

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
September 13, 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 can be accessed near the east stairs.*

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

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Dial by your location

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+1 253 215 8782 US (Tacoma)

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Meeting ID: 815 9962 7722

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

This meeting notice was posted on September 9, 2022.

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) Atwater Elementary School

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. Board Candidate Appointment and Update of the Board Officers

B. 25-Year Service Award Presentation to Roxanne Tibbitts

C. Facilities Projects Updates Mike Huffman

4

1. Approval of Owner Change Order

18

D. RESOLUTION AUTHORIZING TEMPORARY BORROWING IN AN AMOUNT

19

NOT TO EXCEED \$4,750,000; ISSUANCE OF TAX AND REVENUE

ANTICIPATION PROMISSORY NOTES; AND PARTICIPATION IN THE PMA

LEVY AND AID ANTICIPATION NOTES PROGRAM

E. Approval of OE 3 Operational Expectations Monitoring Report (Treatment of District

22

Constituents)

F. Approval of OE 7 Operational Expectations Monitoring Report (Communicating

32

Village Residents and Public Audiences)

G. Fall 2022 Board Linkages and Key Communicators Group Schedule

40

H. Superintendent Search Process

41

I. Board Bylaw Revisions

48

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

A. Approval of Board Meeting Minutes

54

August 10, 2022 Closed Session

August 10, 2022 Regular Meeting

August 31, 2022 Regular Session

VI. 8:35 pm BOARD MEMBER REPORTS

A. Wisconsin Public Education Network

59

B. SEED Foundation

61

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

62

IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of the 2022-2023 SEA Agreement

65

B. Approval of SHS Student Trip to Morocco, March 2023

68

C. Approval of the SHS Student Trip to the Model United Nations Conference January

75

2023

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**

Huffman Facility Development, Inc.

Shorewood School District Referendum Projects
 BUDGET SUMMARY
 09/08/22

DESCRIPTION	BUDGET	FINAL PROJECTED COST	PAYMENTS TO DATE	% Complete
Pre-Development	44,588	39,588	39,588	100.00%
Professional Services <i>Design, Project Mgmt, Legal, Quality Testing</i>	4,381,730	4,708,716	4,595,897	97.60%
Owner Provided Equipment	2,440,000	1,760,000	1,115,739	63.39%
Construction	52,026,821	58,817,953	52,553,326	89.35%
Other Project Expense	505,000	750,623	663,644	88.41%
Additional Funding Sources	0	(1,081,000)	0	0.00%
Owner Contingency	5,601,862	4,121	0	0.00%
TOTAL	65,000,000	65,000,000	58,968,195	90.72%
FINAL PROJECTED COST		<u>65,000,000.00</u>		
Balance - Under / (Over)		<u><u>0.00</u></u>		



Project Status Report for

Shorewood School

District

9/2022

5

Mike Huffman, HFD

Your Partner in
Development

Construction Progress

High School

- Renovations at the Arts & Science Building are 95% complete. The most significant remaining task is to install the new chiller and program all unit ventilators to perform cooling functions.
- The ADA access ramp at the exterior of the Auditorium is complete.
- Landscaping at the HS Administration building was accomplished. However, we have instructed them to repair faulty work and address areas missed.
- Work in and around the Powerhouse is now complete.
- The exterior building cleaning company has largely completed their work. Only minor punch list tasks remain.

6

Intermediate School

- Summer renovation phase of work was completed in time for classes to begin. We are now very close to the finish line with the current phase of work to be complete in the third week of September and the final phase wrapping up at the end of October.
- Exterior work (window replacement, foundation waterproofing, hardscape walkways) is now complete.

Project Administration

FF&E

- SIS has been equipped with new furniture in specified areas throughout the school.
- SHS staff lounge furniture has been installed and is now in use
- Final, miscellaneous furniture items are being procured throughout the district

Move

- The final move back into SIS and the Arts and Science building at SHS happened on August 18th and 19th

Construction

- A comprehensive review of all summer work has been/is being accomplished.

Budget and Bid Updates

In previous reports I have described change orders 1-85 that have been executed. We have now executed the following change orders:

No new change orders have been executed

Exterior Brick Cleaning on Academic Buildings



Before



After

SIS Admin Suite (Reception)



SIS Cafeteria



SIS New Exit Door by Track



SIS Music Rooms



SIS Science Rooms



SIS Phase 5 Renovations have begun



Auditorium ADA Ramp Complete



New Asphalt at Powerhouse





**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Owner Change Order
Date: 9/13/2022
Prepared by: Heather Heaviland

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

Numerous issues have arisen with the Shorewood Intermediate School that require additional budget to be allocated to the Miron account. Huffman Development has asked the District to add up to \$220,000 to the Miron contract to cover these expenses. The expense will be covered by other savings in the District budget.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Cash Flow Borrowing
Date: September 13, 2022
Prepared by: Heather Heaviland

Recommended action:

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

Purpose:

To provide background information in support of a request for Board approval for the Resolution Authorizing Temporary Borrowing in an Amount Not to Exceed \$4,750,000; Issuance of Taxable Tax and Revenue Anticipation Promissory Notes; and Participation in the PMA Levy and Aid Anticipation Notes Program.

Background:

The timing of revenue receipts (primarily taxes and state aid) for Wisconsin school districts requires many to borrow funds for cash flow purposes. Shorewood has historically borrowed for a short period of time, from October through January, to cover cash flow shortfalls.

The District has worked with PMA to analyze historical and projected cash flow for several years. PMA's analysis is used to determine borrowing needs and support the development of cash flow borrowing documents through Quarles & Brady. For the past three years, the District has participated in the PMA Levy and Aid Anticipation Notes Program (PLAAN). The program pools school districts' borrowing together to create efficiencies of scale.

The District is requesting Board approval to participate in PLAAN again in 2022-23. We feel that PMA's expertise in cash flow analysis and debt issuance will provide the District with consistent results and a secure source of funding.

Given the fact that multiple school districts are issuing their cash flow borrowings together in PLAAN, participation requires that the Board adopt a Parameters Resolution. The reason is that it would be impossible to have every school board meet on the same night to approve the final borrowing results. Instead, the respective school boards adopt a Parameters Resolution, which sets the essential parameters to be met in the debt offering (i.e. maximum interest rate, maximum borrowing amount, maximum fees). The Resolution then gives authority to the Business Manager and/or Superintendent, to approve the final borrowing results.

The Parameters Resolution is on the agenda as an action item.

Fiscal impact:

The District is seeking approval of the attached resolution to borrow up to \$4,750,000 in order to support cash flow needs until 2/28/2023. The actual projected borrowing amount, based on the projected low point of -\$3.4M, with cushion added up to the allowable limit. All \$3,700,000 will be repaid following receipt of the February tax payment. The preliminary estimate of interest and fees associated with the note is \$36K.

Because the margin between the projected low point and the total amount to be borrowed is only \$300,000, the District has also submitted an application to North Shore Bank to secure a line of credit in the amount of \$1.5M. Once approved by North Shore Bank, the District will bring a separate item related to the line of credit to the School Board.

Attachment(s):

Shorewood, SD of 22-23A PMA Pool - Resolution

**CERTIFICATE OF COMPLIANCE WITH
OPEN MEETING LAW PUBLIC NOTICE REQUIREMENTS**

I, Katelin Watson, Communications Specialist of the Shorewood School District, hereby certify that:

1. **Meeting Date.** On the 13 day of September, 2022 a School Board meeting will be held commencing at 7 o'clock p.m. in the Shorewood High School Library Media Center.

2. **Posting.** On the 9th day of September, 2022 at approximately 12 o'clock p.m., I will post a notice setting forth the time, date, place and subject matter (including specific reference to the borrowing) of said School Board meeting in the following public places:
Shorewood Village Hall
Shorewood Public Library
Shorewood Recreation Department Office

3. **Notification of Media.** On the 9th day of September , 2022 at approximately 12 o'clock pm., I communicated or caused to be communicated, the time, date, place and subject matter (including specific reference to the borrowing) of said School Board meeting to those news media who have filed a written request for such notice, and to the official newspaper of the School District, or, if none exists, to a news medium likely to give notice in the area.

4. **Open Meeting Law Compliance.** Said meeting was a regular meeting of the School Board which was called, noticed, held and conducted in open session in compliance with Subchapter V of Chapter 19 of the Wisconsin Statutes and any other applicable local rules and State statutes.

Katelin Watson

Name: Katelin Watson
Title: Communication Specialist

Attest:

JoAnn Sternke

Name: JoAnn Sternke
Title: Interim Superintendent



(Note: Questions regarding this form or open meeting law compliance generally should be directed to local counsel or Quarles & Brady LLP.)



Shorewood
SCHOOL DISTRICT

Operational Expectations Monitoring Document

OE-3 Treatment of District Constituents (Families & Caregivers, Students and Staff)

(Revised November 2021)

Certification of the Superintendent: *With respect to Operational Expectation 3 (Treatment of Stakeholders), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

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

Signed: *Jean Stenke*, Superintendent **Date: September 13, 2022**

Executive Summary

This OE-3 Monitoring Document focuses greatly on how we as a district seek engagement with constituents - defined as our families/caregivers, students, and staff (OE-3.1), and to what degree people feel the “treatment” they receive from the school district meets their needs and expectations. OE-3.1 and 3.2 focus on how we protect confidential information and then measure dissatisfaction (e.g. complaints, grievances, lawsuits). OE-3.3 focuses on how effective and timely communications from the District/schools are. From a positive lens, we have had much constituent engagement and, proportionally, few issues.

Across the board, survey results show that families were more satisfied with District communications during the 2021-22 school year than during the prior school year. Notable progress has been made in the satisfaction of interactions between staff and families as well as the satisfaction with the District’s effectiveness and timeliness of communications.

Additionally, there appear to be no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents’ race, ethnicity, gender, or other available identity grouping.

An interesting point to note is that with the return to full in-person learning in the 2021-22 school year, constituent use of communications tools and resources has altered and therefore top preferences for receiving and submitting feedback to the District have changed slightly. While email continues to be the number one way constituents prefer to receive and submit feedback, the second and third most preferred way is through Parent/Teacher Conferences (64.5%) and Conversations with teacher/administrators (61.5%). In comparison, during the 2020-21 school year, District website and school/District newsletters were top preferences.

