

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
September 26, 2023 AGENDA

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

Note: There is a Superintendent's Listening Session scheduled at 6 pm in the Library Media Center. All are welcome to attend in person.

The School Board meeting will begin at 7 pm. To attend, please enter through the Administration Building doors and take the west stairs up to the second floor to reach the Library Media Center. The building elevator can be accessed near the east stairs.

Community members can use the alternative method of School Board meeting access that the District is providing on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

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

This meeting notice was posted on September 21, 2023.

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)

SHS Investment Club

III. 7:20 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. 7:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of OE 3 (Treatment of District Constituents) Operational Expectations 3

Monitoring Report

B. Approval of OE 7 (Communicating with Village Residents and Public Audiences) 13

Operational Expectations Monitoring Report

C. Approval of OE 8 (Learning Environment) Policy and Indicator Revisions 21

D. Discussion of R2 Student Results Policy - Academic Achievement & Growth 29

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

A. Approval of Board Meeting Minutes 33

September 12, 2023 Closed Session

September 12, 2023 Regular Board Meeting

VI. 8:45 pm PUBLIC COMMENT #2 (GC3)

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

VII. 8:55 pm BOARD MEMBER REPORTS 36

Southeast Wisconsin Schools Alliance

Wisconsin Public Education Network

VIII. 9:05 pm SUPERINTENDENT'S REPORT 54

IX. 9:15 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials 57

B. Approval of Instructional Calendar Adjustment 60

C. Approval of District Staffing Changes: New Hires, Resignations, Retirements and 61

Leave of Absence Requests

Leave of Absence Request - Helms

X. 9:20 pm REVIEW OF 'TO DO' ITEMS

XI. 9:25 pm FUTURE AGENDA ITEMS

XII. 9:30 pm RECESS AND DEBRIEF



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: Laurie Burgos, Superintendent

Date: September 26, 2023

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, and to what degree people feel the treatment (as defined) they receive from the school district meets their needs and expectations. The past year was distinguished by an operating referendum communications effort, and increased coordination of District and school communications across a variety of topics (health and safety, assessments, policy updates, etc.).

Across the board, School Perceptions survey results show that families were more satisfied with District communications during the 2022-2023 school year than during the prior school year, with notable improvement in satisfaction with the effectiveness and timeliness of District 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.

Email continues to be the number one way constituents prefer to receive and submit feedback, the second and third most preferred ways are through Parent/Teacher Conferences (63.8%) and Conversations with teacher/administrators (61.6%). These results are consistent with preferred communication methods indicated on the School Perceptions survey in 2021-22.

The Superintendent's Entry Plan Report will establish internal and external communications priorities for the 2023-2024 school year. Some areas of focus to enhance information sharing and constituent dialogue in 2023-2024 are:

- District, school, and Board email updates will be further leveraged in 2023-2024 to share important information with students and their families/caregivers and ensure timely communications;
- The District will update the website to improve navigation and the organization of key information, and increase messaging about using email to provide feedback, as this was the top feedback tool;
- Additionally, the District will create content that reflects the District's distinctive educational approach and student results through a themed communications effort (Excellence Means More Here), with tailoring messaging to District constituents; and
- The District also aims to provide more face-to-face opportunities for constituents to interact with school staff members, and increasing in-person participation in parent/teacher conferences, ad-hoc committees and other school events is a priority.

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:

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

Superintendent Interpretation:

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

<p>Board Indicator 1:</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>
--	---	---

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, District policy guides this topic. Policy [8350](#) - Confidentiality - outlines the key areas needed for compliance in this area. The District has systems in place regarding collection, storage, and release of this confidential data (e.g. medical records, specific student data/records, Family & Medical Leave information). These systems work effectively.

In 2022-23, 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>
--	---	---

Evidence: There was no release of confidential information and, therefore, no legal action in 2022-2023.

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>
--	--	--

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 during the 2021-2022 school year. This case is still pending.</p> <p>As part of OE 3.2, the school district provides numerous avenues for registering and resolving complaints. District Policy 9130 - Public Requests, Suggestions, or Complaints outlines steps to be taken in addressing complaints and suggestions related to all facets of the District's operations, as well as student programs and services.</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 OE 4.</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>
---	---	--

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.

<p>Board Indicator 1:</p> <p>The District provides at least five (5) mediums for feedback and input from constituents.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
---	--	--

Evidence: It is key to provide a wide variety of sources to both disseminate information and to attain feedback. The District's Operating Referendum communications plan was a notable 2022-2023 initiative that included a variety of engagement and feedback opportunities, including in-person information/Q&A sessions throughout the community, direct mail pieces and curated digital content (website and social media). The in-person sessions, social media posts and the District website provided direct feedback tools, which were important to addressing specific questions and concerns proactively, and to refining the District's messaging around this critical topic.

Annually, the District uses a wide variety of mechanisms to attain feedback from constituents (students, staff, and parents/caregivers). Five (5) key mediums for District feedback include:

Emails:

- All electronic communications from the District or from schools to parents/caregivers 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 81 questions submitted (from families/staff) through the various portals on our website during the 2022-2023 school year and our goal is to provide a response within 48 hours;
- During the 2022-2023 school year, the District added a non-discrimination statement to the footer of all District email addresses. This information is also included on all public printed materials, in accordance with state and federal Civil Rights compliance guidelines.

Phone Calls:

- The Superintendent, District administrators, building principals, faculty and staff regularly respond to phone calls from District families and residents.
- 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%).
- To reduce constituents' need to use voicemail, the District phone system transfers calls to a District office before connecting with voicemail if an initial call goes unanswered.

Surveys:

- The annual School Perceptions Survey (Parents/Community Members, students and staff) has been conducted annually since 2017. Additionally, the District used these surveys to encourage communication with constituents during the year:
 - A bi-annual Youth Risk Behavior Survey of students in grades 9-12 administered by the Centers for Disease Control and Prevention (CDC);
 - An outreach survey and candidate endorsement surveys available to staff, students and District parents/caregivers that provided input on the search for the District's Superintendent, administered in partnership with the School Board and School Exec Connect;
 - Additional parent, staff and student surveys regarding final candidates for District leadership positions; and
 - Informal surveys administered by schools and departments to collect feedback about specific topics.

