

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
November 9, 2021 AGENDA

SCHOOL BOARD MEETING
7:00 PM

**Shorewood Intermediate School, Room 214
3830 North Morris Boulevard
Shorewood, WI 53211**

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic public health emergency, community members will not be seated in Room 214; seating will be available in the Shorewood Intermediate School Library. Attendees are encouraged to use the alternative method of access that the District is providing on Zoom:

Join Zoom:

<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/u/kdeePLnyIh>

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)	
B. Overarching Result for Shorewood School District (R1)	
<i>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.</i>	
C. Awards and Recognitions	
II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)	
Celebrating Shorewood's State Champions	
III. 7:20 pm PUBLIC COMMENTS #1 (GC3)	
<i>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.</i>	
IV. 7:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION	
A. Facilities Projects Updates Mike Huffman	3
B. Approval of OE5 Financial Management and Administration Monitoring Report	12
C. Review of Draft Village Tax Bill Insert	33
D. Operating Expectations and Results Monitoring Reports Revisions	35
E. Community-Based Finance Committee and Key Communicators Group	113
V. 8:40 pm BOARD CONSENT AGENDA (GC2)	
A. Approval of Board Meeting Minutes	121
October 26 Regular Board Meeting	
VI. 8:45 pm PUBLIC COMMENT #2 (GC3)	
<i>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.</i>	
VII. 9:00 pm BOARD MEMBER REPORTS	123
VIII. 9:10 pm SUPERINTENDENT'S REPORT	128
IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA	
X. 9:25 pm PUBLIC COMMENT #3 (GC3)	
<i>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.</i>	
XI. 9:40 pm REVIEW OF 'TO DO' ITEMS	
XII. 9:50 pm FUTURE AGENDA ITEMS	
XIII. 10:00 pm RECESS AND DEBRIEF	

Project Status Report for

Shorewood School

District

11/2021

3

Mike Huffman, HFD

Your Partner in
Development



Construction Progress

Atwater

- The only interior renovation work that remains is completion of the accessible pathway to the gymnasium. Installation of the wheelchair lift is scheduled for mid-November.
- The Village of Shorewood requires construction of a fire lane from North Murray Avenue. This 8” thick concrete drive, new curb with accessible curb cut, and limited access gate will be installed in mid-November.

Construction Progress

High School

- Construction is finishing up in Special Education, Recreation Office, and the Curriculum Instruction office. Completion is expected up later this week.
- Major repairs to the copper dome are continuing. The exterior is nearly complete as is the interior plaster surfacing. Acoustical panels, final sprinkler and electrical devise installation are underway.
- At the Arena, the main gym is complete as is the pool.
- Parking lot modifications were substantially completed in October. Installation of a section of asphalt was deferred for two weeks until improvements to the utility tunnel below the parking lot can be completed.
- Plants are now being installed in the stormwater retention ponds.
- Work continues around the PowerHouse to improve utility installations, waterproof the building structure and restore pedestrian access from North Bartlett Avenue.

5

Intermediate School

- We continue to plan for construction activities to commence during winter break.

Project Administration

FF&E

- High School
 - Furniture delays due to supply chain problems have moved back installation dates for 1st floor admin spaces
 - Temporary offices being housed in the LMC are slowly being relocated to their new spaces on the first floor with furniture trickling in through December.
- Atwater
 - LMC bookshelves have been moved in and books are back on the shelves!

6

Elementary Playgrounds

- All traditional playground are complete.

Budget and Bid Updates

In previous reports I have described change orders 1-43 that have been executed. We have now executed the following change orders:

Change Order 44: \$5,713.76 for added fire alarm devices required by the Fire Marshall during inspection of Lake Bluff Elementary

Change Order 46: \$104,279.71 for additional repairs and upgrades to the Arena and Pool at the High School. 7
Included are items approved by the BOE

- Catwalk repair above Arena ceiling as approved in April
- Repair stormwater drainage system (broken pipe, trench drain) at lower level of Pool/Arena as discussed in October meeting
- Additional work related to HS Campus fire alarm upgrades as approved in November 2020

Project Update Photos – High School



Renovations to the copper dome-exterior

Project Update Photos – High School



Utility work being done on the west end of the parking lot

Project Update Photos – Atwater



Parking lot striping and entrance to new admin addition

Huffman Facility Development, Inc.

Shorewood School District Referendum Projects
 BUDGET SUMMARY
 11/05/21

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	4,587,560	4,127,750	89.98%
Owner Provided Equipment	2,440,000	2,340,000	721,682	30.84%
Construction	52,031,460	57,486,405	37,392,335	65.05%
Other Project Expense	505,000	980,000	521,416	53.21%
Additional Funding Sources	0	(1,081,000)	0	0.00%
Owner Contingency	5,597,223	647,448	0	0.00%
TOTAL	65,000,000	65,000,000	42,802,770	65.85%
FINAL PROJECTED COST		<u>65,000,000.00</u>		
Balance - Under / (Over)		<u><u>0.00</u></u>		



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-5 Financial Planning, Administration & Asset Protection**

Certification of the Superintendent: *With respect to Operational Expectation 5 (Financial Planning), 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: John Stamba, Superintendent

Date: November 9, 2021

Executive Summary

In 2020-2021, the District continued to demonstrate compliance with the Operational Expectations for Financial Planning, Administration, & Asset Protection. With the assistance of an interim Director of Business Services, the District developed new procedures and began the process of re-establishing the business services team following a period of high turnover. Long-range financial planning was a particular focus, and new tools and analyses were introduced to support the Board in decision-making that maintains and improves the District's ongoing financial health. In addition, new systems for financial tracking were established to help create cleaner and more consistent internal data.

In July, the District welcomed a new, permanent Director of Business Services, Heather Heaviland. Ms. Heaviland was on boarded by the outgoing interim director and is positioned to continue the trajectory towards long-range planning and strategic financial decision making. In addition, as we look to the next year, Ms. Heaviland will be continuing to work with the business services team to establish procedures for ensuring the integrity of our financial record-keeping and funds management. The business team has shown a great willingness to participate in this process and has already begun engaging in this work.

Disposition of the Board: *With respect to Operational Expectation 5 (Financial Planning), 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-5 Financial Planning

The Superintendent shall develop and maintain a fiscally responsible multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals.

Superintendent Interpretation

- **Multi-year financial plan** shall mean a budget that balances revenues and expenditures at least two years including capital improvements.
- **Fiscally Responsible** shall mean the expenditures do not exceed revenues and result in a balanced budget.
- **Related directly** shall mean that the financial plan shall reflect the priorities and goals outlined in the Board's Results and OE policies.

OE-5.1 The Superintendent will develop a budget that takes into account the District's long term financial planning and strategic plan.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Board will understand the relationship between the budget and strategic plan.** This section will demonstrate how the budget is allocated to achieve the board's priorities for student achievement and how monies will address goals identified to be addressed in the strategic plan.

Board Indicator 1: The District business office delivers a budget development summary, segregated by fund and object, which clearly indicates the source of each revenue, and the purpose of each expense as required per Wisconsin Department of Public Instruction.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The budget presented for the Annual Meeting and the budget adoption in October 2021 is in the format as required by DPI for publication and recommended by DPI for adoption.

Board Indicator 2: The District business office delivers a budget for approval during the annual meeting as required by the Wisconsin Department of Public Instruction. This format reports three years of activity, the prior year audited activity, the current year "unaudited", and the upcoming "projected" fiscal year budget.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Budget presented at the Annual Meeting / Budget Hearing complied with the requirements as specified by DPI.

Board Comments:

OE-5.2 The Superintendent will develop a budget that discloses budget-planning assumptions and prioritizes the impact statement.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Budget planning assumptions** shall mean factors considered and assumed in order to compile the budget.

Board Indicator 1: As the budget is developed for the upcoming fiscal year, the administrative team will compile a list of all assumptions used in the budget development, which will be detailed in an impact statement. The impact statement will detail how the assumption impacts the budget and is related to the operational expectations of the district. The assumptions will be shared with the Board during the preliminary budget presentation; annual meeting; and when the final budget is approved in October.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Several presentations were made to the Board using determined budget assumptions. Multiple updates using new information were also presented relative to the assumptions as information became available. The budget submitted to the Annual Meeting listed assumptions as did the budget approved in October.

Board Indicator 2: The Superintendent will develop impact statements in collaboration with key stakeholders and the budget will reflect these impact statements.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Impact statements were included in each of the budget presentations to the Board. The Administration Team and SEA were involved in discussions of this budget.

<p>Board Indicator 3: The budget will include anticipated changes to employee compensation, benefits, and inflation adjustments.</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: Anticipated changes to employee compensation were presented to the board in March, June, and October and multiple scenarios were developed to provide the board with insight into the current and future impact of compensation changes on the District's financial health.</p>		

Board Comments:

OE-5.3 The Superintendent will develop a budget that assures fiscal soundness in future years.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Fiscal soundness** shall mean the ability of the District to meet cash flow requirements on a daily basis without incurring excessive short term financing or debt.
- **Future years** shall mean the current and subsequent fiscal year.

Board Indicator 1: Budgets that are submitted to the board for approval will be balanced budgets, unless approved by recommendation of the Superintendent or his designee, and approved by board action.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The District provided the board with a balanced budget proposal; the Board took further action, allowing funds to be taken from the fund balance for the purposes of increasing teacher compensation (.5 step increase).

Board Indicator 2: The Superintendent must get approval for any items that would put fund balance at less than 10%.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The Board discussed the projected fund balance at just under 10% and approved the 2021-2022 budget.

Board Comments:

OE-5.4 The Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step and lane increases and benefits.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Reflects anticipated changes** shall mean considers fixed factors and variances concerning employee compensation and related benefits.
- **Step and lane increases** shall mean for employees on the District salary schedule
- **Benefits** shall mean insurance and post-retirement benefits used by employees.

Board Indicator 1: The budget that is produced by the administrative team, and presented to the board, indicates the assumptions used to account for any increases in employee compensation and benefits.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

The assumptions used to account for compensation changes were detailed in board documents in March, June, and October.

Board Indicator 2: Future inflationary components are included in the 5 year budget projection included in this report as exhibit OE-5.C	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

The District worked with Forecast 5 to develop a 5-year budget projection which was shared with the Board in March 2021. This analysis demonstrated the future impact of declining membership (enrollment) and increasing costs on the District general fund balance.

Board Comments:

OE-5.5 The Superintendent will assure that all purchases are made in accordance with the purchasing policy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **All Purchases** including professional services in excess of \$5,000. Legal services are exempt.

Board Indicator 1: The District will receive multiple competitive quotes for all purchases under \$20,000. When possible, the District will solicit competitive bids utilizing RFP process.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The District solicits quotes for single items costing in excess of \$10,000, in alignment with policy recommendations provided by Neola (adopted August 2021). When purchasing an item with a cost exceeding \$10,000, the individual purchaser obtains three quotes. These are attached to the purchase order (as verified by the Accounts Payable Manager) for purposes of verification and records maintenance.

Recommended Update to Board Indicator Using Neola Language: "The Superintendent will try to obtain at least three (3 price quotations on purchases of more than \$10,000 for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District."

Board Indicator 2: Purchases over \$20,000 the district will initiate a formal Request for Proposal. All competitively bid purchases of supplies, materials, or equipment in the amount of \$20,000 or more are awarded to the lowest responsible qualified vendor, taking into consideration the quality of materials (services) desired and their contribution to the program.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The District follows the Neola policy of soliciting competitive bids when required by law. In 2020-2021, the District did not enter into any contractors for which a competitive bid process was required. When engaging contractors, the District does as a general rule secure multiple proposals when the service is offered by more than one entity, though it is not explicitly required by District policy.

Recommended Update to Board Indicator Using Neola Language: "Purchase of and contract for projects will be subject to a competitive bid process as and when required by law."

Board Indicator 3: The district is committed to equity and utilization of disadvantaged businesses and preference for local bidders. The district will award bids according to the bid award matrix.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

A bid matrix that included designations for disadvantaged businesses and identified local bidders was developed in cooperation with Miron Construction and used for bidding our referendum projects. This process will continue as we bid future projects.

Board Comments:

OE-5.6 Attempts will be made to rectify uncollected funds.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Rectifying uncollected funds** shall mean school staff will work with families to cover expenses incurred through school activities.

Board Indicator 1: All uncollected balances will be tracked and reasonable efforts will be made to collect uncollected funds.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The Business Services Office works collaboratively with student services and the school principals to reach out to families for collection of fees in arrears and determine appropriate action, including payment plans, forgiveness or other action. Amounts due to the District from other parties are handled directly by the business office. In 2020-2021, a year of hardship for many families, the District elected to ease some of its collection efforts in order to provide relief to families who may be struggling but not fully meet the requirements for fee reduction.

Board Comments:

OE-5.7 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Keep complete and accurate financial records** shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles.
- **Generally Accepted Accounting Principles** shall mean guidelines and standards for public school district financial reporting provided by the Federal Accounting Standards Board.

Board Indicator 1: The independent financial auditors express an "unqualified opinion" on the basic financial statements and conformity with accounting principles generally accepted in the United States of America.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Audited financial statements for all prior years have received the unqualified opinion. The audit for the 2020-2021 year is not complete; it is expected to be in full compliance as in past years.

Board Indicator 2: District will hire an independent financial auditor and the outcome of the annual audit will be presented to the Board of Education.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The District hired Clifton, Larson, Allen LLP to perform the annual financial audit. The final audited financial statements will be presented to the Board in January.

<p>Board Indicator 3: The District is in conformity with the financial reporting and audit process required by the Wisconsin DPI to ensure compliance with budgetary, accounting and reporting requirements.</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: Auditors follow all DPI audit guidelines and assure District compliance with federal grant monitoring standards. Financial statements filed with the DPI are in compliance with regulatory standards. Auditors also verify these financial statements.</p>		

Board Comments:

OE-5.8 The Superintendent shall record timely actual revenues and expenses throughout the year.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Record timely actual revenues and expenses** shall mean the processing of financial transactions with regular frequency.