That being said, some topics that will be areas of focus to enhance information sharing and constituent dialogue in 2022-2023 will be as follows:

- District, school, and Board email updates will be further leveraged in 2022-2023 to share important information with students and their families/caregivers and ensure timely communications. Email was the number one way that families/caregivers like to receive information.
- Additionally, the District will continue to promote the option for families/caregivers and staff to submit feedback through email as that was also the number one way constituents prefer to submit feedback.
- The District aims to provide more face-to-face opportunities for constituents to interact with staff members. The District plans to spend more time/efforts on promoting opportunities for in-person engagement and to increase

participation in parent/teacher conferences and other constituent meetings.

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

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

Summary statement/motion of the Board:

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

OE-3: Treatment of District Constituents

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

Superintendent Interpretation:

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

Board Comments:

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

- **Protect** shall mean processes and procedures to receive, disseminate, process, or store official records in the District, so that third parties are not able to determine the confidential identity of others.
- **Confidential** shall mean a category of information that is not made public (except as provided for by law) and is only communicated to authorized personnel (who require the information for legitimate professional purposes).

<p>Board Indicator 1:</p> <p>There is no unauthorized release of confidential information in the District as evidenced by the lack of complaints resulting from such release.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: The school district handles a wide variety of confidential student and staff data and is charged with protecting this data. Given this complexity and the importance of this protection, Board policy guides this topic. Policy 8350 - Confidentiality outlines the key areas needed for compliance in this area. Given the wide variety of protections called for (e.g. medical records, specific student data/records, Family & Medical Leave information), the district has systems in place regarding collection, storage, and release of this confidential data. These systems work quite well as we think of the scope of data impacted.

This past year, there was no unauthorized release of confidential information and, therefore, no complaints on this matter.

<p>Board Indicator 2:</p> <p>There is no favorable (Claimant wins over district) grievance or legal action taken against the District for unauthorized release of confidential information.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: There was no release of confidential information and therefore there was no legal action.

Board Comments:

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

- **Effectively handle** shall mean to abide by established procedures to address concerns as necessary and resolve such concerns with a defined course of action per District Policy 9130 - Public Requests, Suggestions, or Complaints
- **Complaint** shall mean a concern for discrimination and/or harassment received by administration.

<p>Board Indicator 1:</p> <p>Complaints not involving students are resolved without legal action or by the District being declared the prevailing party when formal hearings or litigation results.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: One complaint not involving students resulted in legal action (pending) during the 2021-2022 school year.</p> <p>It is important to know as part of 3.2 that the school district provides numerous avenues for registering and resolving complaints. Board Policy 9130 - Public Requests, Suggestions, or Complaints outlines steps to be taken to resolve the concern at the lowest level prior to escalation to District administration, the School Board or legal action. As a result of these steps, there was only one instance of a complaint not involving students that resulted in legal action.</p>		

<p>Board Indicator 2:</p> <p>Complaints received from parents or guardians involving schools (including students) are handled by the Student Services Office, per the requirements of the Department of Public Instruction’s Pupil Nondiscrimination and Education Equity report, which takes into account the nature of the complaint and is documented in the Office of Civil Rights Non-Discrimination Report.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: Any formal complaints received were handled by the Students Services Office, per the requirements of the Department of Public Instruction’s Pupil Nondiscrimination and Education Equity report. The complaints were documented and filed as needed/required in the Office of Civil Rights Non-Discrimination Report.</p> <p>Reporting on adult employee interactions with students is covered in OE4.</p>		

Board Comments:

<p>OE - 3.3</p> <p>Maintain a District culture that:</p> <p>A. values differences of opinion, experience and perspective;</p> <p>B. reasonably includes people in decisions that affect them;</p> <p>C. provides open and honest communication in written and interpersonal interaction;</p> <p>D. focuses on common achievement of the Student Results policies;</p> <p>E. is open, collaborative, responsive and welcoming;</p> <p>F. commits to identity, ability and cultural equity.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **“Values individual differences”** shall mean that constituents in the District can express their thoughts and ideas, whether aligned with/or contrary to a given direction adopted by District leadership.
- **“Reasonably includes”** shall mean constituents have ample opportunity to provide feedback and share different points of views when decisions allow for such input. Since the District budget and major initiatives are driven by the annual District Action Plan, its development will reflect opportunities for input from teachers, parents, administrators, and the community for each year.
- **“Open and honest communication”** shall mean having the opportunity to freely express oneself about the progress toward or achievement of District goals.
- **“Interpersonal interaction”** shall mean the exchange of information, feelings and meaning, both verbal and nonverbal messages.
- **“Open, responsive and welcoming”** shall mean an environment where people with varying viewpoints can express their thoughts and opinions openly without fear of ridicule or other negative repercussions.
- **“Commits to identity, ability and cultural equity”** shall mean people are provided with resources as they need them regardless of their differences.

Board Indicator 1: The District provides at least five (5) mediums for feedback and input from constituents.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: It is key to provide a wide variety of sources to both disseminate information and to attain feedback. The District uses a wide variety of mechanisms to attain feedback from constituents including students, staff, and families. Five (5) key mediums for District feedback include:

Emails:

- All electronic communications from the District or from schools to parents/guardians through Infinite Campus include instructions for submitting questions and feedback to the Superintendent, administrators and/or school principals or include contact information at the bottom of the communication;
- The District responded by email to 85 questions submitted (from families/staff) through the various portals on our website during the 2021-22 school year;
- The District aims to do this within 48 hours - this is particularly important because the primary method that families prefer to receive communications (90.6%) is via email ;
- During the 2021-22 school year, the District added a non-discrimination statement to the footer of all District email addresses with contact information for the Title IX coordinator (this information is also included on all printed materials).

Phone Calls:

- The Superintendent, District administrators, building principals, faculty and staff regularly respond to phone calls from District families.
- The District aims to return phone calls within 48 hours - this is important as conversations with administrators/teachers is one of the top three communications preferences for families (61.5%).
- The District phone system is set up so that if no one answers the main District line, the call is transferred to one of the District department offices before heading to voicemail if the transfer goes unanswered.

Surveys:

- The Spring School Perceptions Survey (Parents/Community Members, students and Staff) has been conducted annually since 2017
- Additional parent and staff survey tools gathered feedback about budgetary priorities for the 2022-23 school year, the principal hiring process at Lake Bluff, the ICS Academy sessions, and instructional aide placement.
 - Budget Priorities Survey: 308 constituents provided feedback on the priorities driving the Shorewood School District budget process. Results of this survey were used by the District to help inform the budget priorities for the 2022-2023 school year.
 - Lake Bluff Principal Candidate Surveys: 81 constituents completed surveys sharing their feedback/thoughts on the first round of candidates during the Lake Bluff Principal Search process; 17 staff members and 111 families provided feedback/thoughts on the final interviews, which were used to help decide on the hire of Alejandra Ovalle-Krolick.
 - ICS Academy Sessions: following each session, participants were given an exit survey through which they could provide feedback on the content shared
 - Instructional Aide Placement Survey: 27 staff constituents provided feedback on their experience and placement interests in advance of the District placing them in a position for the 2022-23 school year.

Linkage Meetings (virtual and in-person):

- Linkage discussions during the 2021-22 school year included these stakeholder groups: advanced learners, families of students with disabilities, multilingual learner families, SHS and SIS students, Atwater, Lake Bluff and SHS PTO groups, building principals, and Building Leadership Teams at all four schools;
- In total, there were 13 Linkage discussions in the 2021-22 school year
- The Superintendent and members of the senior leadership team meet monthly with the Shorewood Education Association Executive Board.

Website:

- The “Submit a Question/Concern” portal has remained prominent on the District website; 50 questions were submitted through the portal during the 2021-22 school year;
- The District also has a standing COVID-19 FAQ submission portal that lives on the COVID-19 pages for feedback/questions/input and 35 questions were submitted in 2021-22.

○ Additional mediums through which the District seeks input:

Social Media - Feedback is provided by families/community members via the District’s social media messenger systems; 29 questions via Facebook were sent to the District in the 2021-22 school year; the District responds to all questions submitted within 48 hours and, where appropriate, in the posts’ comments sections;

In Person Events - Board meetings; District Open House (April 2022); conferences, attendance at events, and overall visibility allows staff and administrators to receive informal feedback and answer questions;

Virtual meeting technology (Google Meet and Zoom): ICS Ally Academy - 41 constituents participated in four sessions—throughout Spring 2022—designed for two-way to better understand District’s equity work/goals; Student orientation sessions for students and their families; Lake Bluff principal candidate videos (105 constituents requested the virtual candidate interviews and provided feedback); and Board meetings to receive public comments - there were 77 public comments made during Board meetings in the 2021-22 school year.

Board Indicator 2:	<u>Superintendent</u> Compliant	<u>Board</u>
At least 70% of constituents believe that the District and schools communicate effectively.	Not Compliant	Compliant
Evidence: This year, the District trended upwards with communications percentages across the board, with constituents replying more favorably to survey questions directed at District communications.		
<ul style="list-style-type: none"> ● 75.5% of families are satisfied with the communication that comes from the District (up from 68% last year). ● 80.3% of families are satisfied with the communications coming from the schools. (up from 75% last year) ● 84.2% of District families believe the District is effective in providing timely communications via multiple channels (this went up from 75% last year) ● 86.8% of participants believe the schools are effective in providing timely communications via multiple channels ● Only 21.5% of staff feel communication from the District level is poor. ● Only 8.3% of staff, 17.2% of District families feel that increasing parent/community communications is a top 		

priority.

To continue to improve communications efforts for the 2022-23 school year, the District will concentrate efforts on sending the majority of information through the following top three preferred communications channels:

- 1) Email (90.6%) - staff/administration will respond to every email within 48 business hours;
- 2) Conferences (64.5%) - conferences will continue to be strongly promoted and held twice per year at each school; and
- 3) Conversations with teachers/administrators (61.5%) - District will return phone calls within 48 hours & schedule in person meetings when necessary.

In terms of staff constituents, there is room for improvement in that 39.3% of staff don't feel that they "kept informed about matters important to my work". The District will work in the 2022-23 school year to better inform staff through increased communication in staff newsletters at the school level and increased district communication to each school.

<p>Board Indicator 3:</p> <p>At least 70% of constituents believe their interactions with District/school personnel have been positive and they feel comfortable visiting District facilities.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: The Shorewood School District Families/Community survey shows that, largely, our families believe their interactions with District staff have been positive and they feel welcome and comfortable when visiting the different facilities in our District. This is a point of pride for the school district.

