

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
November 15, 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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Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/u/kdeePLnyIh>

This meeting notice was posted on November 11, 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

Advanced Learning

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

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

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

A. Review of 2021-2022 Wisconsin Forward Test Results and School Report Cards 3

B. Superintendent Search Update

V. 8:30 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.

VI. 8:45 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes 6

October 25 Board Meeting Minutes

B. Approval and Adoption of OE 5 (Financial Management & Administration) Report Revisions 8

C. Approval and Adoption of OE 9 (Instructional Programs) Report Revisions 20

VII. 8:50 pm BOARD MEMBER REPORTS 34

VIII. 9:00 pm SUPERINTENDENT'S REPORT 35

IX. 9:10 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes: Appointments, Resignations and Leave of Absence Requests 39

B. Approval of May 2023 SIS Student Trip to Quebec, Canada 40

X. 9:15 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. 9:30 pm REVIEW OF 'TO DO' ITEMS

XII. 9:40 pm FUTURE AGENDA ITEMS

XIII. 9:45 pm RECESS AND DEBRIEF



SHOREWOOD SCHOOL BOARD

Topic: Wisconsin Forward Exam Results and School Report Cards

Date: November 15, 2022

Prepared by: JoAnn Sternke

Board Action:

Information only

 X **Presentation/discussion**

Discussion/action by board of education

Presentation/action next meeting

Purpose:

- To review 2021-2022 District WI Forward results and School Report Cards published by the Wisconsin Department of Public Instruction (DPI);
- Discuss the District's performance on WI Forward exams; and
- Understand the DPI School Report Card system and our rankings.

Background:

With the exception of a State pandemic-related suspension of testing in 2019-20, students take standardized tests each year:

- Students in grades 3-8 take Wisconsin (WI) Forward exams each spring, with data shared with school districts in the following school year. Results from Forward exams administered in May 2022 were provided to schools at the end of September, and individual student results were sent to parents/caregivers in October. At the November 15th meeting we will share results on this state assessment.
- Students in grades 9 and 10 take ACT Aspire exams.

Details about WI Forward content and score ranges - which vary from grade to grade - are below for your reference. This [DPI document](#) summarizes the assessments' links to standards, in addition to how assessments are scored at Advanced, Proficient, Basic and Below Basic levels.

Wisconsin Forward Score Ranges

Content Area	Grade	Score Ranges			
		Below Basic	Basic	Proficient	Advanced
English Language Arts	3	330-521	522-569	570-623	624-900
	4	340-545	546-591	592-649	650-930
	5	350-563	564-609	610-669	670-940
	6	360-571	572-621	622-670	671-950
	7	370-584	585-637	638-696	697-960
	8	380-591	592-651	652-707	708-970
Mathematics	3	360-516	517-559	560-610	611-760
	4	405-535	536-587	588-632	633-800
	5	430-573	574-610	611-657	658-830
	6	440-581	582-625	626-687	688-870
	7	450-605	606-646	647-711	712-880
	8	470-619	620-666	667-717	718-890
Science	4	300-446	447-495	496-542	543-725
	8	480-652	653-694	695-736	737-945
Social Studies	4	330-460	461-490	491-536	537-700
	8	540-661	662-692	693-733	734-860
	10	645-769	770-804	805-836	837-980

The DPI advises that WI Forward results be used in conjunction with local evidence - report cards, school assessments such as FastBridge, grades and other information - to assess student learning. In keeping with this intent, annual Forward results impact District and school work to:

- Target instruction to student needs;
- Understand what students know and can do, in order to guide curriculum and professional development decisions;
- Help parents/caregivers understand what their child knows and is able to do in core curriculum areas;
- Inform discussions throughout our learning community about the readiness of students to pursue higher levels of education or career paths, especially those groups that have historically been left behind; and
- Reflect on our teaching practices.

The District’s presentation of OE 9 (Instructional Programs) on November 29 reflects this global approach to student assessment, as will the R2 (Academic Mastery) Student Results Monitoring Report, which will be presented in June 2023.

Our November 15 presentation of 2021-22 WI Forward exam results details overall performance as well as by student group and will also note performance trends and comparisons. We will

identify key opportunities for improvement as well as celebrations. While we have work to do in our pursuit of excellence for all, we also have much to be proud of.

District and School Report Cards

A second portion of the November 15 presentation will include a look at our WI School District and School Report cards. These are currently embargoed by the state until the day of the Board meeting, so we are not able to share them in this executive summary.

