

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
September 24, 2024 AGENDA

SCHOOL BOARD MEETING
7:00 PM

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

Parking is available in the Shorewood High School lot; please enter through the Administration Building doors and take the stairs up to the second floor. *An elevator is accessible near the east stairs.*

Participants may also access the Annual Meeting on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

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

Parameters for Public Comment

The Board welcomes public comments. Public comments are limited to three minutes per person. Per Wisconsin's open meeting law and guidance issued by Wisconsin's Attorney General, we cannot engage in substantive discussions or act on items not on the agenda; however, we will follow up with speakers after the

meeting or add items to a future Board agenda for purposes of addressing the matter. Further, we do not permit discussion of pupils, current or former staff, or job candidates. The Board is also reachable by email at schoolboard@shorewood.k12.wi.us.

This meeting notice was posted on September 20, 2024.

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)

Shorewood Intermediate School

III. 7:15 pm PUBLIC COMMENT #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. 7:25 pm SUPERINTENDENT'S REPORT

3

V. 7:35 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials

6

VI. 7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Presentation of Wisconsin Council for the Social Studies Statement on Supporting Academic Freedom to Provide a Comprehensive Civics Education in Wisconsin Social Studies Classrooms Sarah Kopplin

9

B. Approval of OE 3 (Treatment of District Constituents - Families & Caregivers, Students and Staff) Operational Expectations Monitoring Document

12

C. Presentation of the District's Annual DPI Seclusion & Restraint Report Kate Harder

D. Office of Equity Update Shari Tucker

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

A. Approval of Board Meeting Minutes

21

September 10, 2024 Regular Board Meeting

September 17, 2024 Closed Session

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

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

IX. 9:00 pm BOARD MEMBER REPORTS

X. 9:05 pm REVIEW OF 'TO DO' ITEMS

XI. 9:10 pm FUTURE AGENDA ITEMS

XII. 9:15 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent's Report

Date: September 24, 2024

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

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

District Safety Week

Safety is among our highest priorities, and Annual Safety Week (September 23-27) provides us with the opportunity to teach our students and staff what to do in case of an emergency.

During Safety Week, all schools conduct fire, tornado/severe weather and evacuation drills, a review of our [Standard Response Protocol](#), and a Hold drill. These drills and activities are required by the State Office of School Safety, and we appreciate the partnership of the Shorewood Police Department, North Shore Fire Department, and other organizations in practicing and improving our procedures. I also want to confirm that students will have their cellphones during Safety Week drills, and in the event of a real emergency.

To further address campus safety, the District began installing a new building access system this summer, and it will be fully operational soon. The new system's capabilities will allow us to manage access at exterior and interior doors more closely throughout the school day, as well as for recreation programs and evening and weekend events.

I also want to highlight [Speak Up, Speak Out](#), an anonymous tip line maintained by the Office of School Safety. Tip lines like this are important elements of school safety plans, and they can be used by students, staff, families, and community members. While Speak Up, Speak Out and other technology helps alert us to potential issues, we also need students, families and

neighbors to share concerns directly with school principals or with the District Office so that we can take steps to address them immediately.

Finally, with the SHS Homecoming celebration coming up on September 27-28, I want to provide a brief update about discussions with the WIAA and Woodland Conference peers about addressing hate speech following an incident at an away football game earlier this month. School principals and athletic directors have met as a group to discuss this, and Taz Landry has been in contact with teams on our schedule to ensure they understand our procedures should an incident occur. I will also be continuing my dialogue with other district superintendents and with WIAA leaders and staff. Separately, the District continues to provide any needed support to Messmer and Shorewood students and staff involved in the incident. District expectations for student conduct, and what to do should students be involved in or see an incident of harassment, were also underscored at an all-school assembly about Homecoming plans on September 19.

District and School Updates

Along with a busy schedule of orientations, assemblies and events, work at the District and building level to complete initial student assessment work has been underway. In addition to Fastbridge assessments, students in grades 2-12 completed the fall mySAEBERS survey last week. Introduced in the District last year, mySAEBERS provides our student support teams (counselors, school psychologists and others) with information that helps identify potential academic, social or emotional issues. We will talk further about the use of mySAEBERS in schools, and as part of potential revisions to the R4 (Wellness) Student Results Policy and Monitoring Document, at the upcoming Board meeting and later this year.