- 80.4% of families "Agreed" or "Strongly Agreed" with the following statement: "School staff treat everyone with dignity and respect."
- 79.6% of families "Agreed" or "Strongly Agreed" with the following statement: "I have at least one school staff member I feel comfortable contacting when I have an idea or concern."
- 75.6 % of families "Agreed" or "Strongly Agreed" with the following statement: "I feel welcomed at my child's school."
- 72.5% of families "Agreed" or "Strongly Agreed" with the following statement: "I feel comfortable sharing ideas with staff."
- 83.4% of staff feel that the "Superintendent/District Administrator presents a positive image to our community."

There is room for improvement in interactions between District personnel and staff in that 43.5% of staff don't feel that "District administration is responsive to major concerns of employees." District administration will work in the 2022-23 school year to better address these concerns by focusing on District staff visibility within the schools to round and listen to employee concerns.

Board Indicator 4: The District website includes accessibility features to increase access for all stakeholders.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

The District has partnered with Monsido, a company that provides monitoring and automation tools for a flawless website UX across Web Accessibility, Content Quality Assurance, Data Privacy, Performance and more, to evaluate the website for ways to improve accessibility and inclusive language. Monsido already completed a free website scan and will review the results with the District within the next few weeks (the meeting was rescheduled from the summer due to company turnover). The District will use the results/analysis from the scan to determine whether further partnership with Monsido is needed to improve and make changes to enhance the website user experience for all.

Upon advice from the Board in the 2021-22 school year, the District communicated the website's accessibility features (listed below) to the greater Shorewood community through the Village Manager's memo and through social media. The District continues to review the website, newsletters, and social media posts for inclusive language improvements, as suggested in our ICS work.

The website features that continue to be implemented are as follows:

- Visual Web Accessibility: Our website is designed to be easily readable with clear headings, distinguishable links, resizable text, and high contrast color combinations for visitors with reduced vision. For blind users, website controls and images are coded to allow screen readers and other assistive technology to easily navigate and dictate the visual elements of the site.
- Motor Web Accessibility: Behind the scenes of our website is code that allows visitors with motor disabilities to navigate the website, skim through pages, and fill out forms by keyboard alone or through other assistive technology. Users can interact with content without time limits or unpredictable navigation.
- Auditory Web Accessibility: Visitors to our website with auditory disabilities can still enjoy videos, as closed captions and transcripts are automatically generated for videos uploaded to Edlio websites. The video player controls also allow for pausing and adjusting volume easily.
- Cognitive Web Accessibility: Navigation is clear, visual effects are not distracting, and video and audio are easily controlled. Plus, built-in tools for creating pages, news items, and calendar entries allow webmasters to produce content that is well structured for all visitors. Every District video or photo that is posted to the website has captions that accompany the content. This is required or the video/photo is not postable.
- Multilingual Website Accessibility: The District has over 40 languages spoken across all schools. The website has a google language translation application that can translate the entire website into 108 different languages. Any important attachments that are not automatically translated by this feature are translated manually by Multilingual Learner Coordinator Roxanne Tibbits and her team of translators.



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

Certification of the Superintendent: *With respect to Operational Expectation 7 (Communicating with the Public), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- In Compliance
 In Compliance with Noted Exceptions
 Not in Compliance

Signed: , Interim Superintendent **Date: September 13, 2022**

Executive Summary

This OE-7 Monitoring Document focuses on how the District works to provide timely, two-way communication with Village residents and public audiences outside of the school district (OE-7.1), and the steps we have in place to ensure the public is adequately informed and engaged.

Board Indicator 1 focuses on how the District utilizes its communications channels to reach residents (e.g. Shorewood Today, social media, website, school/district/alumni newsletters, etc.). From a positive lens, we have had much public engagement and there appear to be no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents' race, ethnicity, gender, or other available identity grouping.

Board Indicators 2, 3, & 4 focus on the timeliness of communications, how communications translate to District support, and opportunities for input/feedback. A point of pride is that the survey results show that only between 20-27% of residents are dissatisfied with communications coming from the District. However, where there is room for growth in these areas is that many respondents indicated they do not feel that District communications are applicable to them (selecting "does not apply" in response to survey questions).

These are some topics that will be areas of focus to enhance information sharing and village resident/public dialogue in 2022-23:

- The District will target its efforts on creating quality content/promoting the District's strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement, as well as for academic results, honors, awards and recognition,

educational environment, financial status, and other aspects of the District's health to Village residents/the outside public through the top three tools noted in the survey results: Shorewood Today magazine, newsletters, and website. The hope is that by targeting these outlets, residents will feel more included and that they can be positively impacted to support the District.

- The District will also focus extra effort on recruiting new families to the Shorewood Schools through updated marketing materials and additional promotion (Farmer's Market, outdoor signs, etc)
- Lastly, the District will work to engage alumni in the 2022-23 school year through alumni reunions, tours, and quarterly alumni newsletters.

As the data shows, there are many reasons to celebrate in this report as well as a few opportunities to learn and improve.

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

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

Summary statement/motion of the Board:

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

OE-7 Communicating with Village Residents and Public Audiences

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

Superintendent Interpretation

- **Public:** Village residents who do not have students enrolled in the district, the business community and other public audiences.
- **Adequately informed:** Public understands the activities in the District.
- **Condition:** Information about the organization's academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District's health.
- **Direction:** Communication about the District's strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement.

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

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

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

<p>Board Indicator 1:</p> <p>The District develops an annual Communications Plan that includes opportunities for two-way communication between the District and Village residents/the public, a communications calendar, and goals for communication that are tied to the district’s strategic plan.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The District calendar and Communications Plan assist the District with the timing of promotions for the District’s strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement, as well as for academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District’s health. While the plan/calendar is subject to change based on many factors, it remains a good outline for guidance. Some examples of District initiatives promoted via the website, social media, newsletters, Shorewood Today, etc include: student academic/athletic achievements, classroom happenings, District/school/SEED events, ICS work, SEL instruction, Board updates and much more.</p> <p>The District’s partnership with the Village is also a foundational piece for promoting District initiatives and goals to the public.</p> <p>Regarding opportunities for two way-communication between public and District, Village residents and public audiences can connect with any District personnel through the following ways:</p>		

- Email - contact information provided in the District website directory as well as at the bottom of every email message sent.
- Phone - numbers are provided in the District website directory and on the District calendar
- Social media - direct messaging is available through all District/school social media channels
- Website - there are multiple feedback portals including the Covid page, Contact Us page, Submit a Question/Concern page
- Newsletters - the District submits content for the VMM each week & provides contact information at the bottom of the District section; there is also a feedback portal link at the bottom of each District newsletter
- Linkages - participants may attend in person or virtually to provide feedback
- Shorewood Today magazine - District provides URLs to direct public to website/directory

The top three communications channels for the public are:

- 1) Shorewood Today magazine (72.5%) - the Communications Department will continue to produce high quality, well-thought out content for these quarterly publications;
- 2) Newsletters (65%) - Communications Department will continue to prioritize content in the Village Manager’s Memo for important District initiatives/updates and District will increase advertisement for/awareness of District newsletters through channels outside the District; and
- 3) District website (50%) - the website will continue to be maintained with the latest updates, news stories, and calendar events.

The District will also work to improve two-way communication with community members, as 44% indicated they “don’t know/doesn’t apply” when it comes to whether they believe the District is effective in providing timely communications via multiple channels. **Important note: Historically-speaking, since this survey has been administered (2017), consistently between 40-50% of respondents have answered “does not apply” to this prompt.*

<p>Board Indicator 2:</p> <p>At least 70% of the respondents indicate the communications they receive via multiple channels has built their support of the District.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

Only 27% of respondents shared that the District’s communications have *not* positively impacted their overall support of the District.

That said, 40.3%*of respondents said that this statement did not apply to them, so despite using multiple channels to communicate with the public, the District can always improve in making residents feel that they can be positively impacted to support the District. **Important note: Historically-speaking, since this survey has been administered (2017), consistently between 40-50% of respondents have answered “does not apply” to this prompt.*

The District/schools will work to build support through their communications by prioritizing the promotion of the District’s strategic goals, programs, innovations, operational goals, as well as academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District’s health. Additionally, leaders will ask Village residents and public audiences what key things influence their support and how we can better communicate these identified priorities.

<p>Board Indicator 3:</p> <p>At least 70% of the respondents indicate the District provides channels for input and feedback.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

- Only 20% of respondents shared that the District does not provide channels for input and feedback.
- 45.3%* respondents said that this statement did not apply to them, so despite using multiple channels to communicate with the public, the District will need to strive to make non-families feel more included/that they can be positively impacted to support the District. **Important note: Historically-speaking, since this survey has been administered (2017), consistently between 40-50% of respondents have answered “does not apply” to this prompt.*

To improve upon opportunities for feedback/input in the 2022-23 school year, the District will concentrate its efforts on promoting the option for community members to submit feedback

through the top two requested means: Emails (public - 42.6%) and District website (public - 55.9%).

The District will also specifically target the Shorewood alumni sub-group by providing quarterly newsletters with information provided at the bottom for submitting feedback/input.

Board Comments:

OE-7.2:	<u>Superintendent</u>	<u>Board</u>
<p>Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> 1. Data indicating student progress toward accomplishing the Board’s Results policies. 2. Information about School District strategies, programs and operations intended to accomplish the Board’s <i>Results</i> policies. 3. Information about the District’s financial condition, including revenues, expenditures, and costs of major programs. 	<p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>

Superintendent Interpretation

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

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

<p>Board Indicator 1:</p> <p>The Annual report containing all required components is presented to the Board as evidence.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

On August 23, 2022, the District held its annual meeting and budget hearing. An overview of financial performance was provided, including all of the mandatory components required under state statute 120.10. Written materials and a presentation highlighted the District's current financial position, including an overview of the previous year's revenues and expenses, projected revenues and expenses, and fund balance status. Two notices of the meeting were published in the North Shore Now, as is also required in the state statute.

The annual report is located on the District website under District Offices -> Business Services & HR -> Annual Meeting Publication. The Superintendent's State of the District, which summarized the 2021-22 school year priorities, is also located on the District website under Board of Education -> Videos of Board Meetings (August 23, 2022).

All OE and Results reports are posted and maintained on the District website under Board of Education -> Board Reports.

