

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
October 8, 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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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 October 4, 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 High 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

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

A. 2024-2025 Operating Budget Updates

5

B. Approval of R3 (Character and Citizenship) Student Results Monitoring Document

8

C. Discussion of Draft Board Resolution Supporting the Wisconsin Council for the Social Studies Position Statement on Civics Education in Wisconsin Classrooms

D. Approval of Revised Board Indicators and Report for OE 3 (Treatment of District Families/Caregivers, Students and Staff)

17

E. Approval of Revised Board Indicators and Report for OE-7 (Communicating with Village Residents and Public Audiences)

23

VII. 8:15 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes

30

September 24, 2024 Regular Board Meeting

September 17, 2024 Closed Session Minutes (Amended)

VIII. 8:20 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. 8:30 pm BOARD MEMBER REPORTS

33

X. 8:35 pm REVIEW OF 'TO DO' ITEMS

XI. 8:40 pm FUTURE AGENDA ITEMS

XII. 8:45 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent's Report

Date: October 8, 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 and Community Updates

As you know, the Messwood football team did not play the September 27 Homecoming game. Coaches made the difficult decision to forfeit the October 4 game, as well, due to injuries. I have expressed my thanks to Shorewood and Messmer school leaders and coaches for prioritizing player safety, and I want to commend all of the members of the Messwood team for their hard work as student-athletes, their care and concern for teammates, and their commitment to representing our schools with pride during this challenging season.

Dominican High School recently approached the District and Messmer High School about joining our football co-op next year, and we have submitted the required documents to the WIAA to expand our partnership, which will benefit our program both in terms of participation and financial support. We participate in a number of other co-ops that help us offer team sports opportunities to small numbers of students; in addition to football, we will continue alpine skiing, baseball, girls gymnastics, boys and girls hockey and lacrosse, softball and wrestling co-ops with other partners next year.

I want to remind everyone that the October 16 Wisconsin Education Network (WPEN) partners meeting at Shorewood High School will provide important information about the development of the 2025-2027 state budget, referendum activity and other public school funding issues. This is valuable background information for our visioning and strategic planning process, and I

encourage community members to attend in person or on Zoom. Both State Senator Chris Larson and Representative Darrin Madison have accepted our invitation to participate, and registration information and the meeting agenda can be accessed [here](#).

Community members can also still participate in our Visioning and Strategic Planning survey. All weekly surveys can be viewed [here](#), and I hope residents, District families, staff and students will take a few minutes to provide much needed feedback about trends in K-12 education and strategies to address financial sustainability in the future.

Teaching and Learning Priorities

I mentioned at prior Board meetings that Dr. Kentaro Iwasaki, a nationally-recognized math educator, will be partnering with the District to implement our math leveling up plan. Faculty members were introduced to Dr. Iwasaki's work through [this podcast](#) in advance of his first visit to Shorewood on September 26, which was devoted to visiting math classrooms at all schools and meetings with SHS and SIS math teachers and Director of Equity, Shari Tucker.

In addition to implementing needed curriculum changes in grades 6-8 outlined in the math leveling up plan, department, school and district leaders will also be working with Dr. Iwasaki to address curriculum changes in grades 9-12 and concurrent professional development needs. Dr. Iwasaki has offered to provide a summer institute for our educators, modeled on his work with Boston-area schools, and we will begin developing these plans after Winter Break.

The District is also focused on implementation of Act 20, which includes mandatory professional development for administrators and teachers and extensive planning for data collection, progress monitoring and reporting requirements. Shorewood will be partnering with Whitefish Bay throughout the school year to complete the required Leaders' Literacy Training for elementary principals and 5K-3 reading specialists, and with the CESA 6 Literacy Institute to provide training for other staff who will be involved in decision-making about student reading plans and supports.