Board Indicator 1: Budget reports and actual numbers will be provided to the Board of Education on a monthly basis.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

On a monthly basis, the District provides the Board with financial statements including a balance sheet, statement of activities, and check register. In 2020-2021, the District also began leveraging the Forecast 5 software to provide a graphic analysis of budget status.

Board Indicator 2: The Superintendent will make the Board aware of any inter-fund transfers.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Inter-fund transfers are included on the monthly financial reports and in the year-end statements.

Board Indicator 3: At the end of the school year, the Superintendent will share a final revenue and expenditures for the year and compare it to the budget.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

At the 9-14-21 board meeting, a report outlining the performance of each fund over the 2021-2021 school year was presented.

Empty rectangular box at the top of the page.

Board Comments:

OE-5.9 The Superintendent will develop procedures and controls to safeguard the District funds and prevent financial mismanagement.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Develop procedures and controls** shall mean processes that provide multiple checks by different people
- **Safeguard District funds and prevent financial mismanagement** shall mean protection from fraud

Board Indicator 1: The Superintendent will ensure segregation of duties and responsibilities in the Business office.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

To the degree possible, segregation of duties will be enforced by the Director of Business Services and Human Resources. The annual financial audit includes a review of practices by the independent auditors.

Board Indicator 2: The Superintendent will receive updates from the business office when the reports are filed or overdue.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Reports filed in the 2020-2021 school year were filed on time. Any late reports are reported to the superintendent by DPI, and no such reports were received.

Board Indicator 3: The Superintendent will develop a process to safeguard receipt of funds and disbursement including wire transfers.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Banking processes require “positive pay” and dual approval of wire transfers.

Board Comments:

OE-5.10 The Superintendent will maintain adequate property, general liability, crime, errors and omissions, and auto insurance coverage.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Property** shall mean facilities, vehicles, equipment, and materials with an insurable risk.
- **Adequate (100% of replacement value)** shall mean the ability to replace and make whole property losses experienced by the District subject to any and all deductibles.

Board Indicator 1: The District purchases and receives the coverage declarations for property and casualty insurance equal to 100% of replacement value starting for the entire school year, July 1st to June 30th.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Insurance covered issued to the district has a Property Valuation basis of "Replacement Value" up to the property limit of \$115,178,500. The District Property Valuation will be reviewed during the 2021-2022 school year.

Board Comments:

OE-5.11 The Superintendent may not allow facilities and equipment to be subject to improper use or insufficient maintenance.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Facilities and equipment** shall mean assets in excess of \$5,000.00 original cost.
- **Improper use** shall mean Inappropriate operation or treatment, or utilization in a manner or for a purpose contrary to what was intended.
- **Insufficient maintenance** shall mean inadequate repair, cleaning, inspection, or upkeep as recommended by manufactured specifications.

Board Indicator 1: No person is injured in one of the District's facilities or when using District equipment as a result of insufficient maintenance of the facility or equipment.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

No injuries related to insufficient maintenance of facilities or equipment were identified in the report year. There is currently one claim under review by the insurance provider; however, it has not been determined that the District was liable or that the injury was caused by insufficient maintenance of the facilities or equipment.

Board Indicator 2: The District maintains and adheres to a long-range capital preventative maintenance plan to help guide the prioritization of Capital Maintenance Fund allocations.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The District is in the process of reviewing and updating the long-range capital plan to reflect the work being done as part of the current referendum project. The District's current goal is to maximize opportunities to address the most pressing deferred maintenance issues. Items that cannot be addressed through the referendum project will be mapped onto an updated long-range plan.

Board Comments:

OE-5.12 The Superintendent may not invest funds in investments that are not secured or that are not authorized by law.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Funds** shall mean money or capital.
- **Investments** shall mean the commitment of district money or capital to the purchase of financial instruments or other assets so as to gain profitable returns in the form of interest, income, dividend, or appreciation of the value of the instrument.

Board Indicator 1: The District has only deposited funds with entities authorized within the District's investment policy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

All investments, made through PMA Network, are in compliance with law and board policy.

Board Comments:



SHOREWOOD SCHOOL BOARD

Topic: Village Tax Bill Insert Draft

Date: November 9, 2021

Prepared by: JoAnn Sternke

Board Action:

Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose

To provide Board members with an opportunity to review school tax levy information that the District has developed for inclusion in the upcoming Village tax bill mailing. The final communication will be furnished to the Village Manager's Office on November 10.



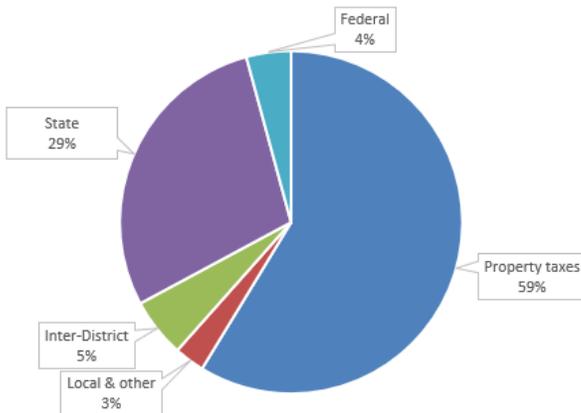
Information about the 2021 Property Tax Levy from the Shorewood School District

What are the Shorewood School District's funding sources?

School Property Tax Levy

The school tax levy is the portion of your tax dollars that directly supports the Shorewood School District General Fund, community recreation programs, and referendum projects.

General Fund - Revenue by Source



Tax Levy and Percent Change Over 10 Years



State, Federal and Other Aid

Property taxes are the largest source of funding for the Shorewood School District General Fund.

How do we spend General Fund dollars?

The majority of levy funds directly support classroom instruction and student services.

Instruction - 52%

- Teacher Salaries and Benefits
- Textbooks and Other Classroom Materials
- Classroom Technology

Support Services - 35%

- Guidance and Counseling
- Library Services
- Nursing Services
- Custodial Staff
- Management and Support Staff

Other - 13%

- Subsidy for the Special Education Fund

How do property owners benefit from the tax levy?

Whether or not you have children enrolled in Shorewood School District, your tax dollars help maintain our reputation as a destination district for families with children. High quality schools increase property values, encourage business investment, and support community recreation programs and other activities that contribute Shorewood's rich quality of life.

Shorewood School District Excellence

- Wisconsin School Performance and State Accountability Rankings
- Top 10 Wisconsin School Districts (Niche)
- 100% graduation (SHS Class of 2021)





EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: OE 4.8

Prepared by: Paru Shah

Recommended action:

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

Given the discussion around salary structures last meeting, I am proposing the following changes to OE4.8:

Current

Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type.

Proposed

Assure that compensation and benefits plans for all employee groups are transparent, consistent and predictable, within available resources.

Assure that salary increases, when applied, are equitable across all employee groups.

Assure the District attracts and retains the highest quality employees by offering competitive compensation and benefits within the applicable marketplace, including but not limited to organizations of comparable size and type.



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: Operational Expectations - OE-4 Personnel Administration Reflections

Date: November 9, 2021

Prepared by: Kim Salem, Director of Human Resources

Recommended action:

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

Background:

The Office of Human Resources presents the following recommendations and notes related to OE4 - Personnel Administration for consideration by the Board.

1. Consider revising the monitoring dates of the report to July 1 - September 30.
 - ❖ This will allow time to complete staffing for the upcoming school year. Due to the pandemic, it is anticipated that current staffing trends will continue and staffing may not be able to be completed by June 30th.
2. Consider moving the presentation of the OE-4 report to the Board to October of each year.
 - ❖ This will allow information to be compiled and analyzed through September 30.

Section	IC/NIC	Indicator	Recommendation/Notes
4.6.1	IC	All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.	Consider revising and possibly combining indicator 1&2.
4.6.2	IC	All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.	If indicator 1&2 are not combined, consider. All job descriptions are reviewed prior to posting a position.
4.8.1	IC	The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.	Not able to obtain accurate comparison for fringe benefits from CESA 1 without hired Benefits Consultant, consider. The District will rank in the top 33% of salaries for teachers when compared to CESA 1 peer districts.
4.8.2	NIC	The District will rank in the top 33% of salaries and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.	Not able to obtain accurate comparison for fringe benefits from CESA 1 without hired Benefits Consultant, consider. The District will rank in the top 33% of salaries for principals and assistant principals when compared to CESA 1 peer districts.
4.8.3	NIC	The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.	Not able to obtain information in 5Sight Data Analytics that isolates the information for 'all other employee groups' in a way that allows for comparison to CESA 1, consider. I will attempt to obtain information from CESA salary surveys if/when available.
4.8.4	NIC	The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.	Not able to obtain this information without hired Benefits Consultant, consider. A periodic review of market study data will be conducted for specific employee classes when appropriate, agreed upon, and possible within the budget. Or Employee benefit comparisons performed every three years to determine

			<i>the competitive benefits structure for the district.</i>
4.8.6	NIC	An annual review of retention rates is comparable to peer districts.	Do not have access to reliable sources of retention rate information from peer districts, consider. Reviewing 3 year district trend data and setting a retention/turnover rate for all staff or teachers specifically. The annually calculated non retirement teacher turnover rate will not exceed 8%. <i>Or Turnover in teaching and administrative staff is 8% or lower annually except for retirement. Turnover in professional support staff and secretarial and custodial support staff is 8% or lower annually except for retirements.</i>
4.10.1	IC	100% of new employees will participate in the district mentoring program during their first and second year of employment.	The district mentoring program (SIP) provides mentors for teaching staff and other certified staff (optional). At this time there is not a mentorship program for non-certified staff.
4.11.2	IC	100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.	Very similar to 4.5.1. 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy. Consider combining.



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-4 (Personnel Administration)**

Certification of the Superintendent: With respect to Operational Expectation 4 (Personnel Administration), 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

Based upon the indicators and evidence presented herein, the administration believes this Operational Expectation 4 Personnel Administration to be in compliance, with noted exceptions.



Signed: _____, **Interim Superintendent** **Date:** September 28, 2021

Executive Summary

This report evaluates compliance with 12 indicators that make up Operational Expectations for Personnel Administration (OE-4) policy over the past school year. Additional information and staff data collected through September 15, 2021 captures the impact of COVID-19 on Human Resources functions and administrative priorities.

The Human Resources department has made many notable improvements towards compliance with OE-4. Last year’s monitoring report showed compliance in 5 areas of OE-4. This monitoring report demonstrates compliance in 8 areas of OE-4.

OE 4.1 Compliant	OE 4.5 Compliant	OE 4.9 Not Compliant
OE 4.2 Compliant w/Exceptions	OE 4.6 Compliant	OE 4.10 Compliant
OE 4.3 Compliant	OE 4.7 Compliant	OE 4.11 Compliant w/Exception
OE 4.4 Compliant	OE 4.8 Compliant w/Exceptions	OE 4.12 Compliant

Additional noteworthy items and areas to highlight within the Human Resources department include:

- **Increase Diversity in our Workforce** - The Human Resources department - in collaboration with all district departments - implemented a number of strategies to increase the diversity of our workforce, and the results have been dramatic. Our District Administration employee group has had a 30% increase in racial/ethnic diversity since the 2019-20 school year. The current racial demographics of our district leaders is 47% leaders of color.
- **Frontline Recruiting and Hiring Software Platform** - Applicant tracking features will allow for more comprehensive diversity data collection such as; percent of job applicants and new hires by race/ethnicity, percent of staff with linguistic diversity, percent of staff that identify as having a disability, etc. This will ensure we are creating and maintaining a diverse and inclusive workforce.

Summary of Comments on OE 4 Markup_November2021.pdf

Page: 1

 Number: 1 Author: Emily Berry Date: 11/8/21, 10:06:56 PM

Throughout, expectations should be in imperative tense and Indicators in simple present tense.

- Onboarding features of software will allow us to successfully and efficiently incorporate new employees into the culture by getting them up to speed with policies, training, and paperwork in a seamless online environment. This software platform is set to be deployed by Quarter 2 of the 2021-22 school year.
- **Spark Hire Video Interviewing Platform** - Has provided an efficient way for hiring managers to quickly compare and contrast candidates without delaying the hiring timeline, reduced time-to-hire, lowered hiring costs, removed geographical limitations, and much more.
- **Offboarding and Exit Interviews** - Created a formal process for employee offboarding and exit interviews that has provided a way for employees to give honest, confidential, and constructive feedback regarding their employee experience. This has provided valuable insight regarding our district culture and has helped to determine opportunities for improvement within the district.

Human Resources operations were significantly modified in the 2020-21 school year to respond to COVID-19-related staffing issues (virtual, hybrid and in-person) and other responsibilities. Our team also worked closely with staff to prioritize both their physical and emotional well being. One area that is out of compliance due to modifications surrounding the COVID-19 pandemic is OE 4.9.

OE 4.9 - *Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the employee handbooks.*

In the 2020-21 school year, along with many other districts, Shorewood received a waiver of Educator Effectiveness requirements which impacted compliance in this area.

Disposition of the Board: With respect to Operational Expectation 4 (Personnel Management), 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:

Paru Shah

OE-4 Personnel Administration

The board values the individuals employed by the School District of Shorewood. To that end, the Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of District employees in a manner necessary to enable the District to achieve its Results policies.

Superintendent Interpretation

- Recruitment shall mean to attract and select the most talented and diversified pool of candidates.
- Employment shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- Development shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- Evaluation shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth.
- Compensation shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- District employee means anyone who receives compensation in exchange for services.
- The Board’s Results policy is defined in R-1 through R-4.

<p>OE-4.1</p> <p>Assure that ¹ district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date. ²</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>
--	--	--

Superintendent Interpretation:

- **Employees** shall mean anyone who receives monetary compensation for services rendered and covered by Shorewood School District employment laws.
- **Volunteer** shall mean anyone providing services without monetary compensation.
- **Background inquiries and checks** shall mean Wisconsin Circuit Court Access (CCAP), National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, reference checks and verification of employment eligibility prior to hiring.

 Number: 1 Author: Date: 11/8/21, 8:43:28 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 8:44:36 PM
Replace "Assure" with "Ensure."