Meetings and Events (virtual and in-person):

- In addition to participating in Board Linkage sessions with a variety of constituent groups, District leaders attended meetings and events that engage constituents throughout the year, including:
 - Regular meetings with the Shorewood Education Association and Shorewood Education Assistants Association;
 - Building-level ICS team meetings, other staff meetings and training sessions;
 - Meetings with SEED and other District support groups; and
 - Orientation/open house events for school learning communities and other school events; In total, there were 14 [Linkage discussions](#) in the 2022-2023 school year.

Website:

- The “Submit a Question/Concern” portal has remained prominent on the District website; 81 questions were submitted through the portal during the 2022-23 school year;
- The District also created website sections to address Operating Referendum questions, legislative advocacy and financial stewardship.

Social Media - Feedback is provided by families/community members via the District’s social media messenger systems; 14 questions via Facebook were sent to the District in the 2022-23 school year; the District responds to all questions submitted within 48 hours and, where appropriate, in the posts’ comments sections;

Board Meetings: There were 62 public comments made at Board meetings during the 2022-23 school year.

<p>Board Indicator 2:</p> <p>At least 70% of constituents believe that the District and schools communicate effectively.</p>	<p><u>Superintendent</u></p>	<p><u>Board</u></p>
	<p>Evidence: This year, School Perceptions survey results improved broadly, with constituents replying more favorably to survey questions directed at District communications:</p> <ul style="list-style-type: none"> • 79% of families are satisfied with the communication that comes from the District (up from 75.5% last year). • 81% of families are satisfied with the communications coming from the schools (80.3%% last year) • 88% of District families believe the District is effective in providing timely communications via multiple channels (up from 84.2% last year) • 85.8% of participants believe the schools are effective in providing timely communications via multiple channels <p>To improve communications in the 2023-24 school year, the District will concentrate efforts on sending the majority of information through the following top three preferred communications channels:</p> <ol style="list-style-type: none"> 1) Email (92.1%) - staff/administration will strive to respond to every email within 48 business hours; 2) Student Conferences (63.7%) - conferences will continue to be strongly promoted and held twice per year at each school (with in-person and virtual options at all grade levels); and 3) Conversations with teachers/administrators (61.5%) - the District will strive to return phone calls within 48 hours & schedule in person meetings when necessary. <p>The District will also focus on internal communications, including a new District newsletter, staff emails and school and classroom visits.</p>	<p>Compliant</p>

<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>
<p>Evidence: The School Perceptions parent/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.</p> <ul style="list-style-type: none"> ● 87% of families "Agreed" or "Strongly Agreed" with the following statement: "School staff treat everyone with dignity and respect." ● 83% 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." ● 88 % of families "Agreed" or "Strongly Agreed" with the following statement: "I feel welcomed at my child's school." ● 77% of families "Agreed" or "Strongly Agreed" with the following statement: "I feel comfortable sharing ideas with staff." <p>There is room for improvement in interactions with all constituencies, including staff. Last year's School Perceptions results pointed to a number of areas that the District will focus on, including internal communication, responsiveness, and increasing administrators' presence in schools.</p>		

<p>Board Indicator 4:</p> <p>The District website includes accessibility features to increase access for all stakeholders.</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 Shorewood School District website has embedded accessibility features:</p> <ul style="list-style-type: none"> ● <u>Visual Web Accessibility</u>: 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. ● <u>Motor Web Accessibility</u>: 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. ● <u>Auditory Web Accessibility</u>: 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. ● <u>Cognitive Web Accessibility</u>: 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.

Maria Campbell, Communications Specialist, will be working with Edlio, our website provider, to redesign the District website in the first quarter of the 2023-24 school year.



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: Laurie Burgos, Superintendent Date: September 26, 2023

Executive Summary

The OE-7 Monitoring Document focuses on how the District works to maintain timely, two-way communication with Village residents and public audiences (OE-7.1), and the systems we have in place to ensure the public is informed about overall District administration and operations topics, and engaged in our equity mission.

Board Indicator 1 focuses on how the District utilizes its communications channels to reach residents and other public audiences (e.g. Shorewood Today, social media, website, school/district/alumni newsletters, etc.), and there are no significant differences in 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 support, and opportunities for input/feedback.

Reaching Village residents and others who do not have students enrolled in the District remains a challenge, but there have been improvements in terms of School Perceptions survey results.

The Superintendent's Entry Plan Report will identify external communications priorities, and these are some topics that will be areas of focus in 2023-2024:

- We have an important responsibility to report on the District's use of referendum funding, and use of the Village Manager's memo and other channels that reach beyond District constituents will be key to fulfilling this commitment;
- The District will update the website to improve navigation and the organization of key information;
- The District will target efforts on creating quality content/promoting the District's distinctive educational approach and student results through a themed communications effort (Excellence Means More Here), with special emphasis on Shorewood Today magazine, newsletters, and website;

- The District will also focus on engaging families new to the community, and those with students enrolled in other districts or private schools, through the Excellence Means More Here campaign; and
- Lastly, the District will work to engage alumni in the 2023-2024 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 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 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>
--	--	---

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, School Board meeting schedule and other key dates inform the annual communications plan. <i>Shorewood Today</i>, the Village Manager’s Memo, social media and events are the most effective tools for communicating with residents and public audiences.</p> <p>The District’s April 2023 operating referendum communications plan provided some unique opportunities for direct communication with Village residents. In addition to three direct-mail referendum information pieces, a number of informational, Q&A sessions were held throughout the community in the months before the election.</p> <p>The District’s partnership with the Village is also key to sharing District initiatives, goals and financial stewardship information with the public. Information about school funding was mailed with tax bills to property owners again in December 2022, and the District provides School Board meeting notices and other information for posting with Village partners.</p> <p>Opportunities for two way-communication between the District and our resident and public audiences include:</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 several feedback options, including the Contact Us page and 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 identified in the 2023 School Perceptions community survey (n=90, no students enrolled in the District) are:

- 1) Shorewood Today magazine (64%)
- 2) District/school Newsletters (64%)
- 3) District website (42%)

School Board agendas/minutes were fourth.

