

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
February 11, 2025 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 February 7, 2025.

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 Global Scholars Program

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. 7:30 pm SUPERINTENDENT'S REPORT

3

V. 7:40 pm SUPERINTENDENT'S CONSENT AGENDA

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

A. Discussion of Student Wellness Indicators

6

B. Discussion of R2 (Student Achievement and Growth) Results Indicators

12

C. Approval of OE 6 (Communicating with the Board) Operational Expectations

18

Monitoring Report

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

A. Approval of Board Meeting Minutes

31

January 28, 2025 Regular Board Meeting

January 28, 2025 Closed Session

February 4, 2025 Closed Session

B. Approval of SHS Student Trip to the FBLA State Leadership Conference (March

35

31-April 1)

VIII. 8:35 pm PUBLIC COMMENT #2 (GC3)

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

IX. 8:45 pm BOARD MEMBER REPORTS

X. 8:50 pm REVIEW OF 'TO DO' AND FUTURE AGENDA ITEMS

XI. 9:00 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent's Report

Date: February 11, 2025

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 Communications & Policy Updates

We are monitoring executive orders and federal policy proposals that may impact our schools closely, and continue to receive important guidance, direction and support from a number of sources as we work to understand changes at the federal level. In addition to communicating District policies and procedures related to immigration enforcement to staff and families, I want to confirm that the District has updated its Title IX policy following a federal ruling vacating the 2024 regulations; for your reference, this recent [legal update](#) addresses Title IX as well as executive orders that are relevant to public education.

The District will continue to center our work on our Collaborative Commitments to Equity, District values, and affirming the identities of all of our learners. We are very much focused on the needs of our students, and I shared this DPI statement with staff last week:

The work of the DPI and schools is grounded in and supported by state statute and federal requirements and is not superseded by an executive order. We will not be distracted by political rhetoric that attempts to remove our focus from providing students with what they need in our schools and libraries.

I am grateful for the work of our student support services team, teachers and others, who continue to reach out to students and colleagues who are concerned about how executive

orders or other changes may impact them, and I want to thank everyone who has voiced their support of the District and our mission in recent days. We are fortunate to be in a community that is united in its commitment to our students and to their education.

I will share District policy changes or updates related to changes at the federal level in the Superintendent's Report and in our District, staff and school newsletters, unless more timely communication is needed.

District and School Updates

With winter student assessments now complete, I want to provide some updates on our data review and continuous improvement work. Staff work around student data - including attendance, grades, Pre-ACT data, Fastbridge assessments, trends we see at the classroom and grade level and more - is now one of the most important elements of our professional development and other staff training and collaborative time.

As part of our continuous improvement discipline, all schools recently completed a review of benchmark and growth data, considered student and class successes and needs, and identified teaching strategies and other action steps needed to impact growth. In our ongoing drive to achieve positive outcomes for every student, we can celebrate some significant student growth, as well as the increasing skill and capacity of staff to make data-informed decisions about their instructional practices.

I am also pleased to share this [communication](#) about math pathways for students in grades 6-12 developed for use during conferences and course selection meetings. The District's new model for math education is the result of many months of work by math faculty and our continuing partnership with Kentaro Iwasaki, who has been leading collaborative professional development work throughout the school year. He will also provide a summer training institute for math educators.

The course selection period at the High School will close in a few days, as will the 2025 Scholarship and Award Application window. Shorewood High School Drama will be presenting *Alice By Heart* February 13-15, and the 10th Annual Black History Month presentation will take place on February 27 at 7 pm in the Gensler Auditorium.

Our school and department leaders are working on their 2025-2026 budget proposals, and I will be meeting with each of them to review their priorities and staffing needs over the next few weeks. I will also be meeting with each of the District's employee groups (Instructional Staff, Custodians, Clerical, etc.) to review the District's revised Employee Handbook and related Appendices that outline terms and benefits that apply to only a specific employee group. The Employee Handbook has not been significantly updated since 2016. In addition to aligning staff procedures with current policies and law, we resolved inconsistencies that developed over time, and addressed new and growing issues, like the use of technology and school safety.

The District also completed its semi-annual review of administrative, operational, personnel and other policies and has conducted a preliminary audit of Title I information requirements, as required by the DPI. We will be making updates to required Annual Notices to comply with policy requirements, adding Title I information for families to the District website, and working with staff to introduce other needed changes into school and department operations. We will discuss new policy recommendations related to information and facility security as part of our review of the District Safety Plan later this year.

Community Engagement

I had the opportunity to attend an outstanding program for superintendents offered by the Harvard University Graduate School of Education (*Leading During Turbulent Times: Civic Leadership in the Superintendency*) last week, and it could not have come at a better time given the many complex issues facing public school systems and communities.

The sessions and talks with peers from across the nation were inspiring, and the entire experience reaffirmed both the importance of District work to ensure students and staff members feel welcome and supported in our schools, and our partnerships with families, residents and others to foster a sense of belonging throughout our community. I will be sharing the communications framework we studied and other resources from the Harvard program with our Village partners and others, and look forward to exploring how we can put these tools to use.