<p>Board Indicator 1: The internal control processes verify that no employee was hired between July and June of the fiscal year without having successfully cleared all background checks prior to their start.</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 Human Resources department uses Background Investigation Bureau (BIB) to conduct background checks for new employees. HR verifies that all new certified and uncertified staff successfully clear a background check before their first day of work in the district. 100% of new employees entering the district successfully cleared all background checks administered according to the established background check procedures. 113 Background checks were processed between 07/1/20- 06/30/21.</p>		

<p>Board Indicator 2: The internal control processes verify that no volunteer was approved between July and June of the fiscal year without having successfully cleared all background checks.</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: Due to the COVID-19 pandemic, volunteer opportunities were limited during the 2020-21 school year. All prospective volunteers were referred to our Recreation & Community Services Department for background check clearance. The Recreation department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers. 100% of volunteers successfully cleared a background check prior to their first day of volunteer work in the district. The Recreation department successfully processed 290 background checks between 07/1/20-06/30/21.</p>		

Board Comments:

<p>OE-4.2 Select only highly qualified and the best-suited candidates for all positions.</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>
--	--	--

Superintendent Interpretation:

- **Highly qualified** shall mean vacancies that require a credential are filled with individuals that hold a

valid teaching credential in that subject area and complete a successful interview process.

- **Best-suited** shall mean the candidate selected for any position in the District meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent.

<p>Board Indicator 1: 95% of all hires meet the certification requirements that are outlined in the vacancy description</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p> <p>97% of all new hires met the certification requirements outlined in the vacancy description. Of the 28 certified staff members hired, 27 met the certification requirements that were outlined in the vacancy description upon hire. One teacher did not meet the certification requirements outlined in the vacancy description at time of hire, but timely filed a plan to become highly qualified in their specific curricular area and applied for a One Year License with Stipulations as required by the WI Department of Public Instruction.</p>		

<p>Board Indicator 2: The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</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>																																																																																	
<table border="1"> <thead> <tr> <th>Race</th> <th>2019-20 Student Enrollment</th> <th>2019-20 Teaching Staff</th> <th>% Difference</th> <th>2020-21 Student Enrollment</th> <th>2020-21 Teaching Staff</th> <th>% Difference</th> <th>2021-2022 Student Enrollment</th> <th>2021-2022 Teaching Staff</th> <th>% Difference</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>7.8%</td> <td>0.6%</td> <td>-7.2%</td> <td>8.1%</td> <td>1.6%</td> <td>-6.5%</td> <td>8.8%</td> <td>1.6%</td> <td>-7.2%</td> </tr> <tr> <td>Asian</td> <td>9.5%</td> <td>2.10%</td> <td>-7.4%</td> <td>9.1%</td> <td>0.5%</td> <td>-8.6%</td> <td>8.0%</td> <td>0.5%</td> <td>-7.5%</td> </tr> <tr> <td>Black</td> <td>10.0%</td> <td>7.8%</td> <td>-2.2%</td> <td>10.5%</td> <td>4.4%</td> <td>-6.1%</td> <td>10.5%</td> <td>5.4%</td> <td>-5.1%</td> </tr> <tr> <td>White</td> <td>67.1%</td> <td>88%</td> <td>+20.9%</td> <td>72.3%</td> <td>93.5%</td> <td>+21.2%</td> <td>65.9%</td> <td>91.5%</td> <td>+25.6%</td> </tr> <tr> <td>American Indian or Alaskan Native</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0.01%</td> <td>0.0%</td> <td>-0.01%</td> </tr> <tr> <td>Native Hawaiian or Other Pacific Islander</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>6.7%</td> <td>1.0%</td> <td>-5.7%</td> </tr> </tbody> </table>	Race	2019-20 Student Enrollment	2019-20 Teaching Staff	% Difference	2020-21 Student Enrollment	2020-21 Teaching Staff	% Difference	2021-2022 Student Enrollment	2021-2022 Teaching Staff	% Difference	Hispanic	7.8%	0.6%	-7.2%	8.1%	1.6%	-6.5%	8.8%	1.6%	-7.2%	Asian	9.5%	2.10%	-7.4%	9.1%	0.5%	-8.6%	8.0%	0.5%	-7.5%	Black	10.0%	7.8%	-2.2%	10.5%	4.4%	-6.1%	10.5%	5.4%	-5.1%	White	67.1%	88%	+20.9%	72.3%	93.5%	+21.2%	65.9%	91.5%	+25.6%	American Indian or Alaskan Native							0.01%	0.0%	-0.01%	Native Hawaiian or Other Pacific Islander							0.0%	0.0%	0.0%	Two or More Races							6.7%	1.0%	-5.7%	
Race	2019-20 Student Enrollment	2019-20 Teaching Staff	% Difference	2020-21 Student Enrollment	2020-21 Teaching Staff	% Difference	2021-2022 Student Enrollment	2021-2022 Teaching Staff	% Difference																																																																								
Hispanic	7.8%	0.6%	-7.2%	8.1%	1.6%	-6.5%	8.8%	1.6%	-7.2%																																																																								
Asian	9.5%	2.10%	-7.4%	9.1%	0.5%	-8.6%	8.0%	0.5%	-7.5%																																																																								
Black	10.0%	7.8%	-2.2%	10.5%	4.4%	-6.1%	10.5%	5.4%	-5.1%																																																																								
White	67.1%	88%	+20.9%	72.3%	93.5%	+21.2%	65.9%	91.5%	+25.6%																																																																								
American Indian or Alaskan Native							0.01%	0.0%	-0.01%																																																																								
Native Hawaiian or Other Pacific Islander							0.0%	0.0%	0.0%																																																																								
Two or More Races							6.7%	1.0%	-5.7%																																																																								

In 2020 there was a recommendation to change Race Categories to be congruent with Infinite Campus, which includes American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and Two or More Races. This data will be more inclusive of all of our race categories. Information for prior years is not available.

The racial/ethnic diversity of teaching staff increased by 2% from 2020-21.

Board Indicator 3: The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.							<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant	
Evidence:									
Gender	2019-20 Student Enrollment	2019-20 Teaching Staff	% Difference	2020-21 Student Enrollment	2020-21 Teaching Staff	% Difference	2021-22 Student Enrollment	2021-22 Teaching Staff	% Difference
Female	49.5%	68.9%	+19.4%	49.8%	71.5%	+21.7%	49.8%	72.0%	+22.2
Male	50.5%	31.1%	-19.4%	50.2%	28.5%	-21.7%	50.2%	28.0%	-22.2%

Board Comments:

OE-4.3 Use culturally- responsive protocols to recruit, hire, support and retain staff.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
--	---	---

Superintendent Interpretation:

- **Culturally-responsive protocols** shall mean using procedures that recognize the importance of including cultural references.
- **Support** shall mean to make available the necessary resources and opportunities to succeed professionally and personally.

2

 Number: 1 Author: Date: 11/8/21, 9:24:54 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 9:25:15 PM
Emily comment: I think we can define this better.

Board Indicator 1: Partner with <u>University Systems and Educator Licensure</u> programs to increase the teacher pipeline diversity.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: The District has utilized alternate methods to increase the teacher pipeline diversity. Below are examples of alternate methods used: <ul style="list-style-type: none"> ● Personalized our Equal Opportunity hiring statement on job vacancy postings to encourage applications from underrepresented groups ● Created more inclusive job descriptions and postings by removing unnecessary job requirements, avoiding gender-coded language, and emphasizing our District’s commitment to diversity and inclusion ● Increased the racial/ethnic diversity in the District’s leadership team (17% in 2020 to 46% in 2021), which is instrumental in attracting and retaining talent. Our leaders of color have tapped into their expansive networks and it has exponentially increased the diversity of our talent pipeline ● Networking informally, and word-of-mouth candidate identification has been the most successful and widely used tactics 		

Board Indicator 2: All interviews for hiring employees include at least one “culturally responsive” question in the interview process.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: “Culturally responsive” interview questions have been designed and added to all interview question sets used during the 2020-21 school year. Examples of such interview questions are below: <ul style="list-style-type: none"> ● What is your overall strategy for developing teacher and staff capacity for equity in instructional effectiveness? Please provide a specific time you put this practice into action. ● How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students? ● A review of our district data shows racial disparities in math and reading proficiency, disciplinary referrals, and referrals for special education. Why do you think these inequities exist and what actions would you take to ensure all students are thriving? ● How does your racial, gender, or class identity influence your leadership? ● From your perspective, in what ways have traditional business offices been inequitable in meeting the needs of ALL students? What would you do to ensure that our business office is intentional about the allocation of resources to service our most marginalized students? ● Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed in athletics and/or activities programming? 		

 Number: 1 Author: Date: 11/8/21, 9:25:55 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 9:35:46 PM

Emily comment:

To be consistent with other indicators, place in present tense. "The district partners with university systems and licensure programs to increase the teacher pipeline diversity."

Or:

"The district partners uses a variety of strategies to foster and benefit from a diverse teacher pipeline."

- How would you go about building rapport with students of color, students from low-income families, students labeled with a disability, students who are culturally and linguistically diverse, and students who identify as LGBTQ? Please provide some specific examples.
- How do you ensure that your classroom is an equitable learning environment for all students?

<p>Board Indicator 3: There will be professional development annually to support teachers in culturally responsive teaching practices. 1</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p> <p>All of our instructional staff, support services staff, and administrators participate in professional development opportunities scheduled to occur once each month using Integrated Comprehensive Systems for Equity (ICS) learning modules. The learning modules are organized into four Cornerstones for building our collective capacity to achieve more equitable outcomes.</p> <ul style="list-style-type: none"> • Cornerstone 1: Focus on Equity • Cornerstone 2: Align Staff and Students • Cornerstone 3: Transform Teaching and Learning • Cornerstone 4: Leverage Policy and Funding <p>Culturally-Relevant Teaching and Learning is addressed in the 3rd Cornerstone and is supported by learning modules in Cornerstones 1 and 2. Rather than address topics using a piecemeal approach, the ICS framework allows us to build our collective capacity, analyze our systems, interpret research, and plan for transformation using a sequential and comprehensive process. These monthly professional development opportunities are facilitated at each school site by members of the schools' Instructional Leadership Team. Professional development topics covered in the modules during the 2020-21 school year include the following:</p> <ul style="list-style-type: none"> • Understanding the history of educational marginalization • Developing an awareness of implicit bias • Analyzing proactive structures for high quality teaching and learning with a diverse normative in mind • Shifting from deficit-based language and thinking to asset-based language and thinking <p>All of the modules in the ICS framework are informed by more than 45 years of equity research and practice. The modules are designed to provide a framework for building systemic and structural capacity and proactive align systems to produce equitable student results. These modules are also designed to enhance the effectiveness of equitable practices we currently use such as Culturally Relevant Teaching and Learning practices, lessons about social justice and identity, and inclusive instructional practices.</p> <p>Additionally, members from each school's Instructional leadership team participated in quarterly coaching sessions with consultants from ICS. The quarterly coaching sessions allowed teams to discuss progress of the module implementation and discuss feedback shared by staff. The coaching opportunities were also used to build the leadership capacity of teachers, support services staff, and administrators as they worked and planned to operationalize the content of the learning modules into our school and district priorities.</p>		

 Number: 1 Author: Emily Berry Date: 11/8/21, 9:24:19 PM

Emily comment:

To make consistent with other indicators, place this in present tense, and even better, rephrase to "The District offers professional development to support teachers in adopting and following culturally responsive teaching practices."

Board Indicator 4: We will leverage research informed retention strategies (teacher 30 day & 90 day check ins, affinity groups, etc) to retain staff diversity.	<u>Superintendent</u> Compliant <input type="checkbox"/> Not Compliant	<u>Board</u> Compliant Not Compliant
---	---	--

Evidence:

The district utilizes several retention strategies to retain staff diversity. Examples of such strategies are below:

- Teacher and certified staff mentoring program. Shorewood Induction Program.
- Communication and feedback - connecting with staff members on a regular basis. Strategic, intentional, informal reach outs, touch points from Administrators
- Providing high quality professional development opportunities
- Flexible working arrangements during the COVID-19 pandemic
- Fostering teamwork
- Conducting exit interviews for all staff exiting the District. The HR department uses School Perceptions to administer online exit interview surveys while also offering in-person options.
- Offering competitive salary and benefits packages
- Cluster Hiring - involves hiring faculty members of color into multiple departments/buildings (in a cluster). This hiring practice increases diversity, strengthens climate, and improves retention rates for staff of color.
- Investment in dedicated Human Resources department and personnel which plays a strategic and valuable role in retention.

OE-4.4 Administer clear personnel rules and procedures for employees.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
--	---	--

Superintendent Interpretation:

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean personnel rules and procedures are communicated and understood by employees as detailed in employee handbooks and appendices.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

Number: 1 Author: Emily Berry Date: 11/8/21, 9:47:21 PM

Emily comment:

Place is present tense and rephrase:

"The district uses research-informed retention strategies to maintain staff diversity."

Or

"The district uses research-informed retention strategies to meet goals for employee recruitment and retention."

(staff diversity goals are in the other OEs/indicators.)

<p>Board Indicator 1: By December 1st of each fiscal year, 95% of the District employees have signed and returned an acknowledgement form to affirm they received updated handbook and applicable appendices policies from the District Business and Human Resources office.</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>
--	---	---

Evidence:
100% of staff were given internet access to the Employee Handbook and Appendices. There were no updates made to the employee handbook or appendices for the 2020-21 school year therefore the District did not send out an acknowledgement form to be signed and returned by staff. We are in the process of transferring NEOLA policies to our handbooks. NEOLA policies are on the web and available for employees.

All new staff members were sent a handbook acknowledgement form via google forms to sign and return during their new hire onboarding process. 100% of new staff members completed the online google form acknowledging receipt of the employee handbook and appendices.

For the 2021-22 school year, the District intends to use the SafeSchools platform as a method to verify and track signed handbook acknowledgements. After all authentications have been delivered those who do not acknowledge will be contacted by their immediate supervisors to ensure compliance.