Finally, preliminary 2023-2024 School and District Report Cards were released by the DPI for internal review on October 3; as in years past, public release is planned for mid-November. Mike Joynt and I will discuss the DPI's recent [standards setting work](#) and related [changes](#) that Board and community members will see in this year's Report Cards at the October 22 Board meeting; we will also highlight changes to the Forward exam and their impact at the next meeting.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Original Budget - Draft Changes
Date: October 8, 2024
Prepared by: Heather Heaviland

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

Purpose: To provide an opportunity for discussion and input on the anticipated changes to the Preliminary Budget, that will be presented for approval at the October 22nd, 2024 Board meeting.

Background: On June 11th, 2024, the Board approved a Preliminary Budget for the 2024-25 school year. This budget, along with a tax levy projection, were also approved at the August 27th Annual Meeting. These budgets are based on preliminary assumptions regarding operational expenses, the amount of state aid that the District will receive, and the revenue limit the District will be allowed. Operational expense assumptions are refined over the course of the summer months and, on October 15th of each year, the State of Wisconsin releases final state aid allocations and revenue limit worksheets. All of this data is used to prepare an Original Budget and the final tax levy. The Original Budget and the tax levy must be approved at the final meeting in October in order to meet filing deadlines.

Draft Changes to the Preliminary Budget

Following receipt of the October 15th aid amounts and finalization of the revenue limit, the District will prepare the Original Budget for Board review and approval on October 22nd. The narrative below outlines anticipated changes from the Preliminary Budget approved in June.

Revenue Changes - General Operating Funds (10 and 27)

Total revenue is expected to be within approximately 1% of the projections shared at the June Board meeting and the August Annual Meeting. A slight overall increase in revenue is expected and driven primarily by expected interest and categorical aid income. These increases are partially offset by anticipated decreases, primarily in aid from open enrollment and Medicaid reimbursements.

While our total revenue limit is not anticipated to change significantly from the Preliminary Budget projection, the distribution may change based on the amount of state aid received by the District, which will be set in the October 15th certification. An increase in state aid compared to the amount projection is plausible based on the preliminary estimate, but not guaranteed and subject to final expenditure reports from Districts across the state.

Expense Changes - General Operating Funds (10 and 27)

The District is anticipating both increases and decreases in expenses, resulting in a total proposed budget that is within less than 1% of the budget approved in June. Notable changes include the following:

- The most significant increased expense was the addition of \$120,000 to purchase two new vans, to be used primarily for athletics in lieu of leasing SUVs. This expense was approved by the Board after the preliminary budget was finalized.
- \$10,000 for a salt spreader was added to the capital budget and offset by decreases in budget for custodial supplies, based on FY24 actuals that showed less budget was needed.
- Budgeted expenses for teaching and learning, and professional development in particular, increased significantly based on final costs and Act 20 regulations.
- Savings were achieved by foregoing short-term borrowing. With our fund balance now significantly healthier than in previous years, the District expects to have adequate cash on hand to meet expenses during our low cash months.
- Total salary expense was slightly lower than expected, but offset by benefit expense that is slightly higher than expected.

Revenue and Expenditure Changes - Other Funds

Minor changes to revenues and expenses are expected to other funds. The following changes are notable:

- Expenses for Fund 41 were increased by \$142,975. This increase is primarily due to the Atwater roofing project being completed later than expected on account of additional repairs that were discovered during the process. Final payment for the roofing project was expected to be made in FY24, but instead will be made in FY25 following project completion. A small increase (\$15,000) was also made to the technology budget for additional costs related to the fiber optic installation at the elementary schools. This increase will be “made up” in future years.

- Both revenues and expenses were increased in the Fund 80 budget based on final FY24 and summer program revenues and expenses. It was noted that expense increases are generally outpacing revenue increases for community service programs.

An updated budget document showing budgeted revenues and expenses by fund and category will be presented at the October 22nd meeting.