Board Comments:

2021-2022 Board Linkage and Key Communicators Schedules

2021-2022 Meeting Notes	Board RSVPS/Attendance				
	Paru	Hilary	Pablo	Emily	Ellen
SHS Students, November 12 Lunch (12:02-12:50) Auditorium	available	unavailable	available	unavailable	
<u>SIS Students, November 16 Flex Time (12-12:45) Library</u>		available	available	unavailable	
Lake Bluff PTO November 18 at 7 pm (virtual)		if needed	unavailable	available	available
AT PTO - November 21 6:30 at Corner Bakery	available	unavailable		unavailable	
SHS PTO November 29 @ 7 pm SHS Room 116	available	available	unavailable		available
AT Building Leadership Team, Nov. 30th @ 3:40			available		available
SHS Building Leadership Team, December 1 Room 116 at 3:45		unavailable	unavailable	available	available
SIS Building Leadership Team, December 9 at 7:15 am	available		available		
LB Building Leadership Team, December 21 at 3:40		available	available	unavailable	
Building Principals, February 1, 2022	available		available		
Advanced Learning, March 14, 2022 (virtual)			available		available
Parents of Students with Disabilities, (virtual) March 30 at 6:30 pm	available			available	
Multilingual Learners Parent Group, April 21, 2022 at 5 pm, SHS LMC			available	available	
Key Communicators, January 27, 2022 at 6:30 pm In-Person) SHS LMC					
Key Communicators, January 31, 2022 at 7 pm (Zoom)					
Key Communicators, March 31, 2022 at 7pm SHS LMC					
Key Communicators, June 16, 2022 at 6 pm SHS LMC					
Linkages not scheduled in 2021-2022					
Shorewood Men's Club					
Shorewood Foundation					
Shorewood Women's Club					
Senior Center					
SEA					
SIS PTO					
Business Community (real estate agents/other)					



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent Search Request For Proposals (RFP)

Date: September 13, 2022

Prepared by: JoAnn Sternke

Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

The District has drafted a Request for Proposals (attached) that invites qualified firms to submit their qualifications and services for consideration to manage the search for the next Superintendent of the Shorewood School District.

Once final, the District will distribute the RFP to a number of firms familiar to the District and that have been active in similar searches on behalf of districts around the region. The submission deadline and other key dates in the Superintendent search process are outlined in the RFP for reference.



**Request for Proposal
Superintendent Executive Search Services
Issued: September 14, 2022**

TO BE CONSIDERED

Please email proposals to Carrie Wettstein, Shorewood School District Chief of Staff
cwettstein@shorewood.k12.wi.us

**Subject Line: Superintendent Search Proposal
BEFORE 4:00 PM (CST) on Wednesday, October 5, 2022
Late Proposals will not be accepted; no telephone calls please.**

SECTION ONE: PROJECT TIMELINE AND ORGANIZATION REQUIREMENTS

The Shorewood School District Board of Education seeks a well-qualified firm with experience recruiting school superintendents for urban and suburban public school districts to conduct our search for the position of Superintendent. We look forward to working with an organization to attract a qualified and diverse set of candidates, and to hire our next Superintendent, who will advance the Shorewood District's mission of equity, growth and excellence for all.

Project Timeline: The selected candidate for the position of Superintendent should be under contract by March 31, 2023, and must have all qualifications and licenses required by state and federal law in order to assume the role July 1, 2023. Consultants responding to this request should propose all services and the associated costs involved in a comprehensive search that will meet this timeline and the District's recruitment goals. We encourage proposals from minority-owned organizations.

Organization Requirements: Only proposals that demonstrate the following qualifications will be considered:

- A track record of success in the performance of superintendent executive searches during the past five (5) years; exceptions may be made if this experience is demonstrated in the personnel assigned to the District project;
- The business capacity needed to fulfill all required aspects of the proposal, including successful strategies that will be used to attract diverse candidates; and
- Skilled staff and other resources available to provide the needed services and support within the timeline outlined above.

Organizations that have been disqualified to conduct state or federal contracts will not be considered.

SECTION TWO: SHOREWOOD SCHOOL DISTRICT OVERVIEW

Our mission of *Equity, Growth and Excellence for All* propels a unique approach to student achievement including character development, citizenship and self-expression, and a deep commitment to equitable student results. Along with a rich tradition of excellence in academics, Shorewood Schools are also home to distinguished fine arts, athletics and extracurricular programs for students at all levels.

The District's two elementary schools, intermediate school, high school and a charter school program for students in grades 10-12 serve approximately 1925 students. More than 35% of Shorewood students identify as non-white, and 39 languages are spoken by families with students enrolled in our district. The District's Recreation and Community Services Department provides additional programming and facilities for use by children, families and adults, making the school district integral to the fabric of our diverse community of 13,000 residents.

The Shorewood School District has been nationally recognized for its tradition of excellence in education. Shorewood High School has been named a Blue Ribbon School by the U.S. Department of Education and has also been previously ranked the #1 public high school in Wisconsin by U.S. News and World Report. The Shorewood School District has been ranked #4 among all school districts in Wisconsin by the Niche School Rankings. Last year, 7 students were recognized in the National Merit Scholarship program.

Located along Lake Michigan, Shorewood is also just one mile away from the University of Wisconsin-Milwaukee, providing unique opportunities for Shorewood students to engage in college-level learning, and teachers with access to outstanding professional development opportunities. Shorewood is committed to giving our students in grades K-12 the opportunity to participate in [authentic learning experiences](#) that build their capacity to innovate, work together to solve problems, and contribute to their community. Shorewood also emphasizes whole-child wellness.

A 2019 Capital Referendum has preserved our historic buildings and created new learning spaces outfitted for the 21st century, and our community continues to actively support our overarching equity mission, our prioritization of student wellness and our academic priorities, as outlined in our Strategic Plan, [Vision 2025](#).

The five-member [Board of Education](#) is proud to serve a supportive and engaged community keenly interested in student success. Using a coherent governance model, the Board employs policies to foster a strong governance culture, clear Board/CEO-Superintendent relations, and clearly delineated operational expectations and results indicators.

SECTION THREE: PROPOSAL SCOPE

Proposals are to be organized in the order below and submitted electronically in **one (1) document, 20 pages maximum**:

A. Vendor Overview: Provide a brief description of your organization including number of full-time employees, consultants or subcontractors, a comprehensive list of services, and office location(s) where the work will be performed.

B. Proposed Team: Include no more than a one-page resume/CV for each staff member who will be assigned to work on this project. Include professional qualifications and related experience, including details of public PK-12 school district work in the past five (5) years. This information must also be provided for any additional staff or contract employees who will participate on the project team. **Note:** individuals who are proposed for the project team will be required to participate in the interview process if your organization is shortlisted. Additionally, identify your organization's primary contact (name, title, address, telephone and email address) for any questions about your proposal and services.

C. Client List and References:

1. Provide a list of school districts for which your organization has provided similar search services in the past seven (7) years. The list should include a brief description of the outcome of the

search (whether the recommended candidate was hired) and the duration of that candidate's employment with the district;

2. Include details on the number/percentage of candidates of color and women that were interviewed and hired for each search; and
3. Provide at least three K-12 school district references for which your firm has performed similar services (District's name, a current contact person, address, telephone number and email address, and the dates and description of work/services performed).

D. Search Process: Describe your process for completing a superintendent search, including recommended timelines and how you will manage activities to ensure success. Be specific about the expected role of Shorewood School District staff and the Board of Education, and how your approach aligns with the District's philosophy, mission and vision.

E. Scope of Work, Deliverables and Terms: In addition to addressing the terms outlined in Section Five of the RFP, detail how your organization will manage these priorities:

1. Meeting the District's timeline, including required processes, key dates and contingency plans;
2. Engaging District stakeholders (Board of Education (Board), staff, students, caregivers, Shorewood residents and business leaders) throughout the search, including development of the candidate profile and opportunities for input and feedback during the interview and selection process
3. Providing research, recommended selection criteria and other analyses to inform the Board and District stakeholders;
4. Maximizing the pool of qualified candidates, including representation from a diverse array of backgrounds, and providing accommodations for candidates, as needed, in compliance with state and federal law;
5. Receiving and screening applications, coordinating the interview process, arranging any site visits and making candidate recommendations to the Board;
6. Conducting thorough background and reference checks, including criminal history, social media activity, work history and education credentials;
7. Organizing site visits to the current place(s) of employment for search finalist(s); and
8. Maintaining confidentiality for candidates as well as the District throughout the process.

The District may also require the vendor's recruitment team to participate in the on-site candidate interview process, develop a short list, assist in contract negotiations with the individual selected for the position and complete other tasks that arise during the search.

F. District Staff Support: Specifically identify anticipated needs for District staff assistance beyond work with the Board and Interim Superintendent.

Any additional information organizations wish to share may be included in a one (1) page cover letter.

SECTION FOUR: RFP TIMELINE AND TERMS

A proposal received in response to this RFP shall constitute a binding offer and acknowledgement by the vendor of all terms and conditions set forth. This section details terms and additional requirements for the Superintendent search. This section also details the protocols that will be employed during the RFP process, including eligibility information.

A. RFP Contact, Inquiries and Requests for Clarification:

- The District will not hold a pre-proposal submission conference.
- Please email all questions and communications regarding this RFP to Carrie Wettstein, Chief of Staff at cwettstein@shorewood.k12.wi.us. Carrie Wettstein is the **sole point of contact**

concerning this RFP. Email inquiries must be clearly marked in the subject line with **“Superintendent Search RFP.”** We recommend that an email to confirm receipt be sent separately.

- The District will not accept RFP inquiries made in person or by telephone. Please do not contact any District staff directly with questions and do not rely on any verbal statements made by District staff that alter any specifications or other terms or conditions of the RFP.
- Any modifications or amendments made to this RFP will be provided in writing and signed by an authorized representative of the District.

B. Proposal Timeline:

ACTIVITY	DATE
Distribution of RFP	September 14, 2022
Deadline for proposals (email submission required; no late proposals will be accepted)	October 5, 2022 at 4 pm (CST)
Proposal screening, evaluation and interviews	October 6-18, 2022
Completed Service Agreement	October 21, 2022
Determine Contract Term	Upon completion of Service Agreement and Board Approval

The District reserves the right to cancel this RFP at any time without penalty.

C. Proposal Submission:

- The District must receive proposals by the submission date indicated in the Proposal Timeline. Vendors assume all responsibility to ensure the District receives the proposal by the deadline;
- The District may invite vendors to participate in in-person or virtual interviews; tentative dates are set forth in the Proposal Timeline provided. Vendors, by responding to this RFP, are confirming their availability to participate in an interview during these dates
- Inability of a vendor to be available for an interview may result in elimination from consideration; and
- Any costs associated with vendor participation in the interview process (i.e., travel costs) or any other expenses incurred prior to the issuance of a legally binding contract shall be at the vendor’s expense.
- Proposals, upon submission, become the property of the District.