Board Comments:

<p>OE-4.5</p> <p>Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.</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>
---	--	--

Superintendent Interpretation:

- **Effectively handle** shall mean investigate and resolve promptly, accurately with consideration and professionalism.
- **Consistently** shall mean complaints and concerns are addressed according to the employee handbook and/or district policy.
- **Complaints and concerns** shall mean grievances or questions related to sexual harassment, discrimination claims, contractual violations, Board and District policies and procedures, and possible violations of state and federal laws.

 Number: 1 Author: Emily Berry Date: 11/8/21, 8:42:48 PM
Admin suggestion for 11/9/21:
Consider combining with OE 4.11 Indicator 2.

<p>Board Indicator 1: 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: There was one complaint of this nature reported involving employees, and it was processed/resolved as outlined in the employee handbook and/or District Policy. This complaint was resolved at the Administration level and was not filed with the School Board.</p>		

Board Comments:

<p>OE-4.6</p> <p>Maintain accurate job descriptions for all staff positions.</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>
--	--	--

Superintendent Interpretation:

- **Maintain** shall mean to keep current and accurate.
- **Accurate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

<p>Board Indicator 1: All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</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> <ul style="list-style-type: none"> • Each position posted for hire during the 2020-21 school year had an updated job description that was part of the job posting. • Human Resources requires all job descriptions to be evaluated and updated prior to posting and hiring an open position. <p>During the 2020-21 school year, the District filed for a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not processed. Support Staff evaluations were also put on pause until the 2021-22 school year due to the COVID-19 pandemic.</p> <p>The Human Resources department will develop a systemic approach to updating job descriptions and will document that process and train administrators and implement the procedure over the next calendar year.</p>		

 Number: 1 Author: Emily Berry Date: 11/8/21, 7:24:07 PM

Suggestion from administration Nov. 9, 2021 meeting: Combine indicators 1 and 2 to one indicator that covers job descriptions.

Board Indicator 2: All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: <ul style="list-style-type: none"> Each position posted for hire during the 2020-21 school year had an updated job description that was part of the job posting. Human Resources requires all job descriptions to be evaluated and updated prior to posting and hiring an open position. <p>During the 2020-21 school year, the District filed for a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not processed. Support Staff evaluations were also put on pause until the 2021-22 school year.</p>		

Board Comments:

OE-4.7 Protect confidential information.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
---	---	---

Superintendent Interpretation:

- Protect** shall mean to secure, keep safe, and preserve employee confidential information.
- Confidential** shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

Board Indicator 1: 100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: There have been zero documented breaches of confidential information by the Business and Human Resource Services office.		

 Number: 1 Author: Emily Berry Date: 11/8/21, 9:53:05 PM

Emily suggestion:

Place in present tense to be consistent with other indicators "100% of reports of breach of confidentiality documented by the Business and Human Resources office are thoroughly investigated ..."

Can we say "...are thoroughly investigated and remedied according to applicable law or district policy."?

Board Indicator 2: 2 100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: There have been zero documented reports of confidentiality breaches of district staff.		

Board Comments:

OE-4.8 1 Assure that 3 compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type. 4	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
---	--	--

Superintendent Interpretation:

- **Competitive** shall mean District employment offers are commensurate with or higher than equivalent positions when compared to similar school districts.
- A **compensation plan** shall mean District salaries and benefits.
- **Highest quality in terms of attracting applicants** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, supervising administrator or Superintendent.
- **Highest quality in terms of retention of employees** shall mean those who are evaluated as effective or higher based on the District's evaluation criteria.

 Number: 1 Author: Date: 11/8/21, 9:20:25 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 9:53:44 PM
Emily comment: suggest combining indicator 1 and 2 and revising as noted above.

 Number: 3 Author: Emily Berry Date: 11/8/21, 9:20:39 PM
Replace "assure" with "ensure."

 Number: 4 Author: Emily Berry Date: 11/8/21, 9:21:40 PM
Paru proposed new verbiage: Assure that compensation and benefits plans for all employee groups are transparent, consistent and predictable, within available resources.

Assure that salary increases, when applied, are equitable across all employee groups.

Assure the District attracts and retains the highest quality employees by offering competitive compensation and benefits within the applicable marketplace, including but not limited to organizations of comparable size and type.

<p>Board Indicator 1: The District ²will rank in the top 33% of salaries ⁵and fringe benefits for teachers when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: In the 2020-2021 school year, district teacher salaries were in the top 33% when compared with CESA 1 peer districts based on the current staffing data available in 5Sight Data Analytics, which utilizes DPI PI-1202 staffing data.</p> <p>We are not able to locate information in 5Sight Data Analytics that isolates the information for fringe benefits or combines salary and fringe benefits in a way that allows for comparison of Shorewood to CESA 1 peer districts.</p>		

<p>Board Indicator 2: The District ³will rank in the top 33% of salaries ⁴and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: District Principal and Assistant Principal salaries and benefits are in the 50th percentile when compared with peer districts based on the current staffing data available in 5Sight Data Analytics and DPI PI-1202 staffing data.</p> <p>We are not able to obtain information in 5Sight Data Analytics that isolates the information for fringe benefits or combines salary and fringe benefits in a way that allows for comparison of Shorewood to CESA 1 peer districts.</p>		

<p>Board Indicator 3: The District ¹will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.</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: We are not able to obtain information in 5Sight Data Analytics that isolates the information for 'all other employee groups' in a way that allows for comparison of Shorewood to CESA 1 peer districts.</p>		

<p>Board Indicator 4: The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.</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 District currently does not employ a benefits consulting company that would be able to do an analysis and comparison of companies and school districts regionally. Our contract with our previous benefits consulting</p>		

T Number: 1 Author: Date: 11/8/21, 9:55:13 PM

T Number: 2 Author: Date: 11/8/21, 9:54:47 PM

T Number: 3 Author: Date: 11/8/21, 9:54:35 PM

T Number: 4 Author: Date: 11/8/21, 7:43:46 PM

T Number: 5 Author: Date: 11/8/21, 7:43:11 PM

Number: 6 Author: Emily Berry Date: 11/8/21, 7:43:01 PM
Admin suggestion 11/9/21: The District will rank in the top 33% of salaries for teachers when compared to CESA 1 peer districts.

Number: 7 Author: Emily Berry Date: 11/8/21, 7:44:13 PM
Admin suggestion for 11/9/21
"The District will rank in the top 33% of salaries for teachers when compared to CESA 1 peer districts."

Number: 8 Author: Emily Berry Date: 11/8/21, 7:45:38 PM
Comment from admins 11/9/21: Not able to obtain information in 5Sight Data Analytics that isolates the information for 'all other employee groups' in a way that allows for comparison to CESA 1, consider. I will attempt to obtain information from CESA salary surveys if/when available.

Number: 9 Author: Emily Berry Date: 11/8/21, 8:32:19 PM
Comment from admins 11/9/21: Not able to obtain this information without hired Benefits Consultant. Consider: A periodic review of market study data will be conducted for specific employee classes when appropriate, agreed upon, and possible within the budget. Employee benefit comparisons performed every three years to determine the competitive benefits structure for the district.

company ended in 2019. If the District chooses to employ a new benefits consulting company for the 2021-22 school year, this information will be provided on the OE-4 report for next school year.

<p>Board Indicator 5: 100% of employees that leave the district are offered an exit interview.</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: Beginning in 2020 the District partnered with School Perceptions to offer an online exit interview survey to all staff separating from the district. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and communication with the option to schedule an in-person exit interview with the Director of HR.</p> <p>100% of employees exiting the District were offered an exit interview either online or in-person. During the 2020-21 school year there were a total of 55 employee separations from the District. 5% of separating employees completed an in-person exit interview with the HR Director and 62% of separating employees completed the online exit interview survey.</p> <p>The top factors that staff indicated as their reason for leaving the District were:</p> <ul style="list-style-type: none"> • Job opportunity with a public school district within Wisconsin: 29% • Retirement: 17.6% • Personal (Family, Medical, etc.): 14.7% <p>The top factors that staff indicated as a major consideration in their decision to leave were:</p> <ul style="list-style-type: none"> • Lack of support from administration: 46% • Need for better work-life balance: 30% • Poor internal communication: 29% 		

<p>Board Indicator 6: An annual review of retention rates is comparable to peer districts.</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 District does not have access to a reliable source of retention rate information from peer districts. HR is recommending that the Board revise this question to review 3 year District trend data instead.</p> <p>The retention rates calculated below do not include retirements or involuntary separations.</p>		

 Number: 1 Author: Date: 11/8/21, 9:55:38 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 9:55:58 PM

Emily comment:
Replace "that" with "who."

 Number: 3 Author: Emily Berry Date: 11/8/21, 8:36:13 PM

Admin comment 11/9/21:
Do not have access to reliable sources of retention rate information from peer districts, consider reviewing 3 year district trend data and setting a retention/turnover rate for all staff or teachers specifically:

The annually calculated non retirement teacher turnover rate will not exceed 8%. Or Turnover in teaching and administrative staff is 8% or lower annually except for retirement. Turnover in professional support staff and secretarial and custodial support staff is 8% or lower annually except for retirements.

**Staff Retention Rates
Three Year Trend Data**

	2020-2021	2019-2020	2018-2019
Teachers	89.5%	91%	96%
Administrators	75%	67%	92%
All Staff	86%	84%	92%

**Turnover Rates by Race/Ethnicity
Two Year Trend Data**

Race/ Ethnicity	2020-2021 Total Staff	Number of Separating Staff	Percentage of Separating Staff	2019-2020 Total Staff	Number of Separating Staff	Percentage of Separating Staff
White	266	33	12.4%	282	39	13.8%
Black	36	11	30.5%	26	9	34.6%
Asian	5	1	20%	6	1	16.6%
Hispanic	2	0	0%	4	1	25%
American Indian	0	0	0%	0	0	0.0%
Two or More	5	1	20%	5	1	20%

Board Comments:

	<u>Superintendent</u>	<u>Board</u>
OE-4.9	Compliant	Compliant
Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the employee handbooks.	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Consistent with the Superintendent's own evaluation** shall mean that all employees are evaluated according to student learning outcomes as outlined in the results policies and operational expectations.

- **Evaluate** shall mean assessing through observations, goal setting and progress monitoring.
- **Achieving** shall mean that the employee performance contributes to accomplishing the Board's goals.
- **Compliance** shall mean District employees are assessed on their ability to follow the board's operational expectations as they apply to their job.

<p>Board Indicator 1: 100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.</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: During the 2020-21 school year, the District filed a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not performed. All New Teachers remained paused in the year they were in as part of the evaluation cycle. Educator Effectiveness Teacher evaluations will resume in the 2021-22 school year.</p> <p>This waiver did not include evaluations of District Administrators/Directors. 100% of District Administrators/Directors were evaluated in the 2020-21 school year.</p>		

<p>Board Indicator 2: 100% of non-licensed personnel are evaluated through a district created process annually.</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: Evaluations of non-licensed staff were not completed in the 2020-21 school year due to complications of the COVID-19 pandemic. The majority of non-licensed personnel did not return to in-person work until January 2021 due to school closures. The Human Resources department will work with district administrators to create a performance evaluation cycle for non-licensed personnel and train evaluators on deployment.</p>		

<p>Board Indicator 3: 90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.</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: During the 2020-21 school year, the District filed a DPI waiver for the Educator Effective Teacher evaluation process. Formal Teacher evaluations were not performed. All New Teachers remained paused in the year they were in as part of the evaluation cycle. Educator Effectiveness Teacher evaluations will resume in the 2021-22 school year.</p>		

Board Comments:

<p>OE-4.10</p> <p>Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.</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>
---	--	--

Superintendent Interpretation:

- **Qualified** shall mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.
- **Trained** shall mean employees are given instructions, mentored, and given feedback.

<p>Board Indicator 1: 2</p> <p>100% of new ¹employees will participate in the district mentoring program during their first and second year of employment.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>³Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
---	---	---

Evidence:
 100% of new certified teaching staff participated in the District mentoring program for certified staff (Shorewood Induction Program). Shorewood Induction Program’s mission is to accelerate best practice teaching to effectively impact student learning.

The Shorewood School District is committed to supporting new teachers in the district. The district will support new teachers through Shorewood’s Induction Program (SIP). SIP provides a mentor to all new certified staff that is hired (.5 FTE or greater). Mentors support teachers and certified staff new to the district for two full academic years. Mentors serve as a resource, collaborator, trusted listener, problem-solver, coach, learner, and teacher for new teachers and certified staff.

At this time, the District does not have a formal mentoring program for non-certified staff .

 Number: 1 Author: Date: 11/8/21, 8:38:42 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 8:39:51 PM

Emily suggestion: 100% of teachers and other certified staff will have the opportunity to participate in the district mentoring program during their first and second year of employment.

 Number: 3 Author: Emily Berry Date: 11/8/21, 8:38:11 PM

Admin comment for 11/9/21:

The district mentoring program (SIP) provides mentors for teaching staff and other certified staff (optional). At this time there is not a mentorship program for non-certified staff.

<p>Board Indicator 2: 75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: 81% of teachers in the Shorewood Induction mentoring program in 2020-21 reported they feel more equipped to do their primary job as a result of the program as evidenced by responses to the end of the year feedback survey question “Do you feel more equipped to do your primary job as the result of this mentor-mentee relationship?”</p>		

<p>Board Indicator 3: The school district will provide ongoing professional development pertaining to Cultural Competency</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: All of our instructional staff, support services staff, and administrators participate in professional development opportunities scheduled to occur once each month using Integrated Comprehensive Systems for Equity learning modules. The learning modules are organized into four Cornerstones for building our collective capacity to achieve more equitable outcomes.</p> <ul style="list-style-type: none"> • Cornerstone 1: Focus on Equity • Cornerstone 2: Align Staff and Students • Cornerstone 3: Transform Teaching and Learning • Cornerstone 4: Leverage Policy and Funding 		

Board Comments:

<p>OE-4.11 Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.</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>
--	--	--

Superintendent Interpretation:

- **Organizational culture** shall not only mean a climate in which staff members celebrate diversity

 Number: 1 Author: Date: 11/8/21, 9:59:42 PM

 Number: 2 Author: Date: 11/8/21, 9:59:25 PM

 Number: 3 Author: Date: 11/8/21, 9:58:30 PM

 Number: 4 Author: Emily Berry Date: 11/8/21, 9:58:46 PM
Emily comment: move to present tense to be consistent with other indicators.

among students, parents, staff, and community, expecting everyone to be equally respected and accepted, but also mean the behaviors and beliefs characteristic of a positive work environment.