<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 style="text-align: center;"><u>Superintendent</u></p> <p style="text-align: center;">Compliant</p> <p style="text-align: center;">Not Compliant</p>	<p style="text-align: center;"><u>Board</u></p> <p style="text-align: center;">Compliant</p> <p style="text-align: center;">Not Compliant</p>
---	---	---

Evidence:

Public (n=83, community member with no children in the district) survey responses:

- *Communication via multiple channels* has improved (46% in 2023, compared to 36% in 2022);
 - The number of respondents who answered “don’t know/doesn’t apply” was 35%, compared to 40% in 2022. Though the survey population is small, this is

positive, as between 40-50% of respondents have answered “does not apply” to this prompt annually since the survey was introduced in 2017.

- *The District’s communications have positively impacted by overall support of the School District* has also improved (37% in 2023, compared to 33% in 2022); “don’t know/doesn’t apply was 32%

Though improved, these and other School Perceptions results fall far short of compliance, which was revised from 80% in 2021, and also do not meet an alternative “majority” measurement.

<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>
<p>Evidence: Public (n=81, community member with no children in the district) survey responses:</p> <p><i>The District provides opportunities for input and feedback</i> improved (44% in 2023, compared to 35% in 2022).</p>		

Board Comments:

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

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>
<p>Evidence:</p> <p>An Annual Progress report was not published due to the Superintendent transition at the end of the District’s fiscal year. On August 22, 2023, 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</p>		

status. One notice of the meeting was published in the Milwaukee Journal Sentinel, as is also required in the state statute.

Annual Meeting materials, including a video of the proceedings, are located on the District website. All OE and Results reports are posted and maintained on the District website under Board of Education -> Board Reports.

Board Comments:

OE-8 Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning.

Superintendent Interpretation:

The Board of Education expects the Superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners.

- *Learning Environment* refers to the diverse physical locations, contexts, and cultures in which students learn.
- *Effective learning* refers to students challenging themselves, learning continuously while adapting to changes and contributing to society.

OE 8.1

The Superintendent will maintain a climate that is characterized by support and encouragement for high student achievement.

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that promotes academic success.

- ***Maintain a climate that is characterized by support*** shall mean that the spaces where students learn are designed, furnished, maintained and decorated in ways that foster dignity and celebration of the strengths each student brings to that space.
- ***Encouragement for high student achievement*** shall mean the systems in place for both people and spaces to foster and celebrate academic success alongside growth in wellness, character and citizenship as described in [Results Policies 1-4](#).

Board Indicator 1:

All staff participate in training that helps them foster equity, growth, and excellence for all students.

Board Indicator 2:

District leaders establish and focus work that advances annual, school-specific growth plans.

Board Indicator 3:

District systems are in place to help to identify and meet student-specific social, emotional and academic needs.

Board Indicator 4:

Each student receives personalized advisory outreach at school transition points at 6th, 8th and 11th or 12th grade, or at entry to the district.

OE 8.2

The Superintendent will establish and maintain learning environments that are safe, welcoming and inclusive.

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that supports all students' success.

Inclusive shall mean where diverse cultures, identities, backgrounds, and abilities are acknowledged, valued, and affirmed.

Board Indicator 1:

All staff participate in ongoing professional development that supports their participation in building culturally responsive teaching and inclusive learning environments.

Board Indicator 2:

All schools have in place inclusive learning spaces, programs, and activities.

OE 8.3

The Superintendent will ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and applied consistently.

Superintendent Interpretation:

The Board of Education expects the Superintendent to promote active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- *Policies and procedures regarding discipline* shall mean the adopted Shorewood School District Code of Conduct and Wisconsin State Law.

- *Collaboratively developed* shall mean administrators, teachers, and building staff are included in developing discipline procedures.
- *Appropriately communicated* shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication).
- *Enforce consistently* shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, MLL and socioeconomic status.

Board Indicator 1:

The Superintendent and district leadership review the Code of Conduct annually and update as needed using a collaborative process.

Board Indicator 2:

By the start of each school year, the student handbook is sent to families and caretakers electronically, available as a hard copy, and accessible via the District website.

Board Indicator 3:

Student disciplinary policies, practices, procedures, and trainings district-wide are equitable, culturally responsive, and effective in supporting students whose behavior interferes with their learning or the learning of others.

OE 8.4

The Superintendent will work to ensure that safe and nutritious foods are available to all students throughout the school day.

Superintendent Interpretation:

The Board of Education expects the Superintendent to support Results policies 1-4 with available nutritious food for students across the school day and various learning environments.

- **Available nutritious foods** shall mean a variety of foods that give students the nutrients needed to maintain health and have energy.

Board Indicator 1:

Students and caregivers have a voice in the options and delivery of food service.

Board Indicator 2

All students have access to nutritious food options across learning environments.

OE 8.5

The Superintendent may not permit any behaviors on district property or at school sponsored events that disrupt learning or hinder student well-being.

Superintendent Interpretation:

The Board of Education expects the Superintendent to reasonably prevent, discourage, or ban any activity that negatively impacts student learning or is unsafe.

- **May not permit** shall mean the superintendent will not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Well-being** shall mean a safe emotional state.

Board Indicator 1:

The District has a process to investigate and address all formal complaints about employees and document outcomes.

Board Indicator 2:

The District has a process to investigate and/or address all formal complaints about individuals who are neither students nor employees and document outcomes.

OE-8 Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning.

Superintendent Interpretation:

The Board of Education expects the Superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners.

- *Learning Environment* refers to the diverse physical locations, contexts, and cultures in which students learn.
- *Effective learning* refers to students challenging themselves, learning continuously while adapting to changes and contributing to society.

OE 8.1

The Superintendent shall maintain a climate that is characterized by support and encouragement for high student achievement.

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that promotes academic success.

- ***Maintain a climate that is characterized by support*** shall mean that the spaces where students learn are designed, furnished, maintained and decorated in ways that foster dignity and celebration of the strengths each student brings to that space.
- ***Encouragement for high student achievement*** shall mean the systems in place for both people and spaces to foster and celebrate academic success alongside growth in wellness, character and citizenship as described in [Results Policies 1-4](#).

Board Indicator 1:

All staff participate in training that helps them foster equity, growth, and excellence for all students.

Board Indicator 2:

District leaders establish and focus work that advances annual, school-specific growth plans.