As part of the state accountability system, the DPI produces report cards for every public school and district in Wisconsin. These report cards are fueled, in part, by WI Forward data, and capture years of data on multiple indicators across four Priority Areas (Achievement, Growth, Target Group Outcomes, and On-Track to Graduation). In addition, these report cards provide course and program participation information for grades 9-12 for public schools and districts. A school or district's overall accountability score places the school/district into one of five overall accountability ratings:

<i>Accountability Rating Category</i>	<i>Accountability Score Range</i>	
	<i>Minimum</i>	<i>Maximum</i>
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

Mike Joynt, Interim Director of Teaching and Learning, will present both an overview of the District’s performance on our elementary, intermediate and high school report cards, and a discussion of these important elements of the Accountability Report Card system at the Board meeting:

- Weight of Priority Area Scores (Achievement, Growth, Target Group Outcomes and On-Track to Graduation);
- Calculation of value-added scores;
- Use of Target Group results to measure progress in closing achievement gaps; and
- Correlations between student engagement indicators and academic achievement.

In addition to student accomplishments, we are proud of the work of our dedicated staff, who continue to focus on individual academic growth for every child enrolled in our schools.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
September 27, 2022

Board Member Participation: Paru Shah, President
Emily Berry, Vice President
Becky Freer, Clerk
Ellen Eckman, Treasurer
Abby Fowler, Board Member
Bella Busby, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services
Mike Joynt, Interim Director of Teaching and Learning

I. 7:04 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Abby Fowler and SECONDED by Becky Freer

Motion to Revise the Agenda to include the SWSA Board Report with the Superintendent's Report

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

II. 7:08 pm STUDENT ACHIEVEMENT AND RESULTS

Lake Bluff Elementary Urban Ecology Center Learning Opportunities

Students, Alejandra Ovalle Krolick and Mike Roberts

III. 7:17 pm PUBLIC COMMENT #1 - no comments

IV. 7:17 pm BOARD BUSINESS AND BOARD ACTION

A. Adoption of the 2022-2023 Original Budget

MOVED by Becky Freer and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

B. Adoption of the 2022-2023 Property Tax Levy

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

C. SIS Goal Setting Initiative, Claire Bernatz, 7th Grade Science Teacher

D. Discussion of District Recommendations for Revisions to R3 Student Results (Character & Citizenship, Mike Joynt)

E. Approval of OE 4 (Personnel Administration) Operational Expectations Monitoring Report

MOVED by Abby Fowler and SECONDED by Becky Freer

F. Superintendent Search Update

V. 8:43 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

October 11 Closed Session and October 11 Regular Board Meeting

B. Approval of Closed Session Minutes, October 12, 2022 Expulsion Hearing conducted by the Board of Education

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

VI. 8:43 pm PUBLIC COMMENT #2 - no comments

VII. 8:44pm BOARD MEMBER REPORTS

Recreation and Community Services Advisory Board; SEED Foundation Board Meeting; October 11 Town Hall Meeting and October 19 Key Communicators Group Session

VIII. 8:51 pm SUPERINTENDENT'S REPORT

IX. 9:03 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of Monthly Financials; Approval of April 2023 Student Trip to New York; and Approval of MOU with the Village of Shorewood Covering Crossing Guard Services

MOVED by Emily Berry and SECONDED by Abby Fowler

AYE: 5 NAY: 0

X. 9:04 pm PUBLIC COMMENT #3 - no comments

XI. 9:04 pm REVIEW OF 'TO DO' ITEMS

OE updates and website postings; Village tax insert, R3 and R4; Board Candidate Information Session; Board Linkage schedule

XII. 9:05 pm FUTURE AGENDA ITEMS

XIII. 9:08 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Revisions to Operational Expectations (OE) Monitoring Reports: OE 5 (Financial Management and Administration) and OE 9 (Instructional Programs)

Date: November 15, 2022

Prepared by: JoAnn Sternke

Recommended action:

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

Purpose:

To share updated OE indicators, compliance information and data sources for Board review and adoption.

Background:

As part of the review and approval of 2021-22 District reports for OE 5 and OE 9, Board members and District administrators discussed updates to these reports for future years. The drafts provided reflect these discussions and needed modifications in areas where data collection and other information resources have changed over time.

If adopted, the District's upcoming presentation of OE 9 on November 29, and OE 5 on December 13, will be presented using these reports.



Board of Education
Operational Expectations Monitoring Document
OE 5 Financial Planning, Administration & Asset Protection
Financial Management & Administration

Certification of the Superintendent

With respect to Operational Expectation 5 (**Financial Management & Administration**), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

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

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

Executive Summary

Disposition of the School Board

With respect to Operational Expectation 5 (**Financial Management & Administration**), the Board:

- Accepts the report as Compliant
- Accepts the report as Compliant with Noted Exceptions
- Finds the report Not in Compliance

Summary Statement/Board Motion

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

OE 5 Financial Planning, Administration and Asset Protection
Financial Management & Administration

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

Superintendent Interpretation

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

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

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

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

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

Board Comments:

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

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

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

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

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

Board Comments:

