AM 8:00 AM 9:00 AM 11:00 AM 12:30 PM 2:00 PM 5:00 PM 6:00 PM 7:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b>		
3-Aug	Breakfast in your homestay Transportation to Sarapiquí Rain Forest Zipline-Canopy Tour. Lunch Transportation to La Tirimbina Reserve Chocolate Adventure Tour Transfer to the homestay meeting point Dinner in your homestay	6:30 AM 7:00 AM 10:00 AM 1:00 PM 1:30 PM 5:30 PM 7:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b>		
4-Aug	Transfer to Puntarenas Dock Breakfast at a local restaurant in Puntarenas Tortuga Island Cruise. Lunch Transfer to the homestay meeting point Dinner in your homestay	6:30 AM 8:00 AM 9:00 AM 6:00 PM 7:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b>		
5-Aug	Breakfast in your homestay Spanish Instruction at Rancho de Español Coffee Break Lunch in your homestay Transportation to Humanitarian InterAction Somos: Stop at a local store to buy donations for the Humanitarian Project Volunteer InterAction: ESCUELA MIXTA DE SIGUIARES Transfer to the homestay meeting point Dinner in your homestay	7:00 AM 8:00 AM 10:00 AM 12:00 PM 1:00 PM 1:20 PM 2:00 PM 5:30 PM 7:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b>		
6-Aug	Breakfast in your homestay Spanish Instruction at Rancho de Español Coffee Break Lunch in your homestay Transportation to Humanitarian InterAction Somos: Stop at a local store to buy donations for the Humanitarian Project Volunteer InterAction: ESCUELA MIXTA DE SIGUIARES Transfer to the homestay meeting point Dinner in your homestay	7:00 AM 8:00 AM 10:00 AM 12:30 PM 1:30 PM 1:45 PM 2:30 PM 5:00 PM 6:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b>		

7-Aug	Breakfast in your homestay	7:00 AM
	Spanish Intruccion at Rancho de Español	8:00 AM
	Coffee Break	10:00 AM
	Lunch in your homestay	12:30 PM
	Transportation to La Garita City	1:30 PM
	Visit ZooAVE, rehab center for injured animals	2:00 PM
	Transfer to the homestay meeting point	5:00 PM
	Dinner in your homestay	5:00 PM
<b>Overnight: Rancho Homestay Program -Tel: (00) (506) 2438 0071</b>		
8-Aug	Breakfast in your homestay	8:00 AM
	Departure transfer to the airport for flight: (AA#1706) at 2:42pm	10:45 AM
<i>Tips for all listed activities are included.</i>		

**Bring this official activities sheet with you. Photocopies are recommended for all participants & parents.**  
**PREGUNTAS booklet: all policies apply. Interact and its foreign representatives do not accept waivers.**

## Appendix C: Proposed agenda for a parent/guardian and student orientation meeting

### Costa Rica 2023 Informational Meeting: **Date TBA**

#### **-Introductions and Overview of Costa Rica:** Families, kids, teacher

#### **-Payment Schedule:**

- When to submit
- Please address to Profe. Anton and turn in to SIS
- Please read contacts provided carefully for refund policies

#### **-Packet Review:** Printed packet: (Also scanned and uploaded in Google Classroom)

1. Sara Anton's Contact Information (White, 1 page)
2. Itinerary for Travelers (Pink, 1 page)
3. Basic Flight Information (Yellow, 1 page)
4. Using Google Classroom (Blue, 1 page)
5. "Preguntas" Booklet Copies (Green, 8 pages, double-sided)

#### **-Fundraising**

- Coffee sale
- Discussion: Crowdsourcing funding
  - For students with financial need
  - Privacy and logistics
- Student leadership roles in securing funds
- Other fundraising ideas?

#### **-Introduction to Google Classroom**

- Purpose of Google Classroom leading up to trip
- Student e-mails and passwords provide access
- Posting and commenting
- Student "Assignments" throughout the time preparing for departure
- Profe Anton facilitating posts while in Costa Rica

#### **-Meeting Schedule**

- With families:
  - Orientation
  - End of school year
  - Within 1 week of departure (dinner)
  - Approximately 1 week after returning (dinner)
- Students:
  - Approximately once a month during Flex Time/Lunch; 4 of 7 are mandatory to travel.
  - Additional meetings/fundraising opportunities throughout the school year
  - Goals of establishing positive relationships between peers and as mentors/mentees

#### **-Remaining guardian questions**

Board Report

Key Communicators June 16, 2022

Board members present: Becky Freer, Ellen Eckman, Emily Berry

We had 15+ attendees.

We covered two topics in small groups before we ran out of time:

### **Preliminary Budget:**

We asked:

*What are you hearing that is positive about the process?*

*What concerns are you hearing?*

*Do you have questions?*

What we heard back from participants:

- Frustration that the state has decided not to increase funds. It seems that the legislature assumed ESSER Funds would help schools when actually they are one time only and restrictive.
- The budget is out of sight, out of mind for the summer to some degree
- Understanding we need to make cuts
- Understanding that admin positions were cut, but also remaining concerned that non-teaching positions remain in place. (also concerns that aids/teacher support might be cut)
- Concern that special education might not be as much of a strength as it's been in the past.
- Understanding that the cost/spending on (Integrated Comprehensive Systems for Equity (ICS) will be lower, but some concern about the expense. What is the expense?
- Concern: Why is this budget crisis "all of the sudden?" It feels reactionary.
- Observation that in last major budget crisis period ~10 years ago, there was a lot more collaboration, community dialogue.
- What percentage of budget challenges/anticipated changes are related to enrollments versus no increase in state funding versus increases in costs for benefits, utilities, etc.?
- Information sought about breakdown of budget expenses as opposed to the accounting codes (e.g., salaries and benefits for employee types, supplies, consultants, etc. to help understand the reality when cuts the hit services that directly impact students).
- Observation that spending/growing our overall budget in the 90s led to "paying the price" now (a previous board member warned about the consequence of overcutting administrative positions/funding. He said the lasting effects were harmful when this approach was taken in the 90s)

- Suggestion to make the preliminary budget easier to find on District web site. (this was highly encouraged by most people in attendance).

#### Questions:

- What is ESSR funding? How are we using it?
- What is the anticipated increase in the levy?