I discussed a number of these issues with Village residents during a Shorewood Senior Resource Center event on February 5, and shared these public school funding information resources, as well: [Public School Funding Overview](#) and [The Disparity in Special Education Funding](#). Governor Evers will present his 2025-2027 Biennial Budget Message on February 18, so this is an important time for voters to contact elected officials about funding for public schools. We will share this information, and other public school funding and legislative advocacy resources with staff, families and residents in the coming weeks.

MEMORANDUM

To: Board of Education of Shorewood School District
CC: Laurie Burgos, Superintendent
From: Nathan Hammons, Member
Date: February 11, 2025
Subject: R-4 Wellness

This memorandum provides an update on my evaluation of the Board’s Results Policy 4, Wellness (R-4 Wellness).

By way of background, our prior R-4 Wellness, dated 2019, stated:

“Students will develop and maintain habits that contribute to personal wellness.

Students will:

- 4.1 Feel a sense of belonging and connection in their school community.
- 4.2 Maintain a healthy body.
- 4.3 Understand their emotions and cope effectively with stress.”

On November 12, 2024, the Board adopted a revised R-4 Wellness that states:

“Students will develop skills and maintain habits that contribute to personal wellness.

Students will:

- 4.1 Appropriately express and manage emotions.
- 4.2 Identify and manage stress, including maintaining reasonable balance between and among competing demands.
- 4.3 Social Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.
- 4.4 Practice behaviors that encourage physical health.
- 4.5 Self-Concept: Develop positive self-identity and recognize self as a lifelong learner.
- 4.6 Understand the value of good nutritional habits.”¹

At our January 28, 2025, Board meeting, I was tasked with examining whether “wellness” should be changed from a *Results Policy* to an *Operational Expectations* policy. In furtherance of this task, I reviewed our Board and District policies, the Results Policies of eight other Coherent Governance school districts in Wisconsin, and various other materials. I have the following observations and recommendations:

¹ The Board’s updated R-4 still requires refinement, at a minimum by removing the phrases “Social Competence” and “Self-Concept” to ensure parallel drafting.

- **Wellness is a broad concept that can be addressed through both Results Policies and Operational Expectations Policies.**
- **Six of the eight school districts I evaluated address aspects of wellness through a Results Policy.** Five of the districts—Appleton Area School District, Chippewa Falls Area United School District, Columbus School District, Eau Claire Area School District, and Sun Prairie Area School District—address wellness through a “personal development” or “life readiness” Results Policy. One district—Verona Area School District—addresses wellness through a freestanding Results Policy entitled “Well Being.” The pertinent text of these Results Policies is in Exhibit A to this memorandum.
- **The Results Policies of the six school districts noted above largely focus on students *acquiring knowledge* and/or *developing skills* related to wellness.** In comparison, our updated R-4 addresses *developing skills* and *maintaining habits*, but it does not explicitly address students acquiring wellness-related knowledge, except for nutrition.
- **Other school districts use a wide range of indicators to measure progress with respect to their wellness-related Results Policies.** These indicators are listed in Exhibit B to this memorandum.
 - Some of the indicators focus on ensuring that students take and pass required wellness-related coursework, e.g., “The percentage of students in middle and high school health classes that pass with a C or better will increase from the previous year or be at 90% or above.” Columbus School District R-3 Monitoring Report. Another example is the following: “[The District will e]nsure alignment of Human, Growth and Development curriculum to DPI Standards for Health Education.” Verona Area School District R-3 Monitoring Report.
 - Other indicators focus on information that is indicative of student wellness, e.g., attendance rates, rates of participation in extra-curricular and co-curricular activities, survey reports of sense of belonging, survey reports of use of alcohol, marijuana, and other substances, etc.
- **Considering the above information, I recommend keeping R-4 Wellness as a Results Policy rather than changing it to an Operational Expectations policy.**
- **I recommend updating our R-4 Wellness Policy to incorporate *acquiring knowledge*—in addition to *developing skills*—related to wellness.** This aligns with the District’s provision of a comprehensive program of health education, instruction in human growth and development, and social-emotional instruction, among other things.
- **I recommend that the Superintendent use a limited number of highly relevant wellness indicators for the R-4 Wellness Monitoring report.** I will defer to the Superintendent to select the indicators but personally found those used by the Columbus School District to be the most comprehensive, concise, and likely indicative of student wellness. The Superintendent may find it of benefit to have the District’s Wellness Committee, as established by District Policy 8510 (Wellness), provide input on the wellness indicators.
- **We should make sure our Board policies and District policies align.** To that end, I would like additional time to compare R-4 Wellness with our wellness-related District Policies (e.g., Policy 8510—Wellness, Policy 2413—Health Education, Policy 2414—Human Growth and Development, Policy 2430—District Sponsored Clubs and Activities, Policy 2431—Interscholastic Athletics, and Policy 5350—Suicide Prevention, Intervention, and Postvention). After my review, I might propose additional revisions to our R-4 Wellness Policy, depending on what I find. A preliminary recommendation is that our District Policy 8510 (Wellness) should be expanded to explicitly address social-emotional health and wellbeing.