D. Terms

1. Fees, Other Expenses and Insurance Contract Performance

- a. All proposal content, including fees and additional expenses, must be valid for ninety (90) days from the proposal date. Additional expenses include, but are not limited to, labor, travel, meals, office supplies, printing, mailing and delivery expenses. Estimates of search expenses are not acceptable;
- b. Estimated expenses are not acceptable. The vendor’s proposed fees and expenses will be considered best and final offers.
- c. Vendor’s general liability and professional liability limits, with carrier and coverage details, is required in the proposal; ~~and~~

2. Guarantees

- a. In the event that a candidate who has been recruited and successfully hired through the search process voluntarily leaves or is terminated by the District prior to completing one full year of service, the District expects the consultant to provide the same scope, or the same scope plus additional services, at no cost to the District in order to secure another candidate.
- b. The superintendent appointed to the position will not be presented as a candidate to another District if this will result in a resignation within five (5) years of employment, unless authorized in advance by the Shorewood School District.
- c. The vendor shall additionally confirm compliance with all applicable State and Federal laws, rules and regulations involving non-discrimination based on race, color, religion, national origin, age, sex, sexual orientation, disability, or other protected status.
- d. Additional vendor guarantee terms must be outlined in proposals.

3. Modifications

- a. Requests for modifications to any terms or requirements set forth in this RFP must be provided in writing to the District RFP contact within seven (7) calendar days of receipt of the RFP; the District, at its sole discretion, will reject, accept or further negotiate requested changes and provide notification in writing within three (3) calendar days; and
- b. Vendors shall identify clearly and thoroughly any variations between its proposal and the District’s RFP requirements. If the vendor fails to identify variations, the vendor waives the right to subsequently modify the terms, except as outlined above.

4. Notification of Errors and Omissions

Notifications of errors, omissions and other discrepancies in the RFP document should be emailed to the District RFP contact. These error notifications should be sent promptly by email, and no later than the Deadline for Proposals as set forth in this RFP.

5. Confidentiality/Proprietary Information

- a. The vendor will clearly state all restrictions that apply to use of or inspection of material contained within the proposal itself by specifically identifying what elements of the proposal are considered confidential/proprietary;
- b. The District, at its sole discretion, will make a determination about any written request for confidentiality; and
- c. The District does not consider a proposal in its entirety, proposal price information, or information to be included in a resulting contract to be confidential and proprietary.

6. Vendor Service Agreement and Contract

- a. The District, at its sole discretion, will award a Service Agreement and Contract to the vendor whose proposal, conforming to the RFP, will be the most advantageous to the District, qualifications, price and other factors considered;
- b. In the event the parties are unable to reach an Agreement, the District may elect to award the contract to another qualified vendor without penalty;
- c. Under the Agreement:
 - vendor shall commit to maintain throughout the resulting search and any contract extensions, the level of service (number and experience of people and hours) and identified personnel documented;
 - vendor key staff changes will require pre-approval by the District of that individual’s replacement; and
 - vendor must provide the District with five (5) calendar days to review and approve any planned media releases/publications/search-related collateral related to this project for the duration of the contract.

SECTION FIVE: EVALUATIONS OF PROPOSALS

Incomplete proposals may not be considered. Proposals submitted will be reviewed with these priorities

and needs - among others - in mind:

- Proposed costs, scope of services and performance guarantee;
- Experience, skills and qualifications of the project team;
- Past successes in recruiting superintendents who established tenures in their districts (three or more years);
- Overall quality of the proposal and responsiveness to the RFP;
- Evidence of innovative approaches to new candidate identification; and
- Quality of references.

The District will have sole discretion in proposal review and reserves the right to reject any or all proposals, to waive informalities and minor irregularities in proposals received, and to accept any portion of a proposal or all items proposed if deemed in the best interest of the District. The District reserves the right to:

- negotiate changes in the scope of work or services to be provided;
- engage the successful vendor for future studies and/or reports related to the scope of work set forth in this RFP based upon future needs as determined by the District;
- withhold the award of a contract; and
- select the vendor it deems to be most qualified to fulfill the needs of the District. The lowest cost proposal will not necessarily be selected, since a number of factors other than price are important in the determination of the most qualified vendor.

The District's decisions, including the selection of a consultant, will NOT be subject to appeal.

TO BE CONSIDERED

Please email proposals to Carrie Wettstein, Shorewood School District Chief of Staff

cwettstein@shorewood.k12.wi.us

Subject Line: Superintendent Search Proposal

BEFORE 4:00 PM (CST) on Wednesday, October 5, 2022

Late Proposals will not be accepted; no telephone calls please.

Sept. 13, 2022

Emily Berry

I am picking up changes to our bylaws that we discussed during our summer retreat in June.

As a reminder, we adopted some changes to *GC-1 Board Purpose and GC-3 Job Description* following that meeting.

We had hoped to get some guidance from counsel around several bylaws, and I will follow up on those as well.

In the meantime, below are some proposed changes for two Bylaws for discussion tonight. If we are in agreement with these, we can put on our consent agenda for Sept. 20, 2022.

1. After looking at Bylaw 110, which states our district mission, we discussed adding a new Bylaw, potentially numbered 111, reflecting our vision: "Equity, Growth, and Excellence for All."

With this change, our district and board would be guided by three core statements of purpose:

Bylaw 110: Shorewood School District Mission

The mission of the Shorewood School District is to provide a liberal arts education that prepares students to embrace the challenges of the future. We will foster a love of learning and the acquisition of knowledge and skills that will serve as the foundation and catalyst for a lifetime of learning.

Our Overarching Result:

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.

(New) Bylaw 111:

Our district's vision is: Equity, Growth and Excellence for All.

2. Bylaw 142 Outlines a "Board Legislative Program." My notes reflect that we discussed cutting this bylaw down to create a more concise call for legislative advocacy. Current and redlined versions are attached here for discussion:

Current Version:

SCHOOL DISTRICT OF SHOREWOOD

142 SCHOOL BOARD LEGISLATIVE PROGRAM

One of the School Board's important functions is to serve as an advocate for the District and all of its students, and, more generally, as an advocate for public education and educational excellence and equity.

The Board's advocacy role encompasses intra-district and local community responsibilities, and it also extends beyond the District to include regional, state, and even national concerns.

Advocacy activities are attempts to engage and communicate effectively with others. Advocacy activities have varied purposes and include activities that aim to collaborate, promote, influence, persuade, listen, problem-solve, or simply inform.

The Board intends to work the District Administrator on identifying and implementing advocacy initiatives that foster:

- Student engagement
- Parent engagement
- Staff engagement
- Community engagement
- Institutional engagement (e.g., businesses, other schools, institutions of higher education, etc.)
- Legislative/public policy engagement (e.g., connecting with elected representatives, the Department of Public Instruction, relevant state and federal agencies, other units of local government, etc.)

Notwithstanding that the Board and District will pursue many formal and planned advocacy activities, the Board also recognizes that opportunities for effective advocacy and engagement are presented in many day-to-day interactions and communications.

The Board will rely on its individual members and expects all District employees to use both formal activities and informal interactions to build positive and collaborative relationships with the District's various stakeholder groups.

The Board authorizes and encourages the District Administrator and Board President to structure portions of Board meetings as advocacy opportunities, including by showcasing particular student accomplishments, District programs, and District partnerships and by using meeting time to identify and address legislative and other advocacy opportunities.

The Board will also consider the extent to which standing or ad hoc committees might be utilized to further the Board's advocacy and engagement goals. For example, the Board may build such goals into a specific charge that is given to one or more committees.

Specifically related to legislative and public policy issues, the Board seeks to both proactively and reactively engage and advocate on behalf of the District and its students with lawmakers, agency personnel, and other government officials.

On matters of common concern, the Board will leverage the resources and activities of interest-based collaborations and of regional and statewide associations that are pursuing shared interests and objectives.

In the performance of their duties and regardless of their personal views, those individuals who are authorized to act as spokespersons for the express purpose of advocating District interests and Board positions to lawmakers, agency personnel, and other government officials shall convey such interests and positions in a manner that is consistent with any specific or general direction that has been given by the Board.

The authorized spokespersons shall likewise adhere to any limitations on their authority as may be specified by the Board.

In pursuing the Board's legislative and public policy advocacy goals, neither the Board nor any District employee or authorized agent of the Board, while acting in his/her official District capacity, may (1) campaign for or against any particular candidate(s) in an election; (2) use District funds to make contributions to any candidate or political committee; or (3) use any public resources for any other political purpose that is prohibited by law.

LEGAL REF.:

Sections 13.61 - 13.65 Wisconsin Statutes 120.13

CROSS REF.: Board Policy Approved: October 25, 2016

Redlined version:

Shorewood School District

142 SCHOOL BOARD LEGISLATIVE PROGRAM

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~~The Board's advocacy role encompasses intra-district and local community responsibilities, and it also extends beyond the District to include regional, state, and even national concerns.~~

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- ~~• Parent engagement~~
- ~~• Staff engagement~~
- ~~• Community engagement~~
- ~~• Institutional engagement (e.g., businesses, other schools, institutions of higher education, etc.)~~
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LEGAL REF.:

Sections 13.61 - 13.65 Wisconsin Statutes 120.13

CROSS REF.: Board Policy Approved: October 25, 2016

New version with proposed changes:

Shorewood School District

142 SCHOOL BOARD LEGISLATIVE PROGRAM

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LEGAL REF.:

Sections 13.61 - 13.65 Wisconsin Statutes 120.13

CROSS REF.: Board Policy Approved: October 25, 2016



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes - Closed Session
August 10, 2022

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

District Staff Participation: JoAnn Sternke, Interim Superintendent
Ryan Heiden, Legal Counsel, von Briesen & Roper

On Wednesday, August 10 at 6:15 pm, the Shorewood School Board met in CLOSED SESSION.

The meeting was called to order at 6:15 by Paru Shah

Motion by Paru Shah to convene in CLOSED SESSION, per posting, to confer with legal counsel with respect to potential litigation in which it is or is likely to become involved (Wis. Stat. § 19.85(1)(g) and to consider financial, medical, social, or personal histories or disciplinary data of specific persons or preliminary consideration of specific personnel problems or the investigation of charges against specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations (Wis. Stat. § 19.85(1)(f)).

Motion to leave CLOSED SESSION by Paru Shah.