OE-5.3 The Superintendent will develop a budget that ensures fiscal soundness in future years.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation

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

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

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

Board Comments:

OE-5.4 The Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step and lane increases and benefits. The Superintendent will develop a budget that reflects anticipated changes in employee compensation and benefits adjustments and indicate how this is being applied to all employee groups.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation

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

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

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

Board Comments:

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

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

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

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

<p>Board Indicator 3: The District is committed to equity and utilization of businesses that meet DBE* or similar certification requirements disadvantaged businesses and preference for and local bidders. The district will award bids according to the bid award matrix. <i>*DBE is a federal designation for small, for-profit business concerns with majority ownership from socially and economically disadvantaged individuals.</i></p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

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

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

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

Board Comments:

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

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

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

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

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

Board Comments:

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

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

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

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

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

Board Comments:

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

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

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

<p>Board Indicator 2: The Superintendent will receive updates from the Business Services Office when the reports are filed or overdue.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence:</p>		

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

Board Comments:

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

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

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

Board Comments:

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

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

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

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

Board Comments:

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

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

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

Board Comments:



Board of Education
Operational Expectations Monitoring Document
OE 9 Instructional Program

Certification of the Superintendent

With respect to Operational Expectation 9 (Instructional Program), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

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

Signed: _____, Interim Superintendent

Date: _____

Executive Summary

Disposition of the School Board

With respect to Operational Expectation 9 (Instructional Programs), the Board:

- Accepts the report as Compliant
- Accepts the report as Compliant with Noted Exceptions
- Finds the report Not in Compliance

Summary Statement/Board Motion

Signed: _____, Board President

Date: _____

OE 9 Instructional Program

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

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

Superintendent Interpretation

- The Board's Results Policies are defined in R-1,2,3,4,5;
- *Aligned* shall mean that the program of instruction offers a predictable and aligned set of skills and units of study by grade level that are coherent and consistent with Wisconsin Academic Standards;
- *Challenging* shall mean that students are pushed beyond their current level of skills and knowledge;
- *Relevant opportunities* shall mean the courses offered to students are responsive to students' culture, identity and abilities and meaningful to their current and future endeavors;
- *Rotating* shall mean that curriculum is evaluated and reviewed on a continuous multi-year cycle;
- *Comprehensive evaluation* shall mean that a committee of educators has reviewed local, state, and national standards along with current research of best practices in the curricular area being reviewed.
- *High-Quality instruction* shall mean using instructional materials, teaching practices, and learning environments that lead to learner success while being culturally responsive and student centered:
 - *Culturally responsive*: recognizing the importance of including students' cultural references in all aspects of learning; and
 - *Student centered*: encouraging students to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them.

<p>OE 9.7 OE 9.1 Provide for the daily instructional hours and district calendar necessary to best serve the learning needs of students, achieve the Board’s Results policies and comply with state law.</p>	<p><u>Superintendent</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>
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Superintendent Interpretation

- The Board of Education expects the Superintendent to assure that the District complies with the minutes and days of instruction that are set for by the State of Wisconsin.
- *Daily instructional hours* shall mean all hours between the beginning of the school day and end of the school day without including lunch.
- *Best serve the learning needs of students* shall mean students have an adequate amount of time to learn and explore various curriculums.
- *Comply with state law* shall mean meeting the requirements set for by the Department of Public Instruction for required instructional minutes by grade level.

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

Board Comments:

Board Indicator 2

The District ~~creates~~ **maintains** curriculum maps aligned to the State Department of Public Instruction or National standards based on **its** ~~the~~ Curriculum Review Cycle.

Superintendent

Compliant
Not Compliant

Board

Compliant
Not Compliant

Evidence:

Board Indicator 3

The District completes a comprehensive evaluation of instructional best practices for all programs up for review based on the Curriculum Review Cycle.

Superintendent

Compliant
Not Compliant

Board

Compliant
Not Compliant

Evidence:

Board Comments:

<p>OE 9.2 Measure each student’s progress with assessments that are reliable and valid.</p>	<p><u>Superintendent</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>
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Superintendent Interpretation

- The Board of Education expects the Superintendent to assess student achievement both informally in the classroom and through methods that reduce subjectivity; and
- *Reliable and Valid* shall mean the district uses research-based assessment tools to determine students’ progress in achieving standards.

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

<p>Board Indicator 2 The District provides the Board with an annual comprehensive data presentation pertaining to the students’ district’s performance on key assessments, noting disaggregated results and comparisons to state or national averages, where applicable.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

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

- The Board of Education expects the Superintendent to offer all students an opportunity to pursue and excel in areas that match their interest or talent;
- *Instructional programs* shall mean the teaching practices and classroom instruction that take place daily;
- *Opportunities* shall mean course offerings in the elective areas at both elementary and secondary levels; and
- *Develop talents and enthusiasm in their areas of interest* shall mean that students have the opportunity to enroll and participate in “specials” or elective areas at both elementary and secondary levels.

