

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
July 13, 2021 AGENDA

SCHOOL BOARD MEETING
7:00 PM
**Shorewood Intermediate School, Room 214
3830 North Morris Boulevard
Shorewood, WI 53211**

The District discourages the public and/or media from attending the meeting in person at its noticed location due to active health and safety concerns associated with the ongoing COVID-19 pandemic public health emergency.

PLEASE NOTE THAT ENTRY TO THE BUILDING IS THROUGH THE TRACK DOORS ONLY. Community members attending will be seated in the Library.

Attendees are encouraged to use the alternative method of access that the District is providing through the following link:

Join Zoom Meeting
<https://us02web.zoom.us/j/81599627722>

Meeting ID: 815 9962 7722
One tap mobile
+16468769923,,81599627722# US (New York)
+13017158592,,81599627722# US (Washington DC)

Dial by your location
+1 646 876 9923 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 408 638 0968 US (San Jose)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

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

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)

Summer Programs, Jody Brooks

III. 7:20 pm PUBLIC HEARING - DPI Waiver Application

Required under Wis. Stat. 118.38

Human Growth and Development Curriculum Requirements, Wis. Stat. 118.019 and 146.89(3r)(e)

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

A. Approval of DPI Waiver for 2020-2021 Human Growth & Development Instruction 4

Sam Coleman

B. Approval of Appointment of Interim Superintendent Contract 18

C. Facilities Projects Updates and Approval of Additional Funding for Powerhouse 27

Projects Mike Huffman

D. 2021-2022 Planning Group Final Report Sam Coleman 49

E. OE 8 Learning Environment Monitoring Report Sam Coleman and Julie Harris 58

F. Approval of Year-End Adjustments: Unpaid Lunch Charges and Delinquent Student 74

Fees

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

A. Approval of Board Meeting Minutes 76

June 22 Regular Board Meeting

June 23 Board Meeting - Closed Session

June 24 Board Meeting - Closed Session

July 2 Board Meeting - Closed Session

B. Approval of Staff Early Retirement

VI. 8:35 pm BOARD MEMBER REPORTS 81

Emily Berry

Pablo Muirhead

A. Community-Based Finance Committee: Emily Berry

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

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

VIII. 9:05 pm SUPERINTENDENT'S REPORT 109

IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Administrator Contracts

B. Approval of Staffing Changes: Resignations, New Hires and Leave of Absence 112

Requests

C. Approval of Sound Barriers for Atwater School Pickleball Courts Roger Dickson 118

X. 9:30 pm PUBLIC COMMENT #3 (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.

XI. 9:45 pm REVIEW OF 'TO DO' ITEMS

XII. 9:50 pm FUTURE AGENDA ITEMS

OE 10 Facilities Monitoring Report
2021 School Perceptions Survey Results
XIII. 10:00 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Public Hearing for Wisconsin Department of Public Instruction (DPI) Human Growth & Development Curriculum Waiver

Date: July 13, 2021

Prepared by: Sam Coleman, Director of Curriculum and Instruction

Recommended action:

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

Purpose:

To summarize the District's application for a COVID-19 Waiver related to pausing Human Growth and Development for 5th and 6th grade students in the 2020-2021 school year.

Background:

For the 2020-2021 school year, the DPI has provided school districts with the opportunity to waive a number of mandates and adjust practices to ensure that health and safety remains a priority during the pandemic. The [DPI COVID-19 District Flexibility Application](#) outlines guidance for School Board and Districts, for your reference.

The District will apply for a waiver of the Human Growth & Development curriculum requirement, due to the unusually high, COVID-related workload of the District Nurse's Office, which is responsible for providing this curriculum to students in 5th and 6th grade. The attached application provides information about the role of classroom teachers and others in provided introductory lessons to these students at an important time in their personal development.

Administration recommends the Board approve the request of a 2020-2021 waiver for this requirement.

Covid-19 District Flexibility Application

Background and Guidance

Responding to COVID-19 is a tremendous undertaking for schools. Schools are tasked with reenvisioning educational delivery models in a span of weeks and to adjust practices accordingly. As we look toward the 2020-21 school year, the safety and health of our students, educators, and families remains of the highest importance. As schools plan for students to return, districts will need to continually seek new ways to best serve all students, improve student learning, and increase opportunities for the children they serve through a variety of options.

As responses to COVID-19 vary from district to district there may be some cases where school districts require more flexibility than state rules or regulations permit. To address this need, State Superintendent Carolyn Stanford Taylor is providing school districts with a streamlined option to explore locally-driven solutions that will improve outcomes for Wisconsin students. Under current state law, Wisconsin school boards may apply to the DPI for an exemption to most state laws or administrative rules affecting school districts, with certain important exceptions. While school boards have requested waivers in the past, the scope and scale of those waivers has generally been narrow and focused on one statute or standard, as opposed to a more comprehensive approach.

The COVID-19 District Flexibility application provides districts the ability to apply for regulatory flexibility needed to implement plans for restarting and delivering education in the midst of the pandemic. Districts can apply for flexibility on behalf of one, more than one, or all schools within their jurisdictional boundaries. All applicants will need to detail how their proposal aligns to their district's strategic response to COVID-19 to enhance educational opportunities for students.

Understanding Flexibility Versus a Need for a Waiver

The COVID-19 Pandemic in Wisconsin creates uncertainty and variability in normal operations for public school districts across the state for the 2020-21 school year. Indeed, what is predictable based on current experiences is that the continuity of delivery of typical programming and instruction will be disrupted and necessarily fluctuate with evolving health conditions affecting families, students, and school staff.

Flexibility will be required for all school operations given the inconsistent and variable access to both students and staff in the coming months. Typically, scheduled programs and instructional delivery may be disrupted, both on a day day-to-day basis as well as within any given day. Shifts between virtual, remote, and in-person instructional delivery for individual students, cohorts, or entire schools and districts may occur and determine

the continuity of program implementation. During the current pandemic, it is recognized that school districts have the flexibility when needed to implement changes to how a program is delivered, how much of a program is delivered, and who delivers it. Temporary variations like this to planned school operations do not need a waiver.

While these predictable irregularities serve to disrupt the normal flow of programming implementation or delivery, they do not necessarily require an entire program or service to be discontinued for the 2020-21 school year. A waiver should be pursued only where a district anticipates or has determined it cannot offer a program or service required under the law during the 2020-21 school year. In addition, a waiver will be needed if a district does not anticipate being in compliance with a statutory requirement by virtue of the design of its plan of instruction. There will likely be few of these situations. Where this is the case, the district should complete a request for waiver from a particular statute and explain the circumstances that will require a formal waiver.

Legal Authority

Chapter 118.38 of the Wisconsin State Statutes outlines the legal authority for school boards to request and for DPI to grant waivers from certain state laws and administrative rules.

Under this provision, school boards can request a waiver from DPI of any school board or school district requirement outlined in Chapters 115 to 121 of the State Statutes or in related administrative rules, with the following important exceptions:

1. The health or safety of pupils;
2. Pupil discrimination under s. 118.13;
3. The pupil assessment program under s. 118.30 and the standardized reading test required under s. 121.02 (1) (r);
4. Pupil records under s. 118.125;
5. The collection of data by the department;
6. The uniform financial fund accounting system under ss. 115.28 (13) and 115.30 (1) and audits of school district accounts under s. 120.14;
7. Licensure or certification under s. 115.28 (7) or (7m) other than the licensure of the school district administrator or business manager;
8. The commencement of the school term under s. 118.045; and
9. The requirements established for achievement guarantee contracts under s. 118.43 and for achievement gap reduction contracts under s. 118.44.

The law requires the school board to hold a public hearing (virtually if needed) in the school district on the request and requires the school board to specify in its request for a waiver its reason for requesting the waiver. In its review, DPI must consider at a minimum whether the statute or rule requested for waiver impedes the district's progress in achieving educational goals to best serve all students. Once approved, waivers will be effective for one year, and renewable for additional one year periods.

District Flexibility Application

Applications will be accepted on a rolling basis at any time during the year. The COVID-19 flexibility application includes eight components, identified with additional details below.

- I. **General Information:** Districts should include basic information in this section detailing which schools are affected by the request. Flexibilities could apply to one school, more than one school, or all schools in a district. As a result, this section of the application should note the specific schools included in the waiver request. If all district schools are impacted, the applicant should note that the request applies district-wide.
- II. **Abstract:** As part of this section, the applying district should summarize the overall purpose of the flexibility application, the need for the request and how the request will help the school district provide educational services.
- III. **General Assurances:** This portion of the application is intended to ensure that several steps have occurred. Specifically:
 - Stakeholder engagement has occurred, including a school board hearing and a board resolution or vote approving the flexibility application;
 - The district has conducted a financial review and can assure the plan's fiscal viability;
 - The district's flexibility request is in full compliance with all state and federal laws, including those outlined above regarding waiver requests; and
 - The district has developed a process for reviews of the implemented flexibilities with its local school board, and those reviews will be publicly available.
 - Districts seeking to add additional schools not already included in the original request, or seek waivers of additional statutes or administrative rules, may amend their original applications.
- IV. **Certifications/Signatures:** The application requires the signature of both the district administrator in charge of implementing the plan for flexibilities and the school board president, certifying school board approval.

- V. **Statement of Need:** This section of the application should detail the district's rationale for the requested waiver(s) and how the proposed flexibilities will help the district serve all students.
- VI. **Request for Waiver:** In this section, districts will identify the specific statutes or rules from which they are seeking a waiver. The application provides a checklist of many statutes eligible for waiver under law, though it is important to note that this list is not exhaustive and is also not inclusive of administrative rules. Additional information about statutory requirements can be found in the 2019 *Legislative Fiscal Bureau Informational Paper #29, Statutory Requirements for School Districts*, and general information the laws and regulations eligible for waiver is identified in Section 118.38 of the State Statutes, as described above.
- VII. **Appendix A:** There are additional administrative rule requirements for the hours of instruction waiver request. The Department of Public Instruction (DPI) will waive the hour requirement for any school district that requests the DPI to do so in order to provide continuity of learning per **the** school district's COVID-19 educational plan as approved by the school board, and requested in this flexibility application. In order to complete this application please check all of the boxes in Appendix A and provide any requested information.



INSTRUCTIONS: Email completed original with signature(s) to:
christine.tiedje@dpi.wi.gov

For best results, it is suggested any PDF form should be downloaded and opened in Acrobat Reader rather than filled out in the browser. Not all PDF features, including the ability to save or use digital signatures, will work as intended when opened in a browser.

For questions regarding this application, contact:
 Tamara Mouw at tamara.mouw@dpi.wi.gov or 608-266-2364

I. GENERAL INFORMATION

Applicant Agency	Mailing Address <i>Street, City, State, ZIP</i>		
Contact Person <i>First and Last Name</i>		Title	
Contact Person's E-Mail Address	Fax Area/No.	Phone Area/No.	

List schools to which district flexibility application applies:

II. ABSTRACT

Summarize the flexibility requested due to COVID-19 and how it will help your school district provide education to students in the district. *Limit response to space provided.*

III. GENERAL ASSURANCES

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Instructions

- Step 1—Read each assurance that follows.
Step 2—Sign and date the certification statement.
Step 3—Include signed certifications and assurances with your application materials.
Step 4—Keep a copy for your records.

Assurance is hereby provided that:

- 1. Stakeholder Engagement: A public hearing was held on _____ and a copy of the resolution, or board vote, in support of the application is on file at the school district.
2. Finances: The Applicant can show the flexibility plan is fiscally viable.
3. Compliance with State and Federal Laws: The Applicant has evidence that the flexibility plan meets all state and federal legal requirements, including those related to pupil confidentiality [Wis. Stats. s. 118.125] and those required for seeking a waiver from the State Superintendent [Wis. Stats. s. 118.38]. As part of this assurance, the Applicant agrees it is not seeking a waiver from any statutory provision ineligible for a waiver under Wis. Stats. s. 118.38, including those related to:
a. The health and safety of pupils;
b. Pupil discrimination;
c. Pupil assessment;
d. Pupil records;
e. Data collection/reporting;
f. Financial reporting and audits;
g. Licensure or certification;
h. Commencement of the school term; and
i. Requirements for SAGE/AGR contracts.
4. School Board Review: The Applicant will implement a process for reviewing the impact of the flexibility plan with its local school board.
5. Programmatic Changes: The Applicant shall obtain the prior approval of the WDPI prior to adding additional schools (if not listed in the original application) or implementing additional waivers that may be needed to implement the flexibility plan.
6. Duration: The Applicant is submitting this application with the understanding that any flexibility approved applies only to the 2020-21 school year.

IV. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Table with 2 columns: Signature of School District Administrator, Date Signed Mo./Day/Yr. and Signature of School Board President, Date Signed Mo./Day/Yr.

V. STATEMENT OF NEED (Limit response to space provided)

VI. REQUEST FOR WAIVER

Check or list, at the end of this section, each statutory requirement or administrative rule for which the district is seeking a waiver in order to implement the flexibility plan outlined on the previous page. Justification for the waiver requests should be included under Section VI of this application.

A summary of common school district statutory requirements is included below. For a full list of all statutory requirements applicable to school districts, see the Legislative Fiscal Bureau Information Paper #29:

http://docs.legis.wisconsin.gov/misc/lfb/informational_papers/january_2019/0029_statutory_requirements_for_school_districts_informational_paper_2_9.pdf