- **Responsibly perform their jobs** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- **Environment of professional support and courtesy** shall mean a respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

Board Indicator 1: A staff survey ¹ will show that ² at least-85% of the staff feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
2021 staff survey facilitated by School Perceptions shows the following results:

Statement	2019		2020			2021			
	Shorewood Average	% Agree	Shorewood Average	% Agree	Difference	Shorewood Average	% Agree	Difference	Percentile
I have flexibility to do my job the way that I think is most effective	4.17	89%	4.17	90.5%	0.0	4.03	85%	-0.14	50th
I feel supported by leadership when I make a decision	3.93	84%	3.94	81.9%	+0.01	3.62	73%	-0.36	8th

Board Indicator 2: 100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
There was one complaint of this nature reported involving employees and it was processed/resolved as outlined in the employee handbook and/or District Policy. This complaint was resolved at the Administration level and was not filed with the School Board.

3

 Number: 1 Author: Date: 11/8/21, 9:59:59 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 10:00:24 PM

Emily comment: change to present tense to be consistent with other indicators, so "shows" rather than "will show"

 Number: 3 Author: Emily Berry Date: 11/8/21, 8:41:14 PM

Admin comment for 11/9/21"

Very similar to 4.5.1. 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy. Consider combining.

<p>Board Indicator 3: A staff survey will show that at least 85% of the staff feel they are in a “good climate.”</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: On the 2021 staff survey facilitated by School Perceptions, 79% of staff responded that they agree or strongly agree to the statement: “I am in a school environment that allows me to work in an environment of professional support and courtesy.”</p> <p>This is a notable difference from the 2019-2020 survey result of 86.5%, and can be attributed, in part, to the impact of COVID-19 on classroom teachers and other staff. More than half of the past school year was spent in a virtual learning model, with the majority of faculty and many other staff working remotely.</p>		

<p>Board Indicator 4: A staff survey will show that at least 85% of the staff feel they are in an “inclusive environment.”</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: On the 2021 staff survey facilitated by School Perceptions, 86% of staff responded agree or strongly agree to the statement “I feel my ideas, opinions, and concerns are listened to by my colleagues. This percentage is comparable to the 2020 survey results in which 86.5% agreed or strongly agreed to this statement.</p>		

Board Comments:

<p>OE-4.12</p> <p>The Superintendent may not retaliate against an employee for initiating a legitimate complaint.</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>
---	--	--

Superintendent Interpretation:

- **Retaliate** shall mean to act in revenge.
- **Initiating** shall mean bringing a written document without coercion by an employee, supervisor or

 Number: 1 Author: Date: 11/8/21, 10:01:16 PM

 Number: 2 Author: Date: 11/8/21, 10:00:35 PM

 Number: 3 Author: Emily Berry Date: 11/8/21, 10:01:06 PM

Emily comment:

Present tense to be consistent with other indicators, so "shows" rather than "will show."

 Number: 4 Author: Emily Berry Date: 11/8/21, 10:01:51 PM

Emily comment: present tense to be consistent with other indicators. "shows" rather than "will show."

administrator.

- **Legitimate complaint** shall mean a written statement of all claims against the accused that is neither spurious nor false.

Board Indicator 1: 100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: There have been zero complaints registered with the office of the Superintendent. There have been zero reports of retaliation of reporting employees for complaints registered with the office of the Superintendent.		

Board Comments:



SHOREWOOD SCHOOL BOARD

Topic: Administration Recommendations for OE 3 (Treatment of District Stakeholders) and OE 7 (Communicating with the Public)

Date: November 9, 2021

Prepared by: Katelin Watson

Board Action:

Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose

To furnish recommended changes in Operational Expectations Monitoring Reports to reflect new data needs and measurement guidelines.

Background

The Communications Specialist presents the following suggestions for consideration related to OE-3 and OE-7:

1) Distinguish between "public" vs "stakeholders" and defining "public" to include non-families where "stakeholders" is *solely* staff/District families/students. This way, there is the distinction that the OE-7 results will include indicators from the non-families group whereas OE-3 is only measuring stakeholders.

2) Select an indicator between "a majority" which was used previously and "at least 80%" which was used this year. Such as "There is a positive trend from last year, and at least 65%..."

3) Removing two subsections of OE 7 and placing them under OE 3 (as shown below). Remove one subsection of OE 3 and place it under OE-7 (as shown below).

4) Add non-families indicator under OE 7

OE 3	vs	OE 7
<p>OE 3.3.1</p> <p>District provides at least five (5) mediums for feedback and input for stakeholders.</p> <p>(MOVE OE 7.1.5 over to combine with OE 3.3.1)</p> <p>7.1.5</p> <p>At least 80% of the respondents indicate the District provides channels for input and feedback.</p> <p>3.3.3 change title to OE 3.3.2</p> <p>At least 80% of stakeholders believe their interactions with District personnel have been positive and they feel comfortable visiting District facilities.</p> <p>3.3.4 change title to OE 3.3.3</p> <p>The district website includes accessibility features to increase access for all stakeholders.</p> <p>(Move OE 7.1.2 over to combine with OE 3.3.4 above)</p> <p>7.1.2 Every two years, the District conducts a website audit/review, including an expert evaluation of accessibility and inclusive language, and reports to the board the results of those reviews, as well as changes planned in response to the analysis.)</p>		<p>7.1.1</p> <p>The District develops an annual Communications Plan that includes opportunities for two-way communication between principals, administrators and their constituencies, a communications calendar, and goals for communication that are tied to the district’s strategic plan.</p> <p>(MOVE OE 3.3.2 here & change title to 7.1.2)</p> <p>At least 80% of stakeholders believe that the District communicates effectively.</p> <p>Add: A majority of non-families believe the District communicates effectively (so you get a non-families indicator in there) Note: I don’t think based on #'s, 80% is reasonable as many non-families select “N/A” for this category.</p> <p>7.1.3</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school and from the District was timely.</p> <p>*combine District/school indicator</p> <p>7.1.4</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school and from the District has built their support of the district.</p> <p>*combine District/school indicator</p>

Operational Expectations Monitoring Document

OE-7 Communicating with the Public

(Monitoring Document Revisions April 2021)

Certification of the Superintendent: *With respect to Operational Expectation 9 (Communicating with the Public), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

 In Compliance
 X In Compliance with Noted Exceptions
 Not in Compliance

Signed: John Stamba , Interim Superintendent **Date:** October 12, 2021

Executive Summary

This OE-7 Monitoring Document focuses greatly on how we, as a district, work to provide timely, two-way communication with the public - which we currently define in this OE as both community members and District families (OE-7.1), and the steps we have in place to ensure the public is adequately informed and engaged.

Board Indicators 1 & 2 focus on how the District utilizes its communications channels to reach the public (e.g. Shorewood Today, social media, website, school/district/alumni newsletters, etc.). From a positive lens, we have had much public engagement and there appear to be no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents' race, ethnicity, gender, or other available identity grouping.

Board Indicators 3, 4, & 5 focus on the timeliness of communications, how communications translate to District support, and opportunities for input/feedback. There is room for growth in these areas as we continue to navigate the COVID-19 pandemic and the impact it has had on not only the tools the District uses to support and measure stakeholder engagement in 2020-2021 but also the needs and expectations of constituents and their use of communications tools and resources.

These are some topics that will be areas of focus to enhance information sharing and stakeholder dialogue in 2021-2022:

- District, school, and Board *email updates* will be further leveraged in 2021-2022 to share important information with students and their parents and ensure timely communications. Email was the number one way that families like to receive information.

- As a measure of public engagement and overall District performance, School Perceptions surveys have been used since 2017 to gather student, staff and parent/community feedback on a wide range of topics, and to analyze District progress toward other goals. It is difficult to measure what impact the pandemic had on public participation in this survey and to what degree it influenced responses. Furthermore, Board members and District leadership began to study School Perceptions survey indicators, specifically peer district comparisons, in 2020-2021. Updating comparison districts to accurately reflect the District's profile and measures for success as they have changed over time is a priority for the 2022 Survey.

As the data shows, there is reason to celebrate in this report as well as many opportunities to learn and improve. Changes over the past year - the pandemic, the social justice movement, and related disruptions - have uncovered a clear need to further differentiate between our "public" and "stakeholder" constituencies (e.g., non-parent Village homeowners and renters, business owners) if we are to meet our mission and Operational Expectations objectives for Treatment of District Stakeholders (OE3) and Communicating with the Public (OE7).

Considering changes made to OE-7 indicators during the reporting period, the District presents OE-7 (Communicating with the Public) as Compliant With Noted Exceptions.

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

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

Summary statement/motion of the Board:

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

OE-7 Communicating with the Public

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

Superintendent Interpretation

- **Public:** ~~District parents, alumni, partners, and community stakeholders*~~ 3
- **Adequately informed:** Public understands the activities in the District.
- **Condition:** Information about the organization's academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District's health.
- **Direction:** Communication about the District's strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement.

<p>OE-7.1:</p> <p>Ensure the timely flow of accurate information, appropriate input, and strategic two-way communication between the District and the public that builds understanding and support for District efforts, and that meets the needs of stakeholders from multiple cultural and linguistic backgrounds and is accessible to stakeholders regardless of special needs or physical limitations.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
--	---	---

Superintendent Interpretation

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

 Number: 1 Author: Date: 11/8/21, 11:14:06 PM

 Number: 2 Author: Date: 11/8/21, 11:13:58 PM

 Number: 3 Author: Emily Berry Date: 11/8/21, 11:14:54 PM

Admin suggestion to define public as separate from students, families and staff, so change this to:
"Alumni, partners and community members."

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

<p>Board Indicator 1: We will know we are compliant when:</p> <p>The District develops an annual Communications Plan that includes opportunities for two-way communication between principals, administrators and their constituencies, a communications calendar, and goals for communication that are tied to the district’s strategic plan.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The communications calendar assists the District with the timing of promotions for the District’s strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement, as well as for academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District’s health. While the calendar is subject to change based on many factors, it remains a good outline for guidance. Some examples of District initiatives promoted via the website, social media, newsletters, Shorewood Today, etc include: student academic/athletic achievements, classroom happenings, District/school/SEED events, ICS work, SEL instruction, Board updates and much more.</p> <p>Weekly e-newsletter communication to families forms the foundation of school communication. Each school principal sends out a weekly communication with important updates, events, and initiatives, and invites family feedback.</p>		

Regarding opportunities for two way-communication between constituencies and principals/administrators, families can connect with any District personnel through the following ways:

- Email - contact information provided in the District website directory as well as at the bottom of every IC message sent
- Phone - numbers are provided in the District website directory and on the District calendar
- Social media - direct messaging is available through all District/school social media channels
- Website - there are multiple feedback portals (Covid page, Contact Us page, Submit a Question/Concern page)
- District newsletters - there is a feedback portal link at the bottom of each letter
- Linkages - participants may attend in person or virtually to provide feedback

1

	<u>Superintendent</u>	<u>Board</u>
<p>Board Indicator 2: We will know we are compliant when:</p> <p>Every two years, the District conducts a website audit/review, including an expert evaluation of accessibility and inclusive language, and reports to the board the results of those reviews, as well as changes planned in response to the analysis.</p>	<p>Compliant</p> <p>Not Compliant</p> <p>Not Applicable</p>	<p>Compliant</p> <p>Not Compliant</p>

Evidence: This indicator was added at the end of the 2020-21 school year, therefore the current measure is not applicable; the District will be looking into potential options for website audit/review for the next school year, which includes evaluation of accessibility and inclusive language. The District will be prepared to address website audit results in the fall 2022 OE-7 Monitoring Report.

As it relates to website accessibility, the District implemented these website features over the past year:

Number: 1 Author: Emily Berry Date: 11/8/21, 11:18:45 PM

Admin suggestion:

Insert new 7.1 Indicator 2, "A majority of non-families believe the District communicates effectively." (so you get a non-families indicator in there)

Note from KW: I don't think based on #'s, 80% is reasonable as many non-families select "N/A" for this category.

Visual Web Accessibility: Edlio websites are designed to be easily readable with clear headings, distinguishable links, resizable text, and high contrast color combinations for visitors with reduced vision. For blind users, website controls and images are coded to allow screen readers and other assistive technology to easily navigate and dictate the visual elements of the site.

Motor Web Accessibility: Behind the scenes of our website is code that allows visitors with motor disabilities to navigate the website, skim through pages, and fill out forms by keyboard alone or through other assistive technology. Users can interact with content without time limits or unpredictable navigation.

Auditory Web Accessibility: Visitors to our website with auditory disabilities can still enjoy videos, as closed captions and transcripts are automatically generated for videos uploaded to Edlio websites. The video player controls also allow for pausing and adjusting volume easily.

Cognitive Web Accessibility: Edlio focuses on building websites that are easy to use and enjoyable for all. Navigation is clear, visual effects are not distracting, and video and audio are easily controlled. Plus, built-in tools for creating pages, news items, and calendar entries allow webmasters to produce content that is well structured for all visitors. Every District video or photo that is posted to the website has captions that accompany the content. This is required or the video/photo is not postable.

Multilingual Website Accessibility: The District has over 40 languages spoken across all schools. The website has a google language translation application that can translate the entire website into 108 different languages. Any important attachments that are not automatically translated by this feature are translated manually by Multilingual Learner Coordinator Roxanne Tibbits and her team of translators.

Based on feedback received at a meeting in September 2021, we will also communicate these accessibility features to the greater Shorewood community. (Accessibility features were shared in the Village Manager's Memo on September 23). We will also review the website, newsletters, and social media posts for inclusive language improvements, as suggested in our ICS work.

<p>Board Indicator 3: We will know we are compliant when:</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school was timely.</p> <p>At least 80% of the respondents² indicate the communications they receive via multiple channels from the District was timely.</p>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

For context, Board Indicator 3 measures were increased from “a majority” to 80% in the 2020-2021 school year.