#### Sidebar on ICS

- Concern that ICS will lead to less support for teachers in the classrooms when class sizes will increase and students are facing more challenges.
- People don't understand our equity work with ICS or how it will impact kids' day to day, when changes are happening. Teachers don't seem well-equipped to answer questions about it. Concrete information is desired.
- People believe ICS is already being implemented. It seems that all equity-based initiatives are being perceived as due to ICS.
- How are teachers engaged in equity work? Do they endorse it and do they have a voice in how it is being implemented?
- Need to explain how it relates to changes like changes we made to report cards in last academic year. Believe that part of ICS work.
- Community members brought up concerns they had about not giving reading level information/feedback to parents whose children score above grade level. They believe that teachers were not permitted to provide feedback.
- Community members believe that the advanced learning curriculum has significantly changed but this isn't being communicated.
- Need to communicate background and updates on equity work more regularly and repeat - things like a link to more information in the school newsletter.
- People are concerned about implementation. What are the concrete changes that are being made in the classroom, whether related to ICS, equity, or not, parents want to have more information? They would like to know why the changes are being made and what the anticipated impact will be. They believe this will help people understand the changes and be more on board and reduce confusion and frustration.
- We need to continue communicating. Let's have a community conversation. Not on social media but other channels. Concern that some people are relying on facebook pages to learn about what's happening in the district. (lots of agreement on this one). Two people commented that people notice when employees and board members comment or like things.
- One parent commented that Pablo's interjection during the last ally academy (i think about changes to push ins versus pull outs is not 100% and that there is room for variation in the implementation) was very helpful to the parent who was seeking specific info and had concerns about a blanket approach.

#### Takeaways:

Could we host community meetings and outreach about our equity work and ICS?  
Let's offer more frequent, consistent, smaller "bites" of information, particularly about benefits to kids from ICS. Better explanations about changes to things like report cards.

It could help to stand up a page on our website with key documents and explanations of our budget and financial picture, (video heavy, with one-pagers, make it easy to find)

## **Full-Day 4K**

We asked:

*We will be beginning a work group to investigate if Full Day 4K would be a positive marketing approach to attract enrollment.*

*What are your thoughts on this?*

*What would make this 4K work group successful?*

*Any other thing we should do to market?*

What we heard back from participants:

- Resounding "yes, this is a good idea." Just do it, don't overthink it.
- Work group should focus on convenience to parents, communicating the benefits of full-day 4k by quoting our 5K and 1st grade teachers in marketing materials
- We should reach out to other districts with full-day 4k to learn what they did
- Tie to equity work
- Explain how our play-based curriculum is unique
- Make sure to include parents and caregivers who are not yet ready to enroll, have some in that age group

Questions:

- Would there still be a half day option? How will this work with 2 elementary schools? Will one have half and one full day? (People were thinking through logistics and overwhelmingly wanted to brainstorm how to make it work).
- How does the State reimburse for Kindergarten - in funding formulas?
- What will be the impact to Milestones? Has anyone surveyed parents on this? Current and former? (attendees said to still move forward, we just need to be mindful of this relationship and work through it)

## **After session ideas and questions:**

Question: Does Shorewood have more or fewer days off and early release? How do we compare in terms of instructional hours?

It would be helpful when we send reminders about days off to explain what teachers are doing at that time and/or why we have the day off

Time off ties to equity - keeping kids in school is best. Families don't have uniform access to good child care so some kids will be at home and not necessarily doing something enriching, Milestones is expensive.

Idea from Nat Davauer: Could our board and administration do a Reddit style "Ask me anything" (AMA) session? Could use facebook live or other streaming platform, then keep a record of the Q and A.

Third small group (Jessica, Tamar, and Kimberly) stayed for a while:

- Concern: Overall frustrated by recent events. Wanted to share that they overall were frustrated with current media articles and they wished the school board or the superintendent would make a statement that we do not condone any hate, bias, or racism in the district. They understood that we couldn't make statements to compromise any investigations or lawsuits, but they still pressed for a general statement to instill confidence in the community. They were generally frustrated that anything at all was in the media. They also were specifically frustrated that they just recently learned that the previous Atwater principal had bad experiences. They wished they found out earlier and wanted to know what was done to address the issues. Overall, they wanted to see that we are able to move us forward.

Additional sentiments similar to what we heard from LB families was shared after meeting:

- One person expressed concern that the district is changing how data is being shared (cost per capita via cost per student). They thought that this lacked transparency and furthers a sense of mistrust (e.g., what else are we changing without offering an explanation). They believe that the change is being made to look more favorable in the upcoming referendum.
- One wanted to see more committees to support the work of the board. They referenced the economic/budget group was good but it ended.
- One person was frustrated about academic rigor (tied to concerns about advanced learning changes mentioned above). Believed that advanced learning is not happening and she wished she had information about changes before they happened. If there is context or data to support the changes, she'd love to see it so that they can be on board. Right now, it feels like she has no plan or information.
- General frustrations about behavior and rigor at SIS (there seems to be growing dialogue in the community about this). Specific things mentioned: Concerns about kids roaming the halls and disrupting classes that were not their own, behavior reporting and response, lack of homework, and lots of movie watching in classes). She understood that challenges cannot be solved right away. She sought acknowledgement of the issues by the board and administrators, and to know that there is a plan/work to address them. She understands that the pandemic has been challenging and that middle school is a tough time, but she also wants to feel confident that the district is still working on issues.

After some venting, community members mentioned having hope and wanting to help make the district better. They valued Dr. Sternke and other administrators. They are tired of challenges, mistrust, etc. They asked how they can be a part of change. —I offered ideas about asking questions to check their assumptions or check if what they are hearing from others is accurate. Emphasized need to build relationships ... which can help us reduce skepticism, build trust, and engage in deeper and sometimes challenging conversations.

Bright spot: People were asking what they can do to help the district move forward. Sentiments seemed genuine. People were tired of drama (for lack of a better word). Desire to help build trust and community.



## SHOREWOOD SCHOOL BOARD

**Topic:** Superintendent's Report

**Date:** June 28, 2022

**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 provide follow up on items from prior Board meetings.

### **Staffing & Recruitment**

Four candidates were invited to participate in final interviews for the Lake Bluff Principal position, and those meetings were completed on Monday, June 27. I want to thank all of our interview panelists - Lake Bluff faculty, staff, parents and students, and other school and district leaders - for the considerable time they devoted to our ambitious recruitment schedule and for their quick response to my requests for feedback about this decision. I also want to thank all of the Lake Bluff staff members and families who responded to our survey, attended input meetings and suggested questions that helped shape our candidate screening process and the first-round of interviews. Together, 100 staff and parents participated in the input meetings, and their perspectives guided this process.