Board Indicator 3:

District systems are in place to help to identify and meet student-specific social, emotional and academic needs.

Board Indicator 4:

Each student receives personalized advisory outreach at school transition points at 6th, 8th and 11th or 12th grade, or at entry to the district.

OE 8.2

The Superintendent shall establish and maintain learning environments that are safe, welcoming, and inclusive.

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that supports all students' success.

Inclusive shall mean where diverse cultures, identities, backgrounds, and abilities are acknowledged, valued, and affirmed.

Board Indicator 1:

All staff participate in ongoing professional development that supports their participation in building culturally responsive teaching and inclusive learning environments.

Board Indicator 2:

All schools have in place inclusive learning spaces, programs, and activities.

Board Indicator 3:

All schools have in place emergency procedures and drills for emergency situations including but not limited to fire, tornado, and active shooter.

OE 8.3

The Superintendent will ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and applied consistently.

Superintendent Interpretation:

The Board of Education expects the Superintendent to promote active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- *Policies and procedures regarding discipline* shall mean the adopted Shorewood School District Code of Conduct and Wisconsin State Law.
- *Collaboratively developed* shall mean administrators, teachers, and building staff are included in developing discipline procedures.
- *Appropriately communicated* shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication).
- *Enforce consistently* shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, MLL and socioeconomic status.

Board Indicator 1:

The Superintendent and district leadership review the Code of Conduct annually and update as needed using a collaborative process.

Board Indicator 2:

By the start of each school year, the student handbook is sent to families and caretakers electronically, available as a hard copy, and accessible via the District website.

Board Indicator 3:

Student disciplinary policies, practices, procedures, and trainings district-wide are equitable, culturally responsive, and effective in supporting students whose behavior interferes with their learning or the learning of others.

OE 8.4

The Superintendent will work to ensure that safe and nutritious foods are available to all students throughout the school day.

Superintendent Interpretation:

The Board of Education expects the Superintendent to support Results policies 1-4 with available nutritious food for students across the school day and various learning environments.

- ***Available nutritious foods*** shall mean a variety of foods that give students

the nutrients needed to maintain health and have energy.

Board Indicator 1:

Students and caregivers have a voice in the options and delivery of food service.

Board Indicator 2

All students have access to nutritious food options across learning environments.

OE 8.5

The Superintendent may not permit any behaviors on district property or at school sponsored events that disrupt learning or hinder student well-being.

Superintendent Interpretation:

The Board of Education expects the Superintendent to reasonably prevent, discourage, or ban any activity that negatively impacts student learning or is unsafe.

- **May not permit** shall mean the superintendent will not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Well-being** shall mean a safe emotional state.

Board Indicator 1:

The District has a process to investigate and address all formal complaints about employees and document outcomes.

Board Indicator 2:

The District has a process to investigate and/or address all formal complaints about individuals who are neither students nor employees and document outcomes.

September 26, 2023

Executive Summary: R-2 Changes

This board met September 7 in a workshop format to discuss board policy with a focus on Results Policy 2, Academic Growth.

R-2 is one of the four Results Policies our board maintains, and helps anchor both our work and the work of administrative leaders. It should reflect what our district and broader community value in terms of academic outcomes.

R-2 is complemented by separate policies on Character & Citizenship, R-3 and on Wellness, R-4. All three of these policies are summed up in our overarching Results Policy, R-1, "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."

We discussed what this board values in terms of academic growth vs. academic mastery, and how to reflect our values around educational equity in this policy.

We reviewed parallel policies from boards in Sun Prairie and borrowed language we liked to come up with a new draft.

The board receives a report on R-2 at least annually - it is on our work plan for June, allowing us to review full-year Fastbridge results. As of 2020, this report is limited to math and reading, while other subjects are reported on in OE-9, the operating expectation policy around Instructional Programs.

Next we plan to tackle the R-2 indicators, following a meeting with Dr. Tony Frontier, tentatively in October.

(Continued next page)

Existing policy:

R-2
Academic Growth

All students will be literate and numerate, able to integrate and apply the knowledge, skills, competencies and dispositions across all academic disciplines.

Proposed New Policy for Discussion:

R-2
Academic Achievement and Growth

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences delivered in and out of the classroom, students will:

- Make reasonable progress each year toward being literate and numerate across academic disciplines.
- Gain the necessary skills to be prepared for college, career, and life readiness.
- Be able to demonstrate content knowledge, and apply skills and competencies through assessments and other learning opportunities.

For reference, here are some other districts' R-2 policies:

Sun Prairie, Wisconsin:

SR 2 Policy Type: Student Results Policy
Student Academic Outcomes

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences, in and out of the classroom, Students will:

- Make reasonable progress each year toward being literate and numerate across academic disciplines.
- Gain the necessary academic non-cognitive skills to be prepared for college, career, and life readiness.
- Be able to demonstrate mastery of content knowledge, skills, and competencies through multiple opportunities and assessments.
- Achieve academic growth with a focus on improving academic outcomes for students experiencing significantly lower rates of success.

DeForest, Wisconsin:

R-2 Academic Performance

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, based on the following disciplines:

- Career and Technical Education
- English Language Arts
- Fine Arts
- Global Languages
- Mathematics
- Physical Education/Health
- Science
- Social Studies

2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

Racine Unified School District:

Policy Type: Results
Academic Achievement

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

Each student will achieve at or above grade level in the following disciplines:

1. Reading
2. Math
3. Language Arts
4. Writing
5. Science
6. Social Studies
7. The arts, including music, art and drama
8. Technology
9. Physical education

Students will graduate career and/or college ready, having successfully completed career or technical programs; and/or, graduate with an ACT score at or above the state average (22) [North Star Benchmarks]

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
September 12, 2023

Board Member Participation: Emily Berry, President
Ellen Eckman, Vice President
Becky Freer, Treasurer
Abby Fowler, Clerk
Nathan Hammons, Member

Isabella Busby, Student Representative
Emmett Joslyn, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Janice Carter, Principal, Atwater Elementary School
Heather Heaviland, Director of Business Services
Mike Joynt, Director of Teaching & Learning
Sean Strauss, Director of Buildings & Grounds

I. 7:01pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Nathan Hammons and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