Exhibit A—Wellness-Related Results Policies of Other Coherent Governance School Districts in Wisconsin

For ease of review, I have included only policy language relating to wellness.

Appleton Area School District

- **R-3 Essential Life Skills:** “Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains:
...
3.4 Social development, including the ability to establish and maintain positive relationships with others, to function as members of teams and to contribute to the common good.
...
3.6 Psychological development, including resilience, adaptability, the ability to manage their own emotions and to maintain positive self-worth.”

Chippewa Falls Area Unified School District

- **R-3 Personal Development for Quality of Life:** “Students will acquire the developmental skills necessary to lead healthy, satisfying and productive lives. Accordingly, students will:
 1. Practice a healthy lifestyle being able to make choices that positively impact their physical, emotional and mental health.
 2. Engage in healthy relationships with adults and peers.
 3. Develop strategies for regulating emotions and increasing resilience.
 4. Prepare to be a contributing member of the community.”

Columbus School District

- **R-3 Life Readiness:** “Students will demonstrate the habits, skills, and attributes necessary to be a responsible, positive, and productive member of society. Students will:
...
3.4 Demonstrate resilience, patience, and healthy lifestyle choices.
3.5 Communicate effectively and be able to express themselves appropriately and clearly.
...
3.7 Develop socially, including the ability to establish and maintain positive relationships with others, to function as members of teams and to contribute to the common good.”

Eau Claire Area School District

- **R-3 Lifelong Personal Development and Growth:** “Students will possess the personal qualities to lead healthy and successful lives and will be equipped for ongoing personal growth. Students will:
 1. Identify and pursue personal goals.
 2. Understand and demonstrate habits and choices that positively impact their physical, mental, social, and emotional health.
 3. Employ strategies to effectively deal with adversity, conflict, and change.
 4. Demonstrate emotional development, self-concept, and social competence.
 5. Exhibit intellectual curiosity and an interest in lifelong learning.
 6. Develop practical life skills including, but not limited to, problem-solving, time management, organization, and self-sufficiency.”

Sun Prairie Area School District

- **SR-3 Student Personal Development:** “By focusing on the needs of the whole child through a culture of care, Students will:
 - Gain the necessary social, emotional, and life skills to be successful in our school community and beyond.
 - Be future-focused and skilled in long-range goal setting for their education, college, careers, and life.
 - Participate in activities and experiences, in and out of the classroom, that prepare them to engage and thrive in our diverse community.”

Verona Area School District

- **R-3 Well Being:** “Each student will develop knowledge and skills to lead healthy, self-fulfilling, self-directed lives. Accordingly, each student will:
 - 3.1 Achieve personal goals in the following areas:
 - 3.1.1 Cognitive development, including critical, analytical, and creative thinking.
 - 3.1.2 Social well-being, including the ability to establish and maintain positive relationships with others.
 - 3.1.3 Emotional well-being, including recognizing, processing, and expressing their own thoughts, feelings, and behaviors to navigate life’s challenges and maintain positive self-worth.
 - 3.1.4 Moral and ethical character development, including respect, empathy and compassion for others, and accountability for their own actions.
 - 3.1.5 Physical development and wellness, including making healthy and informed lifestyle choices.
 - 3.2 Acquire the skills necessary to self-assess, self-advocate, and design solutions to accomplish personal goals.”

Exhibit B—Wellness-Related Indicators of Other Coherent Governance School Districts in Wisconsin

The following indicators were included in recent Results Policy monitoring reports:

Appleton Area School District

- We will increase the percentage of students who scored favorably [on the Panorama survey] on how students manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by 3%.

Chippewa Falls Area United School District

- The number of students in grade 9-12 who have used vaping products will decrease.
- The number of students in grade 9-12 who drink alcohol will decrease.
- The number of students in grade 9-12 who use marijuana will decrease.
- The number of students in grades [6-8/9-12] who exercised 4-7 days in the past week will increase.
- The number of students in grades [6-8/9-12] that engage in school activities, teams or clubs (athletics and extracurriculars) will increase.
- The number of students in grades [6-8/9-12] who engaged in 3+ hours per day of screentime engaged in video games, social media, texting or other recreational activities will decrease.
- The number of students in grades [6-8/9-12] who experienced prolonged, disruptive sadness in the past 12 months will decrease.
- K-8 students will score percentages higher than 80% on the B.E.S.T. screener which is indicative of healthy environments and resilient students.
- Students in grades [3-5/6-12] will increase their self-assessment scores in emotion regulation.

Columbus School District

- The percentage of students in middle and high school health classes that pass with a C or better will increase from the previous year or be at 90% or above.
- The percentage of students who are enrolled at least 90 days of the school year and who missed more than 10% of the school days will decrease.
- Co-curricular activity participation in grades 7-12 will increase or be at 90% or above.
- The percentage of students in grades K-12 who indicate they have at least one friend that they can go to at school will increase or be at 90% or above.
- The percentage of students in grades K-12 who indicate that they have at least one staff member that they can go to at school will increase or be at 90% or above.

