

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
November 14, 2023 AGENDA

SCHOOL BOARD MEETING
7:00 PM

Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

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

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Dial by your location

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+1 253 215 8782 US (Tacoma)

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Meeting ID: 815 9962 7722

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

This meeting notice was posted on November 10, 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)

Atwater Elementary School

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 SUPERINTENDENT'S REPORT 3

V. 7:40 pm SUPERINTENDENT'S CONSENT AGENDA

- A. Approval of District Staffing Changes: Appointments, Resignations, Retirements & Leave of Absence Requests 7
- B. Approval of SHS Band Overnight Field Trip to Orlando, Florida 8

VI. 7:45 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

- A. Approval of the Agreement between the Shorewood Education Association and the School Board of the Shorewood School District 12
- B. Approval of OE 9 (Instructional Programs) Operational Expectations Monitoring Document 18
- C. Approval of OE 6 (Communicating with the Board) Operational Expectations Monitoring Document 31

VII. 8:30 pm BOARD CONSENT AGENDA (GC2)

- A. Approval of Board Meeting Minutes 44

VIII. 8:35 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.

IX. 8:45 pm BOARD MEMBER REPORTS 46

- SHS Student Council Meeting/Linkage**
- SIS Building Leadership Linkage**
- WPEN**

X. 8:55 pm REVIEW OF 'TO DO' ITEMS

XI. 9:00 pm FUTURE AGENDA ITEMS

XII. 9:10 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: November 14, 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.

Board Meeting Notes

The Board Consent Agenda includes two, one-year compensation agreements, covering the current year and 2024-2025, which was the result of successful mediation facilitated by the Wisconsin Employment Relations Commission (WERC) on November 6. It's important to understand how the agreement is applied to the salary schedule, and I hope these notes will be helpful to Board and community members:

- The SEA/SEAA agreement provides a 5.6% total base wage increase this year (2023-2024 school year) and a 4.6% total base wage increase the next year (2024-2025 school year). These total base wage increases will be applied as follows:
 - a 4% cost of living increase and one step and one lane progression this year (retroactive to July 1, 2023); and
 - a 3% cost of living increase and a step and lane progression next year
- Step progressions acknowledge increasing work experience; employees who complete approved graduate coursework receive lane movement in accordance with District policies and employee handbooks;
- The salary schedule is based on the standard 191-day teacher contract (staff can elect to be paid over the 10-month school year or to spread pay over a full year), and does not address stipends that staff receive for service related to extracurricular or co-curricular activities or "overloads" that compensate teachers for work time above 1.0 FTE.
- The salary schedule does not address longevity in the District or allow for bonuses or merit increases; a significant number of Shorewood teachers are at the top of the salary schedule.

- Finally, I want to confirm that, pending approval of the SEA/SEAA agreement, the School Board will apply the same percentage increases (5.6% for this year and 4.6% for next year) to salary schedules of employee groups not represented by the SEA and SEAA, adjusted for the 3% increase already received by some employee groups as of July 1, 2023.

Beyond providing important clarity for staff in terms of compensation, two one-year agreements offer the District and SEA/SSSA needed time to develop a more active dialogue about teaching and learning in our schools, staff satisfaction and our work culture. As we move through the next year, I also look forward to working with the SEA/SEAA on:

- Updates to staff handbooks;
- Preparation for a District compensation study to benchmark wages, salaries, and benefits in comparison to other organizations and a review of the District's compensation structure for support staff, clerical employees, and other groups; and
- Communications and community engagement around the District's budget and operating referendum funding commitments, as well as outreach and activities that welcome families to school.

Superintendent's Entry Plan

Listening, learning, and building relationships has been at the core of my Entry Plan. In addition to collective bargaining employees, my [Entry Plan Report](#) summarizes feedback from individual faculty and staff members, students, parents/guardians and community members about common themes. My report also shares initial takeaways about District strengths and opportunities for growth, and it outlines a small number of immediate commitments that we have discussed at recent Board meetings, including:

- increasing opportunities for parent/community engagement
- establishing a continuous improvement discipline across the District; and
- evaluation of our instructional framework and curriculum in certain areas.

I welcome comments and questions from Board and community members about my Entry Plan report, and to discussing it in the context of these upcoming Board meeting agenda items:

- Review of our DPI District and School Report cards and School Growth Plans on November 28;
- Presentation of OE5 (Financial Management and Administration) on December 12; and
- Upcoming discussions about enrollment, the 2024-2025 Budget Development timeline, and follow up to our Board workshop with Dr. Tony Frontier about student assessment data.

District and School News

November is Native American Heritage Month, and all Wisconsin public schools are required to provide instruction about the history and culture of First Nations communities; for your reference, [these](#) are some of the resources I shared with staff to expand our identity relevant teaching practices and place-based social studies content at all grade levels. The District also marked Veterans Day with school assemblies and recognition of District staff for their military service, and we honored our school psychologists as part of School Psychologists Week (November 6-10).

The Shorewood Foundation hosted a screening of *Airplane!* and a talk with creator, David Zucker ('66), on November 2 in the SHS Auditorium; three TV stations covered the event, as well as his visit with High School

students during the school day. A few dozen alumni joined us for the evening event, and Sarah Hammond (Alumni Association Co-President) and Vashti Lozier (SEED Co-President) were on hand to greet them.

The Alumni Association and SEED will be building on their partnership with the High School in the spring, hosting alumni who will visit with students and clubs and participate in the Scholarships and Awards ceremony on May 14. The All-Class Reunion will be held on Saturday, July 6, and the Alumni Association will host an Alumni Showcase event on July 5. The Alumni Showcase is a great opportunity for SHS graduates to get back on stage at SHS, and to be part of the SHS Showcase tradition again. This year's American Field Service (AFS) Student Showcase was held on November 10 and 11, and it continues to celebrate Shorewood's commitment to arts education and support our student exchange program, which is one of oldest, continuing programs in the nation.

Communications

I appreciated hearing from staff and families about the new District newsletter, which has received more than 1,200 views. We also linked the newsletter in the November 1 Village Managers Memo, along with a note to residents about Board approval of the school tax levy and other budget details from the October 24 Board meeting. And, as an additional way to stay in touch with community members, the Winter edition of the Recreation & Community Services Bulletin features a Superintendent's message. I will provide a note along with District information in this quarterly publication going forward.

We also talked about a new discussion series that will address important topics in education, both in our community and nationally at the October 24 Board meeting. We are kicking off the series, called *Let's Talk About*, with a review of the new K-5 math curriculum and Q&A on November 16, in conjunction with the Lake Bluff Open House. In addition to District parents/guardians with students in our elementary schools, we invite other District families and residents interested in math curriculum to join us. A public comment from an elementary school parent prompted us to organize this event, and a follow up discussion on math education pathways in the higher grades will be scheduled later this year. To attend the discussion on November 16, or suggest a future conversation topic, please reply using this [brief form](#).

District families and staff also received [this invitation](#) to participate on the Instructional Calendar Committee; the second meeting of this group is on November 28, and we welcome all to join this conversation, in-person or virtually. Our building leadership teams, academic departments and administrators are reviewing the schedule of professional development days and other in-service needs for grading and records as part of this process. The District will present the 2024-2025 Instructional Calendar for Board approval at the December 12 meeting, along with a tentative calendar for the following year. This presentation for Board action is several weeks earlier than in years past, and the addition of a two-year snapshot is new, as we know that having information about school breaks and holidays as soon as possible is important to both staff and families.

I continue to meet with student groups at all schools, and I appreciate Board members' participation in recent listening sessions with SHS clubs and advocacy groups, as well as the SHS Student Council. A virtual Board linkage for Lake Bluff parents/guardians is scheduled for November 20 and an SHS parent/guardian linkage will be held in person on December 5. Our student Board representatives are working with Principal Kenney to schedule an SHS student linkage with Board members.