<p>Board Indicator 1: The District will perform see positive trends in student perceptions concerning instructional programs on the index of “Preparation” and other survey questions on the Student Survey</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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Evidence:

School Perceptions Student Survey Data (2019-2022)

Preparation Index	2019 (n=1139)	2020 (n=755)	2021 (n=821)	2022 (n=738)
I explore careers/jobs that may interest me after high school.	3.14	3.11	3.07	3.06
I set goals for the school year.	2.96	2.9	2.83	2.8
I believe what I am learning in school will help me to be successful in life.	2.89	2.85	2.85	2.75
I believe what I am learning in school is preparing me for next year.	2.97	2.95	2.96	2.86
Questions not in Preparation Index				
I enjoy going to school.	2.51	2.66	2.57	2.44
I am satisfied with the education I'm receiving at this school.	3.12	3.14	3.21	3.05
If there were no grades given in classes, I would still do my work.	2.93	2.94	2.97	2.72
I believe what I am learning in school connects to the real world.	2.61	2.57	2.59	2.57
I believe what I am learning in school allows me to use my own original voice beyond the classroom.	2.86	2.87	2.83	2.72
I get to do something I enjoy in school.	3.02	3.08	2.95	2.89

Board Indicator 2: The District communicates all elective offerings at each grade level.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

Board Comments:

OE 9.4 Ensure that the District's use of the DPI EMLSS framework accommodates the different learning styles of students, is culturally relevant and differentiates instruction to meet the needs of students of various backgrounds and abilities.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation

- The Board of Education expects the Superintendent to offer instructional programs that use teaching resources and strategies to accommodate the learning styles and the needs of all students;
- *Use of the Wisconsin Department of Public Instruction Equitable Multi-Level Systems of Support (EMLSS) framework means providing equitable services, practices, and resources to every learner.*
- *Different learning styles* shall mean the academic needs of each student requires diverse teaching strategies in order for each student to be successful;
- *Culturally Relevant* shall mean recognizing the importance of including students' cultural references in all aspects of learning; and
- *Differentiated instruction* shall mean the strategies used by teachers in the classroom to support

students' varied learning needs.

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

<p>Board Indicator 2 More than 80% of the District's learners receive all academic instruction at the Tier 1 / Universal level.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 3 90% of students have opportunities to participate in elective offerings.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence:</p>		

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

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

<p>Board Indicator 6 The District will provide updates and demonstrate progress toward the adoption of a professional development framework that includes culturally responsive instruction, a District priority. All teacher evaluations will include evidence of culturally responsive instruction.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 7 In the absence of teacher evaluations that include evidence of culturally responsive instruction, a At least Tri-annual curriculum audits will demonstrate reflect culturally responsive teaching and learning opportunities.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 8 Demonstrate that Advanced Placement and Advanced Learning and other enrollments are equitable in enrollment. Advanced Placement course enrollment demonstrates parity (within +/- 10% of total enrollment) within subgroups.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

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

- The Board of Education expects the Superintendent to encourage new and relevant programs that align with the Board’s Results policies and to monitor and evaluate the effectiveness of those programs;
- *Encourage* shall mean that the district supports teachers looking for new and effective ways to meet the values for student achievement in the Results policies;
- *New and relevant programs* shall mean a program implemented in the past 5 years and requires an entire grade level to participate in; and
- *Effectiveness* shall mean improving student results as identified in the Results Policies.

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

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

Board Indicator 3 New and/or relevant programs have a review process that is conducted annually.	<u>Superintendent</u>	<u>Board</u>
	Compliant Not Compliant	Compliant Not Compliant
Evidence:		

Board Comments:

OE 9.6 Foster students’ digital citizenship and information literacy, <i>in accordance with District policy, the Student Code of Conduct and administrative procedures.</i>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions Not Compliant	Compliant with Exceptions Not Compliant

Superintendent Interpretation

- The Board of Education expects the Superintendent to provide students with curriculum and instruction that helps them become safe and effective users of technology and online resources.
- *The District Technology Plan outlines the scope of work the District will complete to improve*

technology infrastructure, provide professional development, and implement meaningful instructional technology.