Despite using multiple channels to communicate with stakeholders and following both school and District communications schedules, our School Perceptions survey results related to this indicator dipped slightly below the desired 80% threshold in Spring of 2021. However, the data suggests that there were no discrepancies between stakeholders from multiple cultural and linguistic backgrounds.

Perceptions of District communications from the 2021 survey are:

- 79% of participants believe the schools are effective in providing timely communications via multiple channels. (72%-ATW, 75%-LB, 81%-SIS, 88%-SHS/NH)
- 75% of participants believe the District is effective in providing timely communications via multiple channels.

	White	Black	Hispanic	Asian/Pacific
ATW	75%	N<10	N<10	N<10
LB	70.6%	N<10	N<10	N<10
SIS	81.7%	N<10	N<10	N<10
SHS	86%	N<10	N<10	N<10
District	76.7%	81.8%	N<10	N<10

The District and schools will work to improve timeliness of communications with stakeholders, focusing specifically on the top two requested means of receiving communication: emails from teachers/administrators (91% by families) and Shorewood Today Magazine (72% by community members). School, District, and Board updates will continue to be provided to stakeholders regularly via email and the District will continue to provide a wide variety of engaging, timely, and quality content for its Shorewood Today Magazine contributions as well as for the Village Manager’s Memo.

Number: 1 Author: Emily Berry Date: 11/8/21, 11:25:52 PM
Admin comment: Combine District/school indicator.

Number: 2 Author: Emily Berry Date: 11/8/21, 11:20:12 PM
Emily comment:
replace "was" with "were."

<p>Board Indicator 4:</p> <p>We will know we are compliant when:</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from their school has built their support of the district.</p> <p>At least 80% of the respondents indicate the communications they receive via multiple channels from the District has built their support of the district.</p>	<u>Superintendent</u>	<u>Board</u>
	Compliant Not Compliant	Compliant Not Compliant

1

Evidence: As noted above, measures were increased from “a majority” to 80% in the 2020-2021 school year.

Despite using multiple channels to communicate with stakeholders and following both school and District communications schedules, our School Perceptions survey results were below the desired 80% threshold set in Spring of 2021. However, the District results (for participants who associate as Black) were over the threshold, at 81.8%.

- 68% of participants believe that the school communications have positively impacted my overall support of the School District. (60%-ATW, 67%-LB, 67%-SIS, 77%-SHS/NH)
- 56% of participants believe District communications have positively impacted my overall support of the District. (15% selected don't know/doesn't apply)

	White	Black	Hispanic	Asian/Pacific
ATW	60%	N<10	N<10	N<10
LB	47.4%	N<10	N<10	N<10
SIS	59.2%	N<10	N<10	N<10
SHS	60.3%	N<10	N<10	N<10
District	54.2%	81.8%	N<10	N<10

The District/schools will work to build support through their communications by prioritizing the promotion of the District’s strategic goals, programs, innovations, operational goals, as well as academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District’s health. Additionally, leaders will ask constituents what key

 Number: 1 Author: Emily Berry Date: 11/8/21, 11:26:46 PM

Admin comment:

Combine District and school indicator: "from their school and from the District."

things influence constituent support and how we can better communicate to these identified priorities.

Board Indicator 5: 1 We will know we are compliant when: At least 80% of the respondents indicate the District provides channels for input and feedback.	<u>Superintendent</u>	<u>Board</u>
	Compliant Not Compliant	Compliant Not Compliant

Evidence:

Again, our School Perceptions survey results dipped below the desired 80% threshold in Spring of 2021 (threshold increased from “a majority of” threshold in 2020). However, the District results (for participants who associate as Black) were over the threshold at 81.8%.

- 60% of participants believe that the District provides opportunities for input and feedback. (8% selected didn't know/doesn't apply)

	White	Black	Hispanic	Asian/Pacific
District	60.9%	81.8%	N<10	N<10

To improve upon opportunities for feedback/input in the 2021-22 school year, the District will concentrate its efforts on promoting the option for families/community members to submit feedback through the top two requested means: Emails (89% by families) and District website (62% by community members). Additionally, the Superintendent will work to open up in-person communication opportunities with our families.

Board Comments:

 Number: 1 Author: Emily Berry Date: 11/8/21, 11:16:33 PM

Admin suggestion:

Move to combine with OE 3.3, indicator 1. Note also suggestion of new threshold lower than 80%.

<p>OE-7.2:</p> <p>Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> 1. Data indicating student progress toward accomplishing the Board’s Results policies. 2. Information about School District strategies, programs and operations intended to accomplish the Board’s <i>Results</i> policies. 3. Information about the District’s financial condition, including revenues, expenditures, and costs of major programs. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
---	--	--

Superintendent Interpretation

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

- **Publish:** make the “annual progress report to the public” available via print and online.
- **Data:** quantifiable and qualitative assessments summarizing student achievement towards the Board’s stated Results.
- **Information:** the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the district.

<p>Board Indicator 1:</p> <p>We will know we are compliant when:</p> <p>The Annual report containing all required components is presented to the Board as evidence.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p> <p>On August 24, 2021, the District held its annual meeting and budget hearing. An overview of financial performance was provided, including all of the mandatory components required under state statute 120.10. Written materials and a presentation highlighted the District’s</p>		

current financial position, including an overview of the previous year's revenues and expenses, projected revenues and expenses, and fund balance status. Two notices of the meeting were published in the North Shore Now, as is also required in the state statute.

The annual report is located on the District website under District Offices -> Business Services & HR -> Annual Meeting Publication. The Superintendent's State of the District, which summarized the 2020-21 school year priorities, is also located on the District website under Board of Education -> Videos of Board Meetings (August 24, 2021).

All OE and Results reports are posted and maintained on the District website under Board of Education -> Board Reports.

Board Comments:



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-3 Treatment of Stakeholders**

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

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

Signed: JoAnn Sternke, Interim Superintendent **Date:** September 14, 2021

JoAnn Sternke

Executive Summary

This OE-3 Monitoring Document focuses greatly on how we as a district seek engagement with stakeholders (OE-3.1), and to what degree people feel the “treatment” they receive from the school district meets their needs or doesn’t meet their expectations. OE-3.1 and 3.2 focus on how we protect confidential information and then measures dissatisfaction (e.g. complaints, grievances, lawsuits). From a positive lens, we have had much stakeholder engagement and, proportionally, few issues.

It should be noted that the COVID-19 pandemic had a major impact on the tools the District used to support and measure stakeholder engagement in 2020-2021; at the same time, the pandemic dramatically impacted the needs and expectations of constituents and their use of communications tools and resources. In addition to report data that reflects a high level of stakeholder engagement with District leadership and Board members, the pandemic has had more subtle effects on stakeholder relationships at the department and school level. These are some topics that will be areas of focus to enhance information sharing and stakeholder dialogue in 2021-2022:

- New modes of stakeholder engagement were utilized. As example, use of classroom management technology (Classroom/SEESAW) during 2020-2021 will be further leveraged in 2021-2022 to manage and share information with students and their parents. Use of these tools became a District-wide staff expectation for 2021-2022; similarly, virtual meeting technology will continue to be used to facilitate and increase participation in parent/teacher conferences and other stakeholder meetings;
- As a measure of stakeholder engagement and overall District performance, School Perceptions surveys have been used since 2017 to gather student, staff and parent/community feedback on a wide range of topics, and to analyze District progress toward other goals. It is difficult to measure what impact the pandemic had on stakeholder participation in this survey and to what degree it influenced responses. Furthermore, Board members and District leadership began to study School Perceptions survey indicators, specifically peer district comparisons, in 2020-2021. Updating comparison districts to accurately reflect the District’s profile and measures for success as they have changed over time is a priority for the 2022 Survey.

As the data reveals in this report, there is reason to celebrate in this report as well as opportunities to learn and improve.

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

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

Summary statement/motion of the Board:

Signed: _____, Board President Date: _____

OE-3: Treatment of Stakeholders

The Superintendent shall maintain a District culture that encourages the involvement of all stakeholders and ³staff, treating them with respect, dignity and courtesy. ²Oversight of the District will address constituents with ⁵empathy and sincere consideration.

Superintendent Interpretation:

- **Stakeholders** shall mean ⁴all persons who have an interest in the success of the District such as resident & non-resident parents, guardians, students and community members.
- ~~Staff~~ shall mean all persons who are employed in any capacity by the District. ⁷
- **A District culture** shall mean a manner of behaving and operating respectfully, with dignity and courtesy as evidenced by actions, protocols, practices, and procedures outlined in Board and District policies.

Board Comments:

OE-3.1	<u>Superintendent</u>	<u>Board</u>
Protect ⁸ confidential information.	Compliant Compliant with Exceptions Not Compliant	Compliant Compliant with Exceptions Not Compliant

 Number: 1 Author: Date: 11/8/21, 11:00:01 PM

 Number: 2 Author: Date: 11/8/21, 10:59:32 PM

 Number: 3 Author: Date: 11/8/21, 10:57:47 PM

 Number: 4 Author: Date: 11/8/21, 10:56:56 PM

 Number: 5 Author: Emily Berry Date: 11/8/21, 10:58:43 PM
replace "staff" with "public." to distinguish between "stakeholders" and "public"?

 Number: 6 Author: Emily Berry Date: 11/8/21, 10:57:44 PM
Admin suggestion: Define "stakeholders" as District students, families and employees.

 Number: 7 Author: Emily Berry Date: 11/8/21, 11:00:18 PM
Delete "staff" and include in "stakeholder" definition.

 Number: 8 Author: Emily Berry Date: 11/8/21, 11:00:49 PM
Emily comment: can we say "The Superintendent will ..."?

Superintendent Interpretation:

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

<p>Board Indicator 1: 1 We will know we are compliant when: 3</p> <ul style="list-style-type: none"> ● There is no unauthorized release of confidential information in the District as evidenced by the lack of complaints resulting from such release. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
---	---	---

Evidence: The school district handles a wide variety of confidential student and staff data and is charged with protecting this data. Given this complexity and the importance of this protection, board policy guides this topic. *Policy 8350 - Confidentiality* outlines the key areas needed for compliance in this area. Given the wide variety of protections called for (e.g. medical records, specific student data/records, Family & Medical Leave information), the district has systems in place regarding collection, storage, and release of this confidential data. These systems work quite well as we think of the scope of data impacted.

Last year there was one inadvertent release of confidential student information from 2020 School Perceptions surveys to a community member that occurred in January 2021. As a result, the District revised its Open Records request procedures to centralize the management of records requests, communication and review of information prior to release. As part of this procedure change, the School Board is also notified of receipt of records requests and receives copies of the material provided. The School Perceptions survey notification procedures were also revised in advance of administering the 2021 surveys.

<p>Board Indicator 2: 1 We will know we are compliant when: 4</p> <ul style="list-style-type: none"> ● There is no favorable (Claimant wins over district) grievance or legal action taken against the District for unauthorized release of confidential information. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
---	---	---

Evidence: There was no legal action as a result of the inadvertent release of confidential information.

 Number: 1 Author: Date: 11/8/21, 11:01:42 PM

 Number: 2 Author: Date: 11/8/21, 11:01:03 PM

 Number: 3 Author: Emily Berry Date: 11/8/21, 11:01:39 PM
Emily comment:
Do we need this? It's not in other OEs.

 Number: 4 Author: Emily Berry Date: 11/8/21, 11:03:15 PM
Emily comment: we should distinguish between this and similar indicators. Are we talking about students or all stakeholders?

Board Comments:

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

Superintendent Interpretation:

- **Effectively handle** shall mean to abide by established procedures to address concerns as necessary and resolve such concerns with a defined course of action per District Policies 870 and 410 Guideline 1
- **Complaint** shall mean a concern for discrimination and/or harassment received by administration.

<p>Board Indicator 1:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • Complaints not involving students are resolved without legal action or by the District being declared the prevailing party when formal hearings or litigation results. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
---	---	---

Evidence: There was no legal action involving complaints during the 2020-2021 school year.

It is important to know as part of 3.2 that the school district has numerous ways to seek dissatisfaction and work to resolve it prior to it becoming a formal complaint. Board Policy 9130 - Public Requests, Suggestions, or Complaints outlines steps to be taken to resolve the concern at the lowest level prior to escalation to other parties or legal action. Classroom teachers and administrators work diligently to resolve concerns prior to escalation to the Superintendent, Board or to legal action being taken. As a result of these steps, there were no instances of complaints not involving students that resulted in legal action.

 Number: 1 Author: Date: 11/8/21, 11:03:52 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 11:03:45 PM
Emily comment: Can we add, "the Superintendent shall..."
or "Administrative leaders shall..."?

<p>Board Indicator 2: We will know we are compliant when:</p> <ul style="list-style-type: none"> Complaints received from parents or guardians involving schools (including students) are handled by the Pupil Services Office, per the requirements of the Department of Public Instruction’s Pupil Nondiscrimination and Education Equity report, which takes into account the nature of the complaint and is documented in the Office of Civil Rights Non-Discrimination Report. 	<p><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: Similarly, there were no formal complaints involving non-employee adults during the 2020-21 school year. Reporting on adult employee interactions with students is covered in OE4.</p>		

Board Comments:

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

Superintendent Interpretation:

- **“Values individual differences”** shall mean that stakeholders in the District can express their thoughts and ideas, whether aligned with/or contrary to a given direction adopted by District leadership.
- **“Reasonably includes”** shall mean stakeholders have ample opportunity to provide feedback and share different points of views when decisions allow for such input. Since the District budget and major initiatives are driven by the annual District Action Plan, its development will reflect opportunities for input from teachers, parents, administrators, and the community for each year.