Finally, I want to thank District parents and community members who have offered resources and information about the Israel-Hamas war. I found [this piece](#), from the UW Madison Center for Interfaith Dialogue, especially powerful, and I hope Board and community members will also find it helpful.

School Growth Plans and Professional Development

November marks the end of the first quarter (and first trimester in our elementary schools). In advance of the November 28 presentation of School Growth Plans, I want to share some recent professional development topics and other school activities to give Board and community members a sense of all the great work happening in our schools:

- First, the end of the quarter is a good opportunity for staff and students to “reset” and reflect on growth and goals. Staff at SIS shared a [Quarter 2 Reset](#) for use during Flex time, and this presentation is an excellent example of the communications and expectations we are sharing with our 7th grade students, who are in a new environment, with new freedoms and new expectations for managing their assignments, schedules and time;
- My meeting with the SHS Gender Sexuality Alliance student group in October prompted us to add an all-staff training session on gender inclusive classrooms and schools to our November professional development schedule. Shorewood remains a pioneer in supporting gender equity and the LGBTQ+ community in our schools, and training provided by [GSAFE](#) reminded all of us that this is an important element of our equity mission. The GSAFE presentation and small group discussions focused on age-appropriate content and communications, as well as a checklist for schools and staff to guide needed work. While District policy is clear in terms of gender inclusivity, we do have some work to do in the area of school procedures and systems to ensure that Infinite Campus, forms, and other materials reflect this commitment. If parents or community members have questions about this work, I would be happy to discuss it one-on-one or as part of the *Let’s Talk About* discussion series;
- Professional development sessions for teachers held on November 1, 3 and 6 focused on key curriculum priorities, including standards alignment, elementary literacy and phonics curriculum, as well as student support topics;
- Staff at Shorewood Intermediate School continue to work on adopting the Educator Effective system, and specific professional development work there has focused on instructional planning, including analyzing content standards and designing lesson plans to achieve specific student outcomes - facts and concepts to be learned, applying knowledge to a new task, etc. This work helps teachers focus on self-assessment and collaborative skill-building, which are central to the Educator Effectiveness cycle; and
- TMJ4 reporter, [Stephanie Brown](#), and UW-Milwaukee Roc Nation intern, Maia Scurry, came to Shorewood High School this week to interview our four student ambassadors who will be attending the United Justice Coalition (UJC) Summit in New York City on December 1. It was inspirational to see and hear our students interact with these professionals. It is fair to say that Ms. Brown and Ms. Scurry were equally inspired by our students. TMJ4 will feature stories about Ms. Scurry and the Shorewood students’ experiences on November 30 and December 1, respectively, and students and their advisors are looking forward to sharing them in our schools and community, as well.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Resignation

Date: November 14, 2023

Prepared by: Liliana Mendoza

Recommended action: ___ Information only
 ___ Presentation/discussion
 ___ Discussion/action by committee
 X Discussion/action by board of education
 ___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: Resignation

Background:

Marquita Patterson has resigned from her position as a Special Education teacher at Lake Bluff Elementary School.

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: **Kyle Amati**

Destination: **Orlando, Florida**

Date and time of departure: **Januray 18, 2024 - 7am**

Date and time of return: **January 22, 2024 - 9pm**

Name of class or co-curricular activity/student group: **Shorewood High School Band**

Number of Students attending the trip: Minimum: **30** Maximum: **40**

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

If yes, please explain:

Students will miss the last day or Finals on the 18th and the day of school on the 22nd.

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

Students will be performing music at Universal Studios and participating in a clinic on movie music recording with Universal Studios.

Describe your discipline plan:

See Trip Rules and Agreements.

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

What is your plan for health and safety emergencies?

Number of chaperones: 5

Estimated cost per chaperone: N/A Shorewood Staff Chaperoning

Estimated cost per student before and after fundraising:

Before \$2300 After Varies depending on amount of fundraising

Description of fundraising proposal for the trip: Coffee Sales/Fruit Sales/Olive Oil Sales/Snack Sales

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

Students who need financial assistance have turned in forms through the school office.

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: [Signature] Date: 11/6/23

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

Signature of Principal: [Signature] Date: 11/10/23

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

**SHOREWOOD HIGH SCHOOL BAND
ORLANDO 2024**

TRIP RULES AND AGREEMENTS

1. There will be no smoking or vaping at any time during this trip. Violation of this rule will result in an immediate trip home at the parent's expense.
2. There will be no drinking of alcoholic beverages or use of illegal drugs (including marijuana) at any time. Violation of this rule will result in an immediate trip home at the parent's expense.
3. Possession of a weapon, use of a weapon, or endangering the safety of anyone is strictly prohibited. Violation of this rule will result in an immediate trip home at the parent's expense.
4. All students are required to follow all school rules and policies and those rules listed in the "Behavior Expectations" document during the course of the trip.
5. Courtesy will be shown at all times to chaperones, guides, and directors.
6. Any conduct detrimental to other students will be subject to discipline.
7. During the trip, student's personal appearance and dress will reflect neatness and cleanliness at all times. You are representing not only the choir but also the school and community of Shorewood.
8. All students will stay with their assigned group at all times.
9. No one will leave their hotel room after bed check/lights out. Bed check means in your room, in bed with the lights out for the night.
10. Hotel rooms and luggage may be checked frequently. Luggage may be checked before leaving - any forbidden items will cancel the trip for that student. I/we also agree to allow the student's luggage and carry on to be searched before leaving for the trip. If forbidden items are found, I/we acknowledge that the student will not be permitted to go on the trip.
11. Any damage caused by an individual(s) (vandalism, breakage, stealing) will constitute a violation and be subject to an immediate trip home at the parent's expense. Also, any fee or fines assessed as a result of the violation will be assessed to the individual(s) responsible.
12. Replacement or repair of uniforms and equipment furnished by the choir or school if lost or damaged through willful neglect will be the financial responsibility of the individual responsible.
13. The school does not carry any type of accident insurance coverage for students, therefore it is suggested that parents consider purchasing some type of travel insurance for your child. This is left up to the discretion of the parents. If you choose to not purchase travel insurance, you must sign a waiver.
14. Age of student(s) as of January 18, 2024 _____.
15. Chaperones will use all due precaution within reason. However, I/we acknowledge the possibility of accidents occurring (i.e., cuts, fractures, illness, etc.) and do not hold school personnel or chaperones liable.

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

Print name of student

Student's signature

Date

We have read and understand the rules and agreements and understand that we and our child(ren) are to adhere to them.

Guardian's signature

Date

Guardian's signature

Date



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: FY24 Salary Adjustments
Date: November 14th, 2023
Prepared by: Heather Heaviland

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

Purpose: To approve a total adjustment of 5.6% to salary schedules for all employee groups.

Background: The District is seeking approval to extend a 5.6% salary adjustment to the salary systems for all employee groups eligible for increases.

Fiscal impact: Funds for this increase were allocated in the Original Budget approved on October 24th, 2023.

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

November 14, 2023

I. PREAMBLE

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

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

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

II. RECOGNITION

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

III. DURATION

This agreement language covers the 2023-2024 contract year defined as beginning July 1, 2023 and ending June 30, 2024.

IV. COMPENSATION

The Board and the SEA agree to a 4.0% increase in the total base wage.