Eau Claire School District

- The Youth Risk Behavior Survey (YRBS) will be used to measure progress with how students understand and demonstrate habits and choices that positively impact their physical, mental, social, and emotional health. *Note: The monitoring report evaluates 10 data points from the YRBS.*
- The Student Climate Survey key performance indicator will be used to measure progress with how students demonstrate habits and choices that positively impact their physical, mental, social, and emotional health. *Note: The monitoring report evaluates 8 data points from the Student Climate Survey.*
- Attendance as a key performance indicator will be used to measure progress with how students are developing practical life skills, problem-solving, time management, organization, and self-sufficiency. *Note: The monitoring report evaluates attendance, separated into 5 groups.*

Sun Prairie Area School District

- Emotional Domain: “80% or more of students are described as reporting favorably (a 3 or 4 likert rating)”
- Social Domain: “80% or more of students are described as reporting favorably (a 3 or 4 likert rating)”
- Behavior: “Students are described as 80% or more of students with 0-1 Major or Minor Incident referral”
- Out of School suspensions: “Students are described as 95% or more having no out of school suspension”
- Self-Concept: “Students are described as 80% or more of students reporting goal setting behaviors and sense of belonging favorably (3 or 4 likert rating)”
- Sense of Belonging: “Students are described as 80% or more of students reporting goal setting behaviors and sense of belonging favorably (3 or 4 likert rating)”
- Extracurricular participation: “Secondary students are described as 60% or more of students involved in clubs, activities, athletics”

Verona Area School District

- Increase in the percent of 6-12 students responding Agree or Strongly Agree to the question “I have positive relationships with students at my school” on the VASD climate survey.
- Increase in the percent of 3-5 students responding Agree or to the question “I have a lot of friends at school” on the VASD climate survey.
- Increase in the percent of students responding Agree or Strongly Agree to the question “The school develops students’ ability to manage emotions” on the VASD climate survey.
- Increase in the percent of students responding Agree or Strongly Agree to the question “My school develops students’ mental health and well-being” on the VASD climate survey.
- Ensure alignment of Human, Growth and Development curriculum to DPI Standards for Health Education.
- Increase in the percent of students responding Agree or Strongly Agree to the question “Schools prepare students to work hard and persist through challenges” on the VASD climate survey.
- Increase in the percent of students responding Agree or Strongly Agree to the question “The school develops students’ ability to engage in self-reflection” on the VASD climate survey.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: R2 Student Results Indicators

Date: February 11, 2025

Prepared by: Laurie Burgos and Mike Joynt

Recommended action:

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

Purpose:

To continue discussion about Board indicators that support recent [R2 Policy](#) revisions that identify college, career and life readiness goals for Shorewood students and build coherence in our District. Please note revisions in red.

Background:

In recent years, the District has provided one R2 report and two related presentations to the Board, which reflect our commitment to closing gaps and analyzing achievement and growth:

1. a summer R2 report and corresponding presentation, which focuses on student results measured through Fastbridge assessments administered during the school year, and progress toward other Results indicators (including PreACT and ACT); and
2. a fall presentation that reviews the DPI Report Card components and results from state assessments, including Forward exams, PreACT, and ACT.

Board revisions to Student Results and Operational Expectations Policies and Monitoring Indicators over the course of the past year have reflected the evolution of teaching and learning in the District and the tools we have to measure and report on both progress and compliance. Along with expanding equity initiatives, these include investments in curriculum, data management, professional development and resource allocation processes. Our recommendations for R2 build on this approach to Board reports.

Following discussion about R2 revisions at the May 28 Board meeting, District administrators analyzed R2 reports from other school districts in Wisconsin that follow the Coherent Governance model, considered the [2019 National Academies of Science, Engineering, and Medicine \(NASEM\) report](#) that identifies indicators to measure equity in education, and drew from the national [Redefining Ready](#) College and Career Indicators to draft the following recommendations. We also consulted with Shorewood High School Department Chairs with regard to indicators of student achievement, growth, or success in their respective content areas. Because our goal is to create coherence within our school system, we will continue to work to align Board reports, District continuous improvement work, school growth plans, and data points that are meaningful to staff.

Within our recommendations, we recognize that the R2 reports will not include all of the possible data points we can access from the required State assessments across the tested content areas. One of the reasons for this is to not lose sight of our equity priorities amidst a sea of data points and to prioritize data points that reflect the impact of our system in preparing students for future success. In addition, it can be difficult to define “reasonable progress” when some of the results for student demographic populations in cohorts are either not reported because there are fewer than 20 students in that particular group, or when numbers of student groups are so small that results can fluctuate greatly depending on the performance of a few students. That said, we recognize the value of reviewing and analyzing all data from the Forward Exam, PreACT, ACT, and Dynamic Learning Maps assessments to inform our continuous improvement processes and set annual District goals.