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

<p>Board Indicator 1: We will know we are compliant when:</p> <ul style="list-style-type: none"> ● District provides at least five (5) mediums for feedback and input from stakeholders. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
--	---	---

Evidence: It is key to provide a wide variety of sources to both disseminate information and to attain feedback. The district uses a wide variety of mechanisms to attain feedback from stakeholders including students, staff, families, and residents. Five (5) key mediums for District feedback include:

- Phone Calls:
 - The Superintendent, District administrators, building principals, faculty and staff regularly respond to phone calls from District parents as well as members of the broader community
 - In the 2020-21 school year, District administrators contacted the families of more than 60 students withdrawn from the district to discuss their questions, concerns and plans to enroll in the future;
 - District administrators also contacted the families of students whose confidential information was inadvertently disclosed through an Open Records request to answer questions and respond to concerns about handling of sensitive information and survey administration; and
 - The District aims to return phone calls within 48 hours - this is important as two-way communication is one of the top three communications preferences for families (57%).
- Emails:
 - All electronic communications from the District or from schools to parents/guardians through Infinite Campus include instructions for submitting questions and feedback to the Superintendent, administrators and/or school principals;
 - The District responded by email to 128 questions submitted through the question portal on our website during the 2020-21 school year; and
 - The District aims to do this within 48 hours - this is particularly important because the primary method that families prefer to receive communications (91%) is via email
- Surveys:
 - The Spring School Perceptions Survey (Parents/Community Members, students and Staff) has been conducted annually since 2017
 - Additional parent and staff survey tools gathered feedback about academic, SEL and health and safety priorities (June 2021), and were employed throughout the year to collect learning model declarations and feedback regarding student attendance (remote, hybrid and in-person)

 Number: 1 Author: Date: 11/8/21, 11:04:38 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 11:05:36 PM
Emily comment:
Add "The" before "District"

 Number: 3 Author: Emily Berry Date: 11/8/21, 11:05:12 PM
just stakeholders, or stakeholders + the public?

- Linkage Meetings (virtual and in-person due to COVID protocols):
 - Linkage discussions during the 2020-21 school year included these stakeholder groups: advanced learners, families of students with disabilities, parents & alumni of color, and SHS and SIS students;
 - The Superintendent and members of the senior leadership team meet monthly with the Shorewood Education Association Executive Board; and
 - To respond to the demands of teaching and learning during the pandemic, the District also met regularly with District volunteers and staff to discuss COVID policy and procedures (Medical Advisory Group, 2021-22 Planning Group, and others).
- Virtual meeting technology (Google Meet and Zoom) facilitated student, family, staff and Village communication throughout the year, replacing in-person meetings and information sessions:
 - School Board Town Hall sessions in advance of Board meetings;
 - Parent feedback sessions focused on playground design for both elementary schools;
 - Student orientation and learning model transition information sessions for students and their families;
 - Staff meetings about the District's Learning Model Transition plans; and
 - Public hearings incorporated into Board meetings to receive public comments on the District's applications for DPI waivers (Employee Effectiveness, Hours of Instruction and Human Growth & Development curriculum delivery). There were 223 public comments made during Board meetings in the 2020-21 school year.
- Additional mediums through which the District seeks input:
 - Website - The "Submit a Question/Concern" portal continues to remain prominent on the District website; 128 questions were submitted through the portal during the 2020-21 school year;
 - The District also has a standing COVID-19 FAQ submission portal that lives on the COVID-19 pages for feedback/questions/input
 - Social Media - Feedback is provided by families/community members via the District's social media messenger systems; the District responds to all questions submitted within 48 hours and, where appropriate, in the posts' comments sections; and
 - In Person Events - Conferences, attendance at events, and overall visibility allows staff and administrators to receive informal feedback and answer questions.

<p>Board Indicator 2: We will know we are compliant when:</p> <ul style="list-style-type: none"> ● At least 80% of stakeholders believe that the District communicates effectively. 2 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
--	---	---

Evidence: Despite using a wide variety of tools to communicate with stakeholders, our School Perceptions survey results dipped below the desired 80% threshold in Spring of 2021 (threshold increased from a 50% threshold in 2020). Here is some data to share regarding perceptions of district communication:

- 75% of participants believe the District is effective in providing timely communications via multiple channels
- 79% of participants believe the schools are effective in providing timely communications via multiple channels
- 68% of participants are satisfied with the communication that comes from the District.
- 75% of participants are satisfied with the communications coming from the schools.
- Only 8% of staff, 14% of community members, and 15% of parents feel that increasing parent/community communications is a top priority. 3

 Number: 1 Author: Date: 11/8/21, 11:06:02 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 11:07:18 PM

Admin comment for 11/9/21: Select an indicator between "a majority" which was used previously and "at least 80%" which was used this year. Such as "There is a positive trend from last year, and at least 65%..."

 Number: 3 Author: Emily Berry Date: 11/8/21, 11:07:56 PM

Emily comment: whatever we set as goal %, we should be clear that it's 80% of surveyed stakeholders.

To improve communications efforts for the 2021-22 school year, the District will concentrate efforts on sending the majority of information through the following preferred communications channels:

- 1) Email (91%) - staff/administration will respond to every email within 48 business hours;
- 2) Conferences (65%) - conferences will continue to be strongly promoted and held twice per year at each school; parent and staff surveys indicate that the use of virtual meeting technology positively impacts participation; and
- 3) Two-way conversations (57%) - staff/administration will return calls within 48 business hours.

The top three communications channels for community members are:

- 1) Shorewood Today magazine (72%) - the Communications Department will continue to produce high quality, well-thought out content for these quarterly publications;
- 2) School/district newsletters (59%) - monthly District newsletters during the school year will continue to be prioritized by the Communications department & weekly school newsletters will be prioritized by each school. District newsletter subscribership will be advertised through channels outside the District; and
- 3) District website (37%) - the website will continue to be maintained with the latest updates, news stories, and calendar events.

The District will also work to improve two-way communication with community members, as 44% indicated they “don’t know/doesn’t apply” when it comes to whether they believe the District is effective in providing timely communications via multiple channels. Finally, the District will continue to promote the option for families/community members to submit feedback through the top two requested means: Emails (89% by families) and District website (62% by community members).

<p>Board Indicator 3: <i>We will know we are compliant when:</i></p> <ul style="list-style-type: none"> ● <u>At least 80%</u> of stakeholders believe their interactions with District personnel have been positive and they feel comfortable visiting District facilities. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
--	---	---

Evidence: The Shorewood School District Parent/Community survey shows that, largely, our families believe their interactions with District staff have been positive and they feel welcome and comfortable when visiting the different facilities in our District. This is a point of pride for the school district, in my opinion.

Families

- 85.75 % of participants on the Parent/Community Survey "Agree" or "Strongly Agreed" with the following statement: "I feel welcomed at my child's school."
- 86.25% of participants "Agree" or "Strongly Agreed" with the following statement: "I have at least one school staff member I feel comfortable contacting when I have an idea or concern."
- 92.75% of participants on the Parent/Community Survey "Agree" or "Strongly Agreed" with the following statement: "School staff treat everyone with dignity and respect."

 Number: 1 Author: Date: 11/8/21, 11:08:18 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 11:08:18 PM

Emily Berry: See above admin comment - maybe different % goal.

Emily Berry: Change to 3.3 Indicator 2.

<p>Board Indicator 4:</p> <p>1 We will know we are compliant when:</p> <ul style="list-style-type: none"> • The district website includes accessibility features to increase access for all stakeholders. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
--	---	---

Evidence: Edlio Website - ADA Accessibility

Simply said, people can't feel informed if they do not have access to the information. This indicator speaks to how we find ways to have our website be more accessible for all stakeholders.

In 2017 approximately 2.3% of people in the United States reported a visual disability. Others have physical disabilities that make it hard to use a mouse. This makes navigating websites challenging. Therefore, one of the recent website improvements to Edlio in the last school year has been in ADA accessibility. Edlio digital accessibility experts have made sure that all visitors can engage with the website content, no matter how they interact with the website, and they now have technology in place for the District to reach Level AA conformance to WCAG 2.1

Visual Web Accessibility: Edlio websites are designed to be easily readable with clear headings, distinguishable links, resizable text, and high contrast color combinations for visitors with reduced vision. For blind users, website controls and images are coded to allow screen readers and other assistive technology to easily navigate and dictate the visual elements of the site.

Motor Web Accessibility: Behind the scenes of our website is code that allows visitors with motor disabilities to navigate the website, skim through pages, and fill out forms by keyboard alone or through other assistive technology. Users can interact with content without time limits or unpredictable navigation.

Auditory Web Accessibility: Visitors to our website with auditory disabilities can still enjoy videos, as closed captions and transcripts are automatically generated for videos uploaded to Edlio websites. The video player controls also allow for pausing and adjusting volume easily.

Cognitive Web Accessibility: Edlio focuses on building websites that are easy to use and enjoyable for all. Navigation is clear, visual effects are not distracting, and video and audio are easily controlled. Plus, built-in tools for creating pages, news items, and calendar entries allow webmasters to produce content that is well structured for all visitors.

Every District video or photo that is posted to the website has captions that accompany the content. This is required or the video/photo is not postable.

Multilingual Website Accessibility

The District has over 40 languages spoken across all schools. The website has a google language translation application that can translate the entire website into 108 different languages. Any important attachments that are not automatically translated by this feature are translated manually by Multilingual Learner Coordinator Roxanne Tibbits and her team of translators.

 Number: 1 Author: Date: 11/8/21, 11:24:18 PM

 Number: 2 Author: Emily Berry Date: 11/8/21, 11:24:37 PM
Admin comment: Change to 3.3 Indicator 3.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: School Board Communications Plan

Date: 11/09/21

Prepared by: Paru Shah

Recommended action:

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

Purpose: Overview of School Board Communications Plan

Background: I have made some additional adjustments to the plan we discussed in September for our discussion.

SCHOOL BOARD COMMUNICATION PLAN

DRAFT

Fall 2021

Goals for Two-Way Communication

The Board will:

- Advocate for the district and the students it serves.
- Initiate and maintain effective constructive two-way communication and feedback with the citizens and other important stakeholders groups as a means to engage them in the work of the Board and the district.
- Listen and learn.

This Plan provides a framework for how the Board will approach this public engagement aspect of its work while remaining within the bounds of its role as defined by its governing commitments.

BOARD MEETINGS

The board meetings are the board's primary time to have communication with each other. The board will work with district staff to make sure that meeting videos, meeting minutes, and board meeting recap videos/ printed materials are available to the public in a timely manner.

Public Notice & Outreach

- Agendas for all board meetings and work sessions will be posted the Friday prior. Agendas are always subject to change.
- Announcements of additional meetings, such as listening sessions and events, will be posted at least a week in advance.

Guidelines for Public Input at meetings

All board members review current guidelines for public comment and form and update as necessary.

The Board of Education welcomes public comments during the Public Participation section of the agenda at Regular School Board Meetings, generally the 4th Tuesday of the month.

- A total of 30 minutes is allotted at each Public Participation section of the meeting.
- Each person is allotted a maximum of 3 minutes.
- Speakers will be given time on a first come, first served basis.
- We ask that you do not repeat the same message as an earlier speaker. Simply state that you agree with a previous speaker.
- We encourage you to first contact the teacher, principal, or district department that can best handle individual, specific problems.
- Personnel matters will not be discussed.
- We request that the audience not applaud individual speakers.
- Anonymous comments will not be considered or responded to.
- The board will listen with respect and asks those who address the board to do the same.
- The matter may be referred to the superintendent for further study or action, or it may be deferred to a future board meeting for response, discussion or action.
- The board will not entertain slander, name calling, or public defamation of any individual. Please focus on issues, not individuals.
- This is a formal business meeting and we require formal, respectful discourse.

Follow Up

The Board President will follow up on board matters. The Superintendent will follow up on operational matters.

BOARD LINKAGES

The purpose of a Linkage is to allow members of the School Board to meet with constituents, often in the community, and provide information on the work of the schools. In addition, Linkages also allow constituents to provide feedback for the School Board on anything District-related.

Linkage Schedule for Fall 2021

AT/LB Elementaries

SIS/SHS PTO

Leadership Teams at Buildings

SHS Students

SIS Students

Spring 2022

Community Groups

- Men's Club
- Shorewood Foundation
- Women's Club
- Senior Center

SEA

Parent groups

- Advanced Learners
- Special Education
- Multilingual Learners

KEY COMMUNICATORS GROUP

Purpose

Networks are groups of people who are interested in receiving fair, candid, timely information to help them form knowledgeable opinions. Key communicators stay informed of district matters, raise questions about their concerns, make suggestions for improving school operations, and share information with their friends and neighbors.

Members

Key Communicators are people in the community others turn to for information; a network of people representing all segments of the public. Key Communicators are people who may be asked about or find themselves often talking about education or community issues. They can be community leaders, news junkies, people who love to make conversation, or people who like being "in the loop." Key communicators are primarily residents of the school district and include business people, school employees, parents, local religious leaders, representatives of civic organizations or clubs, and senior citizens.

Responsibilities

1. Attend every other month meetings with Board members. Learn about key District and Board priorities, and share concerns from the community.
2. Report the facts to others in the community.
3. Agree to participate in the network for one academic year.

Membership

Any interested member of the public who is interested in the role and can accept the purpose and limitations listed above can apply to serve on the workgroup. Membership will be capped at 20 members.

Process:

1. Finalize names of those we want to invite. This is meant to be an external communication group of folks in the community who others listen to. Ideas for participants are local community business owners and local leaders. To do this, each board member submits 5 names. Each board member calls their suggested participants to explain the concept and invite them to the first meeting.
2. We send a follow-up email to those participants confirming the details of the first meeting.
3. Board will review membership annually in August and invite new members as needed.

Sample Meeting Agenda

- Welcome to Key Communicators 2021- 3 minutes
 - Reiteration of the format
 - Adding Thought Leaders
- Introduction- Board- 5 minutes
- Board of Education Update- 20 minutes
 - What are we working on:
Facilities and referendum, ICS work, Expeditionary Learning; Strategic Plan; Focus on Results and expanding data we are looking at; Upcoming Election
- Group Feedback- What are you hearing about our Schools? 15 minutes
- Closing- What do you want to know more? Topics of interest? Meeting Format? 10 min

Thought Leaders Meetings Board Member Roles and Responsibilities

Board members will divide the following duties for these meetings:

Facilitator
Topic speakers
Discussion group leaders
Discussion group note takers

Possible Calendar

December 2021

February 2022

May 2022

Proposal for Community-Based Finance Committee and Board dialogue and work
Emily Berry
Nov. 9, 2021

The board and CBFC co-host a short series of online community forums - all publicly noticed and with the public invited, between December 2021 and March 2021. Attendance will be encouraged but not required for committee and board members, given the high number of other commitments all of us have. Teachers, parents, students and other community members will be warmly welcome and invited to engage in discussion and ask questions.