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
Driver Education Courses	115.28(11) 121.41	For school districts providing driver education instruction, requires that driver education courses be approved by the State Superintendent and specifies required topics of instruction in such courses.	<input type="checkbox"/>
Academic and Career Planning	115.28(59)	Requires school districts to provide academic and career planning services to all pupils in grades 6 through 12 beginning in 2017-18.	<input type="checkbox"/>
Second Chance Partners for Education	115.363	For school districts contracting with Second Chance Partners or other work-based learning program for disengaged high school pupils, requires the school board pay the nonprofit corporation an amount no more than the amount paid per pupil to operators of independent charter schools in the current year, multiplied by the number of pupils participating under the contract.	<input type="checkbox"/>
Educational Goals	118.01(2)	Requires school districts to teach academic skills, vocational skills, citizenship, and personal development.	<input type="checkbox"/>
Reading Instruction	118.015	Requires school districts to employ a certified reading specialist, develop reading program goals, assess reading program needs, and annually evaluate school district reading curriculum.	<input type="checkbox"/>
Instruction in English	118.017	Requires all instruction to be in English, except for foreign language classes and in bilingual-bicultural education.	<input type="checkbox"/>
Human Growth and Development	118.019 146.89(3r)(e)	For school districts providing instruction in human growth and development, requires district to determine whether and for what subjects pupils will be separated by gender. Requires use of instructional methods and materials that do not discriminate against a pupil based upon the pupil's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities. If a school board provides instruction in any of certain specified topics, establishes required subjects that must be covered. No pupil may be required to take instruction in human growth and development, if the pupil's parent or guardian files a written request that the pupil be exempted. Requires that each school board providing instruction in human growth and development must annually provide the parents and guardians of each pupil enrolled in the district with specified information. If a district offers human growth and development instruction, requires the board to appoint an ad hoc committee to advise on the design and implementation of the curriculum. The board may not allow a volunteer health care provider, including nurses, physicians, nurse practitioners, or others, providing health services in the school, to provide instruction in human growth and development.	<input type="checkbox"/>
Special Observance Days	118.02	Requires that specified special observance days be appropriately observed.	<input type="checkbox"/>
Textbooks	118.03	Requires school districts to adopt all necessary textbooks and file the list with the school district clerk.	<input type="checkbox"/>
Summer Classes	118.04	For school districts operating summer classes, requires district to establish rules governing attendance and to enroll resident pupils in summer or interim classes without tuition charge (provided district receives state equalization aid for such classes).	<input type="checkbox"/>
Four-Year-Old Kindergarten	118.14(3)	Requires a school board that establishes a four-year-old kindergarten program to make the program available to all eligible pupils.	<input type="checkbox"/>
High School Admission Requirements	118.145(1)	Requires school boards to determine the minimum requirements for high school admission.	<input type="checkbox"/>
Part-Time Attendance Option for Private and Tribal School Pupils	118.145(4)	Requires school boards to allow resident pupils enrolled in a private or tribal school who have met the requirements for high school admission to take up to two courses each semester in the public school if there is sufficient space in the classroom.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
WTCS Admission for Certain High School Students	118.15(2)(a)	Requires school boards to pay WTCS districts for pupils who attend WTCS schools in lieu of high school or on a part-time basis. Specifies determination of payment amount.	<input type="checkbox"/>
Graduation Standards	118.33 121.02(1)(p)	Requires school districts to require at least a specific number of courses in certain subject areas in order to graduate a pupil from high school. Requires that school district graduation standards policies be approved by the State Superintendent if equivalent to statutory requirements.	<input type="checkbox"/>
Graduation Standards	118.33(1)(f)	Prohibits school districts from granting a pupil a high school diploma unless the pupil satisfies criteria set by the school board, including teacher recommendations and the pupil's academic performance.	<input type="checkbox"/>
Criteria for Promotion from 4 th and 8 th Grade	118.33(6)(a)	Requires school districts to adopt a written policy for promotion from 4 th and 8 th grade. Requires that the criteria include the pupil's score on the 4 th and 8 th grade knowledge and concepts examination, unless the pupil has been excused from taking the examination. The criteria also include the pupil's academic performance, teacher recommendations, and any other academic criteria specified by the board. Prohibits promotion unless pupil satisfies criteria.	<input type="checkbox"/>
Kindergarten as a Prerequisite for First Grade	118.33(6)(cm)	Prohibits school districts from enrolling a pupil in first grade unless the pupil has completed five-year-old kindergarten. Requires school districts that operate five-year-old kindergarten programs to establish a written policy specifying criteria for promoting a pupil from five-year-old kindergarten to first grade, as well as policies for exempting a child from the requirement, and for reviewing the denial of an exemption upon a parent's request. Exempts children who move into the state from the requirement, under certain conditions.	<input type="checkbox"/>
Technical Preparation Programs	118.34	Requires school districts, in cooperation with WTCS district boards, to establish in each high school a technical preparation program consisting of courses designed to allow high school students to gain advanced standing in WTCS associate degree programs upon graduation from high school, and to establish tech-prep consortia. Requires districts to annually evaluate programs and report the results to DPI and the WTCS Board.	<input type="checkbox"/>
Admission Standards for K-8 Courses	118.53(2)	Requires school boards to determine the minimum standards for admission to a course offered by the district in grades K-8.	<input type="checkbox"/>
Part-Time Attendance Option for Pupils in Home-Based Programs	118.53(2m)& (3)	Requires school boards to allow pupils enrolled in home-based private educational programs, who have met the standards for admission to a course in the elementary grades or for high school admission, to take up to two courses each semester in a public school if there is sufficient space in the classroom.	<input type="checkbox"/>
Notice of Educational Options and School Performance Category	118.57	<p>Requires school districts to annually publish as a class 1 notice and post on the district's Internet site a list of educational options available to children who reside in the district. The educational options must include public schools, private choice schools, charter schools, virtual schools, full-time open enrollment, youth options, and course options.</p> <p>Additionally, school districts must include in the notice the most recent performance category assigned to each school within the school district boundaries, including independent charter schools and private choice schools, on the school report cards prepared by DPI. The notice must include that the full school and school district accountability reports are available on the school board's Internet site.</p>	<input type="checkbox"/>
Notification of Educational Standards	120.12(13)	<p>Requires a school board to annually, prior to the start of a school term, notify parents and guardians of pupils enrolled in the school district of the pupil academic standards that will be in effect for the school year. The notification may be provided electronically, including on the district's Internet site.</p> <p>Additionally, requires a school board to identify the academic standards in effect for the school year as an item on the agenda of the first school board meeting of the school year.</p>	<input type="checkbox"/>
Curriculum	120.12(14)	Requires school boards to determine the school course of study.	<input type="checkbox"/>
Length of School Day	120.12(15)	Requires school boards to establish rules for scheduling hours in a normal school day.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
University of Wisconsin Tuition	120.12(17)	Requires school districts to pay the tuition of pupils who are attending a UW institution, if the pupil is not participating in the youth options program, the course is not offered by the school district, and the pupil will receive high school credit for the course.	<input type="checkbox"/>
Advanced Placement Examinations	120.12(22)	Requires school districts to pay, using federal, state, local, or private funds, for advanced placement examinations taken by pupils enrolled in the district who are satisfy the income eligibility criteria for free or reduced-price lunches under the federal school lunch program.	<input type="checkbox"/>
Internet Posting of School Accountability Report	120.123	Requires any school that maintains an Internet site to include a prominent link on the home page of that Internet site to the most recent accountability report concerning the school.	<input type="checkbox"/>
Remedial Reading	121.02(1)(c)	Requires school districts to provide interventions or remedial reading services to pupils in grades K to 4 if the pupil: (a) fails to meet the district's reading objectives; (b) fails to meet the minimum performance standard for reading on the third grade standardized exam, and a teacher determines, based on other objective evidence, that the pupil's performance accurately reflects the pupil's reading ability or a teacher and parent or guardian agree that the pupil's performance accurately reflects the pupil's reading ability; or (c) the pupil's assessment of reading readiness indicates that the pupil is at risk of reading difficulty. If (c) applies, the interventions or services must be scientifically based and address all areas in which a pupil is deficient, consistent with state standards in reading and language arts.	<input type="checkbox"/>
Five-Year-Old Kindergarten	121.02(1)(d)	Requires each school district (except union high school districts) to operate a five-year-old kindergarten program.	<input type="checkbox"/>
Hours of Instruction	121.02(1)(f) 121.006(2)(a)	Requires school districts to annually schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6, and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Specifies what may and may not be included in scheduled hours.	<input type="checkbox"/>
Instructional Materials, Texts, and Library Services	121.02(1)(h)	Requires school districts to provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.	<input type="checkbox"/>
Health, Physical Education, Art, and Music	121.02(1)(j)	Requires school districts to ensure that instruction in elementary and high schools in health, physical education, art, and music is provided by qualified teachers.	<input type="checkbox"/>
Curriculum Plans	121.02(1)(k)	Requires school districts to maintain a written, sequential curriculum plan that includes reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan must specify objectives, course content, and resources and include a program evaluation method.	<input type="checkbox"/>
Regular Instruction	121.02(1)(L) 253.15(5)	Requires school districts to: (1) In elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music. (2) In grades 5-8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music. The school board must also provide pupils with an introduction to career exploration and planning. (3) In grades 9-12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. "Access" means an opportunity to study through school district course offerings, independent study, CESAs or cooperative arrangements between school boards and post-secondary institutions. (4) At least twice in grades K-8 and at least once in grades 9-12, as part of the social studies curriculum, include instruction on the history, culture, and sovereignty of the state's American Indian tribes and bands. (5) In grades 7-8, provide regular instruction in foreign language. (6) In one of grades 5 to 8 and in one of grades 10 to 12, provide pupils with instruction on shaken baby syndrome and impacted babies.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

CURRICULUM AND INSTRUCTION

Title	Statute	Description	Request Waiver
Education for Employment	121.02(1)(m)	Requires school districts to provide access to an education for employment program that has been approved by the State Superintendent. Requires that the program incorporate: applied curricula, guidance and counseling services, technical preparation, college preparation, youth apprenticeship or other job training and work experience, and instruction in employment skills.	<input type="checkbox"/>

PUPIL POLICIES AND SERVICES

Title	Statute	Description	Request Waiver
School Uniforms	118.035	For school districts adopting school uniform policies, requires that parents and guardians be allowed to exempt their children from the policy, ensure that no exempted student is penalized or discriminated against, notify each parent or guardian at least three months before implementation, and assist economically disadvantaged students to obtain the uniforms. These requirements do not apply to districts that have had school uniform policies in effect continuously since September 1, 2001.	<input type="checkbox"/>
Pupil Age	118.14(1) 120.12(25)	Requires that school districts not admit pupils of a certain age to certain grade levels and that districts prescribe procedures, conditions and standards for early admission to kindergarten and first grade.	<input type="checkbox"/>
Alternatives to Compulsory School Attendance	118.15	Requires school boards, upon the child's request and with the approval of the child's parent or guardian, to enter into a written agreement to excuse from regular school attendance: (a) any child who is 17 years of age or over and who began a high school equivalency diploma program in a juvenile correctional facility, juvenile detention facility, juvenile portion of a county jail or residential care center for children and youth and agrees to continue to participate in the program; and (b) any child who is 16 years of age or over and a child at risk, as defined by state law, who agrees to attend a technical college full- or part-time. Requires that school boards: evaluate requests from children age 16 or over and their parents for program or curriculum modifications; enter into and monitor agreements with pupils granted program modifications leading to high school graduation or equivalency; and notify pupils and parents of program or curriculum alternatives. Requires school boards to render decisions within specified time frames and give reasons for denial of any request. Prohibits school employees from compelling a pregnant student to withdraw from education programs.	<input type="checkbox"/>
School Attendance Enforcement	118.16 118.162	Requires school districts to have an attendance officer and a written attendance policy, distribute the policy to each pupil, and adopt a truancy plan, which must be reviewed at least every two years. Specifies duties of an attendance officer. Prohibits school districts from denying credit in a course or subject solely because of a pupil's unexcused absences or suspensions. Requires school districts to specify conditions under which a pupil can take examinations or complete coursework missed during the pupil's absence from school.	<input type="checkbox"/>
Assessment Periods	118.16(4) (cm)	Establishes certain limitations on the use of assessments if school districts assign a pupil to a period of assessment as a consequence of truancy or other circumstances.	<input type="checkbox"/>
Pupil Discipline and Removal from Class	118.164 120.13(1)	Specifies procedures for the suspension and expulsion of pupils and removal of pupils from the classroom. Establishes procedures for reinstatement, early reinstatement, and conditional enrollment following a pupil's expulsion.	<input type="checkbox"/>
Pupils Without Parents or Guardian Report	118.175	Requires any school teacher, administrator, counselor, or social worker who knows that a pupil is without a parent or guardian to report that fact to the county social services or human services department (to state DHS in Milwaukee County).	<input type="checkbox"/>
Electronic Communication Devices	118.258	Requires that if school boards adopt rules prohibiting use or possession of electronic communication devices on school premises, then a copy of such rules must be provided annually to pupils enrolled in the district.	<input type="checkbox"/>
Full-Time Open Enrollment Application Procedures and Other Requirements	118.51(3) thru (8)&(12)	Establishes application and reapplication procedures that school districts must follow under the open enrollment program. Requires school districts to adopt policies and acceptance and rejection criteria under the program. Establishes requirements relating to the transfer of disciplinary records.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

PUPIL POLICIES AND SERVICES

Title	Statute	Description	Request Waiver
Course Options Program Application Procedures and Other Requirements	118.52(3) thru (10)	Establishes application procedures that educational institutions, including school districts, must follow under the course options program. Requires school districts to adopt policies and acceptance and rejection criteria under the program. Requires school districts to transfer disciplinary records upon request.	<input type="checkbox"/>
Pupil Participation in School Activities	120.12(23)	Requires school boards to adopt a policy on access to extracurricular and recreational school activities that encourages full participation by all elementary grade pupils. Does not apply to union high schools.	<input type="checkbox"/>
Child Care in Schools	120.125	Requires school boards to permit before- and after-school child care to be provided in any elementary school if the provider submits a request which meets specific requirements and the district does not deny the request for certain specified reasons. Requires a written agreement between board and provider with specified conditions.	<input type="checkbox"/>
Child Care Programs	120.13(14)	Requires that child care programs meet state standards for licensure if a board provides or contracts for such programs and that contractors pass DCF background investigations. Also requires boards to provide DHS with information about each person who is denied a contract because of certain criminal convictions or charges or other specified actions, including child abuse. Requires a board to rescind the contract if the caregiver is convicted of certain crimes, or suspend the contract while such charges are pending.	<input type="checkbox"/>
Guidance and Counseling	121.02(1)(e)	Requires school districts to provide guidance and counseling services.	<input type="checkbox"/>

SCHOOL PERSONNEL

Title	Statute	Description	Request Waiver
Educator Effectiveness*	120.12(2m) 115.415	Requires school boards to evaluate the effectiveness of each teacher and principal based upon measures of student performance and the extent to which the teacher's or principal's practice meets specified core teaching standards or educational leadership policy standards.	<input type="checkbox"/>
Staff Development	121.02(1)(b)	Requires school districts to annually establish with school board employees a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.	<input type="checkbox"/>
Personnel Evaluation <i>* Note this waiver does not automatically waive 121.02(1)(q). If you are requesting a waiver from this subsection check this additional box.</i>	121.02(1)(q)	Requires school districts to evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.	<input type="checkbox"/>

SPECIAL NEEDS

Title	Statute	Description	Request Waiver
School Age Parents Program Services	115.915	Requires school districts to make program modifications and services available to school age parents to allow them to remain in school.	<input type="checkbox"/>
School Age Parents	115.92 115.93	For school districts establishing a program for school age parents, requires district to provide certain services and instruction and to submit an annual report to DPI. Submittal of this report is a requirement for state aid.	<input type="checkbox"/>
Bilingual-Bicultural Education Notice to Parents	115.96(2)	Requires school districts to annually notify parents of LEP pupils about the program's availability, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>
Bilingual-Bicultural Program Requirements	115.96(4)	Requires instruction in reading, writing and speaking the English language, and through the use of the native language of the pupil, instruction in the subjects needed to permit effective progress through the educational system, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>
Placement in Bilingual-Bicultural Programs	115.96(5)	Requires placement of LEP pupils in appropriate programs with written parental consent and specifies procedures for parent appeals, if the district is required to offer a bilingual education program under s. 115.97.	<input type="checkbox"/>

VI. REQUEST FOR WAIVER (cont'd)

SPECIAL NEEDS

Title	Statute	Description	Request Waiver
Bilingual-Bicultural Education Requirements	115.97	Requires school districts to establish bilingual education programs if the number of LEP pupils meets certain criteria and requires instruction by bilingual teachers or, under certain conditions and with state approval, English as a second language teachers.	<input type="checkbox"/>
Children-at-Risk/General Requirement	118.153(2)(a) 121.02(1)(n)	Requires school districts to identify pupils who are children-at-risk and develop a plan to meet the needs of such children.	<input type="checkbox"/>
Children-at-Risk/State Aid Applicants	118.153(2)(b) 118.153(3)(a)1 118.153(3)(b) 118.153(4)(a)	Allows districts with 30 or more dropouts or a dropout rate exceeding 5% to apply for children-at-risk aid. If a district applies for aid, requires the district to offer a children-at-risk program, designed to allow pupils enrolled to meet high school graduation requirements, and submit an annual report on pupil achievement of objectives. (No funding for this purpose is appropriated in the 2015-17 biennium.)	<input type="checkbox"/>
Children-at-Risk/Private Contracting	118.153(3)(c)	Requires school districts to identify appropriate private, nonprofit, nonsectarian agencies located in the district or within 5 miles of the district's boundaries to provide children-at-risk programs. Requires contract payment to equal at least 80% of the district's average per pupil cost.	<input type="checkbox"/>
Children-at-Risk/Preference in Funding Allocation	118.153(5)(b) 118.153(5)(c)	Requires school districts receiving aid to: (a) provide a specific sum to each children-at-risk program based on the program's ability to meet objectives; and (b) give preference in allocating any aid received to alternative schools, charter schools, schools within schools, and private agencies.	<input type="checkbox"/>
Gifted and Talented Programs	118.35 121.02(1)(t)	Requires school districts to provide access to appropriate gifted and talented programs.	<input type="checkbox"/>

TRANSPORTATION

Title	Statute	Description	Request Waiver
Public School Transportation	121.54(1)(a) & (c) 121.54(2)(a)	Requires school boards to provide transportation to all resident pupils living two or more miles from the nearest public school they are entitled to attend. Such requirement does not apply to pupils residing in cities unless their school is outside the city but within district boundaries. School districts containing cities with populations greater than 40,000 must meet the requirement unless a common carrier is available.	<input type="checkbox"/>

OTHER STATUTES OR ADMINISTRATIVE RULES

List other statutes or administrative rules requested for waiver.