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

<p>Board Indicator 1 The District Technology Plan includes a portion dedicated to technology skill sets with an emphasis on digital citizenship.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2 The District Technology Plan is aligned with a framework of standards (example: International Society for Technology in Education (ISTE) Standards) that ensure informational literacy is addressed.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

Lake Bluff Caretaker Linkage Meeting, November 3, 2022, 6 p.m., Lake Bluff Library

Board members present: Becky Freer & Abby Fowler

Administrators present: JoAnn Sternke, Alejandra Ovalle-Krolick

We had a wide-ranging conversation with seven parents/caretakers. In general, they expressed that this year felt better than last year. They also shared helpful comments and questions:

- A few parents asked about the process for the superintendent search. We discussed opportunities to provide feedback via the survey to share what they are looking for in a new superintendent. We also shared that there will be an opportunity to see finalists later in the process.
- One parent asked about the status of the playgroup improvements. They were excited that the map would exist in the new design.
- Concerns were shared about the reduction in fifth grade classrooms from 3 to 2. A parent stated that teachers are wonderful, but the size of the class feels a little overwhelming. She asked if the 6th grade class would be large next year.
- Parents brought up employee morale and asked about what we are doing to support and keep teachers.
- A few people shared concerns related to socio-emotional challenges. The group seemed satisfied with the administration's responsiveness to students' needs and coaching employees in effective responses to meeting students' needs.
- A parent shared concerns about the model of multi-aged classrooms where students are in classes with the same students throughout elementary school. She shared that it might be hard for kids to grow and change because they might be characterized as a certain way by their peers. A few parents agreed and stated that it often feels like there are two schools within the school. A parent did want to acknowledge that this opinion might be unpopular as there is a long tradition and interest in multi-aged classes.
- Requests were made of the advanced learning department for activities to start before the 4th grade. Several ideas were mentioned on how to draw on the interests of more students with different interests (e.g., science fair, geography, art docents, etc.).
- A few people commented that they are glad Shorewood is committed to equity and hiring employees of diverse identities and backgrounds.
- One person asked about the loan terms related to the capital projects referendum. They were concerned about the terms of the loan being short.

Dr. Sternke replied to many of the concerns listed above. Dr. Sternke shared that she would ask Heather to follow up with more specific information about capital debt terms, but in general capital debt must be structured in a specific way.



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: November 15, 2022

Prepared by: JoAnn Sternke

Board Action:

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.

Superintendent Search Process

As you know, the Board has engaged with School Exec Connect to manage the superintendent search process and logistics. As I serve as Interim Superintendent, I am not involved in the superintendent search process. That being said, I want to alert the community to two key deliverables that are now active as the search process begins. First, the Board is committed to keeping people informed during the search process. In light of this I want to share the Superintendent Search page that can be easily found on the district website. Please refer to this webpage to learn updates and opportunities for participation in the process. Secondly, and most important for now, the [Superintendent Search Survey](#) is now open. We encourage you to take this survey. This is an important tool for gathering community input about the qualifications and experience we need in our next Superintendent. I encourage District staff, families and community members to share the link with neighbors and friends in the Village so that we can maximize participation. Having wide representation in this survey is critical to the success of the search process. The survey link and other information about the search process is also available on the District website.

District and School Updates

Two finalists for the position of Director of Buildings & Grounds completed their interviews with District stakeholder groups earlier this month, and I am pleased to announce that Sean Strauss will be taking on this role, effective November 28. Sean will bring a wealth of experience and

valuable knowledge about school facilities management and operations to our administrative team. Sean has been in facilities positions in the Pewaukee, Racine and Whitnall districts over the past ten years. As he has served in a wide range of school district sizes, he brings us great experience and processes to match. He also brings a commitment to high standards for cleanliness, safety and quality; relationship building skills, and a service mindset. Current Director of Facilities Tony Seidita will be working with Sean to ensure a smooth transition, and after 35+ years in the District, he will officially retire in early 2023. On behalf of the entire District leadership team, I want to extend our deepest thanks, congratulations and best wishes to Tony as he begins a new chapter in life. He has served the district very, very well.

I also want to share that the District - along with other Wisconsin school Districts - has received a Department of Workforce Development School Health Services grant that will reimburse expenses that support retention of nursing staff and improve school nursing services through training and professional development. This grant program was created to acknowledge and further develop school-based nursing services that became critical assets during the peak of the COVID-19 pandemic - and continue to be essential to virus mitigation protocols. This is well-deserved support for our District Nurse, Kelly Barlow and the entire Shorewood health team, and we will work together to identify needs and opportunities that can be funded through the District's award of \$20,800.

On a related note, District staff and families recently received information about the availability of 2,500 COVID-19 test kits that the District received. Kelly Barlow will coordinate the distribution of these kits to each school, where they will be dispensed to staff and students on site upon request, and only if there are symptoms of illness or issues of exposure that warrant testing.

At this time of year, we are focused on calibrating our Educator Effectiveness work in each building. This is our commitment to offering teachers high quality feedback so they can improve their practice. With all of our teachers participating, and at various stages of the three-year EE cycle, District administrators and school leaders have been devoting time to this over the past few weeks to ensure that all staff are moving through the steps involved in documenting their professional practice and student learning goals and that observations, assessments and coaching keeps pace. This past week, Mike Joynt worked with CESA to offer calibration training for our school leaders. This was valuable and helpful learning and collaborative conversation. As discussed at the October 25 Board meeting, we are also evaluating the Shorewood Induction Program (SIP), our new teacher mentoring program. The Educator Effectiveness cycle presents a good opportunity to talk with new staff members as well as our teacher-mentors about the success of SIP since its inception, identified priorities and potential new directions for the program.