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



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
August 10, 2022

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

District Staff Participation: JoAnn Sternke, Interim Superintendent
Mike Joynt, Interim Director, Teaching and Learning
Janice Carter, Principal, Atwater Elementary School
Tim Kenney, Principal, Shorewood High School
Sam Nadolsky, Interim Principal, Shorewood Intermediate School
Alejandra Ovalle-Krolick, Principal, Lake Bluff Elementary School

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

Motion to move the Superintendent's Report to Item II on the Agenda

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman

AYE: 4 NAY: 0

II. 7:11 pm PUBLIC COMMENT #1

Tim Kenney SHS Principal

III. 7:13 pm BOARD BUSINESS AND BOARD ACTION

A. 2022-2023 Academic Standards, Mike Joynt

B. 2022 School Perceptions Survey Results

C. Strategic Priorities for the 22-23 School Year

D. Facilities Projects Updates

E. Board Appointment Process

IV. 9:34 pm BOARD CONSENT AGENDA

Approval of July 6 and July 1 Board Meeting Minutes

MOVED by Ellen Eckman and SECONDED by Pablo Muirhead

AYE: 4 NAY: 0

V. BOARD MEMBER REPORTS - no reports

VI. 9:35 pm PUBLIC COMMENT #2

Emmett Joslyn 2648 East Shorewood Boulevard

VII. 9:36 pm SUPERINTENDENT'S REPORT

VIII. 9:53 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of District Staffing Changes; Approval of 2022 Wisconsin Teacher of the Year Prize

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 4 NAY: 0

IX. 9:54 pm PUBLIC COMMENT #3 - no comments

X. 9:55 pm REVIEW OF 'TO DO' ITEMS

Operating Referendum Work Group; SIS Tour; Board Candidate Interviews; Strategic Priority updates; and Early Release schedule

XII. 9:58 pm FUTURE AGENDA ITEMS

XIII. 10:02 pm RECESS AND DEBRIEF



Board Meeting Minutes
August 31, 2022

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

District Staff Present: JoAnn Sternke, Interim Superintendent

- I. 6 pm CALL TO ORDER, Paru Shah
Motion to Adopt the Agenda
MOVED by Ellen Eckman and SECONDED by Emily Berry AYE: 4 NAY: 0

- II. 6:01 pm SUPERINTENDENT'S CONSENT AGENDA
Motion to Approve District Staffing Changes - Appointments, Resignations and Leave of
Absence Requests and Monthly Financial Reports (June 2022 and July 2022)
MOVED by Ellen Eckman and SECONDED by Becky Freer AYE: 4 NAY: 0

- III. 6:03 pm RECESS
District Staff Excused

- IV. 6:30 pm MOTION TO RECONVENE FOR BOARD CANDIDATE INTERVIEWS, Paru Shah
MOVED by and SECONDED by AYE: 4 NAY: 0
In accordance with Wis. Stat. § 17.26, School Board members met to discuss the open seat
resulting from Pablo Muirhead's August 12, 2022 resignation from the Board, and to meet with
community members who applied to fill the vacancy:

Abby Fowler, 4600 North Morris Boulevard
Andrew Frey, 3820 North Cramer Street
Nathan Hammons, 4400 North Maryland Avenue

- V. 9:17pm RECESS



Board Meeting Minutes
September 2, 2022

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

- V. 10:00 am MOTION to RECONVENE IN OPEN SESSION
MOVED by _____ and SECONDED by _____ AYE: 4 NAY: 0
In accordance with Wis. Stat. § 17.26, School Board members met to discuss the open seat
resulting from Pablo Muirhead's August 12, 2022 resignation from the Board.
- VI. 11:30 am ADJOURN

To: School Board
From: Ellen Eckman

Notes from Back to School Briefing of the **Wisconsin Public Education Network – Aug 29, 2022**

Heather DuBois Bourenance, the Executive Director presided.

The main focus of the meeting was on the upcoming announcements regarding school spending for the next state budget.

Chris Theil gave a legislative policy update:

1. Wisconsin schools facing fiscal cliff; we are below half-point in funding schools in US
2. State may have as much as \$7 Billion dollars available for spending.
3. State has never been in such a healthy fiscal position and can afford to fund schools
4. Any discussion on tax cuts is just rhetoric.
5. Headline news should be that the money is there!

Chris suggested the following actions when State Superintendent releases her budget on Sept 15:

1. Press releases that thank the Superintendent for a strong budget and mention that children deserve this kind of funding and support.
2. We don't have to raise taxes to support public schools; the money is there
3. Local pressure is needed – to let representatives know the needs in our districts

The Wisconsin Public Education Network has a vote tracker to see how legislators have voted on last budget or any other issues.

www.WisconsinNetwork.org/tracker

There was a discussion on Shared services and consolidations of schools in rural areas.

Lead by Jeff Eide, Wisconsin Rural School Alliance

He talked about the lack of funding and problems in rural areas as they examine alternatives.

Newest push of this group is Public Schools Unite Us --- using lawn signs, T-shirts, and positive messages. Want to get good candidates and help them get elected.

Wisconsin Public Education Network sponsors workshops, training, sessions on referendums,

Upcoming Workshop on School Funding Basics with Dr. Julie Underwood – Sept. 14

Others listed on their website.

Nonpartisan Fall Campaign Resources

- Public Schools Unite Us Action Center: <https://www.wisconsinnetwork.org/psuuaction>
- Public Schools Unite Us Action form: <https://forms.gle/BmJhBQuXAydnX2WX6> — this is how you sign up for fall resources that can support your campaigns, including requesting mini-grants
- Sept. 14 School Funding Basics for Advocates, Candidates, and Champions, with Dr. Julie Underwood: <https://secure.everyaction.com/MgfQIL6AWk-GfQtHip2jBQ2>
- Sept. 17 WAUSAU AREA Organizing Workshop: https://secure.everyaction.com/dYg-l2D_mU-N0wNRF7vppg2
- Sept. 18 SUN PRAIRIE Organizing Workshop: <https://secure.everyaction.com/OeNdyth85kGLdJKLBVA9tg2>
- Sept. 21 VIRTUAL Organizing Workshop: <https://secure.everyaction.com/m7VqD78WBk2i1FIElnjfvfg2>
- T-shirts and yard signs: <https://forms.gle/7cfJGfsLffsP1K7y6>

Other resources

- Petition: “Wisconsin Students and Educators Deserve a LOT More than ZERO”: <https://secure.everyaction.com/CuRqGwAfO0S1IdXBJ2bGEw2>
- Summer Summit archive: <https://www.wisconsinnetwork.org/4629-2>
 - landing page: <https://www.wisconsinnetwork.org/summit>

Wisconsin Public Education Network is hiring!

- Job application: <https://forms.gle/s8JfZmMHxujR48S46>
- Job descriptions:
Regional organizers, legislative/policy intern, and digital and communications assistant
https://docs.google.com/document/d/1_QRsuiOg7iSPjRyvMFrR4ZvQNjfkHk20upxJ70URH7k/e/dit?usp=sharing

Fall Referenda

- DPI Referenda database: <https://sfs.dpi.wi.gov/Referenda/CustomReporting.aspx>

Becky Freer, Report for Tuesday, September 13, 2022, Regular Meeting

SEED Foundation Board Meeting, Monday, September 12, 2022

- Board members discussed preparations for their annual campaign. They are preparing mailers and emails to the community. They also are getting out to the schools to engage with caregivers and families. This week, they will have tables at the orientations. The next Meet and Greet is at Scout Wine on Thursday, October 6th at 7pm.
- Dine for Seed is on Tuesday September 20th from 5-9. Participating restaurants are Brat House, Buttermint, Cloud Red, Culver's, Harry's Bar & Grill. City Market is from 5-7pm.
- Board members are working on finalizing the date for Swing with Shorewood.



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: September 13, 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.

School Updates

Thank you to our students, staff and families for making it a terrific start to the 2022-2023 school year. We began the year with such positivity and it continues! We were fully staffed with certified staff to begin the year, and, given the situation in many school districts, I am thankful for that. Our staff was energized and our schools were ready for Sept. 1 when we welcomed students back. Our entire staff has been upbeat and positive - and you feel it when you are in our schools and classrooms. Thank you to everyone for making this a positive beginning to the 2022-23 school year.

I have visited all of our buildings regularly to check in on operations, classrooms and building leadership teams, and it is wonderful to see our schools full of activity. Student families received reminders about our COVID protocols, student fees and lunch charges before the first day of school, and all schools have posted COVID signage for visitors. As a reminder, the COVID dashboard on the District website will be updated each Friday.

All students in grades 5-12 have also received their Chromebooks, and distribution and the early days of integrating these devices into teaching and learning has gone well. The Instructional Technology team worked incredibly hard to make this happen, while also addressing significant building and staff support needs that are common in the days ahead of welcoming students back to schools and classrooms.

Prior to the return of our students, we held New Staff Orientation. This was a three-day training for new staff to learn more about the district and expectations. Following this, all staff participated in professional development. For example, all employees participated in our Welcome Back festivities on August 23 in the auditorium. That afternoon we held required training for all employees on safety/crisis management along with a workshop on courageous conversations about race. As we held these afternoon workshops in our schools, I would like to thank the many facilitators who made this training successful. Teachers participated in a wide variety of professional development on topics such as our Chromebook implementation, a review of student assessment data, Educator Effectiveness, and the Equitable Multi-Level Systems of Support (EMLSS) process. Subject and grade level team meetings also occurred. The professional development all linked to our identified [strategic priorities](#).

I am pleased to confirm that all faculty vacancies were filled prior to the first day of school. As you know, this is not the case in many districts. I want to thank the Shorewood Education Association and Aides Association, our District administrators, principals and building teams, and faculty members who serve as mentors for their initiatives to welcome and orient our new staff to the District, their schools, and our community during our Back to School events and professional development schedule. Hiring was a key priority for us over the summer, and people worked very diligently to make certain we hired well and in a timely fashion. A few educational support aide positions remain open, and we are actively recruiting using a variety of methods to attract candidates.

Work on the Lake Bluff little playground will begin soon, and the Facilities Update at the end of September will include details about this project. In addition to opportunities for families and staff to offer feedback at the April Open House and a Lake Bluff faculty meeting, Heather Heaviland and Sam Tillman met with the early education staff at Lake Bluff and a parent of a student with disabilities to discuss the plan details before the final design phase. This work is scheduled for completion in late spring, but we hope that some equipment installations will be possible later this fall, weather permitting. The plans and renderings will be posted to the website for community members.