As I shared in prior reports and Board discussions, Fastbridge, mySAEBERS and other data (standardized test scores, attendance and behavioral information, grades) will be now managed on the NextPath data platform. NextPath will give our student support services and school-based data teams new tools and more timely data evaluation methods to identify student needs. Data teams at the elementary and intermediate schools will meet following each Fastbridge screening window to review and discuss individual and classroom data, and all of this work is part of our larger, District-wide commitment to a set of continuous improvement processes, as well as our Collaborative Commitments to Equity.

Our capacity to improve outcomes for all learners, and in particular, students with disabilities will also grow through our partnership with the [SWIFT Center](#) this year. Recognition of the District's equity work led to our selection as one of eight model sites across the nation for professional development and other supports aimed at students identified with disabilities, and this is a both well-deserved honor for our staff, and an unparalleled opportunity to improve our work. We met with the SWIFT team a number of times over the summer to assess our needs, and I will be attending the SWIFT National Leadership Consortium Conference later this week, along with Kate Harder, Director of Special Education and Students Services, and Tiara Rogers, Principal of Shorewood Intermediate School.

Finally, I want to provide an update on our math leveling up plan. After meeting with Mike Joynt at a conference in Boston last year, [Dr. Kentaro Iwasaki](#) has offered to work with us on 6-12 math curriculum adoptions. He will be visiting the District for the first time on September 26 to learn more about the District, visit math classes and meet with teachers and administrators, and we are thrilled that we have the opportunity to draw on his expertise.

Visioning and Strategic Planning Updates

Mapping Our Future, the District's visioning and strategic planning process got underway in early September, and the initial, four-week community survey series will conclude with a final survey opportunity on September 27. Survey results will be shared with our Strategic Planning Committee, a large group of current and former District parents, Village residents, students and staff, at their first meeting on October 26.

I want to thank everyone who participated in the survey series, and encourage community involvement as the process continues. The District will be working with the Donovan Group team to schedule and host a number of community focus group sessions about visioning topics in November, and there will be both in-person and virtual participation options. Details about these events will be shared by schools, on the District website, through the Village Manager's Memo and Recreation & Community Services department, and on social media. The Strategic Planning Committee will continue its dialogue about the community's vision for the District through February, and then transition to developing a strategic plan that reflects our goals. This planning work will be taking place as state legislators work on the 2025-2027 biennial budget.

On September 26, State Superintendent, Dr. Jill Underly, will deliver her State of Education Address, and the District will host the [Wisconsin Public Education Network](#) (WPEN) meeting on October 16. Tom McCarthy, Executive Director of the Office of the State Superintendent of Education, and Chris Thiel, MPS Legislative Policy Manager, will join the meeting to discuss school referendum activity in advance of the November 5 election, as well as the state budget cycle. The event will be held in the Shorewood High School Library Media Center from 4:30 to 6 pm; a virtual link for the meeting will be provided and advanced registration is required. The District will share more event details and registration information on our website and through school newsletters.

These events will provide important context as we move the visioning and strategic planning process forward and make needed decisions about our financial position, and I encourage community members to join us in-person or virtually.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: September 24, 2024

Prepared by: Heather Heaviland

Recommended action:

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

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

August 2024 Statements

August 2024 financial statements reflect activities and financial changes for the first two months of the 2024-2025 fiscal year (FY25).

- Revenue and Expenses
 - Revenues and expenses in the District's general operating funds (10/27) are in line with historical trends after adjusting for certain one time revenues received in FY24.
- Balance Sheet
 - Changes to the balance sheet are in line with expectations.