VII. APPENDIX A

Hours of Instruction Waiver Request—Additional Administrative Rule Requirements

The Department of Public Instruction (DPI) will waive the hours of instruction requirement under Wis. Stat. § 121.02(1)(f) and Wis. Admin. Code PI 8.01(2)(f) for the 2020-2021 school year for any school district that requests the DPI to do so in order to provide continuity of learning per the school district's COVID-19 educational plan as approved by the school board, and requested in this flexibility application. **In order to complete this application, check all of the boxes below and provide any additional information as requested.**

Requirements under Wis. Stat. § 118.38

By checking the following boxes, the applicant attests that:

- a public hearing was held on _____ (required under s. 118.38 and PI 8.01) (*note, the public hearing can be virtual or teleconferenced*).
- the reason for this waiver request (e.g. moving school to a virtual or partially virtual format) is due to COVID-19.

Additional Requirements under PI 8.01(4)(b)

By checking the following boxes, the applicant attests that:

- this form has been completed by the school district administrator or school board president;
- this form serves as the letter from the district administrator or school board president requesting a waiver from the hours of direct pupil instruction requirement and specifying the reason or reasons for requesting the waiver as required by PI 8.01(4)(b)1;
- the school district held a public hearing under s. 118.38(1)(b) and the community was mostly in support of the waiver or the community offered no input;
- he or she has included with this application a copy of the school board resolution in support of this flexibility application for an alternative school environment that is all or partially virtual in satisfaction of the requirement under s. 115.01(10)(b) or (c) (*note, as required in the application you must have a copy of the school board resolution on file within the district supporting the provisions of the COVID-19 flexibility application*);
- the school district requests a waiver of the number of hours necessary to provide education in a virtual, remote, or a mix of virtual, remote and in-person formats per the school board's approved COVID-19 educational plan and as codified in the submitted school board resolution;
- school district buildings have been or will be closed to in-person instruction partially or completely and education will be provided through an alternative manner, such as virtual, remote, or a mix of in person, virtual, or remote learning models as approved by the school board;
- the school board will be unable to schedule and hold the minimum number of hours of direct pupil instruction in an in-person format due to COVID-19, and that the school board will fully report the actions taken to provide education in an alternative format to the school board;
- the school district scheduled a sufficient number of days for parent teacher conferences and inclement weather.

If you have any questions, contact Tamara Mouw, Director of Teaching and Learning, at tamara.mouw@dpi.wi.gov.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Agreement for Interim Superintendent for the 2021-22 school year.
Date: July 13, 2021
Prepared by: Roger J Dickson

Recommended action:

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

Purpose: Recommend approve the agreement for JoAnn Sternke to serve as interim superintendent from August 1, 2021 to June 20, 2022.

Background: Through the Board’s selection process, Ms. Sternke has been selected to become the Interim Superintendent for the school year. Ms. Strenke is a retired superintendent with multiple years of experience in Wisconsin school districts.

Attachment(s): Copy of agreement (unsigned)

Seven Week Entry Plan for Dr. JoAnn Sternke, Shorewood School District 2021-22 Interim Superintendent

Draft: 7.8.21

Equity, Growth, and Excellence for All

The goal of this Interim Superintendent Entry Plan is to establish a system for smooth transition for the district and all stakeholders as we enter the 2021-22 school year with an Interim Superintendent. It is built on a promise, a few key goals, and supporting strategic actions.

My Promise as Interim Superintendent: I pledge to lead with a *heart* that is passionate for our mission, a *head* that will employ all the knowledge I have of solid leadership and management, and with steady *hands* ready to build relationships, instill confidence during this time of transition, and advance the key work of the school district during the 2021-22 school year.

Key Goals for the first seven weeks:

- Become immersed in the Shorewood School District and learn the culture, the people, and all that makes SSD special and unique
- Listen and learn
- Celebrate our mission in action
- Manage and lead a safe, smooth, and joyful opening to the 2021-22 school year
- Understand and manage operations

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Strategic Actions for the first seven weeks:

- **Strategic Action 1:** Build relationships with key stakeholders including Board of Education; Central Office Leaders and Staff;
- **Strategic Action 2:** Understand district operations by conducting a thorough review of key data and documents.
- **Strategic Action 3:** Execute communication and media plan to introduce self.
- **Strategic Action 4:** Attend events to build visibility, relationships and confidence in transition.
- **Strategic Action 5:** Celebrate a safe and joyful start to the 2021-22 school year.

The plan on the following pages is designed to help us reach our goals. I welcome your input.

I can't wait to begin!

Strategic Goals	Pre-Start July 6-30	Weeks 1-2 August 1-15	Weeks 3-4 August 16-31	Weeks 5-6 September 1-15
Strategic Action 1: Build relationships with key stakeholders				
Establish a strong, trusting, and collaborative relationship with individual Board members and the full Board of Education to support the success of our Shorewood School District students	<ul style="list-style-type: none"> • Schedule individual rounding meetings with all Board members • Share entry plan with Board President and then all members to attain input • Review Board calendar for upcoming year and scheduled agenda topics per meeting, if available • Establish routine meeting time & communication preferences with Board President to develop and review agendas • Review routine sample of Board communication from 2020-21 school year to learn written communication patterns in use • Discuss any “meet and greet” opportunities 	<ul style="list-style-type: none"> • Complete rounding meetings with Board members not held during previous weeks • Establish a consistent communication system with the Board • Publish first Board packet • Contact Board members prior to first meeting • Plan for successful annual meeting 	<ul style="list-style-type: none"> • Round again with Board members to obtain feedback and adjust communication as needed • Support Board in conducting annual meeting • Keep Board informed of Start of School activities; encourage participation 	<ul style="list-style-type: none"> • Complete rounding #2 with all Board members. • Calibrate and adjust communication as recommended by Board
Establish strong, professional working relationships with Central Office Leaders & Staff to create a collaborative leadership structure in	<ul style="list-style-type: none"> • Correspond with all leaders to introduce self and let them know I’m eager to work with them • Schedule individual rounding meetings with all Central Office leaders to get to know them personally and professionally 	<ul style="list-style-type: none"> • Complete initial rounding meetings with all Central Office leaders. • Begin to hold role specific 2nd rounding meetings to gain better understand each leader’s work and 	<ul style="list-style-type: none"> • Complete 2nd round of rounding meetings • Obtain feedback on meeting schedule; calibrate as needed. • Review department goals & plans a 	<ul style="list-style-type: none"> • Set up cadence for check in meetings with central office leaders.

support of our students and schools	<ul style="list-style-type: none"> • Review leader schedules for summer • Welcome Heather to the team • 	<p>department focus; listen and learn</p> <ul style="list-style-type: none"> • Set up regular meeting schedule and begin team meetings • Understand whom I evaluate and how that growth process works 		
Develop a working partnership with Carrie Wettstein so we can be efficient and effective in supporting the work of the Board, leaders, and the key work in schools to serve our students.	<ul style="list-style-type: none"> • Introduce self in person and begin email communication • Round with Carrie to get to know her personally and professionally • Begin to calendar meetings • Ascertain Carrie’s work schedule for summer and school year; determine Carrie’s communication & work preferences • Work with Carrie to obtain documents to review and set up initial rounding meetings and tours • Listen to Carrie’s perspective about best approaches to collaborate and get work accomplished as a team 	<ul style="list-style-type: none"> • Work with Carrie to set up meeting schedules and monitor daily for needed adjustments • Set up system to keep calendar up to date with key events so I can attend • Develop strategy to manage email, paper, and calendar 	<ul style="list-style-type: none"> • Find a groove of daily check-ins to monitor work completed and work to be done 	<ul style="list-style-type: none"> • Calibrate working strategies and adjust as needed <p style="text-align: right;">21</p>
Understand the key work of our schools via building collaborative relationships with our Building Principals and APs . Learn the culture of each school	<ul style="list-style-type: none"> • Correspond with all leaders to introduce self and let them know I’m eager to work with them • Schedule individual rounding meetings with all school leaders to get to know them personally and professionally 	<ul style="list-style-type: none"> • Schedule 2nd rounding meeting to gain specific role specific understanding; school goals, improvement process; listen and learn 	<ul style="list-style-type: none"> • Review student data with school leaders and understand improvement plan process; implement • Begin to understand what is school based in decision-making 	<ul style="list-style-type: none"> • Find a rhythm for communication, meeting, and being in schools

and each leader's strengths and opportunities for growth.	<ul style="list-style-type: none"> • Review leader schedules for summer • Begin to conduct initial rounding sessions with each leader • Tour schools, if possible 	<ul style="list-style-type: none"> • Complete both rounding meetings with all school leaders • Hold principal & AP led tours of schools • Set up regular meeting schedule and begin team meetings 		
Develop two-way communication with all Employee Groups to build trusting relationships in support of our SDS Mission.	<ul style="list-style-type: none"> • Understand who are key leaders and how they met and collaborated with superintendent last year • Review agreements and minutes from last year's meetings • Ascertain key issues and protocols in place 	<ul style="list-style-type: none"> • Write note of introduction and collaboration 	<ul style="list-style-type: none"> • Schedule initial meeting; open up for listening to feedback; show support for collaboration in name of service of student success 	<ul style="list-style-type: none"> • Hold meeting and schedule further meetings depending on needs
Get to know our dedicated Faculty & Staff so we can build positive relationships that support our students and families.	<ul style="list-style-type: none"> • Begin to get to know names of staff • Work with HR to understand staffing levels/any outstanding hiring to be done • Learn Welcome Back schedule 	<ul style="list-style-type: none"> • Send a note of introduction • Send Welcome Back Schedule • Plan Convocation remarks • Walk schools so I can personally meet teachers as they prepare for the year 	<ul style="list-style-type: none"> • Hold Welcome Back Assembly/convocation Remarks • Once teachers return, visit each classroom personally in over the next three weeks 	<ul style="list-style-type: none"> • Continue to meet 22 staff on classroom visits • Conduct new employee interviews and ask principals to do the same
Get the pulse from Students so I as well as all leaders can better understand the student experience in the School District of Shorewood	<ul style="list-style-type: none"> • Learn how Superintendent Davis interfaced with any student groups • Understand role of student representatives on the Board • Reach out to Board Representatives via email and introduce self 	<ul style="list-style-type: none"> • Work with principals to find avenues where I can see students learning as school begins – is it a routine Walkthrough system? • Plan with teams for successful, joyful back to school for students 	<ul style="list-style-type: none"> • Learn about avenues to celebrate student success and possibly create new ways for this recognition 	<ul style="list-style-type: none"> • Be in all schools on Day One to greet, welcome, and celebrate. Work with principals to best schedule. • Set up regular school/classroom

				<p>walkthrough visits with principals.</p> <ul style="list-style-type: none"> • See students at events and begin to send notes home to recognize values in action
<p>Instill confidence in Families about our commitment to student success while also finding productive ways to obtain “voice of the customer” and listen to the experiences of our families.</p>	<ul style="list-style-type: none"> • Craft letter of introduction for families; work with Katelin to deploy in best manner (written, video?) • Understand how Superintendent Davis communicated with families • Learn about formal parent engagement opportunities (e.g., Booster Clubs, PTO/PTA, etc.) Find out calendar for these meetings. • 	<ul style="list-style-type: none"> • Understand what rituals and celebrations are meaningful to families • Work with Katelin to craft and implement a communication plan to best serve these key stakeholders. • Begin to implement plan 	<ul style="list-style-type: none"> • Continue to implement communication plan • Establish calendar of key events to attend 	<ul style="list-style-type: none"> • Be visible and welcoming as families bring students to school; reassure • Listen to and respond to any back-to-school concerns from families
<p>Establish channels within the Shorewood Community to partner in support of our students and the community.</p>	<ul style="list-style-type: none"> • Learn what Superintendent Davis was active in within the Shorewood community 	<ul style="list-style-type: none"> • Collaborate with Board and team to generate a list of key community groups & stakeholders to meet • Work with Katelin to craft and implement a communication plan to best serve these key stakeholders • Schedule meetings with key stakeholders 	<ul style="list-style-type: none"> • Hold meetings with identified key stakeholders 	<ul style="list-style-type: none"> • Hold meetings with identified key stakeholders
<p>Understand the Construction process in the Shorewood</p>	<ul style="list-style-type: none"> • Set up construction tours to see work completed and scheduled for year 	<ul style="list-style-type: none"> • Complete initial construction tours 	<ul style="list-style-type: none"> • Set up regular meeting schedule to monitor construction progress 	<ul style="list-style-type: none"> • Communicate with Board and

<p>School District and support timely completion within budget, while communicating key milestones to all stakeholders.</p>	<ul style="list-style-type: none"> • Review construction work accomplished last year, and work projected for the year • Discuss financials with Director of Business Services • Learn role of owner’s rep and how superintendent was involved in construction meetings/oversight 	<ul style="list-style-type: none"> • Understand community update process (and if annual meeting is a time for this) 		<p>stakeholders as needed</p> <ul style="list-style-type: none"> • Continue to employ system to monitor construction progress
<p>Strategic Action 2:</p> <p>Understand district operations by conducting a thorough review of key data and documents.</p>	<ul style="list-style-type: none"> • Review strategic plan • Obtain and calendar Board meeting schedule for year • Review last 4 years of DPI district and school report cards • Review emergency plan/crisis communication plans in place • Review construction schedule • Review school budget, audit, common financial report template from recent meetings • Attain meeting schedule for district leadership & superintendent from 2020-21 and scheduled 2021-22 • Review any ECS materials • Thoroughly review website for information • Read through all board policies and school handbooks • Read all employee group agreements; last year’s meeting minutes, if available • Read Board minutes from last year 	<ul style="list-style-type: none"> • Dig in on areas of key importance with leaders (in no particular order): finance, equity, strategic plan implementation, CIA, Special Education, IT, Recreation to gain thorough understanding of district position • Understand financial picture in light of legislative action and possible impact on ESSER funds usage 	<ul style="list-style-type: none"> • Continue “dig in” meetings to gain understanding of district position in key areas 	<ul style="list-style-type: none"> • Complete final “dig in” meetings to understand district position in key areas • Begin to create a SWOT regarding district strengths, possible internal and external opportunities, and threats

