

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
October 11, 2022 AGENDA

SCHOOL BOARD MEETING
7:00 PM
Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

Community members may attend the School Board meeting in person; masks are recommended, but optional.

Parking is available in the Shorewood High School lot; please enter through the new Administration Building doors and take the west stairs up to the second floor. *The building elevator can be accessed near the east stairs.*

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic, attendees can 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

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Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/j/81599627722>

This meeting notice was posted on October 6, 2022.

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good.

C. Awards and Recognitions

II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)

Shorewood Intermediate School

III. 7:20 pm PUBLIC COMMENTS #1 (GC3)

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

IV. 7:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Facilities Projects Updates

B. Approval of R3 (Character and Citizenship) Student Results Monitoring Report 3

C. Approval of R4 (Wellness) Student Results Monitoring Report 11

D. Review of the 2022-2023 Preliminary Budget In Preparation for Adoption of the Original Budget on October 25, 2022 21

E. Superintendent Search Update

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

A. Approval of Board Meeting Minutes 24

VI. 8:45 pm PUBLIC COMMENT #2 (GC3)

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

VII. 9:00 pm BOARD MEMBER REPORTS

VIII. 9:10 pm SUPERINTENDENT'S REPORT 26

IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Drama Trip to New York City, February 2023 30

B. Approval of Addendum to SIS/SHS Student Trip to Costa Rica 45

X. 9:25 pm PUBLIC COMMENT #3 (GC3)

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

XI. 9:40 pm REVIEW OF 'TO DO' ITEMS

XII. 9:45 pm FUTURE AGENDA ITEMS

XIII. 9:50 pm RECESS AND DEBRIEF



Shorewood
SCHOOL DISTRICT

Results Monitoring Document
R-3 Character and Citizenship

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

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

Signed: , **Interim Superintendent Date:** October 11, 2022

Executive Summary

This report summarizes survey measurements and outcomes for Results Policy 3 (R-3), which focuses on the development of Character and Citizenship for Shorewood students. School Perceptions surveys, which are conducted annually in the spring, provide much of the data that informs the R3 Report. A participation summary is below:

Survey Responses	2018	2019	2020 (in-person/remote learning)	2021 (remote/hybrid/in-person learning)	2022
Students	998	1191	755	820	738
Staff	210	186	185	159	166
Parents/Caregivers & Community Members	718	421	840	460	655

In reviewing School Perception data, there are noticeable longitudinal trends as we transition out of the pandemic. In some instances, there was a noticeable decrease in data as students transitioned through a variety of learning models (remote learning in 2020, remote/hybrid learning in 2021, and in-person learning with masks in 2022). The pandemic impacted students and families in a variety of ways. Each school has reviewed and created School Growth Plans in response to this data. The Growth Plans include an Academic goal, a Student Wellness Goal, and a School Culture Goal. The School Culture Goal specifically addresses Character and Citizenship.

This report uses very specific data as indicators. It should be noted that the District also offers other ways for students to learn about character and citizenship in the classroom. In 2021 we intentionally integrated SEL instruction in grades K-8, using Second Step and Project Wayfinder curriculum tools to focus on SEL standards. At SHS, Advisory periods were implemented beginning in 2021 and are utilized to provide additional SEL instruction, including curriculum from RedGen. Additionally, learning opportunities are provided through standards-based instruction focused on civic

engagement and authentic learning opportunities (e.g., Expeditions, partnerships with the Urban Ecology Center, Watershed Wisdom, Environmental Literature and Science, and other classroom-based programs).

Many opportunities also exist for students to demonstrate character and citizenship in our schools' extracurricular and student club opportunities. These programs encourage student voice and advocacy at all grade levels (e.g. Student Council, Youth Rising Up, Rainbow Crew, and Environmental Club).

Another measurement of Character and Citizenship exists at transitions between our elementary, intermediate and high schools through Passages. At 6th grade, Passages presentations are given to families/caregivers and community members. Passages for 8th grade students were redesigned this past year to be integrated into the 8th grade language arts and social studies curriculum; 8th grade Passages require students to reflect on their growth at SIS and acknowledge three individuals who positively influenced their growth. Students have choice over how these acknowledgements are communicated.

The Administration recommends the Board discuss recommendations for revisions to R3 made in prior years as well as measurements that will address the emerging needs of students for future reports.

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

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

Summary statement/motion of the Board:

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

Definition of Terms

- **Annual Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Environmental Agency:** Are constituents in and out of our community that focus on protecting our environment, or helping educate about our environment.