Attachments:

- Cash Receipts 2024-08
- Budget Status 2024-08
- Check Register 2024-08
- Balance Sheet 2024-08

Additional Information

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

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

- 10 General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions.
- 21 Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth.
- 27 The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan.
- 38 & 39 These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.
- 41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts.
- 50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.
- 80 Financial transactions related to operating the Fitness Center , Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

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

R Revenue

WCSS Position Statement on Supporting Academic Freedom to Provide a Comprehensive Civics Education in Wisconsin Social Studies Classrooms

Monday, August 26, 2024

The [Wisconsin Council for the Social Studies](#) (WCSS) is a non-profit professional organization of social studies educators. Its mission is to promote social studies and the professional growth and development of educators which, in turn, will help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

As Wisconsin Social Studies Educators embark on this 2024-25 academic year, our Board of Directors believes that the Teaching and learning of Civics, specifically as it relates to the teaching of government, current events, and elections is essential. We believe that educators and students have the right to academic freedom. We want to see school districts fulfill academic requirements laid out in Wisconsin statutes related to the teaching and learning of Social Studies. In order to do this at the local level, school boards must provide opportunities for educators and students to meet legal requirements. Most of which elect to do so through the implementation of the recommended Wisconsin Civics Scope & Sequence and State Social Studies and Literacy Standards. We want our school district leaders to prioritize Social Studies instruction and strongly believe that best practices in the teaching and learning of Social Studies must occur in classrooms for the benefit of our students.

WCSS is aware that many Social Studies educators in our state have been restricted from teaching topics of current events, elections, and other civics related topics. These restrictions hold students back from gaining the civic knowledge, skills and dispositions necessary to be engaged members of society. WCSS fully supports the teaching and learning of civics and topics related to current events and specifically elections, especially in an election year when Americans and future citizens need access to the knowledge and skills necessary to continue to preserve and improve our Constitutional Federal Republic.

WCSS believes that restricting teaching and learning in Social Studies classrooms is a limitation of academic freedom. While academic freedom for the K-12 classroom is not codified in a Wisconsin State Statute, we agree with the National Council for the Social Studies in their assertion that academic freedom is vital to the teaching and learning of our subject area. In 2016 The National Council for the Social Studies published their position statement on Academic Freedom and the Social Studies Educator in which they said,

“Academic freedom means that both social studies educators and students have the opportunity to engage in intellectual debate without fear of censorship or retaliation. Academic freedom gives both social studies educators and students the right to express their views—in speech, writing, and/or through electronic communication without fear of sanction. Academic freedom for social studies educators and students includes the right and responsibility to study, investigate, present, interpret, discuss, and debate relevant facts, issues, and ideas. Academic freedom means that the political, religious, or philosophical beliefs of politicians, administrators, and members of the public cannot be imposed on students or faculty.”

WCSS also supports school district compliance with Wisc. Stat. sec. 118.01(2)(a)2. and 118.01(2)(c) which requires:

“Each school board must provide an instructional program designed to give students: Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking. Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively. An understanding of all levels of government, including the duties and responsibilities of citizenship; a commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for an the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state; skills to participate in political life; understanding of the function of organizations in society, knowledge of the role and importance of resources, knowledge of state, national, and world history; an appreciation and understanding of different value systems and cultures, at all grade levels an understanding of human relations, particularly in regard to American Indians, Black Americans, Hispanics, Hmong Americans and Asian Americans.”

If school boards, administrators or community members make efforts to restrict teachers' ability to facilitate learning opportunities for students to acquire the above knowledge and skills, they are not only in violation of state statutes, these actions undermine the purpose of the education each child should receive in the state of Wisconsin.

WCSS also agrees with Dr. Jill Underly, Wisconsin State Superintendent of Schools in her assertion supporting the teaching of civics in Wisconsin schools;

“As public education is a constitutional right, it is my firm belief that public education is rooted in representative democracy. It also forms the roots for our democracy to grow and be healthy. Which means, in turn, that our public education system must be strong to provide a solid foundation for a healthy democratic republic to grow from and build upon. Schools can be – and must be – this foundation. I want all Wisconsin students to grow up to be active participants in the civic life of our state and our nation. To be future active participants in democracy, they need that strong foundation. They need to know how to examine our past. They need to know how to think critically about our present. They need to make informed decisions about their future, which is, of course, our collective future. They need robust civics learning.”

In conclusion, the Wisconsin Council for the Social Studies firmly advocates that the teaching of civics, current events, and elections is fundamental to equipping students with the knowledge and skills required for active, informed citizenship in our democracy. Academic freedom is essential for Social Studies educators to facilitate these crucial lessons, enabling students to

engage meaningfully in public life and uphold the values enshrined in our Constitution. The imposition of restrictions on these topics not only undermines the educational mission outlined in Wisconsin State Statutes but also impedes students' ability to develop into well-informed, responsible community members and citizens.