	<ul style="list-style-type: none"> • Subscribe to local newspaper personally 			
<p>Strategic Action 3:</p> <p>Execute communication and media plan to introduce self.</p>	<ul style="list-style-type: none"> • Supply headshot, bio, resume, and quote • Deploy note of introduction to all key internal stakeholders • Intro to Katelyn - schedule meeting at a time that works for her • Discuss intro meetings with Board President • Create Interim Superintendent Entry Plan; share entry plan with Board • Determine key social media outlets and begin to monitor • Subscribe to local newspaper 	<ul style="list-style-type: none"> • Write entry letter for families, staff • Work with Katelin on communication plan • Begin to use social media to message Mission from me • Make commitment to note writing and execute with fidelity 	<ul style="list-style-type: none"> • Finalize communication plan and deploy • Make commitment to note writing and execute with fidelity 	25
<p>Strategic Action 4:</p> <p>Attend events to build visibility, relationships and confidence in transition</p>	<ul style="list-style-type: none"> • Attain event calendar for the school year • Work with Carrie to calendarize key events within the next month • Create plan to be at key events beginning with Board meeting on July 13 	<ul style="list-style-type: none"> • Attend key events • Keep Board abreast of events attended, people I'm meeting • Set up system with Carrie to keep calendar up to date with key events 	<ul style="list-style-type: none"> • Attend key events • Keep Board abreast of events attended, people I'm meeting • Support Board in conducting successful annual meeting 	<ul style="list-style-type: none"> • Attend key events • Keep Board abreast of events attended, people I'm meeting
<p>Strategic Action 5:</p> <p>Celebrate a safe and joyful start to the 2021-22 school year.</p>	<ul style="list-style-type: none"> • Ascertain what learning modes were in place during last school year due to COVID • Understand Board involvement in decisions, and internal processes 	<ul style="list-style-type: none"> • Understand any staffing needs for beginning of school year, move ahead • Attain school welcome back activities, and calendar all (orientation, welcome back 	<ul style="list-style-type: none"> • Welcome back faculty & staff with joy – instill confidence as we begin the school year • Begin to meet people in classrooms 	<ul style="list-style-type: none"> • Be in all schools on Day One • Message start of school with joy and positivity

	<p>that have been working to keep people safe during pandemic</p> <ul style="list-style-type: none"> • Learn COVID protocols in place for start of year – and if and how these have been communicated • Understand what decisions need to be made and communicated regarding start of year/COVID • Attain new staff orientation and Welcome Back calendar; modify as needed to play a role; calendar 	<p>celebrations, open houses, PTO open houses, athletic & extracurricular activities)</p> <ul style="list-style-type: none"> • Monitor COVID decisions regarding start of school and communicate with care and sensitivity • Use Key Words to message to families about start of school • Plan Back to School for employees and students, focusing on joy and connectedness 	<ul style="list-style-type: none"> • Thank maintenance staff for making our campuses clean and ready; show gratitude to all who worked to prepare over the summer 	<ul style="list-style-type: none"> • Handle all operational issues with start of school
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SHOREWOOD SCHOOL BOARD

Topic: Powerhouse Funding Recommendations

Date: June 13, 2021

Prepared by: Tim Kenney

Board Action:

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Purpose:

To update the Powerhouse scope of work and recommend revised budget allocations.

Recommendation:

Increase the construction budget by \$850,000 to finance all required improvements.

Background:

When the referendum budget was initially established, work in the Powerhouse facility and to protect the essential functions it supports was undefined. The \$500,000 budgeted at that time served as a placeholder until the scope of work could be developed and related projects progressed.

Following evaluation and pricing work, the scope of projects connected to the Powerhouse and District infrastructure is estimated at \$1.35 million, and includes:

- Fiber optic connections between the Fitness Center, Powerhouse, Pool/Arena
- Structural repairs and waterproofing to the basement of the Powerhouse
- ADA access to the Powerhouse
- Replacement of doors and windows in the Powerhouse
- Replacement of plumbing and electrical service that passes through the Powerhouse and serves SHS Campus buildings
- Reinforcement of the utility tunnel passing under the parking lot

- Replacement of the utility culvert connecting the tunnel to the Arena
- Installation of stormwater piping to alleviate flooding problems at Arena doors
- Expansion of the stormwater retention basins at perimeter of parking lot
- Replacement of concrete sidewalks and stairs leading to cul-de-sac

To fully fund these projects, Huffman Development has proposed adding \$100,000 in surplus funds from the SHS Campus contract with Miron (representing an unused winter conditions allowance and in-contract contingency) to the existing \$500,000 budget, and allocating \$750,000 from the Owner's Contingency Fund.

The Owner's Contingency Fund has a current balance of \$2,466,000, and Board approval is requested for use of these funds, in keeping with prior uses of Owner's Contingency Fund resources.

Project Status Report for

Shorewood School

District

7/13/2021

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Mike Huffman, HFD

Your Partner in
Development



Construction Progress

Atwater

- Phase 7 (Rooms 207, 208, and 209) will wrap up this month on the 26th.
- Library renovations are well underway with completion expected at the end of August.
- Construction has begun in rooms 214, 5, 204 205, 205, 221, and the MPR. These rooms will be available for district use in August.
- Exterior utility work is now underway with replacement of foundation drain tile and stormwater piping/structures.
- Existing playground equipment has been removed and drain tile has been placed as part of the new playground installation.

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Lake Bluff

- Renovations have begun at the EEC. This building will be returned for district use at the beginning of August.
- Renovations have begun in rooms 119, 118A, 12, 121 and 128 and will be complete by 7/19.
- Exterior hardscape (asphalt and concrete) replacement is now underway.
- Existing playground equipment has been removed and drain tile has been placed as part of the new playground installation.
- Roofing repairs are in-progress

Construction Progress

High School

- Construction continues in multiple spaces on the 1st floor including Business Services, the Health Office, Pupil Services, Special Education, Recreation Office, and the Curriculum Instruction office. These functions are temporarily housed on the 2nd floor in the renovated LMC where they will remain until the start of next school year.
- Major repairs to the copper dome are now underway.
- Repairs to the pool vessel are now nearing completion and installation of finish surfaces (tile, plaster, deck epoxy) will begin in the coming weeks.
- At the Arena/Pool construction continues in the gymnastics area, the weight room/cafeteria, and the lower-level restrooms, while asbestos abatement is in-progress in the main gym. ³¹
- Construction in the Auditorium Building has begun with interior renovation as well as roof-level masonry repairs.

Project Administration

FF&E

- New furniture has been ordered for all spaces currently under construction on 1st floor of the HS Administration Building.

Elementary Playgrounds

- Natural Playscape conversations will resume when SSD administrative positions are filled. This space at Lake Bluff is planned to be finished by the beginning of school year 2022-2023.

Design Directives

- Our civil engineers have issued plans for utility improvement work in and around the Powerhouse building. Miron has pricing and we are seeking SSD approval to proceed with the work.

Budget and Bid Updates

In previous reports I have described change orders 1-29 that have been executed. We have now executed the following change orders:

Change Order 30: \$97,060.13 for electrical work associated with installation of a new fire pump at Atwater as approved by the BOE.

Change Order 31: \$95,290.33 for changes to site design as Atwater and EEC.

Project Update Photos – Lake Bluff



EEC concrete replacement



North playground work has begun

Project Update Photos – Lake Bluff EEC



Renovation progress in the EEC

Project Update Photos – Atwater



Installation of drain tile



Refurbished terrazzo floors

Project Update Photos – Atwater



Preparations for lower-level corridor epoxy flooring

Project Update Photos – Atwater



Library renovations

Project Update Photos – Auditorium



Lighting and HVAC work in theater

Project Update Photos – Auditorium



Corridor Work



Restroom renovation

Project Update Photos – HS Admin



Copper Done Interior



Copper Done Exterior

Project Update Photos – HS Admin



New chiller is now in use

Project Update Photos – HS Admin



1st floor corridor



Business services office renovation

Project Update Photos – HS Pool



Renovations in girl's locker room



Preparations for plaster finish

Project Update Photos – HS Pool



Preparations for deck epoxy flooring



New sand filters and surge tank

N3970 West Cedar Road
Cambridge, WI 53523
608 332-4112 p
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Shorewood Board of Education
High School Campus Utility Scope Additions
July 13, 2021

When the referendum project scope was finalized in early 2020 repair needs at the Powerhouse and associated utility distribution pathways were identified but design solutions were not progressed. After multiple investigative procedures, the design team has issued plans addressing several failed conditions. The plans prescribe work related to HS Campus infrastructure and include:

- Fiber optic connections between the Fitness Center, Powerhouse, Pool/Arena
- Structural repairs and water proofing to the basement of the Powerhouse.
- ADA access to the Powerhouse.
- Replacement of plumbing and electrical service that passes through the Powerhouse and serves HS Campus buildings
- Reinforcement of the utility tunnel passing under the parking lot
- Replacement of the utility culvert connecting the tunnel to the Arena
- Installation of stormwater piping to alleviate flooding problems at Arena doors
- Expansion of the stormwater retention basins at perimeter of parking lot
- Replacement of concrete sidewalks and stairs leading to cul-de-sac

Miron has received bids for the work at a total cost of approximately \$1.35m.

The work prescribed includes excavation activities adjacent to the new parking lot. We would like to advance this work immediately thereby completing all heavy equipment work before the final lift of asphalt is installed, on the parking lot, in October.

As stated, when the budget was established, work in this area was undefined. I would like to pursue the following for funding this work:

1. \$500,000 was included in the budget for improvements at the Powerhouse. This was not based on identified scope of work, but rather was a placeholder.
2. \$100,000 use of surplus funds in the HS Campus contract with Miron (unused winter conditions allowance).
3. **\$750,000 use of Owner Contingency.** Our current balance is \$2,058,859.

Huffman Facility Development, Inc.

Shorewood School District Referendum Projects
 BUDGET SUMMARY
 07/09/21

DESCRIPTION	BUDGET	FINAL PROJECTED COST	PAYMENTS TO DATE	% Complete
Pre-Development	44,588	39,588	39,588	100.00%
Professional Services <i>Design, Project Mgmt, Legal, Quality Testing</i>	4,381,730	4,478,675	3,952,006	88.24%
Owner Provided Equipment	2,440,000	2,440,000	436,023	17.87%
Construction	52,031,460	56,183,879	27,420,901	48.81%
Other Project Expense	505,000	880,000	290,769	33.04%
Additional Funding Sources	0	(1,081,000)	0	0.00%
Owner Contingency	5,597,223	2,058,859	0	0.00%
TOTAL	65,000,000	65,000,000	32,139,287	49.45%
FINAL PROJECTED COST	<u>65,000,000.00</u>			
Balance - Under / (Over)	<u><u>0.00</u></u>			



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: 2021-2022 Planning Group Final Report

Date: July 13, 2021

Prepared by: Tim Kenney

Recommended action:

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

Purpose: To summarize the work of the 2021-2022 Planning Group, in support of their final report to the School Board.

Background: The 2021-2022 Planning Group - administrators, faculty members, parents and other members of the school community - began meeting in May to gather and discuss a range of information to help prepare for the District's return to full-time, in-person instruction on September 1.

As the Final Report indicates, the Group's priority was the academic and social-emotional needs of students as the District moves through and beyond the pandemic. Several priorities and action steps have been identified and will be addressed by District administrators, building leadership teams and the Interim Superintendent over the next several weeks.



District Planning Group Final Report July 13, 2021

Introduction

Students, families and staff will continue to be impacted by the pandemic when full-time, in-person learning resumes on September 1. The District Planning Group was formed to identify priorities and action steps that will support student growth and social-emotional wellness in the 2021-2022 school year. Over the course of the last three months, members attended full Group meetings as well as smaller sessions to review literature, parent and staff surveys and other information that contributed to this final report.

Group Members

Name	Representation
Bryan Davis	District Administration
Sam Coleman	District Administration
Ellen Eckman	School Board Member
Tim Kenney	SHS Principal
Ron Kendrick	Marquette Graduate Student (SHS Intern)
Kelly Barlow	District Nurse
Amy Miller	Faculty (LB) & SEA President
Sam Prystawik	Faculty (SIS)
Donna Whittle	Medical Advisor Group Member
Jennifer McIntosh	Medical Advisor Group Member
Melissa Capinegro	Parent (AT)
Alec Fraser	Parent (SHS)

Planning Group Focus: Student-Centered Strategies and Action Steps for 2021-2022

As a first step in defining student-centered priorities, Planning Group members shared literature, research and their unique professional and personal perspectives on the needs of children and young people during and following the pandemic. The Planning Group also reviewed the District's 2020-2025 Strategic Plan, and Plan objectives for 2021-2022 school year to gain an understanding of the resources and ongoing District initiatives that might be leveraged to address student needs. Finally, the Planning Group reviewed specific instructional practices and social-emotional wellness supports put in place in District schools over the past year before developing parent and staff surveys conducted in June.

Survey response rates were 17% for staff and 12% for parents/guardians (representing 222 individual students).

The major themes that emerged from both parent and staff surveys were shared with the School Board in June:

- Continued use of Instructional technology, and 1-to-1 devices;
- Social-emotional wellness, with an emphasis on activities throughout the school day and a better understanding of these initiatives for parents;
- Professional development, and administrative leadership support for curriculum planning and student assessment; and
- Academic rigor, including advanced learning, student accountability, and core academic skills.

The Planning Group also identified parent and staff communication as a priority for the 2021-2022 school year.

Below, we outline the strategies and action steps that will be implemented for each of these focus areas over the course of the 2021-2022 year.

Instructional Technology

The Planning Group discussed the instructional technology supports and infrastructure development projects put in place by the District over the past year, and these will be key to maximizing the digital tools available to students, staff and parents in 2021-2022, and beyond. These District technology investments will also be important in revisiting the District's Technology Plan and progress toward 1-to-1 devices through the lens of the pandemic.

Infrastructure Updates:

- Increased bandwidth in both elementary schools - completed
- New network redundancy assets to ensure availability through alternative devices and equipment - completed; and
- Internet-equipped devices to ensure that all students have WIFI access beyond the school day - this project is slated for completion by August 31 but supply chain issues have impacted delivery timelines
- A project to extend outdoor WIFI coverage on all school campuses to accommodate learning, extra-curricular activities and other student and staff programs is underway and will be completed in August.

Based on survey results and other information, these action steps will become part of professional development training, new staff orientations and building team meetings during staff inservice days, August 23-31:

- District-wide adoption and norming of Google Classroom (grades 5-12) and SeeSaw (grades K-4) as classroom management tools to provide consistent, uniform access to class materials for students and families;
- Continued use of virtual meeting platforms (Zoom, Google Meet, other) to facilitate parent/teacher conferences, IEP meetings and other student support discussions, and maintain broader parent/household participation;
- Hands-on hardware and software demonstrations and workshops to build technical, trouble-shooting and presentation skills, including voice amplification and other needs in circumstances when social distancing and other safety measures may be needed; and
- Initial discussions about adapting instructional technology for advanced learning and student enrichment opportunities; this discussion will expand to Special Education following the completion of a needs assessment this year.

The Planning Group discussed the high number of survey responses that indicated an interest in remote access for students home with an illness or absent for other reasons. This is a complicated issue that involves logistics across all grades and departments, expectations and policy development for participation, and the capacity of school attendance offices, classroom teachers and administrators to manage and document individual remote learning experiences on a daily basis for what may be a very small number of students. For these reasons, the Planning Group recommended that "sick days" continue, and that this concept be revisited as part of updates to the District Technology Plan.

Social Emotional Learning

The review of evidence from last year supported continued and emphasized focus on social emotional learning. Below, we outline how this will be implemented throughout the district.

- Integration of Social Emotional Learning (SEL) programs throughout the school day; and
 - introduction of Second Step online curriculum in our elementary schools
 - expansion of Project Wayfinder at Shorewood Intermediate School
 - new School Connect online resources at Shorewood High School and expanded guided study opportunities
- Bell schedule changes at the High School and Intermediate School that reflect prioritization of social-emotional learning
 - At SIS, academic interventions scheduled during Flex Time to reduce the need to remove students from exploratory classes like Music and World Languages;
 - Flex Times will be moved to the end of the day on Monday and Friday, creating more opportunities to expand academic support work and participation in clubs (the adoption of a strategy used during asynchronous learning this year); and
 - At SHS, the seven hour per day bell schedule will include a 30 minute advisory/flex time on Tuesdays and Thursdays. This time will be used for Social Emotional Learning and Academic Advisory/Support.