V. DISTRIBUTION

The BOARD and the SEA agree to distribute the above increase to the salary schedule as shown in the salary matrix included in this agreement:

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

Teacher Salary Schedule - 2023-24						
	BA	BA -15	MA	MA - 15	MA - 30	MA - 45
1	\$48,395	\$51,492	\$58,646	\$60,968	\$64,425	\$71,391
1.5	\$48,949	\$52,045	\$59,199	\$61,521	\$64,977	\$71,943
2	\$49,502	\$52,598	\$59,752	\$62,073	\$65,529	\$72,495
2.5	\$50,054	\$53,150	\$60,304	\$62,627	\$66,082	\$73,049
3	\$50,607	\$53,704	\$60,857	\$63,180	\$66,636	\$73,602
3.5	\$51,160	\$54,256	\$61,410	\$63,732	\$67,188	\$74,154
4	\$51,714	\$54,809	\$61,963	\$64,284	\$67,740	\$74,706
4.5	\$52,432	\$55,529	\$62,682	\$65,004	\$68,459	\$75,426
5	\$53,150	\$56,247	\$63,400	\$65,723	\$69,178	\$76,144
5.5	\$54,146	\$57,242	\$64,396	\$66,718	\$70,174	\$77,140
6	\$55,141	\$58,237	\$65,391	\$67,712	\$71,168	\$78,134
6.5	\$56,191	\$59,287	\$66,441	\$68,764	\$72,219	\$79,185
7	\$57,242	\$60,338	\$67,492	\$69,814	\$73,269	\$80,235
7.5	\$58,348	\$61,444	\$68,597	\$70,920	\$74,375	\$81,342
8	\$59,453	\$62,549	\$69,703	\$72,025	\$75,481	\$82,447
8.5	\$60,752	\$63,849	\$71,002	\$73,324	\$76,780	\$83,746
9	\$62,053	\$65,148	\$72,303	\$74,624	\$78,079	\$85,045
9.5		\$66,917	\$74,072	\$76,393	\$79,848	\$86,814
10		\$68,686	\$75,840	\$78,161	\$81,617	\$88,583
10.5			\$77,775	\$80,097	\$83,553	\$90,518
11			\$79,711	\$82,032	\$85,487	\$92,453
11.5			\$81,812	\$84,133	\$87,589	\$94,555
12			\$83,912	\$86,235	\$89,690	\$96,656

All SEA members who were eligible for step movement were advanced one step on the salary matrix in accordance with the terms of the DISTRICT’s policy (-ies) and Employee Handbook.

All SEA members who completed approved course work by 01 October 2023 received lane movement in accordance with the terms of the DISTRICT’s policy (-ies) and Employee Handbook.

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

Date

Date

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

November 14, 2023

I. PREAMBLE

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

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

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

II. RECOGNITION

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

III. DURATION

This agreement language covers the 2024-2025 contract year defined as beginning July 1, 2024 and ending June 30, 2025.

IV. COMPENSATION

The Board and the SEA agree to a 3.0% increase in the total base wage or, if in excess of the applicable consumer price index (CPI), to a total base wage increase of CPI, with any unallocated portion of the 3.0% increase to be issued as a supplemental pay increase as a unilateral District decision and not the product of negotiations.

V. DISTRIBUTION

The BOARD and the SEA agree to distribute the above increase to the salary schedule as shown in the salary matrix to be developed by the District and presented to the SEA before March 15, 2024.

All SEA members who are eligible for step movement will advance one step on the salary matrix in accordance with the terms of the DISTRICT's policy (-ies) and Employee Handbook.

All SEA members who complete approved course work by 01 October 2024 will receive lane movement in accordance with the terms of the DISTRICT's policy (-ies) and Employee Handbook.

The parties agree any pay increase implemented within the above schedule that exceeds the CPI constitutes a unilateral supplemental pay adjustment implemented by the District, as defined by 2011 Wisconsin Acts 10 and 32, and not a subject of mutual negotiation.

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

Shorewood Education Association

School District of Shorewood

Date

Date



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 Laurie Burgos, Superintendent Date: **November 14, 2023**

Executive Summary

OE-9 ensures that the District maintains an “aligned, challenging and relevant curriculum.” The process for creating courses and programs that are “rigorous and stimulating, designed to create authentic learning opportunities that still allow for a focus on the whole child” is guided by the [Curriculum Evaluation & Improvement Cycle](#) which outlines a three-year process for reviewing best practices, aligning curriculum to state standards, and planning for implementation. This process has guided current implementations of phonics and math programs at the elementary schools as well as new social studies classes at SIS and SHS. This same process will guide future implementations of updated curriculum in PE/Health during the 2023-24 school year.

This report also outlines the data used to inform instructional practices with a focus on student growth. The [ICS framework](#) guides our equity work which we have been engaged in since 2020. Our equity work is built around “four cornerstones” that provide a process for implementing research-based practices and operationalizing our equity work. Last year the Board adopted our [Collaborative Commitments to Equity](#) which includes the expectation that “the system, and everyone in it, is responsible for creating successful outcomes for all learners” and that “learners are intentionally and proportionally represented in ALL learning environments.” OE-9 specifically looks at students who have been placed into “Advanced” or “AP” classes along with students who may be removed from the classroom to receive “Tier 2” or “Tier 3” interventions. When looking at this data, we break the data into subgroups to examine proportional representation and to identify inequities in this data.

Shorewood Schools follow [Wisconsin's Framework for Equitable Multi-Level Systems of Supports](#) (EMLSS) to “provide equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention.” The following “continuum of supports” are used to ensure success for every learner:

- The universal level of support, or “Tier 1”, includes the high quality instruction, collaboration, and strategic use of data provided for all learners
- “Tier 2” includes supports intended for learners whose developmental, academic, behavioral,

- social, or emotional needs extend just beyond the reach of the universal, or tier 1, level; and
- “Tier 3” is intended for learners whose needs extend well beyond the reach of the universal, or tier 1, level.

Students are identified for these supports through a collaborative process involving teachers, specialists, school psychologists, building principals, families, and/or students when appropriate. These collaborative teams work together to design instruction that meets the student’s need at the Tier 1 level whenever possible.

The indicators within this report not only communicate the systems that make up the instructional program but also the demographics of students who navigate through this system as a measure of the effectiveness of the program.

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 9.1 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> 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 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 created and shared with the Board 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: A District Calendar Committee (consisting of teachers, principals, and families) met to evaluate the District's instructional calendar options for the 2023-24 school year. The committee proposed a calendar that meets the instructional minutes required by the Wisconsin Department of Public Instruction. It was Board-approved February 14, 2023.</p>		

<p>Board Indicator 2 The District maintains curriculum maps aligned to the State Department of Public Instruction or National standards based on its Curriculum Review Cycle.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence: The Curriculum Evaluation & Improvement Cycle was updated for the 2023-24 school year and shared with the Board on July 11, 2023. Curriculum maps were created as part of summer curriculum work in music, art, and social studies classes. The district uses a Priority Standards Document (sample linked here) for this work to ensure that the curriculum being taught at each grade level is aligned to state standards.</p>		

<p>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.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence: Year 1 of the Curriculum Evaluation & Improvement Cycle includes the work of reviewing best practices within subject areas. This work begins by reviewing the Academic Standards outlined by DPI (standards linked here) and aligning current practices to these standards. During the 2022-23 school year, teachers in the Arts attended a workshop led by Chris Gleason, the Arts & Creativity Education Consultant for DPI, to review best practices and the identification of prioritized standards.</p> <p>In addition to collaboration around curriculum planning, the social studies teams at SIS and SHS engaged in a variety of professional development opportunities including attending the Wisconsin Council for Social Studies (WCSS) conference, training with the Legislative Semester, and attendance at the AP College Board Summer Institute. Reviewing updated standards and attending professional development opportunities ensure that our programs are aligned to best practices.</p> <p>Additionally, we began a multi-year process of examining the language arts curriculum used at SIS in partnership with our local Cooperative Educational Service Agency (CESA 1). During the 2022-23 school year, this process included reviewing the updated Wisconsin English Language Arts standards and developing a vision statement and rubric for analyzing curriculum material. During the 2023-24 school year we will pilot curriculum materials that are research-based and aligned to state standards with a goal of adopting a curriculum for the 2024-25 school year.</p>		

Board Comments:

OE 9.2 Measure each student’s progress with assessments that are reliable and valid.	<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 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.

Board Indicator 1 Based on an assessment calendar, the District provides documented evidence of how assessments are used instructionally and how assessment results are communicated to families.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: The 2022-23 Assessment Calendar is linked [here](#). This outlines the major standardized assessments that occurred throughout the District. Assessment results are shared with the Board in the R-2 Academic Growth Report and include information on how assessments are used to inform instruction. Families receive FastBridge, Forward, PreACT, and ACT results through Infinite Campus and information with links to family guides are included in school newsletters to help families interpret results.