In addition to a school tour led by students and a writing assignment, our candidates made a 15-minute presentation about their work experience, leadership style and goals, and they participated in a 45-minute panel interview. Panelists and the Lake Bluff staff and family members who attended this portion of the interviews received a brief input form to provide an endorsement and share comments, and I will be reviewing all of this information before proceeding with reference checks, etc. I hope to make an announcement about our new Principal very soon. The interview timeline helped meet our goals of having our new leader in place before key curriculum and professional development work scheduled for later this

summer begins, and maximizing time with faculty and staff before we welcome students back to school in September. Again, thanks to those who helped facilitate this process and added their voices to guide our work.

Summer is also a peak time for hiring classroom educators and others, and we are working to fill needs in athletics, facilities and our school offices, as well as classroom teacher and aide positions. A number of offers have been accepted or are pending, and wrapping up our recruitment needs is a top priority for me, the Business Services Office and our school principals.

On that note, I am pleased to share that Pam Scheferman will remain in her role as Administrative Assistant at Lake Bluff, and I am grateful for Pam's dedication to her school, her colleagues and her Lake Bluff families. She will be helpful to our new Principal. Jessica McCabe will be moving to the High School Office, taking over for Suzi Dixon, who retired this year. Jessica has been with the District for eight years, and was in the High School Office before moving to Business Services. She will make the transition quickly and easily, and has remained involved in many of our High School events, including our Awards & Scholarships ceremony, graduation, Senior Celebration, Junior Prom, etc. This continuity is so important, and I am so glad Pam and Jess will continue on the District team. I value their commitment and dedication.

### **Curriculum & Instruction**

At the June 14 Board meeting I indicated that I would be meeting with Sam Coleman to begin the Curriculum & Instruction leadership transition. With Emma Zuehlke, Cate Sebastian and Cathy Daniels already leading scheduled summer work on literacy and math curriculum, these key projects will not skip a beat. Mike Joynt will take on our fine arts curriculum mapping projects, and he, Emma and Cate have the required administrator licenses to manage and implement these efforts while we concurrently address our recruitment needs. Again, I want to wish Sam Coleman well as he moves on in his education career, and thank him for his dedication to our students and our mission.

I also want to revisit the class size discussion from the last Board meeting. As I indicated, we are monitoring enrollment on a weekly basis to ensure that class sections stay within established ranges and meet targets that were established several years ago. I want to confirm that current enrollment meets these objectives, and are also in alignment with peer district guidelines.

Summer school began on Tuesday, June 21 at Atwater and has been running smoothly, thanks to the leadership of Summer School Principal Amanda Jamerson and Iris Bohan, and the work of all of our summer school staff. Similarly, Recreation programs are also well underway and several enrichment and recreation programs for students are being held in the High School. The campus is buzzing with energy and great opportunities for student learning and enrichment.

District Nurse, Kelly Barlow, has applied for a Wisconsin Department of Health Services (DHS) *Moving Forward Together* grant for funding to implement COVID-19 outreach to students, staff and families who may not have access to consistent, evidence-based healthcare information or

the latest recommendations about COVID-19 vaccination benefits and eligibility. Developed by the DHS to promote health equity, the *Moving Forward Together* grant program would provide needed salary support for our supplemental nursing staff and complement the ongoing student wellness initiatives that are part of our Strategic Plan and our mission. We feel strongly that our schools can serve as an important anchor for trusted messaging that will reach our student families consistently over time, and benefit both current students as well as siblings that are eligible for recommended vaccinations.

### **Communications**

The Board's Key Communicators Group met on June 16 to discuss questions and concerns about the 2022-2023 Preliminary Budget (approved at the May 24 Board meeting) and the organization of a full-day 4K work group to explore the feasibility and potential benefits of offering this enrollment option. I value the feedback and insights this group provides and appreciate the time that everyone involved has devoted to this new communications effort.

Beyond the logistics and a timeline for decision-making around offering full-day 4K, questions that the workgroup will research include marketing to young families who are not yet ready to enroll, the continuation of a half-day option, and managing the potential impact on Milestones.

Following up on the Key Communicators meeting, and the discussion at the June 14 Board meeting, the District will provide an unaudited 2021-2022 year-end budget report in July to summarize our financial position as it relates to fund balance, other assets and liabilities, etc. District staff are working on enhancements to the website in order to share preliminary budget information and our annual budget development timeline more broadly. A Strategic Plan Update is also being drafted for mailing to all Village residents and District families to offer more information and transparency about key priorities and plans for next year and beyond.

All District families will receive a 2022-2023 Annual Registration Communication in early July, with instructions for completing student registration online. This letter also outlines student fees, information about eligibility for free and/or reduced meals and school, athletics and Recreation fees, and new fee policies that take effect on August 1. We will also communicate about the status of the federally-funded free breakfast and lunch service for all students created to provide pandemic relief to families. This program has continued through the 2021-2022 school year, and was scheduled to sunset on June 30. A bill was introduced on June 21 to extend the program and we will provide an update.

Finally, I want to thank community members who have spoken to the importance of our equity work, and offered to continue our dialogue about how we can move forward positively and as an inclusive group. Ann McCullough McKaig, Village Board President, has offered to host a first meeting and our department and school leaders - and I - appreciate this initiative.





**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** New Hires

**Date:** June 28, 2022

**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:** New Hires

**Background:**

Jennifer Liermann-Wessel will be hired as the Occupational Therapist for the district.

Kyle Sweeney will be hired as a 1 year Math Teacher to fill Rebecca Vandersluis's leave of absence.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Resignation

**Date:** June 28, 2022

**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

SHS Band Director, Bryan Kujawa, has resigned his position, effective June 10, 2022. The vacancy has been posted.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Resignation

**Date:** June 28, 2022

**Prepared by:** Human Resources

**Recommended action:** Approval

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

Sam Coleman, Director of Curriculum & Instruction has resigned from the District, effective July 1, 2022. Sam began his work in Shorewood as our Director for Equity and was appointed our Director of Curriculum & Instruction in 2020.

We anticipate that an Interim Director will be appointed for the 2022-2023 school year.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Monthly Financial Reports

**Date:** June 28, 2022

**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:**

**May 2022 Statements**

May 2022 financial statements reflect activities and financial changes for the first eleven months of the fiscal year.