With Winter Break just weeks away, student families and staff have received communications about our inclement weather notification procedures and make-up days that are built into the 2022-2023 instructional calendar. It's a busy time for the Student Support Services team at the High School, too, as college application deadlines are approaching and prospective 9th graders

and their families are visiting and inquiring about enrollment next fall. Development of the 2023-24 instructional calendar will start in December, and Mike Joynt will lead this process, with input from staff and parents, as well as information from the Village and surrounding districts. Annual Board review will be scheduled in January or February.

In addition to the Operational Referendum Work Group, which is meeting throughout this month, we have scheduled three meetings with District staff and education partners to discuss the possibility of establishing a full-day 4K program. The meeting group includes representatives from Shorewood's early childhood education affiliates (Bright Beginnings and Milestones), kindergarten teachers and principals from Lake Bluff and Atwater, and our Administrative leadership team. I have also reached out to CESA 1 and the DPI for some input from their early childhood education specialists. Along with exploring possible program expansion, this is an important opportunity to talk with our partners and District educators about ways that we can further leverage existing programming and other assets to benefit early learners and their families. The group's final meeting is scheduled for early December, and we will provide a summary report to the School Board following our Winter Break.

Communications

Building on feedback we have received through surveys, Key Communicators sessions and linkage meetings, we have finished interviews with three firms about how they can help us better communicate with current and prospective student families, staff and other stakeholders about the unique benefits of a Shorewood education and other key elements of our mission and strategic plan. These firms have provided proposals and I will be determining next steps that address these priorities:

- Developing a "*Why Shorewood*" communications plan that will speak to our distinctive approach to student growth and achievement, including our commitments to arts education, equity and agency for students;
- Maximizing existing communication channels (District website, school newsletters, social media, etc.); and
- Leveraging Village and other partnerships to expand our communication with Shorewood residents (with and without school-age children).

I also want to touch on other types of communications that we continuously work to improve, in collaboration with Board members and other partners: our annual School Perceptions surveys and our Operational Expectations (OE) and Results (R) Monitoring reports.

The District will present our annual report on Instructional Programs (OE 9) on November 29, along with highlights of each school's growth plans for this year. Both of these reports - and many others we prepare annually - are informed, in part, by School Perceptions survey results. Increased survey participation, as well as input from students and staff about survey themes and questions have been identified as priorities for this year's survey planning process. We will begin reviewing these and other goals we have for 2023 with the School Perceptions team after Winter Break.

School Perceptions surveys are one of the most visible measurement tools the District uses to document trends, needs and challenges in our learning community. We communicate details about the processes and management work involved in our academic programs, student services, and operations through operational and results reports scheduled throughout the school year. As we look to improve communications generally, I want to take this opportunity to review recent and upcoming changes in these reports for Board and community members:

- Revisions to OE 5 (Financial Management & Administration) and OE 9 (Instructional Programs) that were discussed last year are part of the November 15 Board Consent Agenda. If approved, administrators will prepare the District's 2022-2023 reports using these updated templates; as noted earlier, OE 9 is scheduled to be presented on November 29; OE 5 will be presented on December 13.
- With major referendum projects complete, Huffman Development will be making their last presentations to the School Board on December 13 and February 14. Any updates to our annual Facilities report (OE10) should be reviewed and approved by the end of the fiscal year (June 2023) so that our September 2023 report captures both referendum-related and emerging facilities management needs and goals.
- Our Student Results Reports for R3 (Character and Citizenship) and R4 (Wellness) were presented in early October, and the School Board reviewed recommendations for revisions to R3 at the October 25 meeting. Mike Joynt and Kate Harder have begun work on recommendations for R4, and this will be on an upcoming Board agenda.
- Finally, along with OE 9 (Instructional Programs), there are two additional pieces that relate to student results reporting: OE 8, which is our report on the Learning Environment, and R2 (Academic Mastery). We report on the Learning Environment in the spring, and R2 will be prepared following after the end of the school year, in order to include a full year of student assessment data.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hires

Date: November 15, 2022

Prepared by: Liliana Mendoza

Recommended action:

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

Recommendation(s): Approval

Purpose: New Hires

Background:

Sean Strauss has been hired as the Director of Buildings and Grounds for the District. Sean has been working in public school facilities management roles since 2012, and was most recently Custodial Operations Supervisor in the Pewaukee School District.

Sean will begin work on November 28.