Board Indicator 2 The District provides the Board with comprehensive data pertaining to students’ performance on key assessments, noting disaggregated results and comparisons to state or national averages, where applicable.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: The data from Fastbridge, PreACT, and ACT assessments are presented to the Board in the spring [R-2 Academic Growth - Literacy and Numeracy](#) report. A comprehensive report of Forward Results is presented to the Board after the results are released publicly in November with specific action steps included in each school’s Growth Plans.

Board Comments:

OE 9.3 Ensure that the instructional program includes opportunities for students to develop talents and enthusiasm in their areas of interest.	<u>Superintendent</u> 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 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.

Board Indicator 1: The District will see positive trends in student perceptions concerning instructional programs on the index of “Preparation” and other survey questions on the Student Survey	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: We see positive trends within these indicators over the past five years. “I believe what I am learning in school connects to the real world” is scored at the highest level that we’ve seen in the past five years. There is still work to be done in “exploring careers/jobs that may interest me after high school” to get back to the levels reported in 2019 and 2020. Our local Cooperative Educational Service Agency (CESA 1) offers an opportunity to network with districts that offer a variety of career and technical education programs for students. The Director of Teaching and Learning and School Counselors will join this network to explore opportunities that could be offered to Shorewood students.

*It should be noted that participation in the Student Perception survey has declined over the past three years. We should keep this in mind as the data is skewed to younger students at the elementary schools and SIS.

School Perceptions Student Survey Data (2019-2023)

Preparation Index	2019 (n=1139)	2020 (n=755)	2021 (n=821)	2022 (n=738)	2023 (n=702)
I explore careers/jobs that may interest me after high school. (scale 0-4)	3.14	3.11	3.07	3.06	3.06
I believe what I am learning in school connects to the real world. (scale 0-4)	2.61	2.57	2.59	2.57	2.77
I get to do something I enjoy in school. (scale 0-4)	3.02	3.08	2.95	2.89	3.04

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
Evidence: SHS - Curriculum Handbook SIS - Course Selection Letter Atwater - Parent Handbook (see Special Resources) Lake Bluff - Handbook (see Special Programming)		

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.

Board Indicator 1 The District will ensure that differentiation strategies are part of annual professional development for teachers.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: The majority of professional development for educators in Shorewood occurs within the ICS for Equity framework during Wednesday Early Release time at ATW, LB, and SIS and after school at SHS. During the 2022-23 school year, this time focused on the following topics related to differentiation: development of feedback strategies focused on student development of High Quality Work (a core practice within EL schools), the use of small heterogeneous groups to engage all learners in learning tasks, and creating Individualized Skills at a Glance (ISAAG) learning plans for students with a focus on individualized skill development across content areas. These topics focus on providing students with what they need to access the curriculum being taught, receive specific feedback focused on growth, and demonstrate understanding of grade-level standards.		

<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></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence: During the 2022-23 school year, 1837 students were enrolled in K5-12th grades. Of those students, 70 received “Tier 2” support, 5 students received “Tier 3” support, and 18 students had IEP plans with services that occurred outside the classroom for more than 20% of the school day. This accounts for 93 students or 5.1% of the total student population.</p>		

<p>Board Indicator 3 90% of students have opportunities to participate in elective offerings.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>Evidence: For the purposes of this indicator, electives are classes that are classified as “exploratories” (music, world language, art, etc) and students may be removed from these classes if they are receiving a “Tier 3” intervention or have an IEP plan with services that occur outside the classroom for more than 20% of the school day. These numbers are calculated at SIS and SHS where students have elective offerings. All students attend the same classes at the elementary schools which is why they are left out of this data.</p> <p>In the 2022-23 school year, the total enrollment in grades 7-12 was 923 students. Of these students, 5 students received a “Tier 3” intervention and 11 students had IEP plans with services that occurred outside the classroom for more than 20% of the school day. This accounts for 16 students or 1.7% of the total student population.</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: While all students receive Tier 1 instruction, this report distinguishes those students whose needs extend beyond the “universal” level and are beyond those needs met through differentiated teaching strategies. It should be noted that Tier 2 instruction takes place during Guided Study or Flex times at ATW, LB, and SIS when possible to avoid removing students from the Tier 1 environment. Students who receive Tier 3 support or who have Special Education plans that require services to occur outside of the classroom for more than 20% of the school day are being removed from core instruction and have less access to elective classes in order to work with specialists or cross-categorical staff.</p>		

While we see improvements from 2021-22 data, we still see disproportionality for Black students at the Tier 1 and Tier 2 levels. This indicates the continued need to use FastBridge screeners as a means of identifying student needs as early as possible in order to address any instructional gaps that compound and create larger gaps as students progress through the system. We also see disparities in students with IEPs who receive instruction at the Tier 1 level. This indicates the need to provide collaboration opportunities for classroom teachers to work with cross-categorical staff to create learning plans that meet students' needs in the classroom and do not require students to leave the classroom for their needs to be met.

Our model for Advanced Learning does not include "curriculum replacement" where students are removed from the classroom to work in a separate setting. Instead, we have included data around student participation in "advanced math" classes in grades 6-8 and AP classes at the high school in Board Indicator 8.

	Total enrollment	Tier 1	Tier 2	Tier 3	SpEd plans outside classroom > 20%
All students (grades 4K-12)	1935	1840 (95%)	70 (4%)	5 (<1%)	20 (1%)
Male	963 (50%)	915 (95%)	32 (3%)	1 (<1%)	15 (2%)
Female	970 (50%)	923 (95%)	38 (4%)	4 (<1%)	5 (1%)
Asian	145 (7%)	142 (98%)	2 (1%)	0 (0%)	1 (<1%)
Black	211 (11%)	178 (84%)	30 (14%)	1 (<1%)	2 (<1%)
Hispanic	182 (9%)	171 (94%)	9 (5%)	0 (0%)	2 (1%)
Multiple Races	153 (8%)	139 (91%)	9 (6%)	0 (0%)	5 (3%)
White	1241 (64%)	1207 (97%)	20 (2%)	4 (<1%)	10 (<1%)
Multilingual Learners	95 (5%)	92 (97%)	3 (3%)	0 (0%)	0 (0%)
Students with IEPs	200 (10%)	166 (83%)	13 (7%)	1 (<1%)	20 (10%)
Economic Disadvantage	364 (19%)	327 (90%)	29 (8%)	2 (<1%)	6 (2%)

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

Evidence: Advanced Learning Opportunities are available to all students and communicated through weekly newsletters at the elementary and Intermediate schools (see example [linked here](#)). AP courses are made available to students and families at the high school through the Course Handbook (information [linked here](#)).

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.	<u>Superintendent</u>	<u>Board</u>
	Compliant Not Compliant	Compliant Not Compliant

Evidence: Within the ICS for Equity framework, early release Wednesday professional development days, and PD days during the school calendar year staff work to learn specific strategies that create an inclusive and engaging environment where students can see themselves in the curriculum. Our staff works throughout the year on identity development by having courageous conversations that are co-planned with our Director for Equity, Shari Tucker, and Equity Leads in each building. These conversations work to provide examples of teaching strategies that staff can implement in their classrooms. Examples include turn and talks, fishbowl activities, analyzing images and literature to gain a greater understanding, and working collaboratively to

identify opportunities for more cultural connections for our students.

During the 2022-23 school year, our staff worked through the beginning stages of C3 team implementation. C3 teams meet to work towards building the collective capacity of our staff by providing specific strategies to meet the needs of all learners. C3 teams' work is based on student data from classrooms, schools, and across the district. Teams use agendas to co-plan, to co-serve, to co-learn to design lessons that are culturally relevant for our learners.

Board Indicator 7

Tri-annual curriculum audits will reflect culturally responsive teaching and learning opportunities.