It is also important to note that the language in the revised R2 policy includes “life readiness.” Although national standards around this concept have not been robustly defined (see [Redefining Ready](#) indicators), we believe many important aspects of life readiness such as goal-setting, perseverance, self-awareness, decision-making, social awareness, and relationship building skills are addressed by indicators in the R3 (Character and Citizenship) and R4 (Student Wellness) Results Reports as well as some of the Operational Expectations Monitoring Reports. We will likely propose future changes to the ways in which we report on life readiness as we continue to revise our reports and processes.

Recommendations:

With a revised R2 policy in place, the District recommends presenting two separate R2 reports for Board discussion, review, and approval. The following reports address both short-term and long-term goals, respectively:

1. **A Student Growth R2 Report** (summer) that reflects the District’s continuous improvement process and short-term goals as articulated in the 100-day plans. Indicators include:
 - Fastbridge assessment data in math and reading for all students in grades K-8;
 - Fastbridge results for identified student populations (e.g., Black students and students with disabilities) to address persistent inequities;
 - PreACT assessment data in math and reading for all students in grades 9-10

2. **A Student Achievement R2 Report** (fall) that will focus on data points that are indicators of educational equity and predictors of long-term student success:
- 3rd grade reading (Forward Exam)
 - 5th grade reading and math (Forward Exam)
 - 8th grade science, social studies, and math (Forward Exam)
 - 9th grade students on track for graduation (meeting credit requirements)
 - College readiness for students in grade 11 (ACT Reading score)
 - College readiness - Proportional representation in AP classes for students in grades 11 and 12 (AP enrollment)
 - Career readiness for all students in grades 9-12 (Attendance)
 - Career readiness for all students in grades 9-12 (Participation in Co-Curriculars)
 - Participation in activities in which students in grades 9-12 demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities in the disciplines of integrated wellness, performing arts, science, social studies, visual arts, and world language.

With the proposed additional metrics, the R2 report will address three measures of reading (grades 3, 5, and 11), two measures of math (grades 5 and 8), and at least two measures of science and social studies (grade 8 and AP enrollment) in addition to other College/Career readiness indicators.

In addition, Administration will continue to present District and School Report Card results in the fall.

Following are examples of the revised R2 reports and their corresponding indicators.

R2 Growth Report (Summer) Proposed Indicators

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

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

R-2 Academic Growth

SUPERINTENDENT Interpretation:

Growth - Increasing achievement from one point in time to another.

The Superintendent Indicators will reflect the goals articulated in the District's continuous improvement plan (100-Day Plans) and our equity priorities.

Superintendent Indicator 1: K-8 FastBridge data in Reading and Math will indicate overall that all students made typical or aggressive growth.

Superintendent Indicator 2: Fastbridge results for identified student populations. For example, all *students who are Black* and *students with disabilities* in 5K-6th grade will meet or exceed their projected typical growth score in reading and math as measured by FastBridge. The identified student populations could change depending on District data and/or Board request.

Superintendent Indicator 3: 80% of 6-8th grade students will perform in the low risk/college pathway benchmarks as measured by FastBridge aReading and aMath.

Superintendent Indicator 4: 55% of 9th and 10th grade students will perform At Target on the PreACT English and Math tests.

R2 Achievement Report (Fall) Proposed Indicators

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

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

R-2 Academic Achievement

SUPERINTENDENT Interpretation:

Achievement - Gaining necessary skills as defined by grade-level and national college readiness standards and measured by the Forward Exam, PreACT, and ACT.

College Ready - Drawing from the [Redefining Ready Indicators](#), SSD defines College Ready as achieving the following score on the ACT Reading (22) and achieving an A, B, or C in at least one AP class (AP enrollment). According to the College Board, the ACT Reading test score encompasses all content areas and is a predictor of success in social studies.

Career Ready - Drawing from the Redefining Ready Indicators, SSD defines Career Ready as students with at least 90% attendance and participation in two or more co-curricular activities.

Co-curricular Activities - Athletics and student clubs

9th grade on track to graduation: Students completing at least 12 credits by the end of their freshman year

Superintendent Indicator 1: 75% of 3rd grade students meet or exceed grade level in reading as measured by the Forward Exam

Superintendent Indicator 2: 75% of 5th grade students meet or exceed grade level in reading as measured by the Forward Exam

Superintendent Indicator 3: 75% of 5th grade students meet or exceed grade level in math as measured by the Forward Exam

Superintendent Indicator 4: 75% of 8th grade students meet or exceed grade level expectations in math as measured by the Forward Exam

Superintendent Indicator 5: 75% of 8th grade students meet or exceed grade level expectations in

science as measured by the Forward Exam

Superintendent Indicator 6: 75% of 8th grade students meet or exceed grade level expectations in social studies as measured by the Forward Exam

Superintendent Indicator 7: 55% of students in grades 11 and 12 will be college ready as defined by Reading score of 22 on the ACT

Superintendent Indicator 8: 75% of students in grades 11 and 12 will be college ready as defined by AP enrollment, **achieving a grade of C or above**

Superintendent Indicator 9: 80% of students in grades 9-12 will be career ready as defined by attendance (90% attendance)

Superintendent Indicator 10: 85% of high school students will be career ready (participation in at least two co-curricular activities, as defined by Redefining Ready Indicators)

Superintendent Indicator 11: 95% of 9th grade students on track for graduation, as defined by the number of students earning 12 credits by the end of their freshman year

Superintendent Indicator 12: Student participation in programs that help students demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities in the disciplines of performing arts, visual arts, world language, integrated wellness, science, and social studies. The District will provide evidence from each department.