This schedule supports common planning time for faculty, ICS work on early release Wednesdays, and dedicated, cross-curricular planning time designed to focus on projects, assessments and student needs within grade-level teams. The staff inservice schedule will also incorporate new supports around social-emotional wellness, a top priority for parents, staff and District leadership.

The District partnership with Children's Wisconsin will continue throughout the 2021-22 school year. Mental Health Therapy services will be available for students at each building with a virtual therapy option provided as needed. School Counselors at each school will continue to serve as the primary referral contact for therapy services. Providing clarity for parents and families about referrals to these service providers and facilitation through School Counselors is a communications priority.

Additional actions outlined by District administrators include the formation of a Special Education Family Engagement/Parent Advisory Group that will begin meeting in August as well as the exploration of adding a licensed School Social Worker position to the District.

Professional Development and Academic Rigor

Planning Group discussions around academic rigor included District strategic planning objectives, survey responses that reflected concern about academic content gaps in 2020-2021, student accountability, advanced placement courses and more. This work is underway at the District level, in preparation for faculty and staff inservice days in August.

- The Department of Curriculum & Instruction will review content coverage and repetition in academic standards in all grade levels to share with parents.
- The Department of Curriculum and Instruction and Instructional Leadership Teams will be completing a review of 2020-2021 skills and standards in grades 6 & 7 and 8 & 9 to raise staff awareness about potential skills gaps among students making important transitions in September
 - The SIS Instructional Leadership Team will also plan for an increased emphasis on writing and problem solving skills in grades 7 and 8 in 2021-2022 to deliberately address literacy and numeracy skills
 - Teachers and support staff will have structured time during the August inservice to collaboratively plan for assessments, instructional scope and sequence alignment, and content area standards and skills prioritization
- In line with the District's Strategic Plan, and based on student assessment data reported in the 2020-2021 Curriculum and Instruction Update, the District is piloting K-3 Phonics programs in both elementary schools this year, to focus on foundational literacy skills in Tier 1 (general instruction).

Finally, the Planning Group discussed the number of surveys that requested expanded Advanced Placement options at the High School, as well as more advanced learning experiences in other grades. The High School made 9th grade biology a requirement last year, in order to broaden the number of Advanced Placement options available to students, especially those planning to attend a college or university.

Additional planning and discussions about integrating STEAM education (science, technology, engineering, the arts and math) opportunities in existing or new Advanced Placement courses and authentic learning programs has progressed over the past year. The expansion of the Passages program to the 8th and 11th grades begins in 2021-2022 with a professional development program for District faculty with the UWM Lubar Center for Entrepreneurship.

“Back to School” Communications Plan

Communication with parents, staff and the broader community about student growth and wellness this year is a key goal for the District. As the pandemic continues to influence our schools, the District is moving up many of its Back to School communications to August and has begun implementing a comprehensive plan that began with the July 1 letter to families about remote instruction services and online registration information.

In addition to correspondence with families, the District is exploring:

- A District Town Hall meeting on August 12 to review 2021-2022 school operations
- Videos and/or FAQs to support priorities outlined above
 - Staff expectations and implementation of Google Classroom or Seesaw
 - Academic standards and content coverage information
 - Grade level SEL curriculum details (Second Step, Project Wayfinder and School Connect)
 - K-3 Phonics pilot program
 - SHS and SIS bell schedule changes
 - Professional development news and building and grade band updates
 - Staff communications and building level orientation/mentoring tools for educators who will join the faculty in August.

Additional Considerations

The Planning Group did not address specific health and safety policies or District operations changes governed by the state or federal agencies, or remote learning services for District students who will need this option in the fall. These are important topics, and they are addressed briefly below to provide additional information and context for this report.

Health and Safety

As has been the case throughout the pandemic, rapidly changing conditions (variants, vaccine eligibility, local case burdens, etc.) make it difficult to predict policy. Thanks to the diligence of students, staff, families and Village residents, the past school year was completed safely, and community case numbers have remained at or near zero in recent weeks.

The District will continue to follow health and safety guidance for schools (social distancing, quarantine, etc.) from the CDC and Wisconsin Department of Health Services (DHS), and updates are expected in August. Revisions to District policy 890 (Face Coverings) will be made at that time. In anticipation of these recommendations, the District Medical Advisory Group will share additional, local information that can help inform policies to be implemented in our schools.

There is, understandably, a high level of interest in this policy throughout the District and community, and this is a priority of the “Back to School” communications plan described later in this report. District administrators anticipate the need to regularly review and adjust the Face Coverings policy to align it with evolving public health conditions, including expanded vaccine eligibility and student vaccination rates, during the upcoming school year.

At this time, there is no mandate from the Wisconsin Department of Health Services requiring COVID vaccinations for students, or disclosure by District employees of their vaccination status. Vaccine eligibility for students ages 2 to 11 is not expected before the start of the school year, therefore the District anticipates that face coverings in our elementary schools will be required, at a minimum.

Additional mitigation strategies implemented during the 2020-2021 school year will continue through the 2021-2022 school year, including increased custodial support and Health Office staff, and maintenance of all school and room ventilation systems upgrades and portable air filtration units. The Medical Advisory Group has provided additional 2021-2022 recommendations around ventilation and filtration in school buildings to District leadership, and the feasibility and expense of these projects are being reviewed by the District facilities team.

Remote Learning Needs

Along with other area school systems, the District has contracted with the Kiel Area School District to provide virtual instruction to any Shorewood student who needs to continue in remote learning in the fall. Shorewood faculty and staff will not be involved in remote instruction.

Information about Kiel’s Virtual Charter School Program and student enrollment was provided to all District families in enrollment [correspondence on July 1](#).

District & School Operations and Compliance

Waivers granted by the Department of Public Instruction (DPI) covering Educator Effectiveness evaluations and Instructional Hours concluded with the 2020-2021 school year. All students and schools will return to their pre-pandemic bell schedules, including Wednesday early release times (2:15 pm in our elementary schools and 2:38 pm for the Intermediate School). Block schedules at the High School and Intermediate School instituted during the pandemic were also discontinued.

The District will resume Human Growth and Development instruction in 2021-2022. This instruction was paused in spring 2021 due to the pandemic-related workload (quarantine protocols, vaccine resources, contact tracing) being managed by the District Nurse's Office, which is responsible for delivering this curriculum.



**Operational Expectations Monitoring Document
OE 8 Learning Environment**

Certification of the Superintendent: *With respect to Operational Expectation 8 (Learning Environment), 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: Timothy J. Kenney , Acting Superintendent

Date: July 13, 2021

Executive Summary:

This report contains the monitoring results for Operational Expectation 8 (OE-8), which focuses on the learning environment. The information reflected in this report refers to district-wide data. Student data is from our annual School Perceptions survey taken by students in fourth through twelfth grades. Staff School Perceptions survey data and information from our student information system, Infinite Campus, has also been retrieved and analyzed to complete this report.

Highlights:

- OE 8.1 - When comparing survey response data from last year to this year, there is a slight increase from 3.14 to 3.21 in the number of students who agree or strongly agree that they are satisfied with the education they are receiving at school. This number is also higher than our peer district comparison average of 3.05.
- OE 8.2 - In the previous school year, equity index percentages based on student data fell below the 70% target in 2 of 4 areas measured. Survey questions, “I can get extra help and support when I need it at school” and “I feel that my culture and beliefs are represented at my school” were both rated **above** 70% and, “All students are treated fairly when school rules are broken” and “Teachers hold all students accountable for their actions and behavior” were rated **below** 70%.
This year, only 1 of the 4 target areas measured had responses (“All students are treated fairly when school rules are broken.”) that fell below 70%.
- OE 8.5 - The District’s meal and nutritional standards met federal requirements throughout the pandemic providing students and families with healthy nutritional options using a variety of distribution methods to ensure safety.

Analysis:

- A review of behavioral data from prior years revealed calculation errors related to the percentage of students in disaggregated groups with behavioral referrals when compared to the total district enrollment. These errors were corrected to reflect the rounded percentage of students displaying behavioral concerns in each group. Both the original (table highlighted in red) and the corrected data are included.
- There were a total of 10 reported behavioral referrals during the 2020-21 school year. The changes in learning models throughout the year contributed to this variation in data.
- The District immediately addressed the two breaches in confidentiality. Accuracy in the collection, use and protection of confidential information will continue with high expectations for all staff.

Disposition of the Board: *With respect to Operational Expectation 10 (Learning Environment), 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 8 Learning Environment

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

Superintendent Interpretation:

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

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

OE 8.1	<u>Superintendent</u>	<u>Board</u>
<p>The Superintendent will maintain a climate that is characterized by support and encouragement for high student achievement.</p>	<p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>

Superintendent Interpretation:

The Board of Education expects the Superintendent to provide support for students within the learning environment in order to promote learning and increase academic success.

- **Maintain a climate that is characterized by support** shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate administrative or legal procedures.
- **Encouragement for high student achievement** shall mean students feel supported on their journey toward academic success as shown by achieving Results policies 1-4.E-8

<p>Board Indicator 1: The district average for the student survey question, “I have an adult to talk to about classwork” is not more than 0.2 below a peer district comparison average.</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: See table below</p>		

Question	2018 average (out of 4)	2019 average (out of 4)	2020 average (out of 4)	2021 average (out of 4)	2021 Peer District Comparison average (out of 4)
“I have an adult to talk to about classwork”	3.46	3.43	3.56	3.47	3.40

<p>Board Indicator 2: The district average for the student survey question, “I am satisfied with the education I am receiving at this school” is not more than 0.2 below a peer district comparison average.</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>		

Question	2018 average (out of 4)	2019 average (out of 4)	2020 average (out of 4)	2021 average (out of 4)	2021 Peer District Comparison average (out of 4)
“I am satisfied with the education I am receiving at this school”	3.18	3.12	3.14	3.21	3.05

<p>Board Indicator 3: The district average for the student survey question, “Our school has the space, rooms and equipment to allow me to be successful” is not more than 0.2 below a peer district comparison average.</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>		

Question	2018 average (out of 4)	2019 average (out of 4)	2020 average (out of 4)	2021 average (out of 4)	2021 Peer District Comparison average (out of 4)
“Our school has the space, rooms and equipment to allow me to be successful”	3.29	3.32	3.39	3.47	n/a

Board Comments:

OE 8.2	<u>Superintendent</u>	<u>Board</u>
The Superintendent will foster learning environments that are inclusive and where diverse cultures and languages are acknowledged, valued and affirmed.	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to provide support for students within the learning environment in order to promote learning and increase academic success.

- **Learning environment** shall mean a place that is safe and welcoming.
- **Inclusive and where diverse cultures and languages are acknowledged, valued and affirmed** shall mean that all learners are valued and respected.

Board Indicator 1: 70% or more of our students agreed or strongly agreed to questions on our Equity Index	<u>Superintendent</u>	<u>Board</u>
<ul style="list-style-type: none"> • “All students are treated fairly when school rules are broken.” • “Teachers hold all students accountable for their actions and behavior.” • “I can get extra help and support when I need it at school.” • “I feel that my culture and beliefs are represented at 	Compliant	Compliant
	Not Compliant	Not Compliant

my school.”		
<p>Evidence: 71% or more of survey respondents agreed or strongly agreed to 3 of the 4 questions on our Equity Index. 66% of survey respondents agreed or strongly agreed that all students are treated fairly when school rules are broken. Although there is a slight increase in respondents who agreed or strongly agreed to this question in 2021 compared to 2020, the number of respondents who agreed is less than 70%. We will continue to use the Code of Conduct in the Student Handbook to ensure our approaches to treating students fairly when addressing rule infractions are fair and equitable. We will also continue to prioritize and expand the use of restorative practices to ensure community, dignity, equity, and responsibility are at the core of our approaches to ensure student accountability to rules and expectations.</p>		

	2020 average (out of 4)	2021 average (out of 4)	% always/usually
“All students are treated fairly when school rules are broken.”	2.73	2.91	66%
“Teachers hold all students accountable for their actions and behavior.”	2.92	2.99	71%
“I can get extra help and support when I need it at school.”	3.32	3.31	86%
“I feel that my culture and beliefs are represented at my school.”	3.02	3.09	76%

Board Comments:

OE 8.3	<u>Superintendent</u>	<u>Board</u>
The Superintendent will ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

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

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

Board Indicator 1: The Code of Conduct is reviewed annually and updated as needed using a collaborative process.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: The Code of Conduct for each school was reviewed by administration prior to the start of the 2020-21 school year. There were no updates to the Code of Conduct.		

Board Indicator 2: Student handbook is made available by the start of the school year as a hard copy, sent to families electronically, and accessible via the District website.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: Due to COVID-19 and the predominantly virtual learning environment at the beginning of the 2020-21 school year, all student handbooks were made available to families electronically. In a typical school year, hard copies are available at the beginning of the year school visitation. Online access to all student handbooks and code of conduct is available on each school's website in a similar location on the left ribbon of each screen.		

Board Indicator 3: 70% of students have not received a behavior referral (any type of behavioral write-up within Infinite Campus).	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

There were only ten behavioral referrals that occurred during the 2020-21 school year.

Board Indicator 4: The district average for the staff survey question, “student discipline is handled in a consistent manner by all staff” is not more than 0.2 below a peer district comparison average.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: Our average district response to this question is 0.9 below our peer district’s comparison average of 2.73 out of 5. Although this response average is below our peer district’s comparison average, there is a .28 increase compared to the average from the previous year. We will continue to use the Code of Conduct in the Student Handbook to ensure our approaches to handling student discipline are fair and equitable. We will also continue to prioritize and expand the use of restorative practices to ensure community, dignity, equity, and responsibility are at the core of our approaches to ensure student accountability to rules and expectations.

Question	2018 Average (out of 5)	2019 Average (out of 5)	2020 Average (out of 5)	2021 Average (out of 5)	2021 Peer District Comparison Average
“Student discipline is handled in a consistent manner by all staff”	2.53	2.54	2.36	2.64	2.73

Board Indicator 5: The District’s behavior data (behavior referrals, in-school suspensions, out-of-school suspensions) has no disparities by race, gender, ELL and socioeconomic status.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: See table below

	Total Number of Referrals 2017-18	Total Number of Referrals 2018-19	Total Number of Referrals 2019-20	Total Number of Referrals 2020-21
Hispanic	51	52	39	1
Asian	27	37	17	0
Black	338	187	104	6
White	294	331	211	3
Male	595	548	276	5
Female	154	114	95	5
Non F&R	412	406	216	2
F&R	337	256	155	8
Non ML	1075	727	359	10
ML	66	22	12	0
Total	1,141	749	371	10

	Number of Students with Referrals 2017-18	Number of Students with Referrals 2018-19	Number of Students with Referrals 2019-20	Number of Students with Referrals 2020-21
Hispanic	20	27	21	1
Asian	18	21	10	0
Black	89	66	47	3
White	143	156	104	3
Male	212	228	133	4
Female	69	58	49	3
Non F&R	197	205	106	2
F&R	84	81	76	5
Non ML	273	267	174	7
ML	8	19	8	0
Total	281	286	182	7

	Percent of students receiving a referral compared to total enrollment 2017-18	Percent of students receiving a referral compared to total enrollment 2018-19	Percent of students receiving a referral compared to total enrollment 2019-20	Percent of students receiving a referral compared to total enrollment 2020-21
Hispanic	12%	17.5%	13%	.05%
Asian	7%	11%	5%	0%
Black	34%	30%	15%	.2%
White	10%	11%	15%	.2%
Male	20%	21%	13%	.2%
Female	7%	6%	5%	.2%
Non F&R	15%	12%	6%	.1%
F&R	28%	25%	20%	.3%
Non ML	14%	14.5%	9%	.4%
ML	4%	10%	7%	0%
Total	13%	14%	8.9%	.4%

	Percent of students receiving a referral compared to total enrollment 2017-18 (2,086)	Percent of students receiving a referral compared to total enrollment 2018-19 (2,060)	Percent of students receiving a referral compared to total enrollment 2019-20 (2,038)	Percent of students receiving a referral compared to total enrollment 2020-21 (1,865)
Hispanic	1%	1%	1%	.05%
Asian	.9%	1%	.05%	0%
Black	4%	3%	2%	.2%
White	7%	8%	5%	.2%
Male	10%	11%	7%	.2%
Female	3%	3%	2%	.2%
Non F&R	9%	10%	5%	.1%
F&R	4%	4%	4%	.3%
Non ML	13%	13%	9%	.4%
ML	.4%	1%	4%	0%
Total	13%	14%	9%	.4%

School Year	Number of in school suspensions	Number of students that served in school suspensions
2017-18	8	8
2018-19	30	24
2019-20	13	13
2020-21	0	0

School Year	Number of out of school suspensions	Number of students that served out of school suspensions
2017-18	33	26
2018-19	26	18
2019-20	21	17
2020-21	2	2

Board Comments:

OE 8.4	Superintendent	Board
<p>The Superintendent will assure that all confidential information is appropriately collected, used and protected.</p>	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to protect confidential student records and maintain the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.