Dr. Keona Jones, Assistant State Superintendent, visited Shorewood High School on the first day of school. Dr. Jones has been a mentor to Amanda Jamerson, SHS Associate Principal, and Amanda helped orchestrate this visit together. Dr. Jones welcomed students into the building and several SHS students participated in the campus tour we provided. Dr. Jones was impressed with our high school students. Thanks to Amanda for making this happen!

Finally, I want to share preliminary enrollment data, as of September 1, 2022, in advance of our 3rd Friday count. This is truly preliminary and based on headcount alone. Total enrollment was 1929 on the first day of school, compared to 1900 on the first day of school last year, and 1889 in 2020. We will provide a more accurate total when the District's official "third Friday count" occurs after September 16. Good to see a positive trend, but we do always wish for more

students. I am a firm believer in using solid data, so let's wait for a more detailed report following our Third Friday count please.

District Communications and Community Engagement

In our commitment to more transparency and communication of priorities, we have been spearheading some new efforts. Our new, monthly Equity In Action posts have generated wonderful feedback. These profiles are provided directly to District staff, posted on the District website and shared through the weekly Shorewood Village Manager's Memo. Additional website updates include posting of our 2022-2023 Strategic Priorities (Strategic Plan tab in the District menu). Moreover, community members can also now reference recent budget documents in the Financial Stewardship Information section in the Strategic Plan tab.

In addition to scheduling fall community linkage meetings and Key Communicators group discussions for the School Board, we are working to identify members for the Operating Referendum Work Group. Just a reminder that we are beginning to study this topic. Additionally, we are studying the pros and cons of pursuing an all-day 4K program, and will form a study group for this as well. A decision about offering all-day 4K will be needed by mid-January in order to put plans in motion for the 2023-2024 school year.

The District has begun laying the groundwork for our search for the next Superintendent. Discussion of the Request for Proposals (RFP) process that will identify a search firm to manage this recruitment is on the Board meeting agenda for further discussion. I have consulted with other districts that recently engaged consultants for leadership searches and have reviewed their RFPs as well. Among other priorities, we have outlined the need for substantial staff and community engagement in the search process, including development of the candidate profile, and I am looking forward to being part of this planning process. Our goal is to be under contract with the successful superintendent candidate by the end of March; this is an ambitious timeline, but achievable if we are able to contract with a search firm by mid-October.

In response to District inquiries, we have received information from marketing firms with a specialty in school communications. I will be following up to explore how they might support focused efforts to message both current and prospective student families and distinguish the District in new ways, in terms of our mission, approach to student achievement and focus of community life. With the school year now underway, this will be a priority.

By way of this communication, I would like to welcome Abby Fowler to the Board.

I close again with thanks for a smooth start to the school year.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Approval of the 2022-2023 Compensation Agreement with the Shorewood Education Association

Date: September 13, 2022

Prepared by: JoAnn Sternke

Recommended action:

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

Purpose: Approval of the Agreement will grant the Business Services Office the authority to adjust wages and update payroll information to reflect new values in steps and lanes.

Background: The attached Agreement was ratified by Shorewood Education Association members in voting that concluded on Monday, September 12, 2022.

Tentative Agreement
Between the
Shorewood Education Association
and the
School Board of the School District of Shorewood

August 30, 2022

I. PREAMBLE

The School District of Shorewood, Milwaukee County, Wisconsin, hereinafter known as the District, represented by its School Board, hereinafter known as the Board, and the Shorewood Education Association, hereinafter known as the SEA, are the parties to this Agreement.

This agreement covers only total base wages and the distribution of a total base wage increase. It is the understanding of the SEA and the Board that other subjects of collective bargaining, as allowed by law, may be addressed in other agreements and that their absence in this agreement does not constitute a waiver of the right to negotiate over those subjects.

The terms of this contract shall be binding upon the Board, the SEA, and all personnel that the SEA represents.

II. RECOGNITION

The SEA is recognized as the exclusive bargaining agent for the non-supervisory certified personnel of the District, including the District nurse, excluding substitute, per diem teachers, and all teacher aides, whether certified or not, in conferences and negotiations with the Board or its representatives on questions of wages.

III. DURATION

This agreement language covers the 2022-2023 contract year defined as beginning July 1, 2022 and ending June 30, 2023.

IV. COMPENSATION

The Board and the SEA agree to a 3.16% increase in the total base wage.

V. DISTRIBUTION

The Board and the SEA agree to distribute the above increase to the salary schedule as shown below.

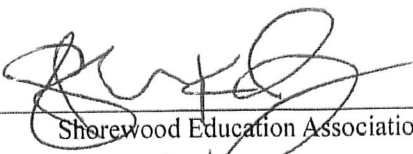
FOR INFORMATIONAL PURPOSES ONLY [NOT SUBJECT TO NEGOTIATIONS, BUT RATHER DEEMED SUPPLEMENTAL PAY AS SUCH TERMS ARE DEFINED BY 2011 WISCONSIN ACT 10 AND 2011 WISCONSIN ACT 32]:

All employees who were eligible for step movement were advanced one step on the salary system in accordance with the terms of the District's policy(-ies) and employee handbook.

All employees who completed approved course work by October 1, 2022 received lane movement in accordance with the terms of the District's policy(-ies) and employee handbook.

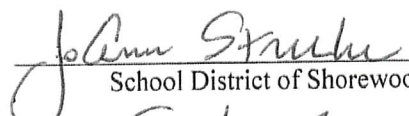
Step	Salary Schedule - 2022-2023					
	BA	BA -15	MA	MA - 15	MA - 30	MA - 45
1	46534	49512	56390	58623	61947	68645
1.5	47066	50043	56922	59155	62478	69176
2	47598	50575	57454	59686	63009	69707
2.5	48129	51106	57985	60218	63540	70239
3	48661	51638	58516	60750	64073	70771
3.5	49192	52169	59048	61281	64604	71302
4	49725	52701	59580	61812	65135	71833
4.5	50415	53393	60271	62504	65826	72525
5	51106	54084	60962	63195	66517	73215
5.5	52063	55040	61919	64152	67475	74173
6	53020	55997	62876	65108	68431	75129
6.5	54030	57007	63886	66119	69441	76139
7	55040	58017	64896	67129	70451	77149
7.5	56104	59081	65959	68192	71514	78213
8	57166	60143	67022	69255	72578	79276
8.5	58415	61393	68271	70504	73827	80525
9	59666	62642	69522	71754	75076	81774
9.5		64343	71223	73455	76777	83475
10		66044	72923	75155	78478	85176
10.5			74784	77016	80339	87037
11			76645	78877	82199	88897
11.5			78665	80897	84220	90918
12			80685	82918	86240	92938

Tentatively agreed to between the Board and the SEA subject to ratification by both parties.



 Shorewood Education Association
 9/7/22

 Date



 School District of Shorewood
 Sept. 7, 2022

 Date

SHOREWOOD

Leadership, Language, Culture and Outdoor Education Trip to Morocco

Day 1: Thursday, March 23

Arrival

Will fill in session (s) here depending on their arrival time. If late arrival, perhaps just welcome dinner at traditional restaurant with staff and language peer introduction.

Day 2: Friday, March 24

Orientation, Cultural Humility

AM: Orientation (Cultural Values). Student will be introduced to Cultural Dimensions that will provide them with lenses and tools by which to contextualize their new home.

PM: Roman Ruins of Chellah. We will have a guided tour of Chellah followed by a session where we cover themes related to contemporary Moroccan society and culture.

Roundtable discussion with Moroccan language and culture peers at a beach restaurant.

Students meet fellow local high school students and we will have roundtable discussions on Moroccan youth on topics that matter to the minds and passions of Moroccan youth.

Sunset reflection

Evening: Homestay Integration: Neighborhood tour and walk

Your homestay will show you around your neighborhood and introduce you to the community. The walk will include the local pharmacy, hanout, traditional Moroccan hammam and supermarket. This is a great opportunity to practice greetings in Arabic and get a better feel for your homestay community. Feel free to ask them questions to learn more about how a neighborhood is defined in Rabat.

Overnight in Rabat

Day 3: Saturday, March 25

Moroccan History and Cultural Confluence

AM: Rabat the Crossroads of Civilization Tour with university professor and guide.:

Students explore Morocco's rich cultural history as both a colonizer and colony. This day includes:

Students trace Morocco's cultural history back from antiquity to present day. They see how Phoenicians overtook earlier cultures in what is now Morocco only to be conquered by

Carthage and then Rome. They go on to consider the rise of the Amazighs, Islam and eventual control by European powers before independence. Students discuss how each of these cultures adds something to modern Moroccan culture and identity.

PM: Linguistical Landscape Tour

Linguistic landscape is the "visibility and salience of languages on public and commercial signs in a given territory or region." Sometimes we focus on the big picture rather than the small details, especially in a new place. This activity is designed to help students to notice the details of surroundings during our trip to Morocco to help you reflect on and discover what you see and the meanings behind these things.

Take time analyzing Rabat's city sign, historical section, Hassan neighborhood and Mohammed V avenue. This activity will help you learn more about your surroundings studying Rabat city. This activity language and culture peers (Moroccan high school students and university students). This is an exercise where students will act as Cultural Detectives and get to know their new communities.

Evening: Homestay Integration: Neighborhood tour and walk

Your homestay will show you around your neighborhood and introduce you to the community. The walk will include the local pharmacy, hanout, traditional Moroccan hammam and supermarket. This is a great opportunity to practice greetings in Arabic and get a better feel for your homestay community. Feel free to ask them questions to learn more about how a neighborhood is defined in Rabat.

Day 4: Sunday, March 26

Overnight Excursion begins to the town of Chefchaoune

Objective: The objective of the trip is to explore the cultural and geographical diversity that Morocco has to offer. Students will also be introduced to "leave no trace" principles and analyze the landscape through an intercultural lens. Here you will learn about rural life in the Rif Mountains of Morocco and explore the cultural diversity of the Amazigh community, who are the majority population in Morocco and the native population before Arabization. From the old medina walls of Marrakech to the villages of the High Atlas Mountains, students will hear stories from locals and take part in traditional rituals and musical performances with our hosts. Throughout the day, students will learn and reinforce vocabulary related to landmarks, geography, history and natural landscapes.

You will find that by the end of this trip, you will have a heightened sense of your surroundings. We will learn how to practice mindfulness when carrying ourselves in the local community.