- Revenue and Expenses
  - General fund revenues are, for our largest sources, meeting expectations. While student fee collections continue to fall short of expectations, this has been offset by both additional funds provided by the state in December and the recently received TID closure funds.
  - Expenses are currently projected to fall below expected revenue, resulting in a savings for the District. The majority of anticipated savings are in salary expenditures, due to unexpected vacancies, and purchased services. Purchased services savings are primarily in anticipated maintenance expenses. Several items are accrued in June that will affect year end numbers. While in the aggregate, we do expect to be under budget, expenses in co-curricular activities, athletics, and nursing/support services exceeded expectations. Central Services is housing a significant amount of technology expenses that were budgeted in

another category, giving the appearance of additional spending in central services though in the aggregate technology spending was on budget.

- Balance Sheet:
  - Forecast5 is currently projecting a year-end net surplus of \$351,913. This figure will change once year-end property taxes are accrued and final expenses for June are reflected. As discussed at the 6/14 board meeting, the District will be presenting proposed strategies for strategic use of these funds to help stabilize and maintain fiscal health in future years.
  - In order to align expenses with the appropriate account, a total sum of \$241,846.76 will be transferred from Fund 10 to Fund 21 in June.

Attachments:

- Budget Performance Update
- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2022-05
- Budget Status 2022-05
- Check Register 2022-05
- Balance Sheet 2022-05

**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. Revenues 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   |

# Shorewood Sch Dist - Budget Performance Update - General Fund



**Fund summary basis: General and Special Education**

**Month of May (fiscal year 2022):**

- ↑ Total MTD Revenues: \$96,118; over plan\* (favorable) by +\$84,954
- ↓ Total MTD Expenditures: \$2,275,512; under plan (favorable) by -\$51,695

**Fiscal year to date (July-May):**

↓ Total YTD Revenues: \$21,183,749 (67.1% of annual budget compared to 65.0% prior YTD); under plan (unfavorable) year-to-date (YTD) by **-\$598,840**

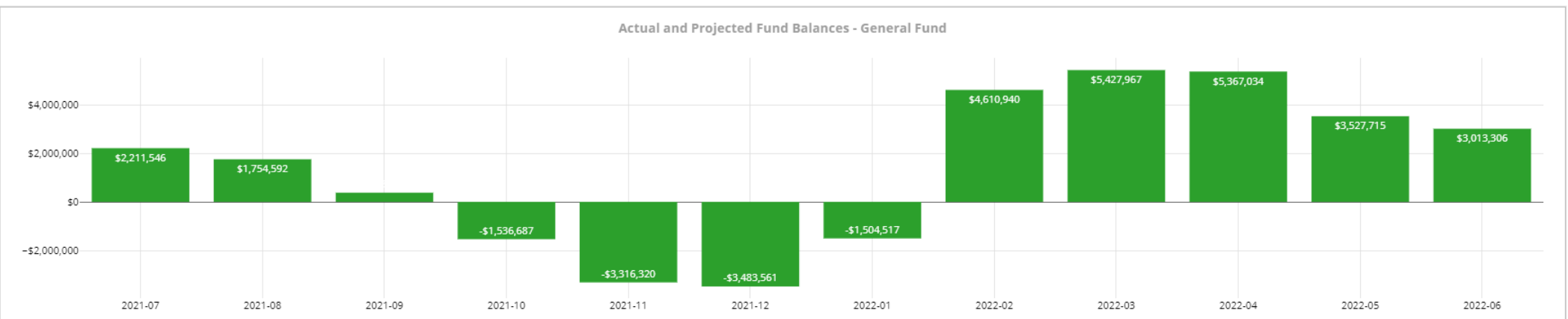
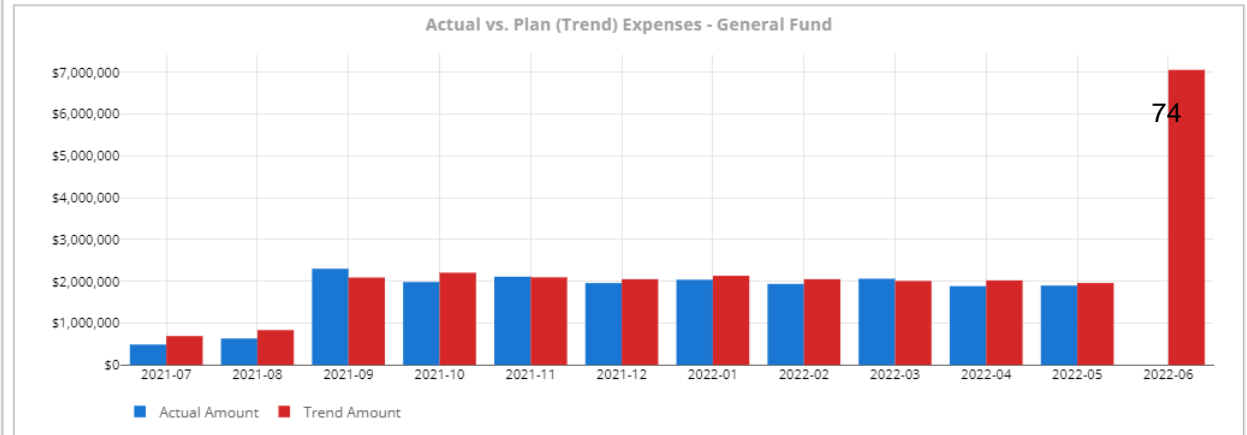
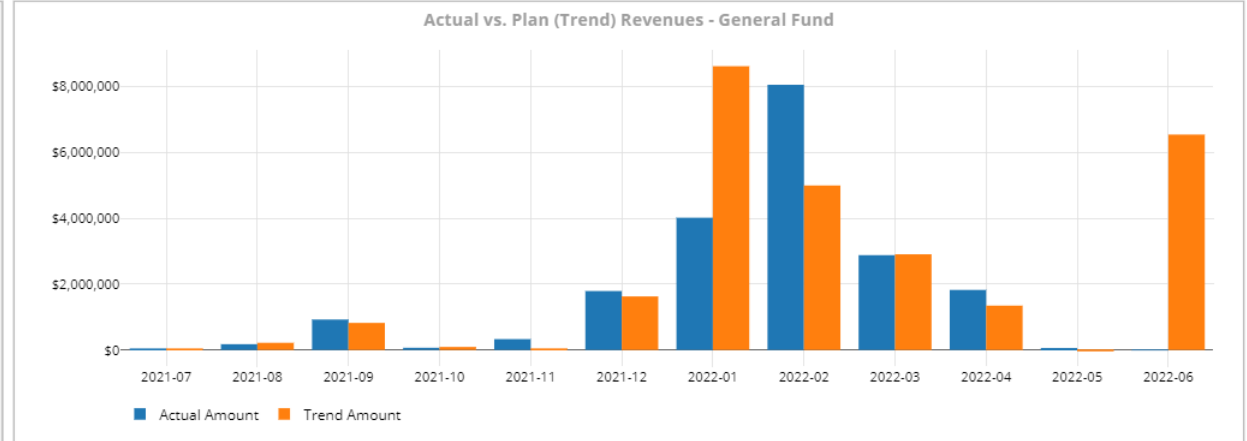
- 100 TRANSFERS - IN FROM ANOTHER FUND: +\$0
- ↓ 200 REVENUE FROM LOCAL SOURCES: **-\$1,401,242**
- ↓ 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: **-\$1,498**
- ↓ 500 REVENUE FROM INTERMEDIATE SOURCES: **-\$2,191**
- ↑ 600 REVENUE FROM STATE SOURCES: +\$165,699
- ↓ 700 REVENUE FROM FEDERAL SOURCES: **-\$22,157**
- ↑ 900 OTHER REVENUES: +\$662,549