Superintendent

Compliant

Not Compliant

Board

Compliant

Not Compliant

Evidence: Within our ICS for Equity framework, Cornerstone 2 focuses on Identity Relevant Teaching Learning (IRTL). Using educational leaders such as Gholdy Muhammad and her pedagogical equity framework around culturally and historically responsive literacy, our staff work to create inclusive learning environments. Our staff also, through our work with Courageous Conversations and with the introduction of some Gholdy Muhammad strategies, are working towards finding joy within our equity work to create joy for our learners. Our staff also began some work with Universal Design for Learning (UDL) to find ways to increase student growth at the Tier 1 level.

With the work of our C3 teams, our staff also have time to collaborate during the school day to share strategies of curriculum they use to create greater learning opportunities. Buildings also work to share out their own "Equity in Action," where staff share work they have done in their classrooms. This allows for staff to continue to build their capacity around successful strategies that have worked with their colleagues and for our learners.

This work is ongoing and continuous as opposed to the prior model of engaging in this work on a tri-annual basis.

Board Indicator 8

Demonstrate that Advanced Placement and Advanced Learning are equitable in enrollment (within +/- 10% of total enrollment).

Superintendent

Compliant

Not Compliant

Board

Compliant

Not Compliant

Evidence:

At ATW, LB, and SIS, advanced learning opportunities are available to all students through club offerings like the math team, Battle of the Books, and Contemporary Classics. For the purposes of this indicator, we looked at the advanced placement math track in grades 6-8 which requires a recommendation based on classroom performance and standardized assessment data. At the high school, all students have the opportunity to enroll in AP classes during their Junior and Senior years.

We see disproportionality in this data in multiple areas. Placing students into a "math track" has the unintended consequence of creating a "mathematical identity" for students as either being "good" at math or "bad" at math. We will be looking to address this when we evaluate our math curriculum during the 2024-25 school year with a goal of "leveling up" to provide an advanced track for all students so that they are not

separated into two separate tracks in grades 6-8.

The inequities in the AP class data are an improvement as compared to the 6-8 data as these classes are available to all students. We are also increasing our offerings in the 2023-24 school year to include an AP Psychology course at the high school. It will be worth revisiting this data to monitor for increased enrollment for underserved student groups and a reduction in the disproportional outcomes.

	Total enrollment	(6-8) Advanced Math Enrollment
All students (grades 6-8)	430	121 (28%)
Male	233 (54%)	70 (30%)
Female	197 (46%)	51 (26%)
Asian	25 (6%)	10 (40%)
Black	48 (11%)	4 (8%)
Hispanic	42 (10%)	7 (17%)
Multiple Races	31 (7%)	8 (26%)
White	284 (66%)	92 (32%)
Multilingual Learners	12 (3%)	2 (17%)
Students with IEPs	44 (10%)	4 (9%)
Economic Disadvantage	83 (19%)	14 (17%)

	Total enrollment	(11-12) AP Class enrollment
All students (grades 11-12)	333	197 (59%)
Male	163 (49%)	108 (66%)
Female	168 (50%)	87 (52%)
Asian	30 (9%)	19 (63%)
Black	43 (13%)	7 (16%)
Hispanic	36 (11%)	19 (53%)
Multiple Races	15 (5%)	7 (47%)
White	207 (62%)	145 (70%)
Multilingual Learners	17 (5%)	5 (29%)
Students with IEPs	40 (12%)	6 (15%)
Economic Disadvantage	79 (24%)	23 (29%)

Board Comments:

OE 9.5

Encourage and review new and relevant programs; carefully monitoring and evaluating the effectiveness of all such programs at least annually.

Superintendent

Compliant

Compliant with Exceptions
Not Compliant

Board

Compliant
Compliant with Exceptions
Not Compliant

Superintendent Interpretation

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

Superintendent

Compliant

Not Compliant

Board

Compliant
Not Compliant

Evidence: New programs implemented during the 2022-23 school year include the Phonics pilots ([95%](#) and [From Phonics to Reading](#)) in grades K-3 and a math pilot ([Eureka Math²](#)) in grades K-5. 95% and the Eureka Math² programs were adopted universally for the 2023-24 school year. Additionally, the Arts were up for curriculum review and staff spent the year updating curriculum aligned to Wisconsin Academic Standards in

Art and Design, Music, and Theatre. SIS and SHS staff also updated courses in Civics, The Ancient and Medieval Worlds, The Modern World, AP Psychology, and Economics. Finally, SIS began a process of looking at an updated Language Arts curriculum,, with a goal to make a recommendation for adoption in the 2024-25 school year.

<p>Board Indicator 2 New and/or relevant programs have a multi-year implementation plan.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence: The Curriculum Evaluation & Improvement Cycle outlines the multi-year implementation plan for new programs which includes a standards review, resource evaluation, committee proposal, professional development, and evaluation of program.</p>		

<p>Board Indicator 3 New and/or relevant programs have a review process that is conducted annually.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence: The process for reviewing the implemented Phonics curriculum and Math program at the elementary schools will include the analysis of FastBridge data and Forward Exam data to ensure that the programs are aligned to district and state outcomes. Social studies classes include standards related to reading and writing which are measured by Fastbridge, Forward, PreACT, and ACT assessments as well as student enrollment in AP classes. The district also collects student survey data as measurements of citizenship and authentic learning outcomes which are both at the core of the new social studies courses.</p>		

Board Comments:

<p>OE 9.6 Foster students’ digital citizenship and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.</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 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></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
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Evidence: See “2019 revised Technology Plan” [linked here](#). The plan includes skills and knowledge to be covered at each grade level. These skills include digital citizenship skills referenced in the [ISTE Standards](#). Digital citizenship expectations are also included in the [District Acceptable Use Policy](#) which is linked on the District Website and acknowledged when students and families register at the beginning of the school year.

This Technology Plan was never formally adopted and needs to be updated to align to current student needs as our technology infrastructure has evolved since 2019.

<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></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
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Evidence: As referenced in “Indicator 1”, the 2019 revised Technology Plan is aligned to ISTE Standards. This plan needs to be updated and will include alignment to these standards. During the 2022-23 school year, the district hired a new Director of Teaching and Learning, IT Manager, and District Librarian. This team will work together to update the Technology Plan and align it to ISTE standards.

Board Comments:



**Operational Expectations Monitoring Document
OE-6 Communicating with the Board**

Certification of the Superintendent: *With respect to Operational Expectation 8 (Communicating with the Board), 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:** November 14, 2023

Compliance Review:

6.1	Compliant	6.8	Compliant
6.2	Compliant	6.9	Compliant
6.3	Compliant	6.10	Compliant
6.4	Compliant	6.11	Compliant
6.5	Compliant	6.12	Compliant
6.6	Compliant with Exceptions	6.13	Compliant
6.7	Compliant		

Executive Summary

The goal of this Operating Expectation is to ensure that Board members are fully and adequately informed about matters that come before the School Board, progress toward goals, and significant issues that impact the District.

In addition to a semi-annual survey of Board members regarding multiple areas of communication, the timeliness and quality of Work Plan execution, and fidelity to policies that govern the relationship between the School Board and Superintendent inform this Operational Expectations Monitoring Document. Board members were unanimous in terms of 2022-2023 compliance indicators measured through the semi-annual survey; the one area of non-compliance reflects the Board/Superintendent decision not to report on Governance Culture during the term of the Interim Superintendent.

Execution of the District's Operating Referendum communications plan (January-April, 2023) was a significant element of Board/Superintendent communications last year, including frequent dialogue about the impact of proposed state funding and the need for legislative advocacy. Organization of a library of financial stewardship documents on the District website was outlined as an OE 6 goal for 2022-2023, and this was prioritized throughout the year. A website upgrade plan was also a goal; work on this initiative began in September 2023 and enhancements to the website are scheduled for completion in December 2023.