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

Certification of the Superintendent: *With respect to Operational Expectation 8 (Communicating with the Board), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

_____	In Compliance
<u> X </u>	In Compliance with Noted Exceptions
_____	Not in Compliance

Signed: Laurie Burgos , Superintendent **Date:** February 11, 2025

Executive Summary

Operational Expectation 6 (OE 6) Communicating with the Board has been monitored and reviewed to ensure that Board members are fully and adequately informed about matters that come before the School Board, progress toward goals, and significant issues that impact the District.

Summary of Compliance

This Operational Expectations Monitoring Document is defined by the following Board Expectations:

- **6.1** Submit required monitoring data (see policy B/SR-5- Monitoring Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Superintendent interpretations and relevant data to substantiate compliance or reasonable progress;
- **6.2** Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work;
- **6.3** Inform the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition;
- **6.4** Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions;
- **6.5** Inform the Board of concerns that have anticipated media coverage;
- **6.6** Inform the Board, the Board president or individual members if, in the Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non compliant with any Governance Culture or Board/Superintendent Relations policies;
- **6.7** Present information in clear and concise form, indicating whether the information is incidental, intended for decision preparation or for formal monitoring;
- **6.8** Treat all members impartially and assure that all members have equal access to information;
- **6.9** Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy;

- **6.10** Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board;
- **6.11** Inform the Board in a timely manner of the administrative disposition of significant complaints presented to the Superintendent by the Board;
- **6.12** Inform the Board in advance of any deletions of, additions to or significant modifications of any instructional programs; and
- **6.13** Inform the Board in advance of any significant changes to any district policies.

For this reporting period, the District is in full compliance with 12 measures. The District is in compliance with exceptions for Expectation 6.6.

Semi-annual surveys of Board members conducted in [June](#) and [December](#) provide evidence of compliance with Expectations 6.2, 6.4, 6.5, 6.7, 6.8 and 6.10.

Recommendations for OE 6

Thanks to a strong working relationship, Governance Culture and Board/Superintendent Relations policy issues that arise from time to time are addressed and resolved quickly. The Board’s semi-annual evaluation process provides the opportunity to document significant issues of non-compliance on the part of the Superintendent. The District recommends that a report of non-compliance on the part of a Board member be documented and addressed by the Board President and in accordance with Board Bylaws, and eliminated from OE 6 compliance expectations.

Following completion of the 2024-2025 Board Work Plan the District will develop further recommendations, if needed, for OE 6 based on Board revisions to other Operational Expectations and Student Results Policies and Monitoring Documents and present these with the next report.

Areas for Continuous Improvement

As the District and School Board work together to implement a new Strategic Plan (2025-2030), we note the following opportunities for continuous improvement in communications with the Board:

- Hold a Coherent Governance workshop/retreat with Board members;
- Review and/or develop more robust onboarding and reference materials regarding Board/Superintendent relations, roles, and responsibilities.

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

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

Summary statement/motion of the Board:

Signed:

_____, Board President
Emily Berry

Date: _____

OE-6: Communicating with the Board

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

Superintendent Interpretation

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

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

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

District has accomplished the measurable targets or operational standards outlined in the OE and results indicators.

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

Board Comments:

<p>OE- 6.2 Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.</p>	<p><u>Superintendent</u></p> <p>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

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

<p>Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided relevant information in a timely manner during the previous year.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: All responses to the Board polls indicate that members feel they were provided with relevant information in a timely manner during the prior year.</p>		

Board Comments:

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

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

<p>Board Indicator 1: The annual audit of the District's finances (Comprehensive Annual Financial Report) reveals no instance in which a significant amount of money was transferred from one line item to another without having informed the Board and that no other changes substantially affecting the District's financial condition were made without having informed the Board.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: The financial records of the District are audited yearly by an independent certified public accountant in compliance with state statutes and good business practices. The audit is conducted in conformance with generally accepted auditing standards and DPI regulatory requirements, and on behalf of the Board of Education. The auditors - CLA (Clifton, Larson, Allen) LLP - provided the District's 2023 audit report on February 13, 2024. In its report, the auditors identified no issues regarding internal controls, financial reporting or compliance related to auditing standards (GASB) adopted by the District in 2021.

Annual Audits are posted on the District website.

Board Comments:

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

- **Adequate information** shall mean sufficient data, document, communications and reports for each Board member to fulfill his or her responsibilities.

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

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided adequate information from a variety of viewpoints from inside and outside the system.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: All responses to the Board polls indicated compliance with this indicator.

Board Comments:

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

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

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided appropriate notice with regard to concerning reports, stories or commentary that may appear in the media.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: All survey responses indicated compliance with this indicator.