↓ Total YTD Expenditures: \$22,674,177 (71.9% of annual budget compared to 72.7% prior YTD); under plan (favorable) year-to-date (YTD) by **-\$950,753**

- ↓ 100 SALARIES: -\$516,922
- ↓ 200 EMPLOYEE BENEFITS: -\$150,815
- ↓ 300 PURCHASED SERVICES: -\$187,060
- ↓ 400 NON-CAPITAL OBJECTS: -\$109,988
- ↑ 500 CAPITAL OBJECTS: **+\$39,652**
- ↓ 600 DEBT RETIREMENT: -\$27,572
- ↓ 700 INSURANCE AND JUDGMENTS: -\$46,732
- ↓ 800 TRANSFERS: -\$24,319
- ↑ 900 OTHER OBJECTS: **+\$73,003**

**End of Fiscal Year Projection**

	Projected	Annual Budget	Variance
<b>Total Revenues</b>	\$30,976,274	\$31,575,114	-\$598,840
<b>Total Expenditures</b>	\$30,606,848	\$31,557,601	-\$950,753

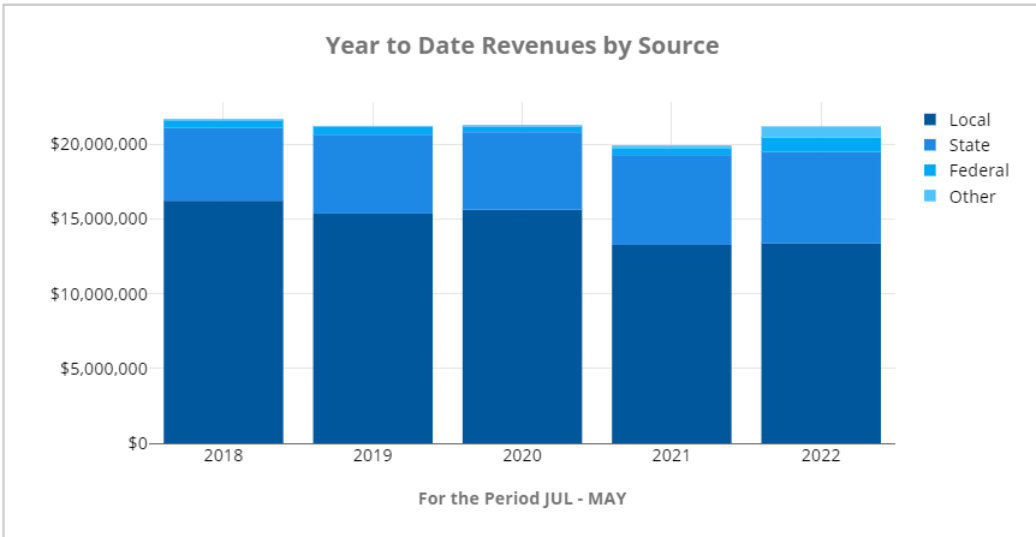
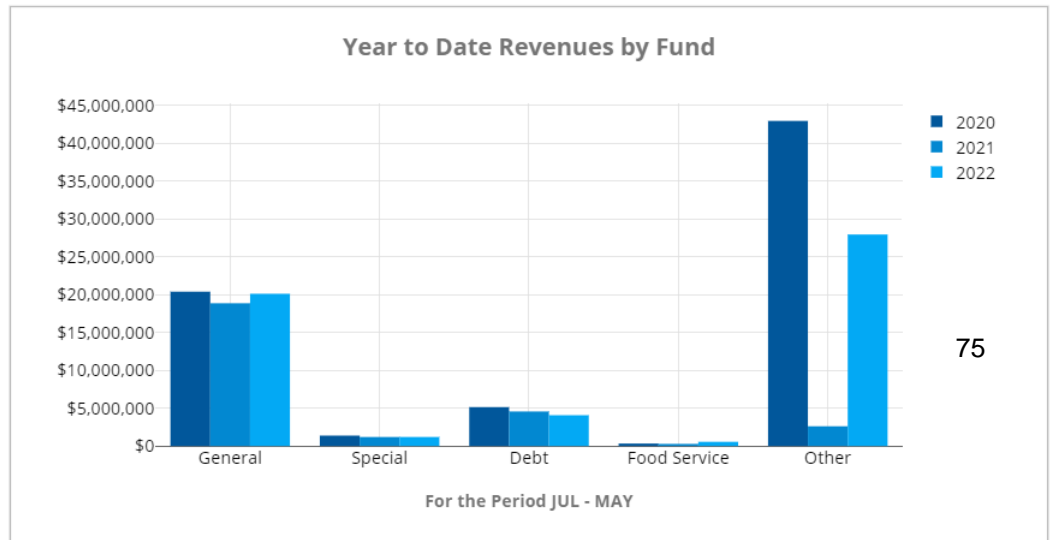
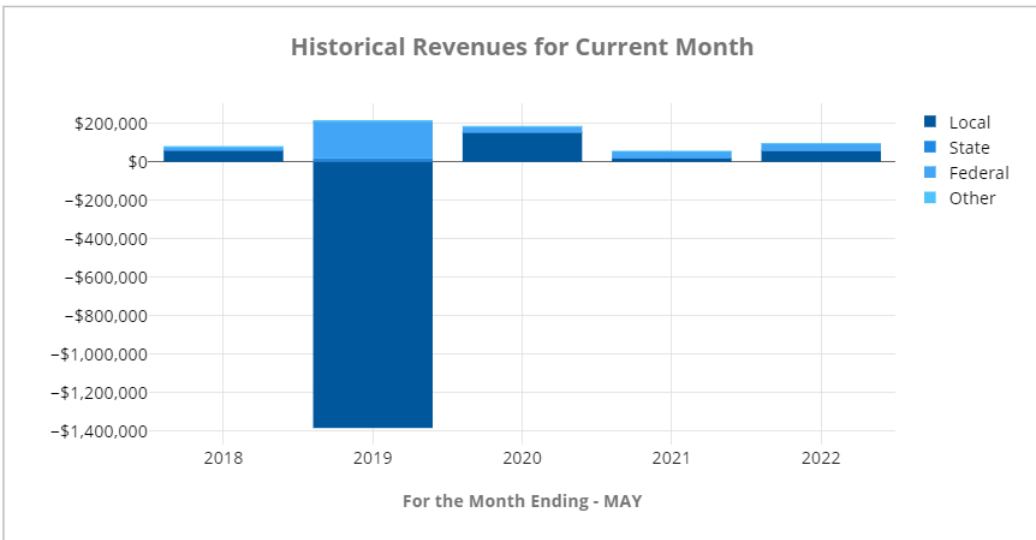