Ongoing collaboration to make sure Board/Superintendent communications tools are evolving to address student needs and related operations, and that the Board review and approval process is in compliance with DPI and statutes, is a priority. An audit of Operational Expectations and Results Policies, Board/Superintendent governance policies and District policy will be a focus for this year. Concurrent with this review, the District will:

- Expand discussion of data use in Board reports, particularly in the development of school growth plans and design of individual student learning plans;
- Document the Operational Expectations and Student Results Report revision process; and
- Streamline the Board of Education section of the District website and make Board policy, reports and meeting agendas more user-friendly.

Disposition of the Board: *With respect to Operational Expectation 6 (Communicating with the Board), 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
 Emily Berry

Date: November 14, 2023

OE-6: Communicating with the Board

The Superintendent shall assure that the Board is fully and adequately informed about matters relating to Board work and significant District concern.

Superintendent Interpretation

- The Board values complete information in a reasonable timeframe on notable issues and happenings in the schools and on issues that are relevant to its role and responsibilities.
- **Fully and adequately informed** shall mean that each Board Member receives enough information in a timely fashion to fulfill his or her responsibilities.
- **Matters relating to Board work** shall mean items outlined in all of the Coherent Governance Policies of the Board.
- **Significant district concern** shall mean matters that will have a material impact on the District's achievement of Board results policies.

<p>OE - 6.1 Submit required monitoring data (see policy B/SR-5-Monitoring Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.</p>	<p align="center"><u>Superintendent</u></p> <p align="center">Compliant</p> <p align="center">Compliant with Exceptions</p> <p align="center">Not Compliant</p> <p align="center">Data Not Available</p>	<p align="center"><u>Board</u></p> <p align="center">Compliant</p> <p align="center">Compliant with Exceptions</p> <p align="center">Not Compliant</p> <p align="center">Data Not Available</p>
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Superintendent Interpretation

- The Board values complete information within an estimated timeframe on notable issues and happenings in the schools and on issues that are pertinent to its role and responsibilities.
- **Monitoring data** shall mean evidence provided by the Superintendent and his staff to support accomplishment of the indicators of compliance and reasonable progress.
- **Annual work plan** shall mean the schedule of indicator reports and monitoring reports outlined by the Board.
- **Substantiate compliance or reasonable progress** shall mean to determine whether the Superintendent or District has accomplished the measurable targets or operational standards outlined in the OE and results indicators.

<p>Board Indicator 1: The District submits 100% of the monitoring data per the Board's annual work plan for all OE and Results policies.</p>	<p align="center"><u>Superintendent</u></p> <p align="center">Compliant</p> <p align="center">Not Compliant</p>	<p align="center"><u>Board</u></p> <p align="center">Compliant</p> <p align="center">Not Compliant</p>
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Evidence: All Operational Expectations and Results Monitoring Reports have been submitted in accordance with the Board's annual work plan or alternative Board direction.

Board Comments:

<p>OE- 6.2 Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.</p>	<p><u>Superintendent</u></p>	<p><u>Board</u></p>
	<p>Compliant</p>	<p>Compliant</p>
	<p>Compliant with Exceptions</p>	<p>Compliant with Exceptions</p>
	<p>Not Compliant</p>	<p>Not Compliant</p>

Superintendent Interpretation

- **Timely manner** shall mean appropriate relative to the urgency or uniqueness of the situation.
- **Relevant to the Board's work** shall mean items outlined in all of the Coherent Governance Policies of the Board.

<p>Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided relevant information in a timely manner during the previous year.</p>	<p><u>Superintendent</u></p>	<p><u>Board</u></p>
	<p>Compliant</p>	<p>Compliant</p>
	<p>Not Compliant</p>	<p>Not Compliant</p>

Evidence: All Board members (5) indicated they were provided with relevant information in a timely manner during the prior year. Survey comments include: *"Our memos from Dr. Sternke and Dr. Burgos have been thorough and timely."*

Board Comments:

<p>OE- 6.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

- **Significant transfers of money** shall mean any movement of money in budget line items over \$50,000 from one line item to another.
- **Substantially affecting the district's financial condition** shall mean contrary to the indicators and interpretations outlined in OE-5 and OE-6.

<p>Board Indicator 1: The annual audit of the District's finances (Comprehensive Annual Financial Report) reveals no instance in which a significant amount of money was transferred from one line item to another without having informed the Board and that no other changes substantially affecting the District's financial condition were made without having informed the Board.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: The financial records of the District are audited yearly by an independent certified public accountant in compliance with state statutes and good business practices. The audit is conducted in conformance with generally accepted auditing standards and DPI regulatory requirements, and on behalf of the Board of Education. The auditors - Clifton, Larson, Allen LLP - provided the District's 2022 audit report on January 24, 2023. In its report, the auditors identified no issues regarding internal controls, financial reporting or compliance related to auditing standards (GASB) adopted by the District in 2021. For transparency, the audit is posted on the Business Services Department page on the district website.

Board Comments:

<p>OE- 6.4 Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

- **Adequate information** shall mean sufficient data, documents, communications and reports for each Board

member to fulfill his or her responsibilities.

- **Variety of internal and external viewpoints** shall mean opinions and perspectives from sources inside and outside the school system.

<p>Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided adequate information from a variety of viewpoints from inside and outside the system.</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: All Board members indicated compliance with this indicator in the semi-annual Board communications survey.</p>		

Board Comments:

<p>OE- 6.5 Inform the Board of concerns that have anticipated media coverage.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

- **Concerns** shall mean damaging reports, stories or commentary that may appear in the media.
- **Anticipated** shall mean reasonably predictable or probable.

<p>Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided appropriate notice with regard to concerning reports, stories or commentary that may appear in the media.</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: All Board members indicated compliance with this indicator.</p>		

Board Comments:

<p>OE- 6.6 Inform the Board, the Board president or individual members if, in the Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non compliant with any Governance Culture or Board/Superintendent Relations policies.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

- **Encroached into** shall mean taking action, making requests of staff, or delving in to outside of the role of the board and into the work of the Superintendent or District as delineated by the Governance policies.
- **Non-compliant with any Governance Culture or Board/Superintendent Relations** shall mean contrary to the policies outlined by the Board's Coherent Governance policies.

<p>Board Indicator 1: The Superintendent provides an annual report on each Board member identifying compliance or non-compliance of the Governance Culture. If non-compliance is identified, the specifics of any non-compliance of the Governance Culture or Board/Superintendent Relations policies by Board Members or any encroachment by Board Members into the areas of responsibility assigned to the Superintendent will be documented.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: A review of Governance Culture and Board/Superintendent Relations policies was reviewed during the Board orientation process and at other times throughout the year, however, an annual report on Governance Culture was not provided to the School Board during the term of the Interim Superintendent.

Board Comments:

<p>OE- 6.7 Present information in clear and concise form, indicating whether the information is incidental, intended for decision preparation or for formal monitoring.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

- **Clear and concise** shall mean using language that is not industry specific and can be understood by people without an educational background.

● **Information is incidental, intended for decision preparation or for formal monitoring** shall mean identifying the use of the information that is provided so Board Members can properly prepare.

<p>Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been given information in a way they could understand.</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: All Board members indicated compliance with this indicator. Survey comments included: <i>“Memos and the Superintendent’s Reports have been at the right level of detail for me.”</i></p>		

<p>Board Indicator 2: In a poll of Board members each June and December, at least four Board members believe they understood the intent of the information they received.</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: All Board members indicated compliance with this indicator.</p>		

Board Comments:

<p>OE- 6.8 Treat all members impartially and assure that all members have equal access to information.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

● **Treat all members impartially** shall mean to interact with every Board member in a professional and respectful manner, and to communicate with each one in the amount and manner necessary for each Board member to fulfill his or her responsibilities, duties, and Board-assigned tasks.

● **Equal access to information** shall mean that every Board member shall receive the same verbal and written communications and documents on matters that are a concern to the Board as a whole and upon which the board makes decisions.

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been treated equally and have equal access to information.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence: All Board members indicated compliance with this indicator.		