Board Comments:

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

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

<p>Board Indicator 1: The Superintendent provides an annual report on each Board member identifying compliance or non-compliance of the Governance Culture. If non-compliance is identified, the specifics of any non-compliance of the Governance Culture or Board/Superintendent Relations policies by Board Members or any encroachment by Board Members into the areas of responsibility assigned to the Superintendent will be documented.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: Governance Culture and Board/Superintendent Relations policy issues were reviewed and discussed throughout the year, however, an annual report on Governance Culture was not provided to the School Board during this reporting period.</p>		

Board Comments:

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

- **Clear and concise** shall mean using language that is not industry specific and can be understood by people without an educational background.
- **Information is incidental, intended for decision preparation or for formal monitoring** shall mean

identifying the use of the information that is provided so Board Members can properly prepare.

<p>Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been given information in a way they could understand.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: All Board members indicated compliance with this indicator.</p>		

<p>Board Indicator 2: In a poll of Board members each June and December, at least four Board members believe they understood the intent of the information they received.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: All Board members indicated compliance with this indicator.</p>		

Board Comments:

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

- **Treat all members impartially** shall mean to interact with every Board member in a professional and respectful manner, and to communicate with each one in the amount and manner necessary for each Board member to fulfill his or her responsibilities, duties, and Board-assigned tasks.
- **Equal access to information** shall mean that every Board member shall receive the same verbal and written communications and documents on matters that are a concern to the Board as a whole and upon which the board makes decisions.

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

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

Board Comments:

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

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

- **Reasonable progress** shall mean sufficient achievement gains to achieve the targets outlined in the Results policy.

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

Noncompliance issues resulting from the changing availability of certain data (e.g., staff compensation and benefits statistics, School Perceptions survey data) and the discontinuation of certain progress monitoring tools have been brought to the Board’s attention as part of Monitoring reports.

Board Comments:

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

- **Adequate** shall mean sufficient communication and information that will allow the Board to fulfill its responsibilities as described by state law.
- **Administrative actions and decisions** shall mean steps taken by the Superintendent to manage the day-to-day operation of the District and meet the responsibilities outlined in the OE policies.
- **Delegated to the Superintendent** shall mean specifically (in either District or Board policy) assigned as a responsibility of the Superintendent by the Board.

<p>Board Indicator 1: The Superintendent brings to the Board 100% of the decisions required by law to be approved by the Board on the Superintendent’s Consent Agenda, including personnel decisions, school district calendar, and budget approval.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: District personnel changes (certified staff and administrators), monthly financial reports and student activities that require Board approval are presented in the Superintendent’s Consent Agenda at each Board meeting, as needed. Approvals associated with the District budget development process, the Instructional Calendar, the District’s Open Enrollment Recommendation and other action required by law or by the Department of Public Instruction are also scheduled for Board review and action, per the Board Annual Work Plan and in compliance with relevant statutes.

<p>Board Indicator 2: In a poll of Board members each June and December, at least four Board members believe that they have been provided adequate information regarding administrative decisions that are delegated to the Superintendent, but required by law to be approved by the Board.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: All responses indicated compliance with this indicator.

Board Comments:

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

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

<p>Board Indicator 1: The Superintendent responds to every Board complaint with an explanation of how the situation/complaint has been addressed.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: In addition to direct communication with Board members, the Weekly Memo is used to discuss and document Board and/or community member complaints, as well as emerging administrative and operational issues at the District or building level.

Weekly Memos include a review of Board meeting discussion, summaries of communications with District staff and families and copies of these communications, if needed, and a review of upcoming calendar items and personnel and policy updates. Updates regarding facilities, recreation and community services programs, etc., are provided as needed.

Board Comments:

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

Superintendent Interpretation

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

Board Indicator 1: The Superintendent briefs the Board on 100% of any significant changes to the instructional programs prior to the implementation of the change.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: Issues, changes and progress are regularly reported through the Weekly Memo and the Superintendent’s Report, as well as through related Operational Expectations and Student Results Monitoring Documents.

Examples include the Math Leveling Up Plan for instruction in grades 6-12, selection and implementation of new K-8 ELA curriculum, and regular ACT 20 updates.

Board Comments:

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

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

Board Indicator 1: The Superintendent brings forward 100% of deletions of, additions to, or a significant modification of District Policy that are required by law to be approved by the Board.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence: The Board receives updates, as needed, regarding District policy work that is managed in partnership with [NEOLA](#), an educational policy service that works with public school districts in a number of states. NEOLA provides policy revisions required by state and federal law directly to the District and policies are updated at least twice annually to reflect changes in the law, relevant citations, etc. The annual Audit Report, and annual personnel, financial management and facilities reports also outline policy changes.

The District also provided regular updates to the Board regarding revisions to staff handbooks for all employee groups during this reporting period.