**Total YTD Revenues**  
**\$21,183,749**  
 Variance to Budget \$-598,840  
**UNFAVORABLE**

**YTD Local Sources**  
**\$13,378,933**  
 Variance to Budget \$-1,401,242  
**UNFAVORABLE**

**YTD State Sources**  
**\$6,096,683**  
 Variance to Budget \$165,699  
**FAVORABLE**

**YTD Federal Sources**  
**\$967,182**  
 Variance to Budget \$-22,157  
**UNFAVORABLE**

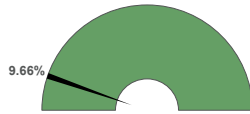


Source Level 2	For the Period JUL - MAY			
	2018 YTD Amount	2019 YTD Amount	2020 YTD Amount	2021 YTD Amount
210 TAXES	\$15,394,697	\$14,593,630	\$14,740,536	\$12,926,4
290 OTHER REVENUE FROM LOCAL SOURCES	\$674,541	\$578,022	\$736,790	\$309,4
610 STATE AID - CATEGORICAL	\$746,105	\$752,606	\$752,873	\$891,8
620 STATE AID - GENERAL	\$3,274,867	\$3,133,588	\$3,011,767	\$3,756,9
690 OTHER REVENUE FROM STATE SOURCES	\$840,280	\$1,389,715	\$1,387,511	\$1,359,3
730 FEDERAL SPECIAL PROJECTS AID TRANSITED THROUGH DPI	\$363,500	\$383,054	\$197,154	\$367,6
750 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)	\$119,921	\$108,790	\$126,022	\$82,0

# General and Special Education Funds | Revenue Dashboard

For the Period Ending May 31, 2022

Projected Year End Fund Balance as % of Budgeted Revenues



Actual YTD Total Revenues



Projected YTD Total Revenues  
68.99%

Actual YTD Local Sources



Projected YTD Local Sources  
88.77%

Actual YTD State Sources

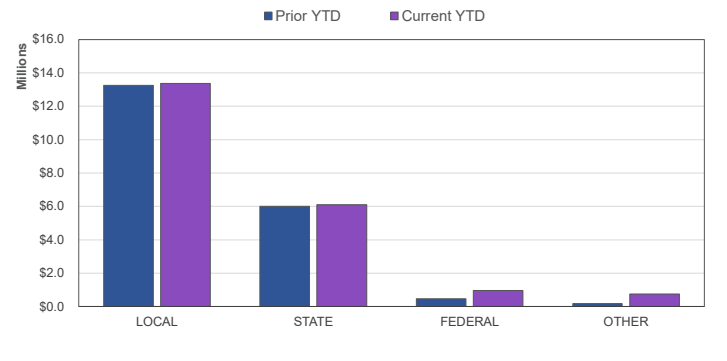


Projected YTD State Sources  
67.20%

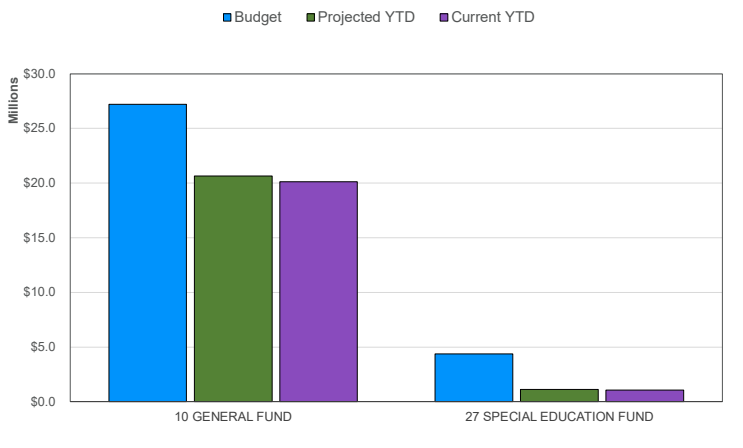
Top 10 Sources of Revenue (Year-to-Date)

Property Tax	\$12,885,578.69
Equalization Aid	\$3,873,843.00
Per Pupil Aid	\$1,316,308.00
Special Education State Aid	\$832,026.00
Other Miscellaneous Revenues	\$699,980.61
Federal Special Projects Aid Transited Through Dpi	\$521,149.68
Federal Aid Received Through State Agencies Other Than Dpi	\$345,253.90
Student Fees	\$302,633.59
Esea Title L	\$100,778.71
Rentals	\$73,450.25
<b>Percent of Total Revenues Year-to-Date</b>	<b>98.90%</b>

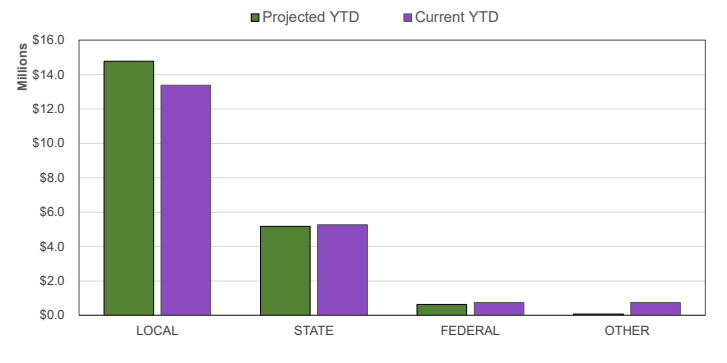
Revenues by Source



Total Revenues



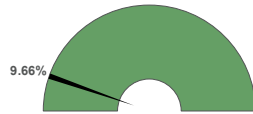
Revenues by Source



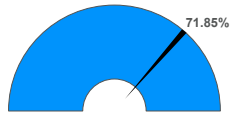
# General and Special Education Funds | Expenditure Dashboard