Session 1: With the goal of understanding Act 10 and its impact on Shorewood and surrounding school districts, particularly in teacher compensation and salary negotiations, we would invite a range of speakers to be part of a panel discussion. This will include academic and local speakers, SEA members, retired teachers and past district administrators.

Session 2: The board will invite a focused conversation about the Integrated Comprehensive Systems for Equity (ICS for Equity) framework, understanding the “C3” model, and the future of Shorewood classrooms, including how staffing mix or assignments may or may not shift to accommodate this new classroom model.

Session 3: With a goal of understanding how comparable and nearby districts structure compensation, the committee and board members will reach out to their counterparts in those districts to learn how other districts’ choices have impacted student success, teaching tenure and the community as a whole. During this discussion, the group will share findings and invite others to share their own knowledge about other Wisconsin districts’ models and outcomes of their decisions.

Session 4: State and local experts will offer insight into how recent funding decisions by the state legislature have translated into our district’s funding challenges.

Meanwhile, administrators will:

- Continue to watch spending and find opportunities for savings/additional revenue for the current school year and beyond.
- Engage in regular, meaningful dialogue with the SEA, working to understand the full financial picture for the district and with a shared goal of finding ways to keep budget constraints from negatively impacting students.
- Identify staffing “right size” for 2022-23 as closely as possible (with an understanding that we will need to be able to flex to accommodate enrollment and special education needs).

- Continue efforts to recruit and retain teachers of color
- Continue efforts to communicate in a transparent, complete and ongoing basis around the district's financial picture.
- Plan the 2022-2023 budget and offer early public conversations about the earliest drafts.

Meanwhile, board members will:

- Work to understand more fully how every employee group's salary and compensation are set.
- Consider staffing proposals from administrators
- Clearly articulate priorities for the 2022-2023 school year to administrators.
- Consider whether current policy around financial management and planning and personnel reflects our aspirations and expectations.

Meanwhile, the CBFC will:

- Meet at its normal times through April, using its hourlong meetings to debrief both the forums described above along with member-generated agenda topics, any relevant board budget work, funding developments and independent research by committee members.
- In or around April, compile a list of recommendations to the board, and at the board's pleasure, may sunset.
- When the committee sunsets, CBFC members will be invited to be part of our Key Communicators group.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood Intermediate School, Room 214
October 26, 2021

Board Member Participation: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Clerk
Emily Berry, Treasurer
Ellen Eckman, Board Member
Bobby Gronert, Student Representative
Alexis Hu, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Sam Coleman, Director of Curriculum & Instruction
Heather Heaviland, Director of Business Services

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

II. 7:05 pm STUDENT ACHIEVEMENT

Lake Bluff Collaborative Reading Project, Shana Lucas, Instructional Coach

III. 7:13 pm PUBLIC COMMENT #1

Liz Merigan	Retired Faculty
John Stanco	Faculty
Sachin Pandya	Faculty (SEA)
Marissa Riepenhoff	3525 North Maryland (Faculty)
Steve Robinson	4427 North Farwell
Rob Reinhoffer	4432 North Wildwood
Lisa Lien	4076 North Downer
Miguel Salas	2647 East Beverly
Kelly Steiner	Faculty
Deb Schwinn	Faculty
John Jacobsen	1943 Summit (Faculty)
Amber Wichowsky	4065 North Prospect

IV. 7:57 pm BOARD BUSINESS AND BOARD ACTION

A. 2021-2022 Final Budget and Tax Levy

Motion to Accept 2021-2022 Original Budget with Alternate Budget A (half-step increase for faculty = \$79,230)

MOVED by Paru Shah and SECONDED by Pablo Muirhead

AYE: 4 NAY: 1

B. 2022-2023 Budget Development Process

C. Approval of R2 Student Results (Math)

MOVED by Pablo Muirhead and SECONDED by Hilary DeBlois AYE: 5 NAY: 0

D. Administration Recommendations for Operating Expectations Monitoring Reports - Motion to Table

MOVED by Paru Shah and SECONDED by Ellen Eckman AYE: 5 NAY: 0

V. 10:47 pm PUBLIC COMMENTS #2

Katie Kasper	4330 North Alpine
Jennifer McIntosh	4436 North Prospect
Abby Fowler	4600 North Morris
Ben Hubing	4253 North Larkin
Andrew Frey	3820 North Cramer
Julie Wernke	4452 North Ardmore

VI. 11:05 pm BOARD CONSENT AGENDA

Motion to Approve the October 12 Board Meeting Minutes

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman AYE: 5 NAY: 0

VII. 11:06 pm BOARD MEMBER REPORTS

Emily Berry, Community-Based Finance Committee

VIII. 11:08 pm SUPERINTENDENT'S REPORT

IX. 11:11 pm SUPERINTENDENT'S CONSENT AGENDA

Motion to Approve the Monthly Financial Reports and Model UN Overnight Field Trip

MOVED by Ellen Eckman and SECONDED by Hilary DeBlois AYE: 5 NAY: 0

X. 11:15 pm PUBLIC COMMENT #3 - no comments

XI. 11:19 pm REVIEW OF 'TO DO' ITEMS

XII. 11:21 pm FUTURE AGENDA ITEMS

Linkages, Stakeholder Engagement, Governance Officer, OE Monitoring Reports, Board of Education Filing Deadlines, Bylaws

XIII. 11:22 pm RECESS AND DEBRIEF

To: School Board
Fr: Hilary DeBlois
Date: November 4, 2021
Re: Board Discussion of Community Based Finance Committee and Possible Action

Since February 9, 2021, when the Board adopted the Community Based Finance Committee, members have been meeting monthly. Summaries of the meetings have been discussed at board meetings and can be found on the website at [Community-Based Finance Committee - Board of Education - Shorewood School District](#).

Due to the hard work of Chairperson [Emily Berry](#), the meetings have had good and productive discussions. However, it is my recommendation those discussions need to be conducted with more diverse stakeholder groups.

Given previous discussions about the key communicator group, the need for collaborative conversations to address 2022 - 2023 budget challenges, and the general direction of the committee, I seek a board discussion on the purpose and future of the committee.

Over the past couple weeks, news has come out that the implementation of Passages, a series of projects, is being allegedly being considered by the high school and the middle school, with the 11th grade project being tested next year. After hearing this, the response from the sophomore class has been uniform and strong: The Class of 2024 does not want to be the subjects of another experimental project, especially not after the disastrous Capstone project in 2018 and 2019. In addition, there is strong objection to the idea of adding what would be a very time-consuming project to the amount of work placed on students during what is arguably the hardest and most strenuous year of our academic careers.

October 12, 2021

WISCONSIN PUBLIC EDUCATION NETWORK RK

Dr. Julie Underwood, board chair of the Wisconsin Alliance for Excellent Schools (WAES) and Heather DuBois Bourenane, our executive director, released a statement on behalf of the WAES Board of Directors calling for a special session to fund special education.

- "In mid-September, an extraordinary thing happened. A bill, sponsored by the Speaker of the Assembly, Robin Vos, was introduced and scheduled for a committee hearing within 24 hours. After the hearing, in less than a week's time, the bill was approved by an executive committee, scheduled for a vote on the Assembly Floor and then approved by the full Assembly. This bill, for some reason, was pushed through with lightning speed. It was incredible and an example of what is possible.
- ...
- ...restoring our commitment to funding special education to a minimum reimbursement level of 60% is something we could do today, if we chose to invest in meeting the most pressing needs of our public schools."
- Read the full call to action in shareable form on our blog [here](#).
- If you agree, we encourage you to let your community, lawmakers and the governor's office know.



Meeting Notes, October 12, 2021 (Link to [SLIDES](#))

<https://schoolsalliance.com/>

Agenda & Highlights

- COVID related topics- from Dr. Gutzeit and Dr. Khare (reference slides 3-9)
- Where we are today
 - A slight decrease in the number of cases over the past few days
 - Hopeful wave will start to ease; not quite seeing that yet across WI; a number of counties that are in critically high or high transmission
 - Burden 715
 - Rate of rise is steady; more encouraging
 - ½ of cases are in kids under 18; higher burden of cases in this age range

- Case load infections at Children's
 - See significant volumes of patients
 - Most hospitalized have respiratory illness combination of covid and other respiratory viruses
 - Extra precautions for transmission; about double than we would normally see
 - Overall caseload; an increase in number of covid patients hospitalized with covid
 - Historically high volumes
- How close are we for vaccinations for the under 12 group?
 - FDA has published their timeline; October 26th FDA will take up the evaluation of data for Pfizer vaccine for 5-11 years.
- **SWSA Administrative Items (reference slide 11)**
 - Deb Kerr, Superintendent St. Francis
 - David Watkins, Superintendent Port Washington-Saukville
 - Jody Landish, Assistant Superintendent- Waukesha
- **Legislative Discussion (reference slides 13-16)**
 - SWSA Weekly Membership Update (revised October 8th)
 - SWSA Bill Tracker (dated September 27th)
 - Keeping an eye on Jagler bill SB587 / AB600 (*wide open enrollment*)
 - Relating to: state aid payments for pupils in grades kindergarten to 12 who transfer schools due to the existence or absence of mandates regarding pupil face coverings or COVID-19 vaccines; school district membership in an interscholastic athletic association in the 2021-22 school year; and making an appropriation
 - A lot of bills moving very quickly; processing them fast
 - Assembly on the floor last; education theme; they moved a number of bills
 - AB411 CRT, list of banned words & threat of 10% deduction in funding
 - Ab488 requires school boards ed activities materials online
 - AB561 credit recovery
 - AB563 civics education (initially that bill included all sectors; amendment removed private schools from that bill)
 - Now the senate will need to advance them before move to Governor's desk
 - Senate
 - SB454-reading readiness bill
 - AB475- re: the referendum interest rates (bill not workable)
 - SB587- important for everyone to take a look at (Jagler bill)
 - Bills heading to Guv's office; we haven't received confirmation from Guv's office; but we do think some if not all will be considered for vetoes (veto-bait style bills)
- **Special Guests, Charles Franklin & Alan Borsuk (reference slide 17-26)**

- Alan Borsuk shared insights as he examines K-12 issues in a broader sense.
- Charles Franklin will share the latest polling information specifically related to K-12 issues. [Here is a one-pager on K-12 education issues that can be used as a resource.](#)



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: November 9, 2021

Prepared by: JoAnn Sternke

Board Action:

X **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.

COVID-19 Vaccinations for Students

I want to express my gratitude to Kelly Barlow for her work to secure a supply of vaccine doses that have allowed the District to schedule clinics specifically for students ages 5-11. The North Shore Health Department will be staffing this clinic in the SHS Arena, administering the first dose on November 10 between the hours of 2:45-4:30; the second clinic will be on December 1 during the same time. A parent or guardian must be present. Further details about these arrangements, supplies, parking, etc. are posted on the District website and were shared with District families through Infinite Campus last week.

Thanks to students, staff and families, we have not experienced significant numbers of COVID cases in our schools recently. We encourage you to check out the COVID Dashboard on the District website each Monday to review the last week's COVID numbers. We are grateful to our entire staff for staying the course and remaining vigilant in carrying out our COVID protocol. We also thank our families for continuing to talk with their child/ren about the importance of staying safe by adhering to COVID protocol. We appreciate this and are seeing the positive results of this commitment. If parents or community members have related questions or concerns they can submit them through our COVID [FAQ form](#) or share them with their principal.

Strategic Priorities and Budget Development

I will provide an overview of our 2022-2023 Budget Calendar Action Plan at the December 14 Board meeting so that staff, parents and community members understand how and when they can participate in discussions.

We have developed an informational insert concerning the school portion of tax bills that will be included in the Village property tax bill mailing, and Board members will discuss this as part of the Board business agenda. I have also spoken with some parents and community members already about their ideas, comments and concerns about enrollment, marketing and student programs and services, and I welcome this input.

We began monthly meetings with the SEA Executive Board on November 4, and will announce opportunities for other faculty and staff to participate in our community-wide effort to develop financial strategies that support the priority goals we hold in support of reaching our mission of Equity, Growth, and Excellence for All. As I indicated earlier this year, I came back to Shorewood, in great part, because of its commitment to building a school system that addresses equity in *all* its forms. This vision of equity requires work on a systems level, and this is the foundation of everything we do in every District office and every school. Our Equitable Multi-Level Systems of Support (EMLSS) Plan and our ICS work are just a few of the more visible aspects of this ambitious, District-wide systems effort. These initiatives benefit every student and staff member, and keeping this “big picture” front and center is critical to our success.

School Perceptions Survey Update

Staff meetings at each school and in the District offices to review last year’s School Perceptions survey data are underway. These meetings have been helpful to me, and I have followed up with a Google Form so that staff members can share concerns and questions anonymously after reviewing the data further. The 2022 School Perceptions Survey schedule will begin earlier than in years past, with student, staff and parent/community members surveys opening at the end of March. This is approximately one month earlier than prior years, and provides us with more opportunities to examine data that might impact planning at the District and building level. I invite Board and community members to view the 2021 [School Perceptions Survey](#) data on the District website and use this [form](#) to provide comments.

District Policy Manual

I want to call your attention to the [District Policy Manual](#). New and revised policies adopted in August are searchable on this platform, and we have completed our first semi-annual review to reflect legal changes and citations that are provided to us by NEOLA, a school district policy service provider. Fox Point/Bayside, Germantown, Whitefish Bay and a number of other districts also use NEOLA services to assist with policy management and compliance.

To meet the electronic State School Performance report requirements, our District and school report cards will be available later this month through the link to the [WISEdash Public Portal](#) in the Academics section of the District website. We will be updating our Student and Staff Handbooks, Annual Notices, Student Code of Conduct and related administrative procedures in the months ahead.