II. 7:02pm STUDENT ACHIEVEMENT PRESENTATION

Atwater Elementary School Student Leadership Goal Setting

III. 7:10 pm PUBLIC COMMENT #1

Mary Theisen 2321 East Menlo
Amber Wichowsky 4065 North Prospect
Andrew Frey 3820 North Cramer
Megann Hendrix 3904 North Morris

IV. 7:20 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of OE 2 (Superintendent's Emergency Succession Plan) Operational Expectations Monitoring Document

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

B. Approval of OE 10 (Facilities) Operational Expectations Monitoring Document

MOVED by Ellen Eckman and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

C. RESOLUTION AUTHORIZING TEMPORARY BORROWING IN AN AMOUNT NOT TO EXCEED \$3,600,000; ISSUANCE OF TAX AND REVENUE ANTICIPATION PROMISSORY NOTES; AND PARTICIPATION IN THE PMA LEVY AND AID ANTICIPATION NOTES PROGRAM

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

D. Review of OE 8 (Learning Environment) Operational Expectations Monitoring Document Revisions

V. 8:40 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

August 8, 2023 Regular Board Meeting

September 7, 2023 Closed Session

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 5 NAY: 0

VI. 8:41 pm PUBLIC COMMENT #2 - no comments

VII. 8:42 pm BOARD MEMBER REPORTS

Wisconsin Public Education Network

SEED Foundation

VIII. 8:49 pm SUPERINTENDENT'S REPORT

IX. 9:12 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes (Appointments, Resignations, Retirements and Leave of Absence Requests)

New Hires: Hoppe, Magin, Parks, Patterson, Saleh, Stefanich, Wampole

Resignations: Sellin, Wright, Zuehlke

B. Approval of Student Trip to the 2024 Harvard Model United National

MOVED by Becky Freer and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

X. 9:13 pm REVIEW OF 'TO DO' ITEMS

XII. 9:13 pm FUTURE AGENDA ITEMS

R2 Policy Revisions, OE 8 Revisions for Approval, Board Reports

XIII. 9:14 pm RECESS AND DEBRIEF



SCHOOL BOARD MEETING CLOSED SESSION

September 12, 2023 at 6:15pm

Board Member Participation:

Emily Berry, President
Ellen Eckman, Vice President
Becky Freer, Treasurer
Abby Fowler, Clerk
Nathan Hammons, Member

District Staff Participation:

Laurie Burgos, Superintendent
Kate Harder, Director of Special Education and Student Services

On Thursday, September 12, 2023 at 6:15 pm, the Shorewood School Board met in Closed Session.

Call to Order in Open Session.

The Board voted to Adjourn to a Closed Session to discuss the District's Annual Report of Seclusion and Restraint data for the 2022-2023 school year, pursuant to Section 118.305 of the Wisconsin Statutes addressing the use of seclusion and physical restraint in schools.

Motion to return to Open Session.

Meeting adjourned at 6:50 pm.

Here is the report from the Wisconsin Public Education Network meeting I attended September 11.

Ellen

Dear All,

Thank you for attending yesterday's September meeting of Wisconsin Public Education Network partners, and for making it extremely productive. Special thanks to Reps. Francesca Hong and Kristina Shelton, Tom Wermuth, and Chris Thiel, and to Julie Underwood, Mike Julka, and Elisabeth Lambert for previewing our fall series.

With appreciation for your patience, here is a list of the follow-up resources we discussed yesterday. Please look through them at your convenience and keep them handy for the big months ahead!

- Meeting [resource doc](#)
- Rep. Shelton's [slides](#) (ALEC Convention report)
 - "ALEC Exposed"
- [Our Aug. 30 update on Act 89](#) (the school/voucher funding transparency issue)
 - [Examples of letters to lawmakers!!](#) From Neda Esmaili, Carol Lenz, Lance Bagstad, Sandy Whisler...
- 2023 Summer Summit [archive and resources](#)
- Call for hosts and ideas! Fill out [this form](#) if you have a great idea about where to host the next Summer Summit!
- New [t-shirt and tote order form](#)
- New Accountability In Action Hub: WisconsinNetwork.org/Accountability
 - Please [provide your feedback](#) on this resource!
 - *Yesterday's ALEC report made clear how important it is that we run with this message. Please join us in doing so! If you want to be an ambassador for public schools and stand up to privatization, let us know how we can help.*
- October Public School Law Seminar Series — for all! ([PDF of flyer](#))
 - Wed. October 4
 - 7-8:30pm: [Engagement Within the School Board Governance Structure](#)
 - Wed. October 11
 - 7-8:30pm: [Recent Legal Developments Involving Voucher and Charter Schools](#)
 - Wed. October 18
 - 7-8:30pm: [Hot Topics in Student Discrimination: Racial Harassment, Discipline Issues, and Gender Affirmation](#)
- [Preview of the Joanna + Xavier PUBLIC SCHOOLS UNITE US VIDEO](#) (facebook). Remember to watch and share the full online "premiere" - Thursday at 1:00!

Whew! We got through a lot yesterday — am I missing anything? Let me know and it'll find its way into a newsletter very soon!

Thanks again,
- Team Public

--

Christian Phelps

Director of Digital Organizing & Communications

Wisconsin Public Education Network

WisconsinNetwork.org • facebook: www.facebook.com/WisconsinNetwork • twitter: [@WiscEdNetwork](https://twitter.com/WiscEdNetwork)

LOCAL LEVEL ACTION. STATEWIDE IMPACT. Wisconsin Public Education Network is a project of the Wisconsin Alliance for Excellent Schools, a nonprofit, nonpartisan public education advocacy organization. [To support our work as a contributing partner, click here!](#)

Want to learn how to maximize avenues for change for Wisconsin students and defend the freedom to learn in joyful public schools?

Check out our

PUBLIC SCHOOL LAW SERIES for public school champions!