R-3 Character and Citizenship

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

Superintendent Interpretation:

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

- The board values students that are kind, demonstrate respect and have integrity.
- **Ethical People:** shall mean students demonstrate understanding of the difference between “right” and “wrong.”
- **Respect:** shall mean regard for the feelings, wishes, rights, and/or traditions of others.

<p>R-3.1</p> <p>Be ethical people, treating others with respect.</p>	<p>Superintendent</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>	<p>Board</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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Superintendent Indicator 1:

- The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts’ average on the following questions:
 - o “I am respected and treated fairly at school.”
 - o “I know how to resolve conflict in a healthy way.”
 - o “My classmates care about me.”
 - o “I help others when I see a need.”
 - o “I follow the rules at school.”

Evidence: To acknowledge both the Board’s 2021 discussion of the value of comparison of our School Perceptions survey results to unidentified districts, and report requirements, the table below reflects Shorewood students’ 2022 survey responses and a comparative average provided by School Perceptions. In all five pieces of evidence for this indicator we perform very close (within 0.10) to District Comparisons. Most trend data does not show a significant decline. We will be focusing on the indicator “I am respected and treated fairly at school” as that is one that has seen the most decline from 2021.

School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 District Comparison
Statement						
I am respected and treated fairly at school	3.12	3.08	3.20	3.29	3.05	3.06
I know how to resolve conflict in a healthy way	3.10	3.06	3.12	3.02	3.02	3.00

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My classmates care about me	3.02	2.93	2.99	2.99	2.84	2.86
I help others when I see a need	3.07	3.05	3.12	3.05	2.99	3.05
I follow the rules at school	3.32	3.33	3.36	3.40	3.32	3.39

Superintendent Indicator 2:

- The district average of teachers that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts’ average on the following questions:
 - “Students are respected and treated fairly at school.”
 - “Students know how to resolve conflict in a healthy way.”
 - “Students care about each other.”
 - “Students help others when they see a need.”
 - “Students follow the rules at school.”

Evidence: School Perceptions does not provide a “district comparison” for the evidence for this indicator as it was locally defined for our School Perceptions surveys so we could measure progress for R-3. In reviewing the findings from 2022, it is key to prioritize investigating the findings concerning resolving conflict and following school rules as students noted significant decline in belief in these two measures. Schools are working at implementing additional instructional strategies to address how to resolve conflict in a healthy way, including implementing intervention strategies such as Dialectical Behavior Therapy Skills in Schools (DBT) at the secondary level and tools through Second Step and Project Wayfinder as well as restorative practices to promote healthy resolution of conflict.

School Perceptions Teacher Survey (2019-2022)
Averages (5 Point Scale)

	2018	2019	2020	2021	2022	2022 District Comparison
Statement						
Students are respected and treated fairly at school	4.16	4.13	4.09	4.06	4.00	NA
Students know how to resolve conflict in a healthy way	3.48	3.46	3.42	3.57	2.98	NA
Students care about each other	3.80	3.99	3.92	4.16	3.94	NA
Students help others when they see a need	3.87	4.04	3.93	4.0	3.98	NA
Students follow the rules at school	3.31	3.50	3.27	3.72	3.13	NA

<p>R-3.2 Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.</p>	<p><u>Superintendent</u></p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>	<p><u>Board</u></p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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Superintendent Interpretation:

The board values authentic learning where students engage in project based learning.

Applying Knowledge & Skills: shall mean what students know and are able to do and put into practical use beyond the classroom.

Citizenship: shall mean students understand and are aware of real-world issues and their role in the

community. **Service:** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

Superintendent Indicator 1:

The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts’ average on the following questions:

- o “I believe what I am learning in school connects to the real world”
- o “I believe what I am learning in school will help me to be successful in life”
- o “I believe what I am learning in school allows me to use my own original voice beyond the classroom”

Evidence: School Perceptions does not provide a “district comparison” for the evidence for this indicator as it was locally defined for our School Perceptions surveys. In reviewing the findings, there is a slight decline in data during the 2021-22 school year. This may be due to some of the restrictions that were in place during learning modes as travel outside of school and visitors coming to school were limited. It should also be noted that the curriculum review cycle was put on hold. We will be reviewing curriculum in the Arts (music, visual arts, and drama), adopting a new scope and sequence in Social Studies, and focusing on standards alignment throughout the district this school year. These, in addition to our commitment to Passages, will provide opportunities to intentionally create authentic learning opportunities for students.