TEACHER REQUEST FOR OVERNIGHT FIELD TRIP

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

Name of District employee in charge: _____ **ANNETTE KOERTEN** _____

Destination: _____ **PROVINCE OF QUEBEC CANADA** _____

Date and time of departure: _____ **MAY 19TH 2023** _____

Date and time of return: _____ **MAY 23RD 2023** _____

Name of class or co-curricular activity/student group:

_____ **FRENCH LINGUISTIC TRIP** _____

Number of Students attending the trip: Minimum: _____ **21** _____ Maximum: _____ **32** _____

Will students miss any instructional days/hours of school for this trip? **YES** **NO**

If yes, please explain:

They will miss 2 and days, but they will gain so much in understanding Canadian culture. They will also put into practice what they have learned in French class for the past 2 years.

Description of the educational expectations/correlation to the classroom curriculum:

Students will be put in real life experience and will be able to communicate with native _____

Describe your discipline plan:

Will follow the school policy _____

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

Does not conflict with any major religious holidays _____

What is your plan for health and safety emergencies? ⁴⁰

PROMETOUR INSURANCE : Student Group Insurance Program covering group dates of travel - Coverage Includes:

1. Trip Cancellation, Interruption and Delay Cancel for Any Reason up to 75% of prepaid, forfeited, non- refundable payments or deposits
2. Baggage & Personal Effects / Damage Loss & Delay
3. Emergency Medical & Dental Expenses
4. Emergency Evacuation/Repatriation
5. 24 hour Accidental Death & Dismemberment
6. Travel Assistance & Concierge

Number of chaperones: 2 + 1 (GROUP LEADER)

Estimated cost per chaperone: \$ 1,620.00

Estimated cost per student before and after fundraising:

Before \$ 1,620 After \$ 1,590.00

Description of fundraising proposal for the trip:

BOXTOP

BAKE SALE

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


I offer scholarship opportunities to familie_in need

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: ~~AKoerten~~ A Koerten Date: 11/03/2022

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

Signature of Principal:  Date: 11/8/22

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

Signature of Superintendent: _____ Date: _____

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

Signature of School Board President: _____ Date: _____

REVIEWED: August 14, 2012



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

LA BELLE PROVINCE

Montréal and Québec City

Shorewood Intermediate School
May 19 - 22, 2023
4 DAYS

Jennifer Page
Tour Consultant
✉ jennifer.page@prometour.com

DAY 1: TRAVEL TO FRENCH CANADA
Montreal - Trois-Rivieres - Quebec City

Friday 19-May-2023



Board your **flight** from **Milwaukee** and begin the journey to **French Canada**

Meet your **Quebecois Prometour Tour Director** at the **Montreal** airport, he/she will remain with your group for the duration of your visit

Enjoy a traditional sugar shack meal at **Chez Dany Cabane à Sucre** in Trois-Rivières, half-way between Montreal and Quebec City

Board your **motor coach** and continue on to **Quebec City**

Overnight accommodation at a hotel in the **Quebec City region**

This day will be adjusted to accommodate the flight schedule

DAY 2: QUEBEC CITY

Saturday 20-May-2023



Enjoy breakfast at the hotel with your group

Stretch your legs while exploring this 400 year old fortified city on a **guided walking tour**, walk along St-Louis and St-Jean Streets, see the breathtaking Chateau Frontenac, and admire the magnificent architecture and views

Enjoy **Poutine** for lunch, a Quebec specialty, it's more than just French fries, cheese & sauce

Have time in the enchanting **Quartier Petit Champlain**, it showcases the talents of local artisans, and is the location of the **Escalier Casse-Cou** and **Wall of History**

Admire the view as you ride the **Vieux Québec Funicular**

At the **Plains of Abraham Museum** partake in **The Soldiers of the Martello Tower** to learn about the daily life of a soldier in the 1812 Battle in Quebec

Enjoy an authentic **savoury Crepe meal** with your group

Traverse the mighty **St. Lawrence River on a ferry** to enjoy a sailor's view of the Plains of Abraham and Chateau Frontenac

Overnight accommodation at a hotel in the **Quebec City region**

DAY 3: QUEBEC CITY - MONTREAL

Sunday 21-May-2023



Enjoy breakfast at your hotel with your group

At **Parc de la Chute Montmorency** have time for photos, to walk over the suspended bridge, and take the 487 steps for a different view of the falls which are higher than those of Niagara Falls

Visit the **Copper Museum**, watch a demonstration of "Repoussé" work and then live the experience of an artisan by working on your own copper piece that you can bring home

See the fabulous display of nature that the glaciers left at the spectacular **Canyon Sainte-Anne** by crossing 3 suspended bridges and numerous steps where you can descend 55 metres into the canyon

Enjoy a **BBQ lunch** on the Canyon's beautiful terrasse

Have a **guided tour** of the **Ste-Anne de Beaupré Basilica**; this impressive house of worship is one of the five national shrines of Canada