Wed. October 4, 7-8:30pm:

Engagement Within the School Board Governance Structure

Wed. October 11, 7-8:30pm:

Recent Legal Developments Involving Voucher and Charter Schools

Wed. October 18, 7-8:30pm:

Hot Topics in Student Discrimination: Racial Harassment, Discipline Issues, and Gender Affirmation



Monthly Partners' Meeting: Mon. Sept. 11, 2023

Agenda:

- 3:30 Welcome & Introductions
- 3:35 Report from ALEC convention:
Reps. Francesca Hong & Kristina Shelton
- 4:05 Public School Law Preview:
Julie Underwood, Mike Julka,
Elisabeth Lambert
- 4:10 Legislative Updates:
Tom Wermuth
Chris Thiel
- 4:30 Review of Summer Summit,
feedback, 2024 preview
- 4:50 Accountability In Action hub; Public
Schools Unite Us video
- 5:00 Adjourn

Links & resources:

- **Link to this document:**
https://docs.google.com/document/d/1DSS1OLuLF_Ml2FqznBtzluBp2whHsEMJwWH5Qer--Y/edit?usp=sharing
- **ALEC convention report (CapTimes)**
https://captimes.com/opinion/guest-columns/opinion-alec-cooks-up-a-sequel-to-critical-race-theory/article_be3112c9-d77e-529b-9eb8-f2b0ed924769.html
- **Act 89 Update:**
<https://www.wisconsinnetwork.org/blog/action-alert-voucher-lobbyists-object-to-financial-transparency-proposal>
- **Summer Summit Archive:**
<http://www.wisconsinnetwork.org/4629-2>
 - **Feedback survey:**
<https://forms.gle/Mpa76Piv2qP7k9eg9>
- **Accountability In Action Hub:**
<https://www.wisconsinnetwork.org/accountabilit>
 - **Feedback:**
<https://forms.gle/4vdQMfqy4Ss2RL0Wg>
- **T-shirt orders:**
<https://forms.gle/DkyF5byWhJvFJ2G86>

Partner Updates/Interactive Notes:

Submitted by:	Update(s):
Carol Krogmann	Encourage all to contact their state representatives to respect and support the recommendations from the bi-partisan committee directed to advise the OPI on financial transparency.
Colleen Robson	How do we put pressure on the legislature to be truthful about school funding and to return to make it right?
Danielle Whitaker	Would love to hear a current leg update on the potential repeal of Act 141 (the penalty box for failed referendums)
Gena Kraemer	I will bring info about our membership drive, new officers, and plans for the new school year!
Carlene Bechen	Fair Maps litigation

ALEC 2023

50th Annual Meeting

Rep. Kristina Shelton
Rep. Francesca Hong

What is ALEC?

ALEC describes itself as a non-partisan, non-profit organization. The facts show that very few democrats participate in the group.

ALEC is a pay-to-play operation where corporations buy a seat and a vote on 'task forces' to advance their legislative wish lists and can get a tax break for donations, effectively passing these lobbying costs on to taxpayers.

Through the secretive meetings, corporate lobbyists and state legislators vote as equals on 'model bills' to change our rights that often benefit the corporations' bottom line at public expense.

The organization boasts 2,000 legislative members and 300 or more corporate members. The unelected corporate representatives (often registered lobbyists) sit as equals with elected representatives on task forces where they have⁴² a "voice and a vote" on model legislation.

Corporations on ALEC task forces VOTE on the "model" bills and resolutions, and sit as equals with legislators voting on the ALEC task forces and various working groups.

Why are we members of ALEC?

Wisconsin progressive Democrats have history of participating in ALEC as paid members and attending their annual meetings and conferences.

*To learn what the conservative right wing is cooking up!



📷 Reps. Francesca Hong, left, and Kristina Shelton take a selfie in front of an ALEC meeting sign in Orlando. (Shelton Twitter post)

50th Annual Meeting – Orlando, July 25–28th

Educational “freedom” dominated the annual meeting as one of the top topics across all sessions and events

Workshops:

Building on the Momentum for Education Freedom

The Educational Choice Movement: Red, Blue, or Purple

How Education Innovation Is Powered By A Robust Education Freedom

Agenda Items and Key Priorities

Other annual meeting agenda items:

Thursday General Session Lunch: How Education Innovation Is Powered By A Robust Education Freedom

Reception for the Task Force on Education and Workforce Development

Education Freedom Reception

ALEC Draft House Cinema: Film Screening of "La Lucha: Getting Schooled in America"

Task Force Meeting - Education and Workforce Development (Members Only)

Key terms:

-educational freedom

-new learning models

-innovation and entrepreneurs

-parent choice

-universal

-broken systems

Accountability and Transparency

- In response to public \$ going to private schools with varying degrees of transparency and accountability
 - “It’s inappropriate and unfair to require private schools to have state requirements.”
 - “We must treat different entities differently. Different schools need different standards.”⁴⁶
 - “How we regulate a monopoly differs from how we regulate the free market.”
 - In terms of regulation, choice advocates should start from a standpoint of what we require of homeschool programs, not what the public school does.
 - Reducing overall regulations will
 - allow as much growth as possible
 - promote the “free exercise” of education
 - Public school champions: Need to focus on accountability and transparency because we are winning on this approach; uplift fiscal impacts

Lessons on Expanding School Choice

- Push for full universal eligibility/ESAs; Cover everyone
- Parents
 - Build from the bottom up/grassroots
 - Connect with PTA/PTO groups
 - Parent control vs government control
- Schools are free markets; encourage innovation
- How to message to progressives
 - Frame school choice as a way to de-escalate the culture wars. Parents can choose a school that gives them the opportunity to teach their kids the way they want to.
 - Want a school to support trans youth? Pick that school.
- Issues to consider
 - Supply-side; Need alternatives for school choice
 - Don't spend \$ on brick-and-mortar but rather on kids

LEARNS Act – Arkansas

Memo

Lessons learned:

- Go big or go home! Use effective messaging and don't quit. We aren't nibbling around the edges anymore!
- Get friends to vote for innovation and entrepreneurialism

-Components

- Literacy
- Empowerment in parental choice
- Accountability
- Reading
- Networking
- School Safety

LEARNS Act continued...

5 “most popular pieces” of the legislation:

- Mandatory reporting of allegations and arrests
- Workforce dashboard for job seekers
- Individual interventions for 3-8 graders
- Increasing teacher pay
- Crisis response and mental health

49

Messaging

- People were more likely to support the LEARNS act when the message focuses on:
 - Improving accountability
 - Improving educational outcomes

Less effective messaging

- Focusing on voucher programs/ESAs
- Highlighting schools with an F-letter grade

What's next?