Board Indicator 2: Documents for work sessions for Board members are distributed equally and at the same time 100% of the time.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence: The Superintendent's Office provides a weekly memo to all Board members that captures follow up from Board meetings, school and district updates and current administrative and operational issues. This is a key communications tool, as is use of BoardBook, the platform used to publish Board meeting agendas and postings, and to share documents - including Operational Expectations and Results Monitoring Reports and the Superintendent's Report - with Board members in advance of Board meetings.		

Board Comments:

OE- 6.9 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation

- **In a timely manner** shall mean at the next scheduled work session or Board meeting after the time when the Superintendent has confirmed with staff that the District is likely to be "noncompliant" with regard to any OE policy or when the Superintendent determines that the District has failed to make reasonable progress toward the Results policy.
- **Actual noncompliance** shall mean failure to meet the indicators of compliance as outlined in the OEs and as determined by the Board after the monitoring report.
- **Anticipated noncompliance** shall mean likely failure to meet the indicators of compliance as outlined in the OEs as determined by the Superintendent and his staff after review of relevant data.
- **Reasonable progress** shall mean sufficient achievement gains to achieve the targets outlined in the

Results policy.

<p>Board Indicator 1: The Superintendent brings to the Board 100% of the instances they anticipate noncompliance with Board Operational Expectations or Results policy.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: Collaborative work among administrators, building leaders, and School Board members over the past year continues to improve the scope of Operational Expectations and Results Monitoring Reports, and evaluation of specific activity in terms of compliance with Board indicators.

Noncompliance issues resulting from the changing availability of certain data (e.g., staff compensation and benefits statistics), inconsistent peer district comparisons, and the discontinuation of certain progress monitoring tools have been brought to the Board’s attention as part of the reporting process. A renewed focus on District data trends has been established with the return to in-person learning following the pandemic revisions, and reports to the School Board have noted other pandemic-related compliance issues over the past two years. As joint review and discussion of Operational Expectations and Student Results Reports continues, the District will:

- Include issues of non-compliance in our continuous improvement processes;
- Expand data use and discussions in the presentation of OE and R reports, including new student screening tools (SAEBRS), Educator Effectiveness reporting, and additional disaggregated data and comparisons;
- Provide additional context for curriculum mapping and standards alignment, and for literacy and numeracy results in R2 (Academic Achievement and Growth); and
- Continue to build on existing financial reporting to aid communication and transparency for Board and community members.

Board Comments:

<p>OE- 6.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

• **Adequate** shall mean sufficient communication and information that will allow the Board to fulfill its responsibilities as described by state law.

• **Administrative actions and decisions** shall mean steps taken by the Superintendent to manage the day-to-day operation of the District and meet the responsibilities outlined in the OE policies.

- **Delegated to the Superintendent** shall mean specifically (in either District or Board policy) assigned as a responsibility of the Superintendent by the Board.

<p>Board Indicator 1: The Superintendent brings to the Board 100% of the decisions required by law to be approved by the Board on the Superintendent's Consent Agenda, including personnel decisions, school district calendar, and budget approval.</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: District personnel changes (certified staff and administrators), monthly financial reports and student activities that require Board approval are presented in the Superintendent's Consent Agenda at each Board meeting, as needed. Approvals associated with the District budget development process, the Instructional Calendar, the District's Open Enrollment Recommendation and other action required by law or by the Department of Public Instruction are also scheduled for Board review and action, per the Board Annual Work Plan.</p>		

<p>Board Indicator 2: In a poll of Board members each June and December, at least four Board members believe that they have been provided adequate information regarding administrative decisions that are delegated to the Superintendent, but required by law to be approved by the Board.</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: All Board members indicated compliance with this indicator.</p>		

Board Comments:

<p>OE- 6.11 Inform the Board in a timely manner of the administrative disposition of significant complaints presented to the Superintendent by the Board.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

- **In a timely manner** shall mean by the next work session or regular meeting of the School Board.
- **Administrative disposition** shall mean how the complaint was handled or resolved.
- **Significant complaints** shall mean any concern or issue that is disruptive to operations or student learning, falls under the Board's legitimate purview and is presented to the Superintendent by the Board.

<p>Board Indicator 1: The Superintendent responds to every Board complaint with an explanation of how the situation/complaint has been addressed.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: In addition to direct communication with Board members, the weekly Board memo is used to discuss and document Board and/or community member complaints, as well as emerging administrative and operational issues at the District or building level.</p> <p>Weekly updates include a review of dialogue with the Board, summaries of communications with District staff and families and copies of these communications, if needed, and a review of upcoming calendar items and personnel and policy updates. Updates regarding facilities, recreation and community services programs, etc., are provided as needed.</p>		

Board Comments:

<p>OE- 6.12 Inform the Board in advance of any deletions of, additions to or significant modifications of any instructional programs.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

- **Deletions, additions, significant modifications** shall mean removal or editing of valuable learning opportunities that require considerable professional development or resources to change.
- **Instructional programs** shall mean the teaching practices and classroom instruction that have valuable learning opportunities in the District's schools.

<p>Board Indicator 1: The Superintendent briefs the Board on 100% of any significant changes to the instructional programs prior to the implementation of the change.</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: Following extensive disruptions that were a result of the pandemic, the Superintendent and administrative and school leadership teams have fully reestablished the systems in place that govern the delivery of instructional programs and the associated staff and professional development. Issues, changes and progress are regularly reported through the weekly memo and the Superintendent's Report.</p>		

Board Comments:

OE- 6.13 Inform the Board in advance of any significant changes to any district policies.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation

• **Significant changes** shall mean changes by the Federal, State or Local Government that affect the day-to-day operation of the District or changes that impact employees, students, or stakeholders in more than routine ways.

Board Indicator 1: The Superintendent brings forward 100% of deletions of, additions to, or a significant modification of District Policy that are required by law to be approved by the Board.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: The Board receives updates, as needed, regarding District policy work that is managed by NEOLA, and NEOLA continues to be responsible for providing technical and policy revisions required by state and federal law directly to the District. District policy is updated at least twice annually to reflect changes in the law, relevant citations, etc.

Separately, the District continues to work on revisions to staff handbooks for all employee groups, and Board members are kept abreast of this work through the weekly memo.

Board Comments:



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
October 23, 2023

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

Isabella Busby, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Heather Heaviland, Director of Business Services
Amanda Jamerson, Associate Principal, SHS
Mike Joynt, Director of Teaching & Learning
Alejandra Ovalle-Krolick, Principal, LB
Tiara Rogers, Principal, SIS
Shari Tucker, Director for Equity

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Nathan Hammons and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

II. 7:02 pm STUDENT ACHIEVEMENT PRESENTATION

Youth Rising Up United Justice Coalition Summit, Amanda Jamerson and Shari Tucker
Lake Bluff Elementary School Student Leadership, Alejandra Ovalle-Krolick and Kevin Kriegel

III. 7:36 pm PUBLIC COMMENT #1

Chris Olsen

4471 North Farwell

(see comments attached)

IV. 7:39 pm SUPERINTENDENT'S REPORT

School Growth Plan Presentation, Tiara Rogers

V. 8:25 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of Monthly Financials

MOVED by Becky Freer and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

VI. 8:26 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Adoption of the 2023-2024 Original Budget

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

B. Adoption of the 2023-2024 Property Tax Lev~~y~~⁴

MOVED by Abby Fowler and SECONDED by Nathan Hammons AYE: 5 NAY: 0
C. Approval of OE4 (Personnel Management) Operational Expectations Monitoring Document
MOVED by Nathan Hammons and SECONDED by Becky Freer AYE: 5 NAY: 0

V. 9:29 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes for October 10, 2023

B. Approval of OE 8 (Learning Environment) Operational Expectations Monitoring Document
Revisions

MOVED by Becky Freer and SECONDED by Nathan Hammons AYE: 5 NAY: 0

VI. 9:30 pm PUBLIC COMMENT #2 - no comments

VII. 9:31 pm BOARD MEMBER REPORTS

Lake Bluff Leadership Team Linkage

X. 9:38 pm REVIEW OF 'TO DO' ITEMS

OE 4 posting with Board disposition; grades 5&6 and 7&8 FastBridge comparisons, legislative
advocacy, Technology Work Group follow up

XII. 9:39 pm FUTURE AGENDA ITEMS

OE 9 (Instructional Programs) Operational Expectations Monitoring Document

XIII. 9:42 pm RECESS AND DEBRIEF

SHS Student Council Linkage
November 7, 2023

Present: Laurie Burgos, Ellen Eckman
Students: 30 students
Faculty Advisor: Jessica McCabe

This was a regularly scheduled Student Council Meeting. The President of the Council asked us to introduce ourselves.