Projected Tax Levy

The District is allowed to levy up to the difference between the revenue limit and the amount of state equalization aid received for general operations, in addition to the levies for capital maintenance, debt service, and the community recreation program. Prior to finalization of the FY25 Original Budget and Proposed Tax Levy, the District will receive final data and determine both the total revenue limit and amount of the revenue limit levied in taxes. As both Shorewood and other Districts react to a changing school economic climate, fluctuations to the amount of state aid received are likely and may both increase and decrease in the coming years. This impacts the amount the District levies for revenue. In preparing the proposed tax levy for the Board, the District will be looking to smooth out the taxpayer impact of fluctuations in state aid in both the current and future levies to the extent feasible.

A final proposed tax levy by fund will be presented at the October 22nd meeting.



Shorewood

SCHOOL DISTRICT

Results Monitoring Document R-3 Character and Citizenship

Certification of the Superintendent: *With respect to Results 3 (Character and Citizenship), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- Making reasonable progress toward achieving the desired results**
 Making reasonable progress with the exceptions noted
 Failing to make reasonable progress

Signed: Laurie Burgos, Superintendent

Date: October 8, 2024

Executive Summary

This Results Monitoring Document reports on Character and Citizenship, as defined by the following Board Expectations:

- Students will be welcomed, valued and supported;
- Students will contribute to a better world through collaboration and engagement in real-world issues; and
- Students will have a growth mindset, be adaptable to change, and internally motivated.

The annual School Perceptions survey of students in grades 4-12 provides data for Board Indicators established to support these expectations. In addition, we collect evidence of classroom-based activities and other opportunities through which students demonstrate strong character and contribution to the common good.

As discussed in prior years, consideration of student survey results should include an understanding of grade-level participation. Tables illustrating participation by grade, as well as by gender and ethnicity, are included at the end of the report for reference.*

Summary of Progress

This report, and the R-3 Policy, were revised in 2023 to align more closely with the District's Overarching Goal: *"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"*, and to reflect increased emphasis on civic engagement in state academic standards.

Survey participation increased slightly over 2023, and overall, we are pleased with evidence of Character and Citizenship across all grade levels. The District is making reasonable progress towards the desired results.

Of note:

- The highest average response in the 2024 survey was to "I am respected and treated fairly at

- school.” This is positive, as this response had the lowest average response in the 2023 survey.
- The “I feel I belong at school” indicator is also noted as having a high average response in comparison to the other statements in this indicator (R-3.1).
 - Areas to monitor in the demographic data include subgroups with the most significant differences in their average responses. These include students who qualify for free & reduced lunch, Black students, and students who identify as Two or More races.
 - Another area to monitor is the statement “I set goals for the school year.” The average response on the 2024 survey appears to be relatively lower (on the five-point scale) as compared to the average response to this same statement using the past four-point scale. Opportunities for academic and other goal setting are present in classrooms, as well as in Crew and Advisory. School counselors also work with students and families on goal setting as they prepare for transitions between buildings and ultimately to college, careers, and life after high school.

The [R-3 Character and Citizenship Presentation](#) provides additional evidence of academic programs, student supports and authentic learning experiences that foster character development and civic engagement, including:

- Social-emotional learning (SEL) competencies and supports at all grade levels.
- Intentionally designed “Crew” programming (cross-age, community, etc.) at the elementary schools, and Flex Time, Advisory, class meetings, assemblies and after-school activities in the higher grades;
- Leadership opportunities for students (Student Council, Student Ambassadors).
- Opportunities to learn about citizenship in the classroom and to be involved in the community.
- Authentic learning opportunities that connect to real-world issues.

Limitations - School Perception Survey

The 2024 version of the School Perceptions survey included changes to some questions that required us to provide alternative measures for indicators for R-3.2 on this report:

- “I believe what I am learning in school connects to the real world” has been replaced with “The homework and projects I’m assigned help me learn and are more than just busy work”
- “I work well with other students” has been replaced with, “I like working in groups with my classmates”

In addition, School Perceptions made the following changes to the scales for some questions:

- **(Old Scales)**
 - **4-point scale:** Always (4) Usually (3) Sometimes (2) Never (1) Don’t Know (0)
 - **5-point scale:** Strongly Agree (5) Agree (4) Disagree (2) Strongly Disagree (1)
- **(New Scale and Terms)**
 - **5-point scale:** Definitely (5) Sort Of (4) Not Really (2) No (1) Don’t Know/Doesn’t Apply (0)

The revisions to the questions along with the changes to the scale do not allow us to compare results longitudinally for many indicators.