Attacks on public education, teachers, and American democracy

Other topics of interest

Track ALEC's priorities and model legislation:

https://www.alecexposed.org/wiki/ALEC_Exposed

Examples of testimony sent to lawmakers regarding the Joint Finance Committee's [rejection](#) of DPI's proposed school finance dashboard, which would include information about the funding of privately-operated schools in the voucher and independent charter systems.

Dear Senator Stroebel,

The recommendations of a bipartisan committee to fulfill the requirements of 2021 Wisconsin Act 89 were recently rejected by the Joint Finance Committee. As a member of that committee, I am reaching out to you to express my concern about your lack of transparency regarding public funding of private schools.

As a regular community member with two children in a Wisconsin public school, I am fully aware that state aid for public schools is being diverted to fund private voucher schools. The diversion of these taxpayer funds is concerning to me, especially given the significant funding deficits already facing our public schools. It is imperative that I as a taxpayer understand how this taxpayer money is being spent within these private schools.

As with any public good, education spending requires accountability to taxpayers. As recipients of millions of taxpayer dollars, private voucher schools are not exempt from such accountability. Please do your job by holding them accountable.

Thank you,
Neda Esmaili, MD
Mequon, WI

Senator Cabral Guevara and Representative Snodgrass,

What is going on?

WISCONSIN PUBLIC EDUCATION NETWORK RK

Why would the DPI dashboard (2021 Wisconsin Act 89), created to show how taxpayer funding is spent in schools, NOT include public funds spent in private schools? Especially when private school funding has increased on average 20% in this budget!

On more than one occasion, I have heard both Senator Cabral Guevara and Representative Snodgrass speak in favor of transparency. The public has a right to know how their tax dollars are being spent, and that includes public money spent on private education. It is your responsibility to insist on transparency.

Quoting W.I.L.L. Deputy Council Lucas Vebber, "Transparent and accountable government is not a suggestion, but a vital principle to preserving our democracy."

Support full transparency. Your constituents deserve it. And it is your responsibility.

Thank you,
Carol Lenz
Appleton, WI

Representative Pronschinske-

As you know, Wisconsin Act 89, required DPI to publish an accessible tool to give taxpayers easy access to financial information about individual school and school district spending. I find it rather ironic that a dashboard designed to create financial transparency is being criticized for being too transparent about how school finance is operating when it comes to private schools and the millions of taxpayer dollars being spent on voucher programs.

If transparency and accountability are the expected outcomes of the dashboard, then it should apply to ALL schools receiving public funds. Private schools that receive tax dollars through the voucher program should not be exempt from public scrutiny or allowed to bury their records and not disclose how they are using the money.

It's time to hold voucher schools accountable to the public, to the families they serve, and to the taxpayers of Wisconsin. Wisconsin taxpayers deserve to know where the \$444 million we gave to private schools last year alone is really going, and how much money public schools really spend to cover mandated costs for private schools.

I urge you to push your colleagues to truly support transparency and to actually have accountability to the taxpayers and not the private school voucher advocates. Public money

WISCONSIN PUBLIC EDUCATION NETWORK RK

is public money, no matter where it is spent. Hold private schools accountable and allow the public to see where that \$444 million of THEIR money is being spent.

Thank You

--

Lance Bagstad
District Administrator / Co-Athletic Director
School District of Arcadia

Dear Rep. Dittrich,

Taxpayers should have easy access to financial information about individual school and school district spending. This should apply to all schools receiving public funds - public schools, private voucher schools, and public and private charter schools.

All schools receiving public funds should be accountable for how the public funds are being spent. I want to know where the millions of dollars being given to private schools is going and I want to know how much money public schools spend to cover mandated costs for private schools.

It's only fair that all taxpayers should have easy access to this information. I'm asking you to support the DPI Dashboard, which was created based on the unanimous recommendations of a bi-partisan committee.

Please ensure that all schools receiving public funds are transparent and accountable to the public and that private voucher schools are included in the DPI School Financial Dashboard.

Thank you.

Sincerely,
Sandy Whisler
Lake Mills, WI



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: September 26, 2023

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

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

District and School Updates

Fall FastBridge and other initial assessments have been completed. Now that schools are moving past orientations and other activities, staff meetings and collaborative time will be focused on professional development, mentoring, equity and team building work to support learning and our school growth plans.

Collaboration among classroom teachers and specialists to design instruction is a critical component needed to operationalize equity work. Called C3 teams (co-planning, co-serving and co-learning), this structure brings expertise and training in key areas to planning for every learner. With that in mind, I want to share how school growth plans are developed and the work happening in each building to support them:

- Building leadership teams (school principals and faculty representatives from each department) use a broad variety of data - academic, behavior, attendance and School Perceptions survey results - to begin the planning process and data reviews are completed during the summer;
- Data reviews help identify areas in need of improvement (e.g., instructional planning, standards alignment, student engagement, enforcement of the Code of Conduct, etc.); and
- A root cause analysis for each area in need of improvement is completed.

Every school growth plan includes measurable academic, student wellness (behavior) and school culture goals. Principals and leadership teams come up with action steps and professional development objectives to address root causes. Plans have been shared with staff for feedback, and they will be

finalized in the next few weeks. At the same time, school leadership teams are focusing on launching C3 teams while individual teachers develop their required [Educator Effectiveness](#) goals. We will share more about this systems-level work and how it will impact classrooms in the months ahead in future Board meetings.

I also want to share some details about activities taking place during our annual District Safety Week (September 26-29) and other health/safety topics with Board and community members.