Board Comments:



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
January 28, 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
Kate Harder, Director of Special Education & Student Services
Heather Heaviland, Director of Business Services

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. 7:03 pm STUDENT ACHIEVEMENT AND RESULTS

Atwater Elementary School Chorus, Miriam Altman, Director

III. 7:07 pm PUBLIC COMMENT #1 - no comments

IV. 7:08 pm SUPERINTENDENT'S REPORT

V. 7:23 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials

MOVED by Abby Fowler and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

VI. 7:24 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Acceptance of the Auditor's Report, presented by CLA

MOVED by Becky Freer and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

B. District 2025-2026 Open Enrollment Recommendation

Motion to approve the District's open enrollment recommendation, including:

- 1) The opening of 14 new open enrollment seats in the following grade levels:

K4 0

31

K5 9

1st	0	7th	0
2nd	3	8th	0
3rd	0	9th	2
4th	0	10th	0
5th	0	11th	0
6th	0	12th	0

- 2) The opening of 0 seats across all special education programs;
- 3) A continuation of enrollment for the 220 open enrollment students in grades K4-11th grade (in 2024–2025) who were enrolled on or before September 20th, 2024; and
- 4) Granting of preference to the siblings of current students for seats that are made available as ‘new open enrollment seats.’

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

C. Discussion of R4 Student Results (Wellness) Policy and Indicators Workshop

VII. 8:34 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

January 14, 2025 Regular Board Minutes

January 14, 2025 Closed Session

B. Approval of OE 1 (Global Operational Expectations) Monitoring Report Revisions

C. Approval of Revised OE 1 (Global Operational Expectations) Policy Indicators

D. Approval of April 2025 Model United Nations Trip (Northwestern University)

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

VIII. 8:35 pm PUBLIC COMMENT #2 - no comments

IX. 8:36 pm BOARD MEMBER REPORTS

2025 State Education Convention Reports

X. 8:49 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS

Winter Student Assessment Data, February Extracurricular Activities Workshop, NEOLA Policy Updates, Student Wellness Indicators, District Safety Plan

XI. 8:51 PM RECESS AND DEBRIEF



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
January 28, 2025

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

District Administrator Participation: Laurie Burgos, Superintendent

On Tuesday, January 28, 2025 at 5:30 pm, the Shorewood School Board met in Closed Session.

Call to Order in Open Session

Motion to meet in Closed Session to conduct the Superintendent's Evaluation and discuss other staff employment, promotion, compensation and/or performance evaluation data, pursuant to Wis. Stat. 19.85(1)(c).

Meeting Adjourned without Objection at 6:45 pm.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
February 4, 2025

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

Other Participants: Ryan Heiden, Legal Counsel (VonBriesen & Roper)

On Tuesday, February 4, 2025 at 6 pm, the Shorewood School Board met in Closed Session.

Call to Order in Open Session.

Motion to convene in Closed Session to discuss staff employment, promotion, compensation and/or performance evaluation data, pursuant to Wis. Stat. 19.85(1)(c), and to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations, and the Board's role in same, pursuant to Wis. Stat. 19.85(1)(f).

Meeting Adjourned without Objection at 6:39 pm.

TEACHER REQUEST FOR OVERNIGHT FIELD TRIP

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

Name of District employee in charge: Evan Schmidt

Destination: KI Convention Center, Green Bay

Date and time of departure: Monday, Mar 31 (~6AM)

Date and time of return: Tuesday, Apr 1 (~8PM)

Name of class or co-curricular activity/student group: Future Business Leaders of America (FBLA) State Leadership Conference

Number of Students attending the trip: ~8

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

If yes, please explain:

Students will miss Monday, March 31, and Tuesday, April 1, and are accountable for all work and course content they may miss while competing at FBLA State 2025. Students must communicate with teachers to plan ahead and meet the requirements for each course prior to departure.

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

SHS students who will represent Shorewood High School at the 2025 FBLA State competition will be preparing for and testing in a broad range of business and career-related areas (e.g. supply chain management, personal finance). These competitive events provide members with an opportunity to experience and to showcase their career, academic, and leadership development.

Describe your discipline plan:

All students must abide by the Shorewood High School Code of Conduct, Shorewood High School Overnight Field Trip Rules/Expectations 352.1 Exhibit (2), and the SHS Model United Nations Code of Conduct, while representing Shorewood High School at the 2025 FBLA State competition. All guidelines and expectations are signed by students and parents/guardians.

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

Accommodations will/can be made for students who wish to observe a major religious holiday during the trip. Students and advisors will work together to best accommodate any observance.

What is your plan for health and safety emergencies?

All students and parents/guardians have filled out and signed the Medical Overnight Health Information and Medical Authorization 352.1 Exhibit (4), a list of allergies/known medical conditions is provided by the SHS Nurse office, and caregiver emergency contact information will be on hand throughout the trip.

Number of chaperones: 1 (Evan Schmidt)

Estimated cost per chaperone: ~\$250

Estimated cost per student before and after fundraising:

Before ~\$150 After \$ _____

Description of fundraising proposal for the trip: n/a

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


Students/Parents/Guardians are made aware of the financial assistance opportunities and arrangements are made upon inquiry/request with aid from the administration.

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: ERS Date: 2/5/25

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

Signature of Principal:  Date: 2/5/25

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

Signature of Superintendent: _____ Date: _____

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

Signature of School Board President: _____ Date: _____