Areas of Focus for Continuous Improvement:

As we plan future opportunities and priorities, we note the following opportunities for continuous improvement:

- Increase opportunities for student goal setting at all grade levels;
- Review Academic and Career Planning (ACP) processes for students in grades 6-12;
- Include data point related to digital citizenship;

- Use methods to collect qualitative data from students to gauge sense of belonging; and
- Expand opportunities for student affinity groups and spaces.

Disposition of the Board: *With respect to Results 3 (Character and Citizenship):*

Making reasonable progress toward achieving the desired results

Making reasonable progress with the exceptions noted

Failing to make reasonable progress

Summary statement/motion of the Board:

Signed: _____, Board President

Date: _____

R-3 (Character and Citizenship) Student Results

Students will be people of strong character with a commitment to contribute to the common good.

Definition of Terms

- **Annual Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Citizenship:** The Wisconsin Department of Public Instruction defines students who are civically engaged as “problem-solvers who critically examine their roles in local, regional, state, national, and global communities”

Superintendent Interpretation

- The Board values educational experiences that help students make decisions that positively impact themselves and their community.
- **Strong Character** shall mean students demonstrate respect, are kind to others and have integrity.
- **Contribute to the common good** shall mean students are positive members of a school community and community at large.

<p>R-3.1 Students will feel welcome, valued and supported.</p>	<p>Superintendent</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p> <p>Data Not Available</p>	<p>Board</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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Board Indicators:

The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year.

- I feel my ideas, opinions and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

Evidence: School Perceptions Student Survey Results (Average Response), demographic breakdown information for “I feel I belong at school” and R-3 Character and Citizenship Presentation

Statement (0-4 scale 2020-2023, unless noted otherwise)	2020	2021	2022	2023	2024
I feel my ideas, opinions and concerns are listened to by school staff. (scale 0-5)	3.92	3.99	3.76	3.93	3.94
I feel I belong at school.	3.07	3.10	2.91	3.05	4.18
I am respected and treated fairly at school.	3.20	3.29	3.05	3.01	4.2
I feel my culture and beliefs are represented at school.	3.02	3.09	2.98	3.08	4.01

I feel I belong at school.			
2024 Demographic Breakdown	Number of responses	Average Response	Difference
All students	789	4.18	
White students	533	4.24	0.06
Black or African American students	73	3.89	-0.29
Hispanic/Latino students	76	3.94	-0.24
Two or more Races	55	3.92	-0.26
Asian	52	4.62	0.44
Male	374	4.28	0.1
Female	415	4.09	-0.09
Students with IEPs	63	3.95	-0.23
Did not Qualify for Free & Reduced Lunch	619	4.27	0.09
Qualify for Free & Reduced Lunch	170	3.85	-0.33

R-3.2 Students will contribute to a better world through collaboration and engagement in real-world issues.	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	

Superintendent Interpretation

- The Board values authentic learning where students engage in project based learning.
- **Applying Knowledge & Skills** shall mean what students know and are able to do and put into practical use beyond the classroom.
- **Citizenship** shall mean students understand and are aware of real-world issues and their role in the community.
- **Service** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

Board Indicators

The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:

- ~~I believe what I am learning in school connects to the real world.~~
 - The homework and projects I’m assigned help me learn and are more than just busy work.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- ~~I work well with other students.~~
 - I like working in groups with my classmates.