- Each day of Safety Week addresses a specific topic, and students and staff at each school participate in state-mandated drills and other training that is specific to their building. These include fire, tornado/severe weather drills, and an evacuation drill (weather permitting). Age-appropriate discussions with students focus on the main goals of our school safety plans, and this year, we reminded students of the [Standard Response Protocol](#) language that was discussed in orientations and other activities at the start of the school year.
- Sean Strauss, Director of Buildings & Grounds and District Safety Officer, is responsible for maintaining our Safety Plan, which is reviewed and approved by the School Board, and addressing the needs of our staff and students, working closely with building leaders, administrators, our instructional technology team, athletics and recreation/community services staff. Following comments at the September 12 Board meeting, both Sean and I observed the Atwater parking lot before school and he is working with Dr. Carter to introduce some safety changes.
- Sean also takes the lead on the District's ongoing partnerships with the Shorewood Police Department, the North Shore Fire Department, and Village leaders, sharing and discussing important safety procedures and topics that impact our facilities and campuses. Sean will be participating in a Shorewood Police Department Citizens Academy program this fall, beginning on October 10.
- District Nurse, Kelly Barlow-Eichman, is organizing medical emergency response teams at each school. These "first responders" will be trained to address medical emergencies, including the use of Automated External Defibrillators (AEDs) in the event of sudden cardiac arrest. Our goal is for all schools to be certified as Heart Smart Schools by the end of next year.
- Kelly is also responsible for immunization compliance, and families whose students have not had required vaccinations will receive legal notices this week, along with a timeline for compliance, as students can be excluded from school in October without required documentation. Though the number of students whose immunization records are still outstanding is small, this is an important public health matter. Parents and guardians who have questions about this should contact Kelly directly.

District Communications

As a complement to Board review of OE 3 (Treatment of District Constituents - Staff, Students, Families and Caregivers) and OE 7 (Communicating with Village Residents and other Public Audiences), I want to outline some of the communications work the District will be focusing on over the next few months, and throughout this school year.

Last year, a small group of administrators, faculty members, parents and community members participated in a retreat to discuss the District's "brand" with guidance from Moon Landing, a local firm

that specializes in this work. I was able to participate in the final stages of this project, and I am excited to begin sharing the results of this work. With a tagline of “Excellence Means More Here,” District stories and other communications will showcase some of the intangible values of a Shorewood education, including our commitment to character development and citizenship, our focus on authentic learning and the agency that students have to help shape school culture and learning experiences.

The District’s website and other digital platforms are key information resources. Maria Campbell, our Communications Specialist, will be managing work to evaluate the District website, and to introduce a new look, site navigation tools and quick links to improve the user experience. It has been a number of years since the website was evaluated and we are looking forward to working with Edlio, our current website vendor, on this project throughout the fall. Leveraging analytics further to add to our understanding of how the community uses our website, social media, etc. is another facet of Maria’s communications work, as this data can be included in future Board reports that cover communications. Finally, Maria created our first District newsletter, which I hope will enhance internal communication as well as our communication to families and the community. The next edition will be published in late October.

Building on the momentum created by the All-Alumni Reunion on July 1, the Alumni Association, SEED and the High School will be collaborating on alumni/student events and fundraising to commemorate the High School’s 100th graduating class. A November event with David Zucker (‘65) will be the first joint alumni/student event to be held in several years; David will meet with High School students over lunch on November 2 before the screening of *Airplane!* and a talk-back session in SHS Auditorium that evening, and alumni will be invited to both the school-day and evening activities. This is a first step in reestablishing connections between current students and alumni, and to reintroducing the Tradition of Excellence Award for Distinguished Alumni program. District communications to alumni will also be expanding this year in support of the work of the Alumni Association and SEED.

Finally, I want to thank everyone who has participated in a school, department or family/community listening session. A final session is scheduled for October 3 at 7 pm and this is a virtual event. Listening sessions and other meetings in the community have been invaluable to orienting me to the District’s rich history and cherished traditions, our student-centered programs and services, and to our challenges, too. I am grateful for the time and care everyone has taken to share their input with me.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: September 26, 2023

Prepared by: Heather Heaviland

Recommended action:

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

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

Notes and Comments:

July/August 2023 Statements

July and August 2023 financial statements reflect activities and financial changes for the first two months of the fiscal year.

- Revenue and Expenses
 - General fund revenues are to date in line with projections. Overall, revenue received during the first two months of the year increased slightly by \$108,550.25. This increase was driven by a large insurance payment for repairs stemming from the winter flooding, which was partially offset by a decrease in fee revenue compared to the prior year. The District typically does not receive a significant amount of other revenue during this time period.
 - Expenses are to date in line with projections. Expenses are high compared to the same time period last year, however, this is due to a large payment for repairs related to the winter flooding and timing of payments for planned and budgeted expenses.
- Balance Sheet
 - Current trends project a year-end fund balance at or near the budgeted amount.

Attachments:

- Budget Performance Update
- Revenue Dashboard
- Expense Dashboard
- Cash Receipts 2022-07
- Budget Status 2022-07
- Check Register 2022-07
- Balance Sheet 2022-07
- Cash Receipts 2022-08
- Budget Status 2022-08
- Check Register 2022-08
- Balance Sheet 2022-08

Additional Information

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

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

- | | |
|---------|--|
| 10 | General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions. |
| 21 | Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth. |
| 27 | The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan. |
| 38 & 39 | These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments. |

- 41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts.
- 50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.
- 80 Financial transactions related to operating the Fitness Center , Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

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



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Approval of January 2024 Instructional Calendar Adjustment for Shorewood High School

Date: September 26, 2023

Prepared by: Laurie Burgos

Recommended action:

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

Purpose:

Recommended approval of a calendar adjustment for Shorewood High School.

Background:

The SHS Band will be traveling to Florida on January 18, 2024, and this trip was approved prior to finalizing the Instructional Calendar for this year, and the scheduling of assessments January 16-19, 2024. Shifting this schedule will be disruptive to many students and continuing with the current schedule will not allow staff enough time to prepare for the new semester.

The High School proposes to keep Friday, January 19th as a half day for ATW/LB/SIS, but make it a teacher work day for SHS, so there will be no students at SHS that day. Monday, January 22nd would then be a staff inservice day for ATW/LB/SIS (no students) - as it is currently scheduled - but SHS would be in session that day to start the 2nd semester.

There is no impact on instructional minutes; this only changes the inservice schedule for SHS staff.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Leave of Absence Request

Date: September 12, 2023

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: Leave of Absence

Background:

Rebecca Helms, 1st Grade Teacher, is requesting a leave of absence for the Spring semester of the 2023-2024 school year. Her dates of leave will be 03/04/24 - 06/07/24.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire

Date: September 12, 2023

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 Hire

Background:

Katherine Zachar has been hired as a Cross Categorical Teacher at Lake Bluff to replace Cheryl Sawdy who retired in June 2023.