- **Confidential information** shall mean protection of personally identifiable information about which individuals (and their families) have an expectation of privacy.
- **Appropriately collected** shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely.

- **Appropriately used** shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.
- **Appropriately protected** shall mean confidential information will only be shared with legal guardians or others who have legitimate access under FERPA.

Board Indicator 1: The District has no breaches of confidentiality.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:
 There were two unintentional incidences of confidentiality breaches that were resolved. As a result of these breaches, the District's Open Records Requests policies and procedures were updated and administrative responsibility for records requests throughout the District was consolidated with the Human Resources office.

Board Comments:

OE 8.5 The Superintendent will ensure that good nutritional options are provided for students.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

The Board of Education expects the Superintendent to provide a food service program that is healthy for children.

- **Good nutritional options** shall mean a variety of foods that gives students the nutrients needed to maintain health and have energy.

<p>Board Indicator 1: The District has 100% compliance with federal requirements that meet meal pattern and nutrition standards set forth by the U.S. Department of Agriculture as required by qualifying for Free and Reduced Lunch Services.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The Shorewood School District was 100% compliant with all federal requirements for our School Lunch Program and continued to serve students and families throughout the pandemic.</p>		

Board Comments:

<p>OE 8.6</p> <p>The Superintendent may not tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.</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 of Education expects the Superintendent to assure that any adult interaction with students includes the best interest of the student in order to support and promote academic performance and well-being. Any action, perception or viewpoint of the adult that prevents this will not be allowed.

- **May not tolerate** shall mean the superintendent will not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- **Adults** shall mean any person over the age of 18 and not employed by the District.
- **Academic performance** shall mean the extent to which a student has achieved their educational goals.
- **Well-being** shall mean a safe, emotional state.

Board Indicator 1: The District has investigated and addressed all formal complaints involving adults and documented the outcome.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: There were no formal complaints involving adults during the 2020-21 school year.		

OE 8.7 The Superintendent may not permit unruly behaviors on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

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

- **Unruly behavior** shall mean actions that result in office referrals or adult actions that are reported to an administrator or the local police.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Disrespectful** shall mean behaviors in which racist, sexist, or other verbal harassment language is being used.
- **Dangerous** shall mean physically able or likely to cause harm or injury.

Board Indicator 1: The district average for the student survey question, "I feel safe at school" is not more than 0.2 below a peer district comparison average.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence:		

Question	2018 average (out of 4)	2019 average (out of 4)	2020 average (out of 4)	2021 average (out of 4)	2021 Peer District Comparison
			71		

					Average
"I feel safe at school"	3.23	3.18	3.24	3.36	n/a

Board Indicator 2: 100% of referrals involving bullying or harassment result in consequences as laid out in the District Code of Conduct.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
There were no incidents of bullying or harassment reported.

Board Indicator 3: 100% of referrals involving fighting result in consequences as laid out in the District Code of Conduct.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
There was one incident involving fighting involving two students in which consequences were issued.

Board Indicator 4: The District has investigated and addressed all formal complaints involving adults and documented the outcome.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
There were no formal complaints involving adults during the 2020-21 school year.

Board Comments:

<p>OE 8.8</p> <p>The Superintendent may not permit the administration of corporal punishment.</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 of Education expects the Superintendent to assure that no instance or act of physical discipline by any District employee is tolerated.

- ***Corporal punishment*** shall mean to cause deliberate physical pain or discomfort.

<p>Board Indicator 1:</p> <p>The District has received zero complaints that allege the use of corporal punishment.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

There were no complaints that allege the use of corporal punishment during the 2020-21 school year.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Year End Adjustments for Unpaid Items
Date: Jul 13, 2021
Prepared by: Roger J Dickson

Recommended action:

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

Purpose: Recommend removing from the records unpaid student fees and negative school lunch accounts.

Background: When families are unable to pay for school lunch, a standard lunch is provided and a charge is made to the family account, resulting in negative amounts. These negative school lunch accounts are expected to be written off, unless the District has an existing policy to pursue collection of said amounts. During the COVID pandemic some families have experienced difficulty with payment of account balances. This write-off is intended to reset the account values to zero in recognition of the economic effects of the pandemic.

Shorewood has in place a robust school fee schedule that has historically included some fees that have been unpaid. The district's procedures to collect non-payment of school fees does result in a number of payments at the end of each year. However, over the course of the last two years there has been an accumulation of these unpaid amounts due in part to the economic difficulties some families faced during the pandemic. Removing the fees from student records will reset account values to zero helping families that may have experienced unusual circumstances.

Fiscal impact: Unpaid Food Service Accounts. The total amount of write-off is \$32,703.66. The write-off affects student accounts in Infinite Campus, there is no accounting entry required because the revenue associated with these negative balances was not recorded in the books.

There are 228 student accounts that will be reset to zero, made up of:

1. Students eligible for free meals - \$14,489.23 for 90 students.
2. Students eligible for reduced price meals - \$699.15 for 5 students.
3. Students on a full pay plan - \$17,471.09 for 124 students.
4. Non-reimbursable meals - \$44.19 shown in 9 student accounts.

Unpaid School Fees: The District has a record of school fees that are currently unpaid in the amount of \$95,177.60. Of this amount, \$58,776.45 are unpaid from the current school year. Fee revenue is recognized in the financial statements only upon payment, rather than when reported in Infinite Campus. This action does not cause the recognition of an expense or result in a disclosure on the financial statements. The “remove from records” will result in the fees being removed from individual student accounts in Infinite Campus.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood Intermediate School, Room 214
June 22, 2021

Board Member Participation: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Clerk
Emily Berry, Treasurer
Ellen Eckman, Board Member

District Staff Participation: Bryan Davis, Superintendent

Mickey Chavannes, Director of Instructional Technology
Sam Coleman, Director of Curriculum & Instruction
Roger Dickson, Interim Director of Business Services
Julie Harris, Director of Special Education & Pupil Services
Nate Schultz, Principal, Atwater Elementary School

I. 7:06 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman

Amendments: Move Aramark Contract and Monthly Budget Reports to Board Business for discussion

Motion to Amend the Agenda

MOVED by Hilary DeBlois and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

II. 7:15 pm STUDENT ACHIEVEMENT and RESULTS

Expeditionary Learning Certification, Nate Schultz

III. 7:37 pm PUBLIC COMMENTS - no comments

IV. 7:38 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of Acting Superintendent

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

B. Approval of the 2021-2022 Preliminary Budget

MOVED by Hilary DeBlois and SECONDED by Emily Berry

AYE: 5 NAY: 0

C. Approval of R2 Passages Report

MOVED by Ellen Eckman and SECONDED by Hilary DeBlois

AYE: 5 NAY: 0

D. Curriculum and Instruction, 2020-2021 Updates: Sam Coleman

Discussion of Aramark Contract and Monthly Budget Reports



School Board Meeting - Closed Session
Wednesday, June 23, 2021
Meeting Minutes

Board Members Present: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Treasurer
Emily Berry, Clerk
Ellen Eckman, Member

Guests: Jack Linehan, School Exec Connect

Call to Order: President Paru Shah called the meeting to order at 1:00 pm.

Motion by Paru Shah to go to a Closed Session per posting.

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 5:00 pm.



School Board Meeting - Closed Session
Thursday, June 24, 2021
Meeting Minutes

Board Members Present: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Treasurer
Emily Berry, Clerk
Ellen Eckman, Member

Guests: Jack Linehan, School Exec Connect

Call to Order: President Paru Shah called the meeting to order at 5:00 pm.

Motion by Paru Shah to go to a Closed Session per posting.

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 6:30 pm.



School Board Meeting - Closed Session
Friday, July 2, 2021
Meeting Minutes

Board Members Present: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Treasurer
Emily Berry, Clerk
Ellen Eckman, Member

Guests in Attendance: Jack Linehan, School Exec Connect

Call to Order: President Paru Shah called the meeting to order at 3:05 pm.

Motion by Paru Shah to go to a Closed Session per posting, to discuss personnel matters pursuant to Wis. Stat. 19.85(1)(c).

Motion to leave Closed Session by Paru Shah.

Meeting adjourned by Paru Shah without objection at 3:32pm.

Community-Based Finance Group - June Meeting

June's meeting of the Community-Based Finance Committee was a learning opportunity for committee members, part of building members' understanding of our overall funding picture. Later this month (July), our group will start exploring ways it can support the board's work to communicate to the public about our budget process and funding, and other recommendations it might have for the board around our financial oversight and policies.

Melissa Nelson, President of the Shorewood SEED Foundation, and Ted Knight, Shorewood's former Advancement Director attended our June meeting to help answer committee members' questions about private funding for our district.

We started with introductions and background:

- Ted arrived in 2014 and worked full time in that capacity through 2019.
- Melissa has been a leader with SEED since its inception

From Melissa:

The SEED Foundation has evolved over time. Steep state budget cuts due to enrollment decline sparked the foundation's founding. The foundation strives to be a neutral fundraiser for the district, passing on funds raised without strings attached.

Today the only decisions the foundation makes around funding are in teacher grants, which fund specific projects or supplies. Those grants are awarded every month on a rolling basis.

The SEED Foundation board meets monthly and is organized into committees that work on individual events or aspects of foundation's work, (e.g. communications).

Most recently, new members have bolstered SEED's social media presence.

SEED's signature event, Swing with Shorewood, raises between \$50,000 and \$100,000.

The Foundation outsources its treasurer work and tax preparation to be sure its finances are professionally managed.

From Ted:

The Advancement Director position was relatively unique at a public school district, and was the brainchild of a Shorewood resident who had worked in Advancement/Development for UWM.

Ted saw his role as complementing SEED's work by seeking out larger gifts and to help SEED work closely with district leadership.

One of the first gifts was an anonymous \$500,000 gift that resulted in a matching challenge called "Meet the Match" to kick-start the district's work in authentic learning.

Another was a \$1 million donation to complete the SHS stadium bleachers and restrooms.

Other examples: The Spector Family donated \$500,000 to found a scholarship fund in memory of Michael J. Spector to pay for school-related trips and for college, along with the African-American Male and African-American Female initiatives, which help expose students to college life when they are in high school.

The Gross family donated \$800,000 to fund scholarships for SHS graduates.

Overall, the district raised about \$1 million a year through its development work.

Ted's day-to-day involved a lot of alumni relations work, because keeping alumni informed and connected to the school district helps promote giving.

He also developed a Partner Organizations group of community organizations and groups that were interested in working with the district. That group of about 30 entities met quarterly to talk about innovation in education, updates on the district's work, and brainstorming ways to work together. The Design Thinking Fellowship program (a learning opportunity for teachers based at UWM) grew out of that effort. The GE Girls program was another example.

Q and A:

Who decides what SEED Funds?

- The board discusses funding priorities that have been set by the board and district administrators. SEED favors funding items that are tangible and easy for donors to understand.
- With COVID-19 related needs, SEED just offered to raise as much as possible to assist in keeping kids safe. That reasoning was behind funding face masks and air filters this past year.
- Generally speaking, the district decides how to spend what the foundation raises.
- The district has in the past approached SEED to ask for help with specific needs - including funding the first few years of Ted's position and the equity director position.
- With grants, a committee reviews applications and frequently sends questions to applicants to gather more information. The volume of applications varies from year to year - Ted did help encourage teachers to apply.

Q: Has the district explored endowment funding? Could the district hold an endowment fund?

The SEED Foundation does have an endowment fund it has been building, and the Spector Fund is an endowment managed through the district.

SEED and the district both accept donations, but where it sits depends on the type of donation. Any scholarship or need-based funding has to be housed with the district. Donor-advised funding is probably best managed through SEED.

Q: How do we connect with alumni/parents who are not living in Shorewood?

Most of SEED's contributions come from inside the community. Ted did try to reach out to Shorewood schools alumni to complement SEED's work.

Q: How does SEED take community feedback and engage as many people as possible?

Meet the Match and COVID-19 were successful broad campaigns with tangible outcomes. More general solicitations are less successful when there isn't a specific target.

Q: What is Ted's current position?

After leaving the full-time position in August 2019, Ted reconnected with the district in early 2020 and supports some development work on a limited hourly basis, to help gain large gifts and grants - for example a grant from the Braitmeyer Foundation.

Q: Do we know how SEED funding stacks up to other districts' similar private funding efforts?

With the Advancement Director role, Shorewood was fairly unique - other districts don't often have full-time development staff.

Re: SEED, no one knows of a formal measurement, but anecdotally compared to other North Shore communities, it seems like others see us as very successful.

Q: Is there an equivalent to SEED in nearby districts?

Yes, but to our knowledge, the magnitude of fundraising is much less.

Q: How much crossover is happening where the same donors are giving to other organizations and educational entities? If Shorewood families send their kids to other schools, do they still give to SEED?

There are some donors from outside Shorewood who give silent auction donations, for example - we receive donations from businesses in Whitefish Bay and Milwaukee. But SEED event attendees are overwhelmingly local. Most SEED donor families do have students in our schools.

In terms of pursuing major gifts, Ted's strategy deliberately included alumni who live outside our region - that way, there was less local competition for gifts, and that approach had the side benefit of reconnecting alumni who were excited to hear from Shorewood.

Recognitions like the Tradition of Excellence awards help accomplish that goal, (along with bolstering recognition of the district).

Q: Where are the opportunities for next steps?

It would be great to see a strong alumni association, with reunions planned every year, potentially at homecoming. That would give SEED a chance to introduce the idea of giving back to Shorewood, and make those connections that Ted worked to develop.

Endowments and large contributions can help establish a sustainable source of grants - for example, the annual teacher grants could be funded from interest on a large endowment.

There are more grant-giving entities like the Braitmeyer Foundation we can approach for funding.

- Emily Berry, July 8, 2021

Membership Meeting
July 13, 2021
7:15-9:00 a.m.