Evidence: School Perceptions Student Survey Results (Average Response) and R-3 Character and Citizenship Presentation

Statement	2020	2021	2022	2023	2024
*2024 scale 0-5					
I believe what I am learning in school connects to the real world. (scale 0-4) The homework and projects I’m assigned help me learn and are more than just busy work.	2.57	2.59	2.57	2.77	3.45
I believe what I am learning in school allows me to use my own original voice beyond the classroom. *2020-2023 (scale 0-4)	2.87	2.83	2.71	2.88	3.76
I work well with other students. (scale 0-4) I like working in groups with my classmates.	3.0	2.94	2.91	2.94	4.04

R-3.3 Students will have a growth mindset, be adaptable to change, and internally motivated.	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	

Superintendent Interpretation

- The Board values learning experiences that help students learn the importance of taking personal responsibility.

Board Indicator:
The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:

- I set goals for the school year.
- I put my best effort into my school work.
- If I commit to a task I will do what it takes to get it done.

Evidence: School Perceptions Student Survey Results (AVG. Response) and R-3 Character and Citizenship Presentation

Statement	2020	2021	2022	2023	2024
*2020-2023 (scale 0-4); 2024 (scale 0-5)					
I set goals for the school year.	2.90	2.83	2.80	2.84	3.6
I put my best effort into my school work.	3.18	3.18	3.12	3.25	4.32
If I commit to a task I will do what it takes to get it done.	3.12	3.05	3.03	3.01	4.26

***For Reference:**

2024 School Perceptions Student Participation:

School Perceptions Survey Participation Overview	2020 (in-person/ remote learning)	2021 (remote/hybrid/ in-person learning)	2022	2023	2024
Students	755	820	738	760	789

2024 School Perceptions Student Survey Demographics

Student Data Load: Gender (n=789)		
Female (0)	413	52.3%
Male (0)	375	47.5%

What is your grade? (n=789)		
4 (0)	74	9.4%
5 (0)	63	8%
6 (0)	45	5.7%
7 (0)	131	16.6%
8 (0)	93	11.8%
9 (0)	120	15.2%
10 (0)	96	12.2%
11 (0)	99	12.5%
12 (0)	68	8.6%

Student Data Load: Ethnicity (n=789)		
White (0)	530	67.2%
Hispanic (0)	81	10.3%
Black (0)	72	9.1%
Asian (0)	53	6.7%
Two or More (0)	53	6.7%
American Indian (0)	0	0%

R3 Student Results: Character and Citizenship

Results Monitoring Document Revised and Adopted: February 28, 2023

Policy Type: Results

Character and Citizenship

Students will be people of strong character with a commitment to contribute to the common good.

Students will:

3.1 Feel welcomed, valued, and supported.

Indicators:

- I feel my ideas, opinions, and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

3.2 Contribute to a better world through collaboration and engagement with real-world issues.

Indicators:

- I believe what I am learning in school connects to the real world.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I work well with other students.

3.3 Have a growth mindset, be adaptable to change, and internally motivated.

Indicators:

- I set goals for the school year.
- I put my best effort into my school work.
- If I commit to a task I will do what it takes to get it done.

Revised and Adopted: February 28, 2023



Shorewood
SCHOOL DISTRICT

Operational Expectations Monitoring Document
OE-3 Treatment of District ~~Constituents~~ (Families & Caregivers, Students and Staff)
(Revised ~~November 2021~~) **October 8, 2024**

Certification of the Superintendent: *With respect to Operational Expectation 3 (Treatment of Stakeholders ~~District Families & Caregivers, Students and Staff~~), 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: Superintendent

Date:

Executive Summary

Disposition of the Board: *With respect to Operational Expectation 3 (Treatment of District Families and Caregivers, Students and Staff), 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~~ Families & Caregivers, Students and Staff
 The Superintendent shall maintain a District culture that encourages the involvement of all **District families and caregivers, students** ~~stakeholders~~ and staff, treating them with respect, dignity and courtesy. Oversight of the District will address ~~constituents~~ **District families and caregivers, students and staff** 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 Protect confidential information.	<u>Superintendent</u>	<u>Board</u>
	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).