For the Period Ending May 31, 2022

Projected Year End Fund Balance as % of Budgeted Expenditures



Actual YTD Total Expenditures



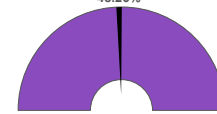
Projected YTD Total Expenditures  
74.86%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits  
82.09%

Actual YTD Other Objects

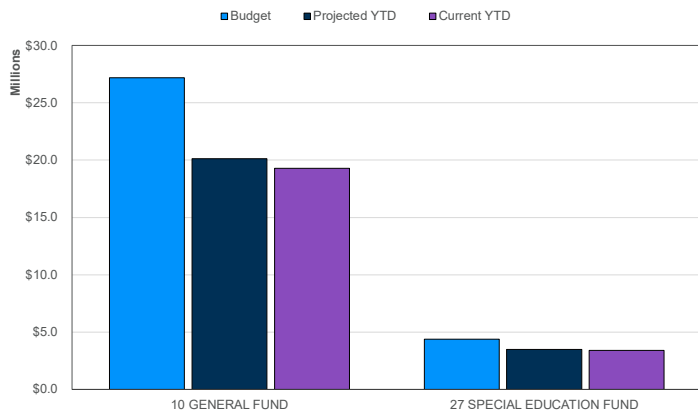


Projected YTD Other Objects  
52.00%

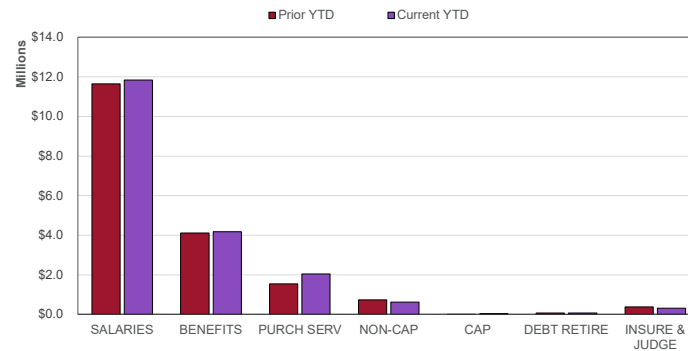
Top 10 Expenditures by Function (Year-to-Date)

Regular Curriculum	\$5,942,410.41
Undifferentiated Curriculum	\$3,983,927.21
Business Administration	\$3,219,558.88
Special Education Curriculum	\$2,429,506.54
Pupil Services	\$1,364,056.88
Instructional Staff Services	\$1,341,687.42
School Building Administration	\$1,195,942.61
General Administration	\$585,500.95
Physical Curriculum	\$582,273.77
Purchased Instructional Services	\$538,247.01
<b>Percent of Total Expenditures Year-to-Date</b>	<b>93.42%</b>