School Perceptions Student Survey (2019-2022)

	2018	2019	2020	2021	2022	2022 District Comparison
Statement						
I believe what I am learning in school connects to the real world	2.74	2.61	2.57	2.59	2.57	NA
I believe what I am learning in school will help me to be successful in life	2.98	2.88	2.85	2.85	2.75	NA
I believe what I am learning in school allows me to use my own original voice beyond the classroom	2.96	2.86	2.87	2.83	2.72	NA

Superintendent Indicator 2:
 The district average of parents that “Agree” or “Strongly” agree on the annual parent/community survey increases annually with a goal of 75% to the following statement:
 o “The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.”

Evidence: The data for this indicator increased from the previous year. This is likely a result of students moving from virtual/hybrid learning to in-person learning. As mentioned, restrictions were in place over the past several years that limited travel outside of school and visitors coming to school. We will continue to monitor this indicator in the future with an expectation that data will grow to pre-pandemic levels.

	2018	2019	2020	2021	2022
Statement					
The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.	85%	82% (190 of 232)	74% (211 of 287)	58% (162 of 280)	62% (346 of 556)

Superintendent Indicator 3:
 Percent of students that average a “2” or better on the 3-point scoring rubric during their passage presentation.

Evidence:
 Atwater and Lake Bluff provide feedback using different rubric language. In addition to rubric scores, students also receive narrative feedback from 6th grade Passage participants.

SIS successfully created a new Passage experience for 8th grade students. The project is integrated into social studies and language arts classes. Students completing an 8th grade Passage receive a

letter grade on the assignment. It is recommended that the Board review the measurements provided and revise the indicator for future Monitoring Reports.

2021-22 6th Grade Passages (% of students that average a 2 or better on a 3-point scoring rubric):

	Mastery of Knowledge and Skills	Character	High-Quality Work	Presentation
Atwater	100% (60/60)	100% (60/60)	100% (60/60)	100% (60/60)

	Complexity	Craftsmanship	Authenticity	Presentation
Lake Bluff	100% (78/78)	100% (78/78)	100% (78/78)	99% (77/78)

2021-22 8th Grade Passages:

8th grade students at SIS wrote a graduation speech reflecting on their years at SIS and shared these in small groups with their peers as part of their language arts and social studies classes. Part of the 8th grade Passage includes students choosing a way to acknowledge three people who positively influenced their growth.

80% of 8th grade students completed the 8th grade Passage and of those students, 94% earned a final grade of C or above on the Graduation Speech reflection.

R-3.3 Be good stewards of the physical environment	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Interpretation:

The board values students understanding the relationship between themselves and nature.

Stewards: shall mean students learn the importance of taking personal responsibility for the environment.

Physical Environment: shall mean the natural world.

Superintendent Indicator 1:

- Students will have an environmental experience at each school

Evidence:

In addition to the curriculum experiences below, students have many opportunities to have an environmental experience (e.g. the new hydroponic garden, visits to the Urban Ecology Center, upkeep of our nature centers/greenspace on campus).

- Grade 1 = Plants
- Grade 2 = Weather
- Grade 3 = Erosion
- Grade 5 = Earth and Space
- Grade 6 = Populations & Ecosystems
- Grade 7 = Rock & Water Cycle
- Grade 8 = Global Climate
- Grade 9/10 = Biology (required)
- Grade 11/12 = AP Environmental Science (elective)
- Grade 11/12 = Environmental Literature and Science (elective)
- Grade 11/12 = Watershed Wisdom (elective)



**Results Monitoring Document
R-4 Wellness**

Certification of the Superintendent: *With respect to Results 4 (Wellness), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

Signed: , Interim Superintendent

Date: October 11, 2022

Executive Summary

This report summarizes data measurements of District-wide student wellness, and related programs and services conducted during the 2021-2022 school year, as required by Results Policy 4 (Wellness). When we refer to wellness, we use a comprehensive definition taking into account physical wellness, as well as social/emotional wellness. In terms of School Perceptions data evidence, the District has provided both our own annual survey trend data and comparisons to unidentified districts that are furnished by School Perceptions, consistent with prior years. This may be the last year we utilize comparison indicators with School Perceptions as we are moving away from that indicator as it is not clear who our peer districts are.