Board Indicator 1: There is no unauthorized release of confidential information in the District as evidenced by the lack of complaints resulting from such release.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

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

Evidence:

Board Comments:

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

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: 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:

<p>Board Indicator 2: Complaints received from parents or guardians caregivers 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:

Board Comments:

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

● **“Values individual differences”** shall mean that constituents in the District can express their

thoughts and ideas, whether aligned with/or contrary to a given direction adopted by District leadership.

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

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

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

Board Indicator 3: At least 70% of constituents believe their interactions with District/school personnel have been positive and they feel comfortable visiting District facilities.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
Evidence:		

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



**Operational Expectations Monitoring Document
OE-7 Communicating with Village Residents and Public Audiences**

(Revised November 2021) **October 8, 2024**

Certification of the Superintendent: *With respect to Operational Expectation 7 (Communicating with ~~the Public~~ Village Residents and Public Audiences), 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: _____, Superintendent Date:

Executive Summary:

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

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

Summary Statement/Motion of the Board:

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

OE-7 Communicating with Village Residents and Public Audiences

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

Superintendent Interpretation

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

<p>OE-7.1: Ensure the timely flow of accurate information, appropriate input, and strategic two-way communication between the District and the public that builds understanding and support for District efforts, and that meets the needs of members of the public stakeholders from multiple cultural and linguistic backgrounds, and is accessible by those with disabilities. to the public regardless of special needs or physical limitations.</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

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

- **Timely flow:** Regular communications as needed through a variety of media throughout the year.

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

<p>Board Indicator 1: The District develops an annual Communications Plan that includes opportunities for two-way communication between the District and Village residents/the public, a communications calendar, and goals for communication that are tied to the district’s strategic plan.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 2: At least 70% of the respondents indicate the communications they receive via multiple channels has built their support of the District. The District provides evidence of strategies that monitor overall satisfaction with District communications.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

<p>Board Indicator 3: At least 70% of the respondents indicate the District provides channels for input and feedback. The District provides evidence of communications strategies that monitor opportunities for feedback (e.g., Linkages and Listening Sessions, community engagement events, workshops)</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

<p>OE –3.3-7.2 Maintain a District culture that:</p> <p>A. values differences of opinion, experience and perspective;</p> <p>B. reasonably includes people in decisions that affect them;</p> <p>C. provides open and honest communication in written and interpersonal interaction;</p> <p>D. focuses on common achievement of the Student Results policies;</p> <p>E. is open, collaborative, responsive and welcoming;</p> <p>F. commits to identity, ability and cultural equity.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **“Values individual differences”** shall mean that constituents in the District can express their thoughts and ideas, whether aligned with/or contrary to a given direction adopted by District leadership.
- **“Reasonably includes”** shall mean constituents **Village residents and public**

audiences 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~~ **Village residents and public audiences** each year.

- **“Open and honest communication”** shall mean having the opportunity to freely express oneself about the progress toward or achievement of District goals.
- **“Interpersonal interaction”** shall mean the exchange of information, feelings and meaning, both verbal and nonverbal messages.
- **“Open, responsive and welcoming”** shall mean an environment where people with varying viewpoints can express their thoughts and opinions openly without fear of ridicule or other negative repercussions.
- **“Commits to identity, ability and cultural equity”** shall mean people are provided with resources as they need them regardless of their differences.

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

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

<p>Board Indicator 3: At least 70% of constituents Village residents and public audiences believe their interactions with District/school personnel have been positive and they feel comfortable visiting District facilities.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

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

<p>OE-7.2:7.3 Prepare and publish Produce and share, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ul style="list-style-type: none"> • Data indicating student progress toward accomplishing the Board’s Results policies. • Information about School District strategies, programs and operations intended to accomplish the Board’s <i>Results</i> policies. • Information about the District’s financial condition, including revenues, expenditures, and costs of major programs. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

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

- **Publish:** make the “annual progress report to the public” available via print and online.