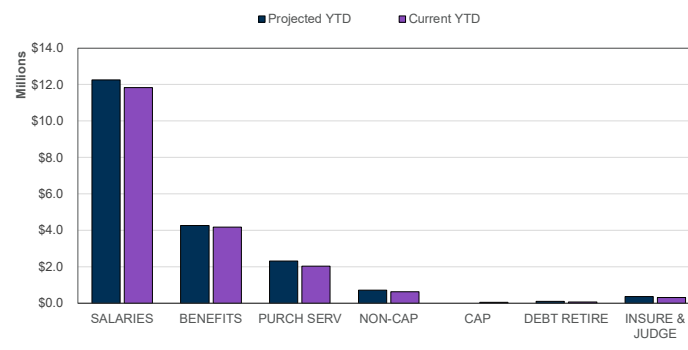
Total Expenditures



Expenditures by Object



Expenditures By Object



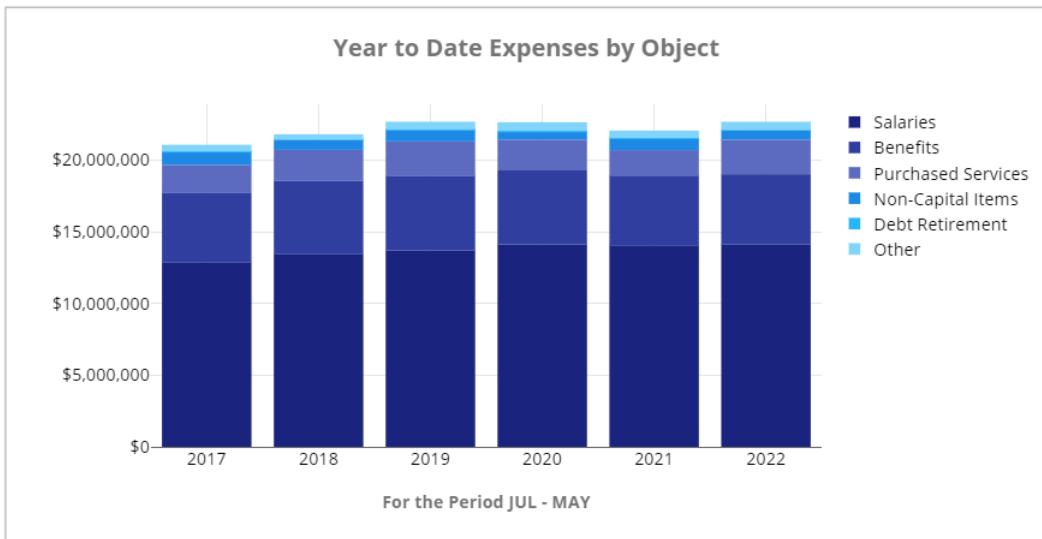
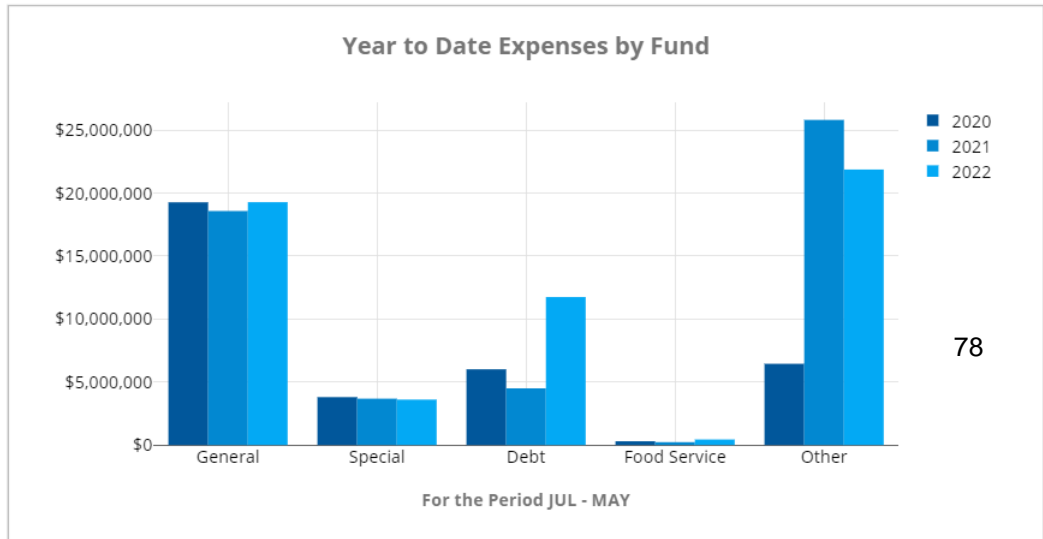
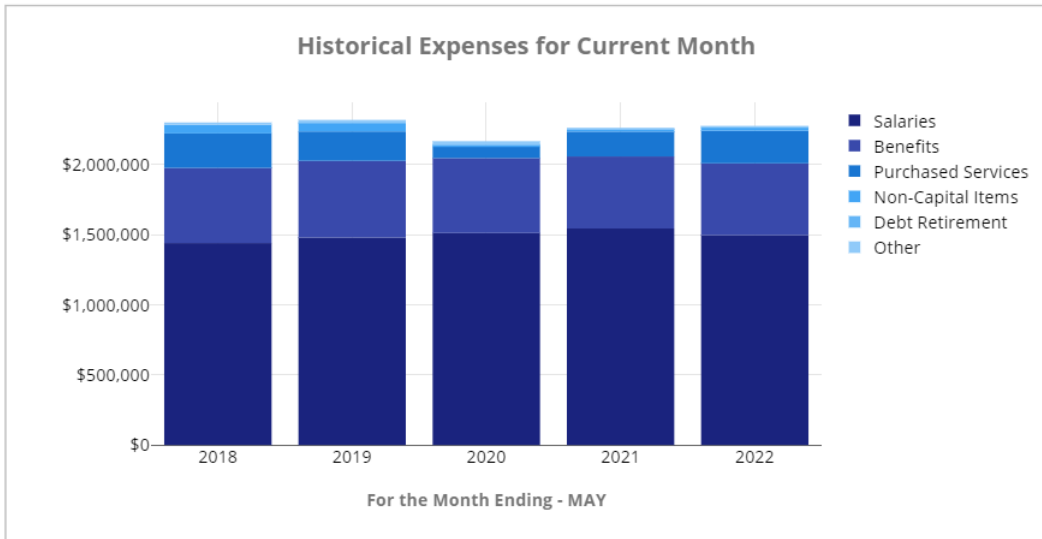
# Shorewood Sch Dist - Monthly Expenditure Overview - Funds 10 & 27 (Transfers Not Included)

**Total YTD Expenses**  
**\$22,674,177**  
 Variance to Budget \$-950,753  
**FAVORABLE**

**YTD Salaries & Benefits**  
**\$19,018,655**  
 Variance to Budget \$-667,737  
**FAVORABLE**

**YTD Purchased Services**  
**\$2,409,203**  
 Variance to Budget \$-187,060  
**FAVORABLE**

**YTD Other Expenses**  
**\$1,246,318**  
 Variance to Budget \$-71,637  
**FAVORABLE**



Object Level 1	For the Period JUL - MAY			
	2019 YTD Amount	2020 YTD Amount	2021 YTD Amount	2022 YTD Amount
Salaries	\$13,691,935	\$14,125,824	\$14,063,172	\$14,135,669
Benefits	\$5,227,097	\$5,155,278	\$4,862,565	\$4,882,986
Purchased Services	\$2,386,289	\$2,152,060	\$1,771,985	\$2,409,203
Non-Capital Items	\$795,048	\$543,029	\$772,513	\$639,599
Capital Items	\$114,950	\$59,055	\$11,640	\$39,652
Debt Retirements	\$34,175	\$55,000	\$80,457	\$62,933
District Insurance	\$266,238	\$389,707	\$372,626	\$312,324
Other	\$165,161	\$164,658	\$122,796	\$191,811
Transfers	\$0	\$0	\$0	\$0



## EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

**Topic:** Teachers on Call Agreement Renewal

**Date:** June 28, 2022

**Prepared by:** Heather Heaviland

**Recommended action:**

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

**Purpose:** Recommendation to approve Teachers on Call Renewal Agreement to continue management of the District's substitute staffing needs and staff absences for the two year period July 1, 2022 to June 30, 2024.

**Background:** The District's Agreement with Teachers on Call provides streamlined Human Resources management support, filling staff absences through its extensive pool of available substitutes who are screened, managed and paid by the service. The District has received excellent service from Teachers On Call. The Agreement Renewal includes a 2% expense increase.

**Attachment(s):** Teachers On Call Renewal Agreement



## AMENDMENT ONE

This Amendment ("Amendment One"), between Teachers On Call, a Kelly® Education Company ("TOC"), with its principal offices located at 3001 Metro Drive, Suite 200, Bloomington, MN 55425, and Shorewood School District ("Customer"), is for the purpose of extending and amending the term of their Agreement.

### RECITALS

- A. TOC and Customer entered into Agreement Renewal ("Agreement"), dated July 1, 2020.
- B. The term of the Agreement expires on June 30, 2022.
- C. TOC and Customer wish to modify the Agreement to extend the term of the Agreement, as set forth below.

### AGREEMENT

TOC and Customer therefore agree as follows:

- 1. **Extension of Term.** The term of the Agreement is extended until June 30, 2024, unless terminated earlier, as set forth in the Agreement.
- 2. **Pricing.** Administrative markup of 29% (previously at 27%).
- 3. **Miscellaneous.** This Amendment will become effective when both parties have signed it. The date on which the last party has signed this Amendment (as indicated by the date associated with that party's signature) will be deemed the date of this Amendment. TOC and Customer restate all other provisions of the Agreement and agree that all such provisions remain in effect.

**Teachers On Call, a Kelly® Education Company**

**Shorewood School District**

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_