As we begin the 2024-25 academic year, WCSS calls upon school boards, administrators, and community leaders to support and uphold the principles of academic freedom and prioritize a comprehensive civics education in Wisconsin schools. Ensuring that educators can freely teach and students can fully learn about government, current events, and elections is not just a matter of adhering to legal requirements, but of fostering the engaged, thoughtful community members and citizens our society needs to thrive. We stand united in our commitment to preserving the integrity of social studies education and advocate for an environment where all voices can be heard, and all perspectives explored. Together, we can ensure that every student has the opportunity to gain the civic knowledge, skills, and dispositions necessary for a vibrant and participatory democracy.

References:

“Academic Freedom and the Social Studies Teacher.” *Social Studies*, www.socialstudies.org/social-education/80/03/academic-freedom-and-social-studies-teacher.

Wisconsin State Legislature, *Statute 118.01 Educational Goals and Expectations*. <https://docs.legis.wisconsin.gov/statutes/statutes/118/01/2/c> . August 21 2024.

“Suggested Scope and Sequence for Wisconsin K-12 Civics Education.” *Wisconsin Department of Public Instruction*, 18 Oct. 2023, dpi.wi.gov/social-studies/suggested-scope-and-sequence-wisconsin-k-12-civics-education.



Shorewood
SCHOOL DISTRICT

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

(Revised November 2021)

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

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

Signed: Laurie Burgos, Superintendent

Date: September 24, 2024

Executive Summary

This OE-3 Monitoring Document focuses on how people feel the treatment (as defined) they receive from the District meets their needs and expectations. The past year was distinguished by new District-level communications and increased coordination of District/school communications across a variety of topics (health and safety, assessments, attendance policy, etc.) to provide timely and consistent information to members of our learning community.

The following Operating Expectations have been monitored and reviewed to foster an organizational culture that serves all constituents and builds positive relationships that promote improved outcomes for students:

- Maintain a District culture that encourages the involvement of all stakeholders and staff, treating them with respect, dignity, courtesy, empathy, and consideration;
- Protect confidential information; and
- Resolve complaints effectively

Summary of Compliance Status:

Of the measures in OE 3 from actions in 2023-24, all are compliant. The only noted exception pertains to litigation from 2021-22 that was resolved favorably for the District in August 2024. The overall results demonstrate that the District’s culture is working to build trusting relationships and engage with constituents in ways that promote improved student outcomes. The results also indicate the District provides effective processes for handling complaints and protecting confidential information.

Areas of Focus for Continuous Improvement:

Improving the timeliness of communications and how the District addresses emerging issues with families, students and staff are areas of focus for improvement. The following strategies will address this work:

- Offer additional means for two-way communication by using the new District website, powered by Finalsite, which will provide next generation functionality and features;
- Increase internal communication with staff through a bi-weekly staff newsletter and enhanced website content and resources;
- Include questions about the District’s treatment of constituents in Linkages and other community engagement opportunities; and
- Increase opportunities for student voice and feedback about District communications, decisions, and operations.

The District also recommends combining OE-3.3 regarding satisfaction with District communications with OE-7.

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

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

Summary statement/motion of the Board:

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

OE-3: Treatment of District Constituents

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

Superintendent Interpretation:

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

Board Comments:

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

Superintendent Interpretation:

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

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

In 2023-2024, there was no unauthorized release of confidential information and, therefore, no complaints on this matter.

<p>Board Indicator 2:</p> <p>There is no favorable (Claimant wins over district) grievance or legal action taken against the District for unauthorized release of confidential information.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: There was no release of confidential information and, therefore, no legal action in 2023-2024.

Board Comments:

<p>OE-3.2 Effectively handle complaints.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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- Superintendent Interpretation:
- **Effectively handle** shall mean to abide by established procedures to address concerns as necessary and resolve such concerns with a defined course of action per District Policy 9130 - Public Requests, Suggestions, or Complaints
 - **Complaint** shall mean a concern for discrimination and/or harassment received by administration.

<p>Board Indicator 1:</p> <p>Complaints not involving students are resolved without legal action or by the District being declared the prevailing party when formal hearings or litigation results.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: One complaint, initiated in the 2021-2022 school year, did not reach resolution during the reporting period, but was resolved in the District’s favor in August 2024.