Next Meeting Dates

Upcoming Meetings

- SWSA Executive Committee Meeting: July 27, 2021, 8:00-9:30 a.m. (VIRTUAL)
- **NO August SWSA Membership Meeting; however we might host a short virtual meeting with Children's Hospital in early August to help with the start to your school year**
- Next SWSA Membership Meeting: September 14, 2021, 7:15-9:00 a.m. (VIRTUAL at this time)



Here is the [2021-2022 SWSA Calendar.](#)

Summary of key takeaways- July 13, 2021

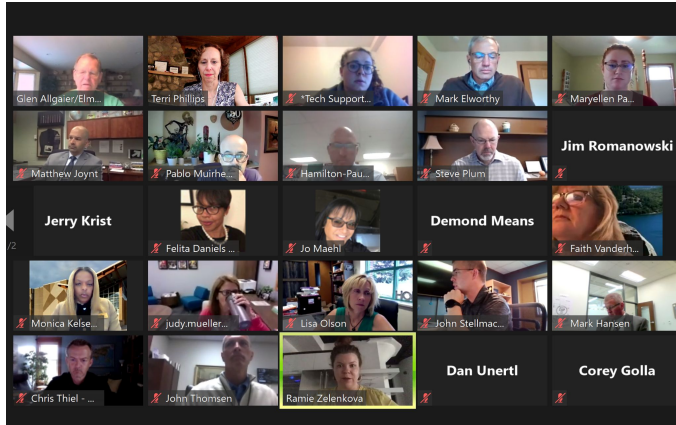
- **Covid related topics- from Dr. Gutzeit and Dr. Khare (reference slides 13-18)**
 - **Discussion about the article from JAMA Pediatrics:** Experimental Assessment of Carbon Dioxide Content in Inhaled Air With or Without Face Masks in Healthy Children: A Randomized Clinical Trial | Pediatrics | JAMA Pediatrics | JAMA Network <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2781743?applied=scweb>
 - Response from Dr. Gutzeit & Dr. Khare regarding the article in JAMA:
 - The study has a number flaws; it was not a controlled study. We need to balance the information from this article with the data we have from a year and half of masking with kids. There is no evidence of long term effect.
 - Normally peer reviewed articles are a good source of information. However they are disappointed with this article as there are many gaps in the way it was laid out. They didn't articulate how the study was randomized and there are other elements in the study that is concerning. JAMA has reached out to the authors. There are other doctors who have provided comments on this article, Dr. Khare will send a link to other articles and Terri will send out to membership.
 - **New CDC Guidance released July 9th**
 - [Click on this link to access the CDC released it's guidance for COVID-19 Prevention in K-12 schools.](#)
 - [Click on this link to access the CDC guidance for early childhood and early care programs.](#)
 - **Continue layers of measures to mitigate impact of Covid**

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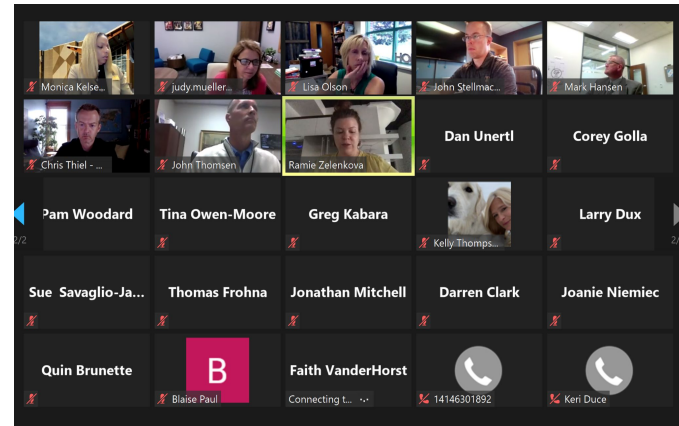
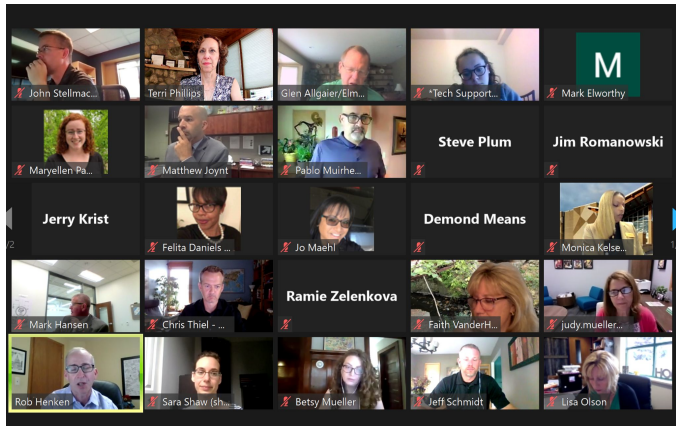
Summary of key takeaways- July 13, 2021 (page 2)

- **Legislative Update- Ramie Zelenkova (reference slides 19-20)**
 - Budget was signed into law
 - 2021-23 budget bill, now known as [2021 Act 58](#)
 - A copy of the governor's full veto message is available [here](#)
 - \$100M in Federal Stimulus funds will be directed to schools via Governor Evers. Distribution unknown at this time.
 - Few other bills on deck; no sessions until September (possibly committees)
 - [Bill Tracker July 12, 2021](#)
- **Demonstration from the Wisconsin Policy Forum: Online School DataTool (reference slides 22-30)**
 - A team from the Wisconsin Policy Forum demonstrated their [online School DataTool](#)
 - This tool uses data from the DPI Wisedash system; but it is put into a format that is very easy to use
 - Can examine comparative district data (up to 10 districts)
 - Graphs, etc. can be used in community conversations and to build understanding of school issues



We had 43 attendees at our meeting today!

Thanks to our special guests from Children's Hospital and the Wisconsin Policy Forum.





Agenda- July 13, 2021

Time	Agenda Item	Presenter
7:00-7:15	Welcome- settle in to the virtual meeting space	Terri
7:15-7:40	Special Guest Speakers <ul style="list-style-type: none">• Dr. Michael Gutzeit, Chief Medical Officer, Children's Hospital• Dr. Smriti Khare, President of Children's Medical Group (primary practice of Children's Wisconsin)	Guests from Children's Hospital
7:45-8:00	Legislative Update & Group Discussion	Ramie Zelenkova & Dan Romportl
8:00-8:55	The Wisconsin Policy Forum Demonstration: The Online School DataTool	Rob Henken, Sara Shaw, Betsy Mueller & Jeffrey Schmidt ⁹⁰
8:50-9:00	Final reflections & comments	Full Team



CHILDREN'S HOSPITAL GUESTS

Dr. Michael Gutzeit, *Chief Medical Officer, Children's Hospital*

Dr. Smriti Khare, *President of Children's Medical Group (primary practice of Children's Wisconsin)*

Children's Hospital Opening Comments

- New CDC guidance for K-12 schools & Early childhood released Friday July 9th
 - [Click on this link to access the CDC released it's guidance for COVID-19 Prevention in K-12 schools.](#)
 - [Click on this link to access the CDC guidance for early childhood and early care programs.](#)
- State of Covid in Wisconsin
 - Things have been pretty stable, 1.6% positivity rate; overall very stable
 - Vaccine standpoint; nudged up above 50% close to 51% that have received at least 1 dose
 - Reported deaths have dropped

Children's Hospital *(Covid mitigation measures)*

1. **Submitted by one of our superintendents and a board member. Can the doctors please comment on the following?**
 - a. Experimental Assessment of Carbon Dioxide Content in Inhaled Air With or Without Face Masks in Healthy Children: A Randomized Clinical Trial | Pediatrics | JAMA Pediatrics | JAMA Network
 - b. <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2781743?appld=scweb>
 - c. Response from Dr. Guzeit: this study has a number of flaws; not accurate; not a controlled study. We need to balance this article with the data we have from about a year and half of masking with kids. There is no evidence of long term effects. This other study was done in a laboratory.
 - d. Response from Dr. Khare: normally respected peer reviewed journals are the way to go in terms of good sources. Disappointment in this article; many gaps in the way this was laid out. Didn't articulate how the study was randomized; there are elements in this study that are concerning. Jama; have reached out the authors. There is a scientific rigor; and that rigor wasn't there. Hard to stand by the conclusions. Dr. Bloomgarten; several other folks have joined in the comments; she walks through the facts- helpful comment to walk through. **Dr. Khare will send link to article.**

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Continued

1. **What type of mitigation measures would you recommend for the upcoming school year?**
 - a. (see below)
2. **Do you feel unvaccinated students should be required to wear masks next fall?**
3. **Please discuss the CDC guidelines for schools.**
 - a. Very comprehensive; follows the same strategy that we've talked about for the last 15 months. Layers of mitigation. Students benefit from in-person learning. We all have the same goal. Also talks about vaccination strategies. Recommends masks should be worn by everyone over the age of 2. Physical distancing, hand hygiene. Working when well- if you are sick, don't come to work. We want to continue looking at our local public health departments.
 - b. This guidance allows for flexibility at the local level; which is important because we have such varying rates across the control. Layering the mitigation methods; can help. Last year there was a significant decrease in illness in children. Not having sick kids at school will help us all stay healthy next year.

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Children's Hospital *(vaccination questions)*

1. **What is the status of the vaccine for children? How are parents responding to the availability?**
 - a. All clinics have been reasonably full until that past few weeks.
 - b. 12 and up is mimicking our general population; unfortunately around the 50%
 - c. Sporting activities are requiring kids to be vaccinated.
2. **(1) Risk level for 5-12 yr olds (2) Vaccine status for same age group. (3) Effectiveness of current vaccines against new variants?**
 - a. Have not heard about a date for younger kids; anticipate that happening
3. **What are your thoughts on booster shots for those who have been vaccinated?**
 - a. Jury is still out; unsure if we need them or not; but it is a possibility. Pfizer is still efficient against the variants and showing robust protection. We believe there will be more information.
 - b. Clinical relevance-most of the adult population that are hospitalized have not been vaccinated

Children's Hospital *(Covid Spread)*

- 1. Are you seeing faster spread, more pronounced symptoms and/or more hospitalizations in children with the COVID Delta variant?**
 - Global evidence that the delta variant has a higher infection rate. Haven't seen higher hospitalization. But have seen the inflammatory kids can get.
 - Long haul covid in young adults- more cases in young adults; still being studied.
 - Other respiratory viruses typically see is another virus- causes a significant respiratory illness for toddlers; worst fall colds; seen an increase this summer as kids are interacting more.
- 2. Has any data been released indicating differences in transmission in schools based on mitigation efforts?**
 - Dr. Khare will check to see if there have been any additional studies on this.

Ramie Zelenkova & Dan Romportl, with
Hubbard Wilson, & Zelenkova (HWZ)

(SWSA's Legislative Liaisons)

LEGISLATIVE UPDATES



Legislative Resources for SWSA Members

- 2021-23 budget bill, now known as [2021 Act 58](#)
- A copy of the governor's full veto message is available [here](#)
 - K-12 Vetoes
 - Larger vetoes came from the income tax and rainy day fund
 - Veto Lake Star Academy- line item veto
 - Modified a change to high cost transportation; maintains current law
 - Also struck out an appropriation for benchmark assessments (\$2M); indicated to the DOA not to release those dollars
 - Language / funding for critical incident mapping for schools. Didn't veto the dollar amount; intent was not well defined. There is a stand alone bill that could move through the process, then these dollars could be used.
- We have approximately \$1B of unallocated resources (budget stabilization fund \$1.5-1-6 and then this additional \$1B)
 - Money is there to fund some of our priorities; there are resources available; how do we connect
- \$350M (JFC put this in the budget stabilization fund; there is no requirement this would / has to be used for education)
- Additional legislation
 - [Bill Tracker July 12, 2021](#)





SPECIAL GUESTS FROM THE WISCONSIN POLICY FORUM

- ❖ Rob Henken, President of the Wisconsin Policy Forum
- ❖ Sara Shaw, the new lead Education Senior Researcher
- ❖ Betsy Mueller, Education Researcher (foundational in creating the School DataTool)
- ❖ Jeffrey Schmidt, Data & Technology Director (foundational in creating the School DataTool)

Rob Henken

- Introducing the Wisconsin Policy Forum Staff
- Setting the context for the work of the Policy Forum

[Click Here: Wisconsin Policy Forum online School DataTool](#)

- [Reviewing the “homework” with answer key](#) (10 minutes)
- Demonstration of other features of the online School DataTool (20 minutes)
 - Questions
- Small Breakout Room conversations to process the information presented (15 minutes)
- Report out (10 minutes)
- Final reflections & close (5 minutes)



Wisconsin Policy Forum Demonstration of the online School DataTool



SMALL GROUP DISCUSSION

Directions for Breakout Rooms

- Briefly introduce yourselves! (if needed)
- Find the NUMBER of your breakout room number (at the top of your breakout room) and ***FIND THE CORRESPONDING SLIDE NUMBER***
- Nominate a “scribe” to type notes
- Scribe, please share your screen if needed
- Nominate a timekeeper: You will have 12 minutes
- Nominate someone to briefly report out
- Click the ? at the bottom of your screen, and Terri will come to assist you

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QUESTIONS TO PONDER

- ***How do you see yourself using the online School DataTool?***
- The School DataTool is one resource that the Wisconsin Policy Forum provides to the public. The Forum also produces independent, nonpartisan research on government finance, economic development, and education. Recent education topics have included school funding, teacher diversity, and English Learners.
 - ***What other research ideas might you suggest the Wisconsin Policy Forum consider?***

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Breakout Room

How do you see yourself using the online School DataTool?

- For benchmarking.
- To share with community members as a resource regarding the district.
- Use as a marketing tool.
- Can use at an administrative retreat.
- Can be used with Board of Education

What other research ideas might you suggest the Wisconsin Policy Forum consider?

- Interested in the giant spreadsheet that Terri has. We would like to know if we can have access.
- Mill rate would be helpful.
- Provide all school number like WISEdash. To get a district level perspective.
- Would like to add all school Forward data.
- School report card (longitudinal trends)

Breakout Room

How do you see yourself using the online School DataTool?

- Comparison to or decipher which districts are most like your own. Trying to understand areas and learn more about what others are doing.
- Utilizing the tool to help community members understand school finance. Credibility of the information is important and finding an organization that can support that is very helpful. Another non partisan place outside of DPI to reference school finance data.
- Utilizing the information to track trend data.

What other research ideas might you suggest the Wisconsin Policy Forum consider?

- Comparing the benefits of the School Data Tool to WiseDash Local
- Comparing stability in leadership positions, mobility of employees and the notion of brain drain or turnover in our state
- Look at different industries (data outside of education) rather than our own in isolation to see if we can draw conclusions regarding the workforce and ways to be more responsive. 106

Breakout Room 6

How do you see yourself using the online School DataTool?

- User friendly, easy to operate
- Very easy to compare other districts
- Very helpful with the fiscal issues

What other research ideas might you suggest the Wisconsin Policy Forum consider?

- Money being transferred to voucher schools
- Break-down of aid (primary, secondary, tertiary)

Parking Lot

- DPI- clarification on how these dollars could be used
 - How the \$\$ could be used will vary per district. Depending upon where you are getting the dollars
- Does the revenue limit in WI policy forum include per pupil categorical aid?



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: July 13, 2021

Prepared by: Tim Kenney, Acting Superintendent

Recommended action:

Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose:

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

Superintendent Transition

I took on the Superintendent's calendar on June 23, and have participated in reviews of referendum construction projects at the elementary schools and the weekly Pandemic Debrief that involves many area superintendents, in addition to leading the bi-weekly Administrative Council meeting.

July is a peak time for administrators, with Strategic Planning work, ICS training for new members of Instructional Leadership Teams, and curriculum and instruction planning underway for the new school year. Over the next several weeks, administrators will be coordinating District and building team plans to align with:

- Priorities identified through 2021-2022 Planning Group work;
- Student assessment results and analyses presented in the 2020-2021 Progress Monitoring Report; and
- Annual goals that are part of the District's 2020-2025 Strategic Plan, including retention of staff of color and systemic improvements for equitable student results.

2021-2022 Planning Group Report

The District Planning Group met for the final time on Monday, June 28 and their Report, summarizing discussions over the past several weeks and action steps at the District, school and staff level is included in the Board Business agenda. A District parent and staff communication plan will support this work as it moves forward.