Board your motor coach and **return to Montreal**

Dinner in a quaint local restaurant with your group

Overnight accommodation at a **Residence of McGill** in downtown **Montreal** (or similar)

DAY 4: MONTREAL- RETURN HOME

Monday 22-May-2023



Enjoy a continental breakfast at the hotel with your group

Discover the spectacular interior of **Notre-Dame Basilica**, located in Vieux Montreal (**non-guided**)

Musée Pointe a Calliere lays at the very birthplace of Montréal; watch a **short movie** on how this city was founded

Have time to explore **Place Jacques-Cartier** and **St- Paul Street** in **Vieux-Montreal**

Have lunch on your own

Board your **motor coach** and head to the airport

Say a fond *Au Revoir* to your Quebecois Prometour Tour Director

Board your **flight** from **Montreal** and begin the journey back to home

This day will be adjusted to accommodate the flight schedule

PRICE PER PERSON SHEET

This is a privately operated tour - you will not be combined with another group

Student Price Per Person

30 to 32 participants : 1 450 USD

27 to 29 participants : 1 500 USD

24 to 26 participants : 1 550 USD

21 to 23 participants : 1 620 USD

SUPPLEMENTS

Adult Insurance Premium \$ 15 per day, per person
Adult Activity Supplement \$ 15 per day, per person
Twin Room Supplement \$ 45 per night, per person
Single Room Supplement \$ 90 per night, per person

This trip is quoted as a student tour, prices are subject to increase if number of adults exceeds 30% of group size

PAYMENT SCHEDULE

Based on Dates of Travel

01-Nov-2022 \$ 500 pp
15-Nov-2022 \$ 700 pp
15-Feb-2023 Balance (determined by final group size)

} new dates will be posted

Monthly installments available at time of online registration

Deposit is 100% refundable until the group has been confirmed to travel by your Group Leader

Please check with your credit card company and/or financial institution for any extra applicable fees

PRICE INCLUDES

PROMETOUR PEACE OF MIND PROGRAM

Student Group Insurance Program covering group dates of travel

Coverage Includes:

Trip Cancellation, Interruption and Delay
Cancel for Any Reason up to 75% of prepaid, forfeited, non-refundable payments or deposits
Baggage & Personal Effects; Damage Loss & Delay
Emergency Medical & Dental Expenses
Emergency Evacuation/Repatriation
24 hour Accidental Death & Dismemberment
Travel Assistance & Concierge

Transportation

Round trip airfare* Milwaukee / Montreal / Milwaukee
Associated ground transportation costs while in destination

Hotel Accommodation

2 nights' accommodation at a quality Quebec City region hotel
1 nights' accommodation at a Montreal McGill Residence (or similar)
3 - 4 star standard
3 & 4 per room, by gender, single beds not guaranteed

Meals

3 Breakfasts / 2 Lunches / 2 Dinners
1 Cabane à Sucre meal
Restaurant meals are group menu with 1 non-alcoholic beverage
+ vegetarian option

PRICE DOES NOT INCLUDE

Airline baggage charges according to their policies

Motor coach transfer: USA School / Airport / USA School

Meals that are not indicated in the daily program

Personal spending money

Costs associated with travel documents, visas, medical testing, vaccinations, or other as required by your destination(s) or home country

Costs associated with changes to itinerary due to unforeseen circumstances including but not limited to: pandemics, epidemics, natural disasters, or other

Any applicable Prometour processing fees (\$35)

Activities/ Sightseeing

Allaforementioned visits, activities, tours and admissions

TourGuides

Service of a dynamic bilingual Quebecois Tour Director
Local city / activity guides as indicated in the program

Tips

Tour Director (\$12)
Bus Drivers (\$8)

Other

Applicable service fees, taxes and FICAV contribution

Notes

*Airline Fuel Surcharge (already included in these prices): Airlines have the legal right to impose fuel surcharges to tickets even after bookings have been made. Departure taxes and airline fuel surcharges at time of this quote = \$145

Prométour reserves the right to alter your itinerary before or during your tour for reasons including but not limited to: severe weather conditions, government restrictions, holidays, special events, or other unforeseen circumstances. When a scheduled activity or tourist site is not possible, we will make every effort to minimize inconvenience by adjusting the itinerary or replacing the item with a similar item of equal standard and value.

Prométour's Green Initiative!

Prométour's target is to be a 100% carbon neutral company by 2023. Complimentary CO2 offsetting is now included on all tours including bus or air transportation.

EXCHANGE RATE Prométour has quoted this package at an exchange of 1 CAD = 0.80 USD

Useful Information

SAFETY PROTOCOL

TERMS & CONDITIONS

PROTECTION PLAN / PEACE OF MIND 2020

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