As part of OE 3.2, the school district provides numerous avenues for registering and resolving complaints. District Policy [9130](#) - Public Requests, Suggestions, or Complaints outlines steps to be taken in addressing complaints and suggestions related to all facets of the District’s operations, as well as student programs and services.

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

Reporting on adult employee interactions with students is covered in OE 4.

Board Comments:

<p>OE - 3.3</p> <p>Maintain a District culture that:</p> <p>A. values differences of opinion, experience and perspective;</p> <p>B. reasonably includes people in decisions that affect them;</p> <p>C. provides open and honest communication in written and interpersonal interaction;</p> <p>D. focuses on common achievement of the</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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<p>Student Results policies;</p> <p>E. is open, collaborative, responsive and welcoming;</p> <p>F. commits to identity, ability and cultural equity.</p>		
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Superintendent Interpretation:

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

Board Indicator 1:	<u>Superintendent</u>	<u>Board</u>
<p>The District provides at least five (5) mediums for feedback and input from constituents.</p> <p>Evidence: It is key to provide a wide variety of sources to both disseminate information and to attain feedback. The Superintendent’s Entry Plan, 100 Day Report and the resulting District commitment to increase communications and community engagement were notable 2023-2024 projects that expanded information sharing, feedback and fresh input. Examples include the <i>Let’s Talk About</i> discussion series that covered curriculum, instructional technology and budget topics, increased community participation on the Instructional Calendar Committee, a Superintendent’s communication in the quarterly Recreation and Community Services Program Guide, creation of both a District and staff newsletter, and publication of a 2023-2024 Annual Report. These five (5) key mediums for District feedback support ongoing, two-way communications with families/caregivers, students and staff:</p> <p>Emails:</p> <ul style="list-style-type: none"> ● All electronic communications from the District or from schools to parents/caregivers through Infinite Campus include instructions for submitting questions and feedback to the Superintendent, administrators and/or school principals or include contact information at the bottom of the 	<p>Compliant</p> <p>Not Compliant</p>	<p>Compliant</p> <p>Not Compliant</p>

communication;

- The District responded by email to 43 questions submitted (from families/staff) through the various portals on our website during the 2023-2024 school year and our goal is to provide a response within 48 hours

Phone Calls:

- The Superintendent, District administrators, building principals, faculty and staff regularly respond to phone calls from District families and residents.
- The District aims to return phone calls within 48 hours - this is important as conversations with administrators/teachers is one of the top three communications preferences for families (50.4%).
- To reduce constituents’ need to use voicemail, the District phone system transfers calls to a District office before connecting with voicemail if an initial call goes unanswered.

Surveys:

- The annual School Perceptions Survey (Parents/Community Members, students and staff) has been conducted annually since 2017.
- Introduction of the mySAEBERS survey for students in grades 2-12; and
- Surveys following *Let’s Talk About* sessions and other community engagement events.

Meetings and Events (virtual and in-person):

- In addition to participating in Board Linkage sessions with a variety of constituent groups, District leaders attended meetings and events that engage constituents throughout the year, including:
 - Regular meetings with the Shorewood Education Association and Shorewood Support Staff Association;
 - Building-level leadership team meetings, other staff meetings and training sessions;
 - Meetings with SEED and other District support groups; and
 - Orientation/open house events for school learning communities and other school events. In total, there were 14 [Linkage discussions](#) in the 2023-2024 school year.

Website and Social Media:

- The “Submit a Question/Concern” portal has remained prominent on the District website; 38 questions were submitted through the portal during the 2023-2024 school year;

Feedback is provided by families/community members via the District’s social media messenger systems; 18 questions via Facebook were sent to the District in the 2023-2024 school year; the District responds to all questions submitted within 48 hours and, where appropriate, in the posts’ comments sections;

Board Meetings: There were 16 public comments made at Board meetings during the 2023-2024 school year.