The [first communication](#) for the 2021-2022 year, outlining our Agreement with the Kiel Area School District to provide remote instruction and online registration for District students, was distributed to all current student families on July 1. The District's Communications Coordinator will be developing strategies and plans to ensure that all community members receive news about our "back to school" plans.

Staffing Updates

We welcomed Janice Carter, Principal of Atwater School, and Amanda Jamerson, the High School's new Associate Principal, to the District on Thursday, July 1. They attended their first Administrative Council meeting, and have begun addressing both the 2021-2022 Planning Group report, as well as hiring, referendum topics and work that comes with the beginning of the District's new fiscal year. Heather Heaviland, the District's new Director of Business Services started on Tuesday, July 6. She was part of several meetings prior to her official start date that will make this important leadership transition very efficient.

Education, Equity and Civil Rights Audits

Important audits will be underway this summer:

- A DPI Career and Technical Education (CTE) audit, mandated under the Carl D. Perkins Career and Technical Education Act of 2006, enacted to strengthen career and technical education for the 21st century. The District received a Letter of Findings, along with Commendations and a Corrective Action Plan last week, which outlines improvements and adjustments to existing programming and services. Overall, this audit was very positive, but items that require attention must be addressed in a timely manner. We have one year to make corrections, with required quarterly check-ins with the DPI beginning in September;
- ICS equity audits that will inform Year Two of our ICS work, including staff training, professional development and building team priorities around changes to systems that identify students in terms of race, ethnicity, disability data, etc.
- A Special Education Procedural Compliance Self-Assessment will review IEP compliance and academic performance of students with disabilities. This will be a year-long project and will involve collaboration among staff to ensure compliance and positive outcomes for students; and
- A Civil Rights Data Collection, which will begin in August and progress through the fall.

These are complex processes, and they will require a collaborative effort and support from the Interim Superintendent and District administrative leadership over the next several weeks and months.

District Technology Plan

As a follow up to discussion at the June 22 Board meeting, I want to address the need for updates to the District's 2018-2023 Technology Plan. Of course, the pandemic rapidly accelerated the use of instructional technology in schools and classrooms around the nation, and revisiting the Plan in terms of progress toward a 1:1 environment, as well as the changing landscape of education and how students will live and work in the future is a priority.

For your information, the District placed an order of devices for the 2021-2022 school year earlier this year, to ensure that supply chain issues would not impact our ability to provide a device to any student in need, including the ability to provide internet service along with the device should the student not have access at home.

With the hope that the volume of instructional technology needs that consumed District staff over the past 18 months will be more easily managed moving forward, we are in a position to address Plan updates. Together with input from parent and staff surveys, curriculum and instruction needs and goals that have evolved quickly during the pandemic provide a good point of reference for this work.

Upcoming Calendar Items

School Board Meeting, Tuesday August 10 at 7 pm

Shorewood School District Annual Meeting, Tuesday August 24

New Teacher Orientation, August 17-19

District Inservice Days, August 23-31

First Day of School, Wednesday September 1



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire- Jesse Perez

Date: July 13, 2021

Prepared by: Tim Kenney

Recommended action: ___ Information only

___ Presentation/discussion

___ Discussion/action by committee

X Discussion/action by board of education

___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: New Hire

Background: Jesse Perez will be hired as a Social Studies Teacher at Shorewood High School for the 2021-2022 school year. He will be replacing the position left vacant due to Stephone Jordan's resignation. Jesse has over 6 years of teaching experience in various schools in the Milwaukee area.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire- Kelly Griffin

Date: July 13, 2021

Prepared by: Tim Kenney

Recommended action: ___ Information only

___ Presentation/discussion

___ Discussion/action by committee

X Discussion/action by board of education

___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: New Hire

Background: Kelly Griffin will be hired as a Special Education Teacher at Shorewood High School for the 2021-2022 school year. She will be replacing the position left vacant due to Stephan Van Dorn's retirement. Kelly had worked with us for several years as a Special Education Aide and recently earned her teaching license.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire- Veronica Buzzell

Date: July 13, 2021

Prepared by: Tim Kenney

Recommended action: ___ Information only

___ Presentation/discussion

___ Discussion/action by committee

X Discussion/action by board of education

___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: New Hire

Background: Veronica Buzzell will be hired as the Elementary Spanish Teacher for the 2021-2022 school year. She will be replacing the position left vacant due to Josh Becker's resignation. Veronica most recently worked as Elementary Spanish Teacher within the Whitefish Bay school district.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire- Tyler Greene

Date: July 13, 2021

Prepared by: Tim Kenney

Recommended action: ___ Information only

___ Presentation/discussion

___ Discussion/action by committee

X Discussion/action by board of education

___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: New Hire

Background: Tyler Greene will be hired as a Special Education Teacher at Lake Bluff Elementary for the 2021-2022 school year. He will be replacing the position left vacant due to Betsy Pichette's retirement. Tyler most recently worked as Elementary Special Education Teacher within the Whitefish Bay school district.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire-Miriam Stevanovic

Date: July 13, 2021

Prepared by: Tim Kenney

Recommended action: ___ Information only

___ Presentation/discussion

___ Discussion/action by committee

X Discussion/action by board of education

___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: New Hire

Background: Miriam Stevanovic will be hired as the Science Teacher at Shorewood Intermediate School and Shorewood High School. She will replace the position that was vacant due to Holly Finch's resignation. Her most recent position was with the Chistian Education Leadership Academy.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Resignation- LeVar Ridgeway

Date: July 13, 2021

Prepared by: Tim Kenney

Recommended action: ___ Information only

___ Presentation/discussion

___ Discussion/action by committee

X Discussion/action by board of education

___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: Resignation

Background: LeVar Ridgeway has resigned from his position of Athletic Director for the district. The position has been posted on WECAN to fill the vacancy.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Protective/Noise reduction screening for Pickleball courts
Date: July 13, 2021
Prepared by: Roger J Dickson

Recommended action:

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

Purpose: Approve Recreation Department recommendation to accept the proposal of Acoustiblok to install a noise reduction screen on the Pickleball courts at Atwater Elementary School.

Background: Several neighbors have expressed concerns over the elevated noise levels at the Pickleball courts at Atwater. Jody Brooks, Director of Recreation and Community Services, has investigated the concerns and worked with the individuals to determine a possible resolution. He is proposing the District install a noise reduction curtain on the sides of the courts facing the neighbors. This would help to reduce the noise but will not completely eliminate it, which the neighbors understand.

This is being brought to the Board because this cost is over \$10,000 and this expenditure was not included in the recently approved preliminary budget. The original budget, to be adopted in October 2021, will include this item, if approved.

Fiscal impact: The district received two proposals for two different solutions. The Acoustiblok proposal will cost \$18,267 for a traditional acoustic screen. An alternative quote for thick fiberglass encapsulation at a cost of \$34,971 was received from Acoustical Surfaces, Inc.

Attachment(s): Copies of Proposals



Estimate

Date Jun-21-2021

Estimate # CO10037372
(Valid for 60 days)

Sales Rep comeara@acoustiblok.com

Bill to:

Shorewood Recreation & Community Services
Jody Brooks

1701 E Capitol Drive
Shorewood, WI 53211

EM: jbrooks@shorewood.k12.wi.us

Ship to:

Shorewood Recreation & Community Services
Jody Brooks

1701 E Capitol Drive
Shorewood, WI 53211
USA

PH:414-963-6913 x 4

Remit to:

Acoustiblok, Inc.
6900 Interbay Blvd
Tampa, Florida USA 33616
P:(813)980-1400
F:(813)549-2653

P.O.#	Sales Rep	Terms	EST Ship Date	F.O.B	Ship Via	Ship Notes	EST Weight
	CO			Tampa, Fl	FreightQuote	Lift	2802

Qty	Item	Description	Unit Price	Total Price
1	ProjectName	Pickleball court - 2 sides - 10' x 100' and 10' x 120	\$0.00	\$0.00
37	AFVSLFIRG	Green Acoustifence patented, Vertical Sections, 6 ft. Wide x 10 ft. High x 1/8 in. thick, Reinforced on All sides with extra reinforcement at the corners; includes grommets, Grommets every 6 in across top and sides; every 12 in. across bottom; (sold by linear ft.) includes stainless cable ties.	\$460.00	\$17,020.00
1	AFCUSTOMIRG	Green Industrial Reinforced (All 4 sides) Vertical Sections, 4 ft. 2 in. Wide x 10 ft. High x 1/8 in. thick, Reinforced on All sides with extra reinforcement at the corners; includes grommets, Grommets every 6 in across top and sides; every 12 in. across bottom; (sold by linear ft.) includes stainless cable ties.	\$370.00	\$370.00
1	Notes	Please include 1,210 - 14" stainless steel wire ties at n/c	\$0.00	\$0.00
1	DISCLAIMER - AFAD	AcoustiFence Acoustical Disclaimer-Outdoor Noise is only capable of being reduced; it is impossible to totally stop. Your noise reduction is relevant to many variables, i.e.: surrounding noise reflecting objects like buildings or trees, elevations of listener vs. noise source, noise frequencies, wind, or the height of the Acoustifence noise barrier.	\$0.00	\$0.00
1	DISCLAIMER - AFSD	Structural integrity of installation & structure the Acoustifence is attached to, is entirely the responsibility of the customer. Wind can be dangerous on large surface areas. Consult with proper engineering to determine safest fence structure and installation, even if following our install suggestions. Installation/maintenance in windy conditions can be dangerous and should not be done.	\$0.00	\$0.00
1	DISCLAIMER - FRT 01	Acoustiblok Inc. makes no guarantee nor assumes ANY liability whatsoever relative to shipping out or arrival times of shipments. Customer/consignee agrees to be responsible for storage and return freight charges for shipment not picked up or accepted. Customer must have ability to unload product, i.e. fork lift IF, lift gate not included in freight charge and not noted on this document. Freight charges subject to change due to fuel index.	\$0.00	\$0.00



Made in the U.S.A



All U.S. Materials



"a NASA Spinoff listed company"

Estimate

Date Jun-21-2021

Estimate # CO10037372
(Valid for 60 days)

Sales Rep comeara@acoustiblok.com

Qty	Item	Description	Unit Price	Total Price
1	FREIGHT-FreightQuote	\$877.00 Freightquote	\$877.00	\$877.00
		2802# (2) pallets 75x51 78x24 Triple rolled Limited access Lift gate Delivery appt 3-4 Business days est transit		

Note: "TAKE OFF OR QUANTITY OF MATERIALS IS THE RESPONSIBILITY OF PURCHASER"

Subtotal: \$18,267.00
Sales Tax: \$0.00
Total: \$18,267.00

Signature below indicates acceptance of this Estimate including terms and conditions www.acoustiblok.com. Signing for Acoustiblok, Inc. *Lahnie Johnson* Lahnie Johnson, President. All sales final. No refunds/credits. No other warranties implied or verbal agreements beyond this contract. Estimates of quantities required or shipping times are only estimates. "Soundproof" is a degree of sound reduction impossible to be 100%.

Personal Signature: _____ Print Name _____ Date: _____

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Title _____



ACOUSTICAL SURFACES, INC.

123 Columbia Court North Chaska, MN 55318

CELEBRATING 35 YEARS - SOUNDPROOFING, ACOUSTICS, NOISE & VIBRATION SPECIALISTS!

952.448.5300 | 800.448.0121 | sales@acousticalsurfaces.com | www.acousticalsurfaces.com

QUOTATION ACKNOWLEDGEMENT

This is an acknowledgment of a quotation you have requested from us. Please verify quantities, description, price and shipping information. Notify us immediately if incorrect. All changes must be confirmed in writing. All shipments are FOB plant and shipped freight added, collect or 3rd party billed if requested. Custom and prefinished orders require a deposit. Custom, prefinished products are not returnable. All orders are contingent upon approved credit and acceptance. Prices do not include taxes, duty or custom crating and cartoning. All returns are subject to as much as a 50% restocking fee.

Thank You For The Opportunity To Quote **Quote #: 197943**

Quoted to: Shorewood School District Contact: Jody Brooks

Address: 1701 East Capitol Dr., Shorewood, WI 53211

Phone: 414-963-6913 4 Fax: _____ Email: jbrooks@shorewood.k12.wi.us

Job Name & Shipping Location: Shorewood School District

When Required _____ Valid Through: 9/19/2021 Approx. Escalation: Varies

Comments: _____

BEST PRICE GUARANTEE

We appreciate your business and we will do what it takes to earn it. If you did not buy from ASI, you probably paid too much! The more you buy the more you save, volume discounts available. Our goal is to offer the highest quality materials and service at the most competitive price. If you find any competitors identical product at a lower price than ours, please contact your salesperson prior to purchase. We will review your quote and attempt to verify and beat any bona fide price. Quotation adjustments must be made prior to purchase and require written confirmation.

Quantity	Unit	Item No.	Description	Unit Price	Extension
2,200	SF	QCEXTBBCR2	EXT-BBC-R2 Panels constructed with one layer of nominally 2" Thick fiberglass absorptive layer encapsulated in *COLOR TBD* exterior grade vinyl facing quilted to an 1/8" thick, 1 psf layer of gray, reinforced mass loaded vinyl noise barrier.	\$14.50	\$31,900.00
	SF	QCEXTBBCR2AD 1	Panels will have grommets across top, middle and bottom - and vertical exterior grade Velcro seams. Panels fabricated to form the following: (1 count) 1,440" wide x 120" tall wall (1 count) 1,200" wide x 120" tall wall		
3	EA	PF	Packing / Crating Fee	\$100.00	\$300.00
		SHLTL	Loading Dock to Non-commercial delivery arriving on a truck equipped with a hydraulic lift gate. Non-commercial delivery and lift gate service fees are included in the S/H quoted below.		

* Soundproofing Products * Sonex™ Ceiling & Wall Panel * Vinyl Noise Barrier * Sound Control Curtains * Equipment Enclosures * Acoustical Baffles & Banners * Solid Wood & Veneer Acoustical Ceiling & Wall Systems
* Professional Audio Acoustics * Vibration & Damping Control * Fire Retardant Acoustics * Hearing Protection * Moisture & Impact Resistant Products * Floor Impact Noise Reduction
* Sound Absorbers * Noise Barriers * Fabric Wrapped Wall Panels * Acoustical Foam (Egg Crate) * Acoustical Sealants & Adhesives * Outdoor Noise Control * Assistive Listening Devices
* OSHA, FDA, ADA Compliance * On-Site Acoustical Analysis * Acoustical Design & Consulting * Large Inventory * Fast Shipment * No Project too Large or Small * Major Credit Cards Accepted



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123 Columbia Court North Chaska, MN 55318

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952.448.5300 | 800.448.0121 | sales@acousticalsurfaces.com | www.acousticalsurfaces.com

Quantity	Unit	Item No.	Description	Unit Price	Extension
<input type="checkbox"/> Sample <input type="checkbox"/> Catalog <input type="checkbox"/> Drawing <input type="checkbox"/> Specifications				Subtotal:	\$32,200.00
Approx Lead Time:			4 to 5 Weeks	Shipping/Handling:	\$2,391.07
Terms: <i>With Approved Credit</i>			Prepay	Sales Tax:	
Deposit Required:			\$34,591.07	Total:	\$34,591.07

BEST PRICE GUARANTEE

Quote Date: 6/21/2021

Quoted By: Ted Weidman

Major Credit Cards Accepted:



* Soundproofing Products * Sonex™ Ceiling & Wall Panel * Vinyl Noise Barrier * Sound Control Curtains * Equipment Enclosures * Acoustical Baffles & Banners * Solid Wood & Veneer Acoustical Ceiling & Wall Systems
 * Professional Audio Acoustics * Vibration & Damping Control * Fire Retardant Acoustics * Hearing Protection * Moisture & Impact Resistant Products * Floor Impact Noise Reduction
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