Students head north to the region of the Rif Mountains. This trip takes slightly less than four hours but offers spectacular views of the Moroccan countryside and there will be many

stops along the way. Once in Chefchaoune, students check into their accommodations and meet Said, the owner of the first organic shop and restaurant in Chefchaoune. Here we will enjoy lunch on the terrace overlooking the town. Said will also share his story about how he came to be an herbal doctor and open the first sustainable NGO in the town. He will also talk about how locals adhere to what we call in the West minimalist and sustainable lifestyles. After our discussion over lunch, we will discover the town by foot and learn about what distinguishes this town from others in the country. We will end of our walk at the top of the Spanish mosque watching sunset with locals with a panoramic view of Chefchaoune.

- Students investigate efforts by the local community to safeguard traditional healing methods and lifestyles that promote sustainable and minimalist living.
- Students describe efforts to preserve sustainable living practices in Chefchaoune and Morocco. They compare efforts of Rabat to those of families living in the Rif Mountains of Morocco.

Day 5: Monday, March 27

Akchour Visit

Life in the Rif Mountains

On this day, we will go on a hike through the Rif Mountains. We will explore issues the rural community living in the countryside are facing. We will start off our hike in the village of Akchour where we will hike along side a river that leads us to God's bridge. Students will have time to swim at the waterfall where we will have a group reflection.

We will have lunch by the river before heading back to Chefchaoune for some free time before our group lunch at the first fish restaurant in town and learning how proximity to the Mediterranean (versus proximity to the Atlantic in Rabat) impacts daily life.

Chefchaoune during dinner: Session on music and dance in Morocco

In Morocco, music, often accompanied by dance, is central to everyday life and inseparable from the context in which it is performed. Music provides a medium for cultural, historical, social, aesthetic, personal, and even religious expression, in addition to its quintessential function as a source of relaxation, entertainment, and meditation. Music and dance in Morocco are cross-fertilized and multidimensional, but we can recognize four major families or categories: Amazigh, African, Arab/Andalusian, and Western, in addition to the multiple hybrid forms between all the above and other foreign genres. We will also explore how the different geographies of Morocco have impacted music in each region. And finally, we will explore how music has been adopted by youth to express their opinions about social, cultural, and political issues. It is also a powerful means of protest, reform, and hope.

Day 6: Tuesday, March 28

Experiential Workshops with Local Artisans in Chefchaoune

Today students will work one-on-one with local artisans living in Chefchaoune. They will choose amongst leather, brass or carpet-weaving and have conversations with the local artisans will learning more about their trade. Students will leave the workshop with the items that they've made.

We will then have a group lunch (or free time for lunch) followed by free time to explore the city before heading to the village of Belota in the mountains.

Family conversation in Belota:

Here you will have tea time and learn about rural life in the Rif Mountains of Morocco and explore the cultural diversity of the Amazigh community, who are the majority population in Morocco and the native population before Arabization.

Return to Rabat

Day 7: Wednesday, March 29

Religion, Culture and World View

Islam session

Visit to Casablanca Hassan II Mosque

Islam and the West

Morning: Visit Hassan II Mosque in Casablanca. Explore Islamic beautification through the guided tour of this mosque. Built partly on the sea, it is a religious and cultural complex. It includes a prayer room, ablution room, baths, a Koranic school (madrasa), a library and a museum. We will explore the symbolic significance of religion on forms of art, architecture and sacred spaces.

Afternoon:

Outdoor Islamophobia session:

During this interactive session, we will discuss the topic of Islamophobia in our world and tie themes we have explored with understanding of the world beyond Morocco. The framing of the religion is particularly important from a historical perspective and we will tie it to all of the intercultural themes discussed during orientation. We will also explore how West's casting of Muslims as a foreign community is part of an orientalist project to otherized the second largest religion on the planet. You will also learn and reflect on how Morocco represents religious pluralism in an Islam majority country, how the institutions of Islam and democracy coincide and how the youth in Morocco view Moroccan Islam.

Day 8: Thursday, March 30

Education/Francophone

Visit the **American Language Center** in Mohammedia to shadow teach. Meet the French language coordinator, sit in on French classes. Take part in conversations with francophone students.

OR

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Visit public middle school in Rabat (6th 7th and 8th grade)

Teachers meet with French Language Coordinator for tour of school

Lunch: Teachers have lunch conversations with local francophone teachers. Students with students

TBA

Evening: Homestay Integration- Moroccan tea is not just a delicious beverage that we like to consume 20 times a day, but it is actually rooted in a rich Moroccan tradition of hospitality and warmth. Every region of Morocco has a slightly different method and tradition of making tea. Today you will have a homestay integration project with your homestay family where they will teach you the way they make and serve Moroccan tea. While drinking the tea, you will partake in a storytelling session with your family and learn the importance of this centuries' old tradition in Morocco.

Day 9, Friday, March 31

Environmental Challenges in Morocco

Students explore Morocco through environmental study. They analyze how geographically and ecological diverse the country is. They also consider Morocco's environmental challenges and their causes. They will also address the question of **Islam and the Environment, peace with nature**. *What insight can Islam give about the environmental crisis? Is there an Islamic ethic to dealing with nature?*

This day includes:

- Students trace how Morocco's position on the globe and its geographic features lead to a diversity of ecosystems. They quantify Morocco's biodiversity and recognize it as the second most biodiverse country in the Mediterranean. They identify environmental challenges for Morocco, including water and its contamination.

Co-curricular Activity: Beach Audit at the Rabat Beach

Brainstorming on the ocean being a hidden landfill

Group activity: Recreate the path of waste from the market to the ocean

Extracurricular Activity: After our beach audit, we will visit an organic gardening school and take part in a planting exercise that explores the community's deep connection and commitment to land and nature.

Evening

Reentry Orientation and Group Reflection on the beach

Day 10: Saturday, April 1

Departure

Chaperones:	3 SHS Faculty Christine Jacquart, French Teacher Mohammed Natasha, SPED Lisa McFarland, French Teacher, GED II Coordinator and Edgenuity Center Instructor
Students	25 SHS students <ul style="list-style-type: none"> <input type="checkbox"/> Preference will be given to Seniors in the French program followed by Seniors and or Juniors who demonstrate are in good standing academically and behaviorally. <input type="checkbox"/> Have no suspensions nor expulsions throughout the 2022-2023 school year. <input type="checkbox"/> Have a valid passport by March 1, 2023.
Length of Trip	10 days March 23rd-April 1st (Missing 3 days of school at the end of 3rd quarter)
Cost per student (including 3 chaperones)	CIEE \$1500-1800 (Trip Itinerary/Transport/Hotels/Food) Transportation: \$800 - \$1500 (Flight/WI Coach Bus) All meals outside of homestay included Total \$2300-3300
Insurance	All students and faculty will be covered under CIEE’s iNext Travel Medical & Emergency Insurance. This is the same insurance that’s included in our High School Summer Abroad programs. This is included in the cost per student. iNext Travel insurance will be included and does have some provisions for lost baggage, emergency evacuation, etc. CIEE typically does not recommend additional trip insurance as there are usually so many exclusions for the price and coverage you receive.
COVID	If a student tests positive for COVID within 10 days of travel, <u>they will not be able to travel</u> . <u>No refunds will be issued</u> as CIEE will have accrued all costs that close to departure. Should a student test positive for COVID while on program, we’ll follow local laws and guidelines for masking, quarantine, testing, etc. This past summer, students who tested positive were isolated at home with their homestays until they received a negative test and could rejoin the group. I

	<p>anticipate us following a similar protocol unless local laws or guidelines change.</p>
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- no refund for CIEE itinerary events if student tests positive for COVID prior to leaving
- If students test positive for COVID prior to return flight to the U.S., charges incurred for a flight change and transportation to the hotel would be incurred on the part of the student

SCHOOL DISTRICT OF SHOREWOOD

352.1 Exhibit (1)

Harvard Model United Nations Conference- January 26th - January 29th
2023

- 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: Evan Schmidt/Debra Schwinn

Destination: 2023 Harvard Model United Nations Conference in Boston, Massachusetts

Date and time of departure: Thursday, January 26th Depart

Date and time of return: Sunday, January 29th Arrive

Name of class/co-curricular activity/student group: Model United Nations

Number of Students attending the trip: Minimum 25 Maximum 25

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

If yes, please explain: Students will miss Thursday January 26th and Friday January 27th and are accountable for all work and course content they may miss while representing SHS at HMUN 2023. Students must communicate with teachers to plan ahead and meet the requirements for each course prior to departure.

Description of the educational expectations/correlation to the classroom curriculum associated with this trip: The 25 SHS students who will represent Shorewood High School at the 2023 Harvard Model United Nations conference will be working with high school students from around the world to discuss, debate, and collaborate on major world issues. SHS students will utilize their research methods, interpersonal skills, and critical thinking skills necessary to embody our assigned delegation at this year's conference and work with other delegations to pass resolutions that answer some of the most pressing questions within the realm of international relations.

Describe your discipline plan: All students must abide by, the Shorewood High School Code of Conduct, Shorewood High School Overnight Field Trip Rules/Expectations 352.1 Exhibit (2), and the SHS Model United Nations Code of Conduct, while representing

Shorewood High School at HMUN 2023. All guidelines and expectations are signed by students and parents/guardians.

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) desire to observe the holiday? _____
Accommodations will/can be made for students who wish to observe a major religious holiday during the trip. Students and advisors will work together to best accommodate any observance.

What is your plan for health and safety emergencies? _____ All students and parents/guardians have filled out and signed the Medical Overnight Health Information and Medical Authorization 352.1 Exhibit (4), a list of allergies/known medical conditions is provided by the SHS Nurse office, and parent/guardian emergency contact information will be on hand throughout the trip.

Number of Chaperones: _____ 2
Estimated Cost per Chaperone: \$ _____ 800*
Estimated Cost per student before and after fundraising:
Before \$ _____ ~1000* After \$ _____

** Depends on cost of
- plane tickets
- bus
- hotel rooms*

Description of fundraising proposal for the trip: _____

Arrangements/provisions made for students in need of financial assistance: _____ Students/Parents/Guardians are made aware of the financial assistance opportunities and arrangements are made upon inquiry/request with aid from the administration.

Is this an optional student travel experience? Yes No _____

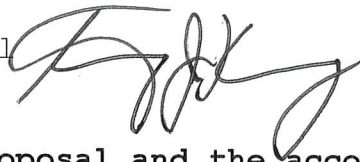
I have complied with all the requirements listed above.

Quart Schmitt
Signature of District Employee

9/9/22
Date

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

Signature of Principal



Date

9/12/22

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

Date

REVIEWED: August 14, 2012