- **Data:** quantifiable and qualitative assessments summarizing student achievement towards the Board's stated Results.
- **Information:** the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the District.

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

Board Comments:



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

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
Kate Harder, Director of Special Education and Student Services

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.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
September 24, 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
Tiara Rogers, Principal, Shorewood Intermediate School
Shari Tucker, Director of Equity

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Nathan Hammons AYE: 5 NAY: 0

II. 7:02 pm STUDENT ACHIEVEMENT AND RESULTS

Shorewood Intermediate School

III. 7:28 pm PUBLIC COMMENT #1 - no comments

IV. 7:30 pm SUPERINTENDENT'S REPORT

V. 7:45 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials

MOVED by Ellen Eckman and SECONDED by Abby Fowler AYE: 5 NAY: 0

VI. 7:46 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

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

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

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

D. Office of Equity Update

VII. 9:16 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

September 10, 2024 Regular Meeting Minutes

September 17, 2024 Closed Session Minutes

MOVED by Nathan Hammons and SECONDED by Becky Freer

AYE: 5 NAY: 0

VIII. 9:17 pm PUBLIC COMMENT #2 - no comments

IX. 9:18 pm BOARD MEMBER REPORTS - no reports

X. 9:19 pm REVIEW OF 'TO DO' ITEMS

Draft Resolution in Support of the WCSS Position Statement and District Policy review, OE 3 and OE 7 Workshop, WPEN Meeting Invitation

XI. 9:20 pm FUTURE AGENDA ITEMS

2024-2025 Operating Budget Updates, R3 (Character & Citizenship) Student Results Monitoring Document

XII. 9:21 pm RECESS AND DEBRIEF

October 8, 2024

Emily Berry report on recent activity of the Southeast Wisconsin Schools Alliance (SWSA)

Over the past few months, SWSA's executive board and full membership have been occupied preparing for the next legislative session and honing in on the most important points that all members can agree should be our top priorities.

Barring any late-emerging issues, we will likely ask our lobbying team to focus first on Special Education funding for public schools - specifically ensuring parity between what the state reimburses public schools - about 30 cents for every dollar - versus what it reimburses private and charter schools - roughly 90 cents for every dollar.

With special education funding as our top identified priority for the group, our secondary focus is fixing the general funding formula. First, since we expect so many brand new lawmakers to be present, we are working on ways to help them understand the arcane formula that the state uses to fund public education, and how that broken formula has put virtually every district in the state in the position of asking for an operating or facilities referendum - or, like Shorewood, both. Recent SWSA meetings have been spent discussing the best points to include on a one-page primer for legislators discussing public school funding, with an emphasis on special education and the impact of inflation.

As an aside, State Sen. Chris Larson recently held a news conference on this issue, and shared some staggering statistics and dollar figures in this press release:

<https://mailchi.mp/legis.wi.gov/9-23-24-spedpr?e=28b59ea2f6>

As she puts together materials to share with legislators, SWSA Executive Director Cathy Olig asked every district to contribute some anecdotes that help tell the story of how inflation has driven up the cost of educating students - in some areas literally exponentially. Here is what Business Director Heather Heaviland and Dr. Burgos sent as our contribution:

"Over the past five years, our school district, like many businesses, has faced rising costs. Since 2018-2019, property insurance premiums have surged by 279%, utilities have increased by 29.5%, and medical premiums are up 28%, despite doubling deductibles. On top of these inflationary pressures, we are also managing increasing wage demands to maintain our workforce."

Last but not least, we will look to raise the issue of improving the teacher pipeline, which was on the group agenda today.

As we look to the next session, the SWSA has also been refining its Mission, Vision, Core Beliefs to better clarify our shared goals and articulate those to other districts that may want to join or re-join. The group is unique in including not only board members, but also district administrators and business/finance managers, and we believe that our districts' work is essential to driving the state's economic engine here in Southeast Wisconsin.