The items discussed concerned Fund Raising and “spirit raising” activities such as:

- Winter Dance
- Great Sleep Under
- Spike Ball Tournament
- Contest to name the mascot
- Candy Cane grams
- Food during Finals weeks – cocoa and cookies
- Care wash
- Winter clothing drive

There was not much enthusiasm for a winter dance so the group will discuss some other spirit builders – probably around a winter sports Pep Rally.

Laurie and I offered some ideas that generated some interest.

I mentioned working with the Village Hall – meeting the Village manager and president and asking about student members of the Village Board. I explained the areas the Village Board influences students --- ie parking restrictions on streets near SHS; permits for parades or marches; chickens in backyards.

Laurie mentioned working with the Shorewood Library. They have hired a new position to work with youth activism. Laurie also mentioned youth leadership organizations that bring student councils together.

We suggested that they invite Librarian, Village Manager, etc to a meeting. I also encouraged them to attend Village Board and/or School Board meetings.

Date & Time: Thursday, Nov. 9, 2023, 3:45 p.m.

Linkage Group: SIS Leadership team

Board Members Present: Emily Berry, Nathan Hammons

Administrators Present: Superintendent Burgos, Principal Tiara Rogers

1. Information shared by the board:
 - a. We just passed our budget and will start planning for the next academic year very soon.
 - b. We have a new superintendent!

2. Questions and issues for administrators to follow up on:

Question	Who raised it? (if they would like follow up)	Verify follow up date/notes on resolution
Special education staffing feels insufficient to meet the needs of students.	Multiple	The board and administration need to understand the ripple effects of cutting FTEs or sharing them across buildings.
Teaching assignments that cross between multiple schools are very demanding and interfere with teachers' ability to collaborate.	Multiple	"
Fewer Spec. Ed staff and aides means teachers manage many classes without another adult to support.	Multiple	"
3C team planning is more difficult with fewer Special Education staff and MLL specialists - they are important parts of co-planning, but with only 2 FT special educators, it becomes very difficult to find time.	Multiple	"
Transitions to and from SIS could be managed better for both teachers and students	Alexis McDowell (she has been researching this issue and has ideas on how to improve)	Dr. Burgos believes a unified district student data system will help - today, tracking academic needs, student services records, etc. all requires a lot of manual research.

Attendance rules at SIS mean that a late student is shown as absent		
Smaller cohorts and scheduling limitations mean many classrooms do not feature heterogenous groups as called for in the ICS model		
Teacher mentoring is helpful, is usually focused on best practices. More on managing diverse classrooms would be helpful.		
Writing intervention could be beneficial for SIS students - we do not have any writing interventionists		
Prep time on early release Wednesdays is great, but can often feel like "all bite and no chew" - like the new learning just becomes another thing, another piece of homework.		

3. Questions for the board to follow up on:

Question	Who raised it?	Verify follow up date/notes on resolution

4. Are there any changes to board policy, operating expectations or monitoring the board should consider or debate further based on conversation at this linkage?

- a. We should be mindful that shared positions between buildings looks OK on paper, but actually creates a lot of headaches and importantly makes it difficult to co-plan, which is integral to our equity work.
- b. The new cell phone policy (no phones at lunch) is making a huge difference at SIS. This is great news and should be part the conversation around technology in classrooms moving forward.
- c. Do we want to potentially set a unified student data system as an operating

expectation?

5. Are there district policies we would like the Superintendent to consider and follow-up on?
Potentially the attendance policy where late = absent
6. For Board discussion: How did or will this conversation impact student results?
 - a. Students' growth and achievement is impacted by budget decisions we make - the example of the ripple effects of fewer special education FTEs is important for us to understand and communicate, especially as we advocate for fair state funding for special education, relative to actual costs and what private schools receive.
 - b. Teachers indicated that this year's 7th and 8th graders have stronger social-emotional skills than their peers who were learning at home during the pandemic.
7. Other notes:
 - a. SIS teachers would like to ask parents not to text or call kids on their phones during the school day.
 - b. The mental health partnership with Children's Hospital of Wisconsin continues to be a huge benefit to kids and asset to the district.

Wisconsin Public Education Network
Member Meeting, November 6, 2023
Ellen Eckman

Major Items covered in meeting:

Update on the Voucher Lawsuit at the WI Supreme Court. Recent OpEd pieces appeared in WI State Journal (supporting the lawsuit) and the Wall Street Journal (attacking the lawsuit).

DPI Policy Initiative Advisor, Tacara Lovings presented summary of the Strategic Planning Process that DPI is undertaking. There will be a survey and also community engagement sessions.

Waukesha County Coalition – Heather Price. Group of School districts in Waukesha are forming a coalition to work on rights for teachers and students. Looking for rational school board members to support. Sharing with other districts in Waukesha.

A group called Retired Educators is a source – called RunEducatorsRun

Child Care Issues – Ruth Schmidt, WI Early Childhood Association

Gov Evers is working to get funding for early childhood education; being thwarted by legislature. Rural areas are suffering, business community wants more child care. The bills coming out of the legislature are not helpful – ex is the lowering age of Childcare assistants to 16 and increasing ratio of child/adult.

Legislative Policy Update – Chris Thiel

Reviewed the “shenanigans” coming from the Republicans in Legislature. The funding for schools is not sufficient; many schools going for referendums. The truth, according to WPEN, is that there is \$8.8 billion dollars available for funding. Called out the “rigged” funding for voucher/charter schools. Seeks to “decouple” the schools. The pro-voucher movement is hiding what it is costing to have the voucher school system from LOCAL taxpayers. Suggests we ask now many students opted out of State Tests in the voucher/charter schools.

Resources provided by WPEN

- Meeting
slides: <https://docs.google.com/presentation/d/1Pn0xhXQGaxOpCzgNDVAZOoh7N1fnR6xWA8cXP0yMWQU/edit?usp=sharing>
- Messaging toolkit: <https://wp.en.wisconsinnetwork.org/messaging>
- Election HQ & Referendum Resources: <https://www.WisconsinNetwork.org/ElectionHQ>
- DPI Strategic Planning: <https://dpi.wi.gov/strategic-plan/build-strategic-planning>
- Kettle Moraine Alliance: kettlemorainealliance.com
- Wisconsin Early Childhood Association: <https://wisconsinearlychildhood.org/>
- Raising Wisconsin: <https://www.raisingwisconsin.org/>

- Nov. 21 Rally at the Wisconsin Supreme Court from the Fair Maps Coalition: <https://www.facebook.com/WIFairMapsCoalition>
- Dec. 2 Elect Her Workshop: A one-day nonpartisan training for women on how to run for political office from LWV of Wisconsin, LWV of Sheboygan County, and Sheboygan County Youth Voters: https://docs.google.com/forms/d/e/1FAIpQLSdkUHRpb-u9o1pQVdFmvuTga7Siecl7daSC_JxZKVHliJKMJA/viewform

Here are some of our upcoming events:

- 12/1 WPEN Annual Strategic Action Planning Retreat & 10th Anniversary Party (Madison)
- 12/4 December Network Partners' Meeting: <https://secure.everyaction.com/NmJtXF3WSEiyFJbEhflutg2>
- 1/18 State WASB Convention Winter Social (Milwaukee)