<p>Board Indicator 2:</p> <p>At least 70% of constituents believe that the District and schools communicate effectively.</p>	<p><u>Superintendent</u></p> <p>Compliant</p>	<p><u>Board</u></p> <p>Compliant</p>
	<p>Not Compliant</p>	<p>Not Compliant</p>

Evidence: This year’s School Perceptions survey results improved broadly, with constituents replying more favorably to survey questions directed at District communications:

- 75.1% of families are satisfied with the communications coming from the schools

To improve communications in the 2024-2025 school year, the District will concentrate efforts on sending the majority of information through the following top three preferred communications channels:

- 1) Email (87.7%) - staff/administration will strive to respond to every email within 48 business hours;
- 2) Auto Phone calls/texts (50.4%); and
- 3) Conversations with teachers/administrators (47%) - the District will strive to return phone calls within 48 hours & schedule in person meetings when necessary. Conferences will continue to be strongly promoted and held twice per year at each school (with in-person and virtual options at all grade levels);

The District will also focus on internal communications, including a new District staff newsletter, staff emails and school and classroom visits.

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

- 92% of families "Agreed" or "Strongly Agreed" with the following statement: "School staff treat everyone with dignity and respect." (up from 87% the previous year)
- 89.2% of families "Agreed" or "Strongly Agreed" with the following statement: "I have at least one school staff member I feel comfortable contacting when I have an idea or concern." (Up from 83% the previous year)
- 89.2% of families "Agreed" or "Strongly Agreed" with the following statement: "I feel welcomed at my child's school." (up from 88% the previous year)

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

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

Maria Campbell, Communications Specialist, is currently working with Finalsite to migrate our website from Edlio to a more updated and user-friendly web hosting platform. This project is on track to be completed by early November.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
September 10, 2024

Board Member Participation: Emily Berry, President
Becky Freer, Vice President
Nathan Hammons, Treasurer & Board Governance Officer
Abby Fowler, Clerk
Ellen Eckman, Member at Large

Tristan Papara, Student Representative
Kaymin Phillips, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Janice Carter, Principal, Atwater Elementary School

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

Motion to Move Item VII. B to the Board Business Agenda

MOVED by Becky Freer and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS

Atwater Elementary School

III. 7:09 pm PUBLIC COMMENT #1 - no comments

IV. 7:11 pm SUPERINTENDENT'S REPORT

V. 7:21 pm SUPERINTENDENT'S CONSENT AGENDA - no agenda items

VI. 7:22 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Village Manager's Presentation of the 2025 Budget Communication Plan, Rebecca Ewald

B. Approval of OE 2 (Emergency Superintendent Succession) Operational Expectations Monitoring Document

MOVED by Becky Freer and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

C. Approval of OE 7 (Communicating with Village Residents and the Public) Operational Expectations Monitoring Document

MOVED by Ellen Eckman and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

D. Approval of Revisions to R2 (Academic Achievement and Growth) Student Results Monitoring Document

MOVED by Nathan Hammons and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

VII. 8:19 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

August 27, 2024 Regular Board Meeting

B. Approval of SHS Environmental Literature and Science Student Field Trip to Devil's Lake State Park

MOVED by Nathan Hammons and SECONDED by Becky Freer

AYE: 5 NAY: 0

VIII. 8:20 pm PUBLIC COMMENT #2

Jen Maple

1501 East Kensington

IX. 8:22 pm BOARD MEMBER REPORTS

WPEN, Ellen Eckman

X. 8:24 pm REVIEW OF 'TO DO' ITEMS

OE 7 Indicators, Village Budget Survey

XI. 8:25 pm FUTURE AGENDA ITEMS

OE 3 Operational Expectations Monitoring Document, Equity Update, Seclusion & Restraint Report

XII. 8:27 pm RECESS AND DEBRIEF



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
October 11, 2022, Closed Session

Board Member Participation: Emily Berry, President
Becky Freer, Vice President
Abby Fowler, Clerk
Nathan Hammons, Treasurer & Board Governance Officer
Ellen Eckman, Member at Large

District Staff Participation: Laurie Burgos, Superintendent

On Tuesday, September 17, 2024 the Shorewood School Board met in Closed Session.

President Emily Berry called the meeting to order at 6pm.

Motion by Emily Berry to meet in Closed Session to discuss personnel matters pursuant to Wis. Stat. 19.85(1)(f).

Motion to leave Closed Session by Emily Berry.

Meeting adjourned by Emily Berry without objection at 6:40 pm.