The Youth Risk Behavior Survey (YRBS) was not taken by Shorewood students in the 2021-22 school year, and indicators will state “Data Not Collected” in this report. The YRBS survey will be taken in the spring of the 2022-23 school year.

This year’s presentation and review of the R-4 Report is an important opportunity for continued dialogue about how our learning community engages in wellness initiatives substantially reshaped by the pandemic, and how we measure progress and achievement of policy goals, now and in the future. The District’s 2021 R4 report recommendations follow, with details of work accomplished during the 2021/2022 school year:

- Revisiting our use of and analyses of student discipline data, and recommendation to include School Perceptions data that correlates to self-expression, emotional development and mental health.
- Including a discussion of integrated social/emotional wellness curriculum at all grade levels, and following complete implementation of this curriculum in 2021-2022. This R-4 report addresses the use of these evidence-based teaching and learning tools across the District including:
 - Second Step at elementary schools
 - Project Wayfinder at SIS
 - Advisory Period at SHS which includes the REDgen curriculum
 - Signs of Suicide delivered at 9th grade by counselors with refreshers in Wellness classes in 10th and 11th grade
 - Stress management and goal setting lessons delivered by counselors within American Society and English classes at SHS to ensure all students have access

- Increased access to school-based mental health services with the partnership with Children’s Hospital
- Documenting use of restorative practices in R4 and work to enhance feelings of connectedness and belonging among both students and staff, which has emerged as a strong indicator for both academic achievement and healthy development.
- Addressing a 2021 decline in R-4.4 data measuring parents/caregivers’ satisfaction with physical wellness initiatives. The District has also added information about physical wellness efforts in grades K-6 including universal brain breaks.

Disposition of the Board: *With respect to Results 4 (Wellness), the Board:*

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

Summary statement/motion of the Board:

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

Definition of Terms

- **Annual Student Survey (School Perceptions Survey):** This survey is conducted annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Youth Risk Behavior Survey (YRBS):** This survey is given out every other year and asks very pointed questions of students in grades 6-12. This survey goes much deeper into risky behavior than our annual students survey.

R-4 Wellness

Students will develop and maintain habits that contribute to personal wellness

Superintendent Interpretation:

The board values social, mental and physical well-being for all students.

Develop and Maintain Habits: shall mean students, as age appropriate, understand how their decisions contribute to their well-being.

Personal Wellness: shall mean social, mental and physical well-being.

R-4.1 Appropriately express and manage emotions.	<u>Superintendent</u>	<u>Board</u>
	<p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>	<p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>

Superintendent Interpretation:

The board values the mental well-being of all students.

Appropriately Express Emotions: shall mean effectively and respectfully communicating feelings and needs to others.

Manage Emotions: shall mean students are able to appropriately control their behaviors.

Superintendent Indicator 1:

- Student referral data.

Evidence: See table below. The previously identified and approved metric (student referral data) as an indicator of appropriate expression and management of emotions does not definitively serve as a correlating source of evidence for this indicator. The Superintendent recommends further discussion that leads to identification of correlating metrics that give stronger evidence of student wellness.

Referral data from 2020-21 was low as students were not in the building for virtual and hybrid learning models. We saw the data increase during the past year to results similar to the 2019-20 school year. The “percent of students receiving a referral compared to total enrollment of subgroup” indicates the largest inequities in referrals for Black students. Addressing how our system creates these inequities is the focus of our ICS & other equity work.

	Total Number of Referrals 2017-18	Total Number of Referrals 2018-19	Total Number of Referrals 2019-20	Total Number of Referrals 2020-21	Total Number of Referrals 2021-22
Hispanic	51	52	39	1	54
Asian	27	37	17	0	6
Black	338	187	104	6	192
White	294	331	211	3	117
Male	595	548	276	5	265
Female	154	114	95	5	104
Non F&R	412	406	216	2	200
F&R	337	256	155	8	169
Non ML	1075	727	359	10	365
ML	66	22	12	0	4
Total	1,141	749	371	10	369

	Number of Students with Referrals 2017-18	Number of Students with Referrals 2018-19	Number of Students with Referrals 2019-20	Number of Students with Referrals 2020-21	Number of Students with Referrals 2021-22
Hispanic	20	27	21	1	22
Asian	18	21	10	0	6
Black	89	66	47	3	51
White	143	156	104	3	63
Male	212	228	133	4	98
Female	69	58	49	3	44
Non F&R	197	205	106	2	91
F&R	84	81	76	5	51
Non ML	273	267	174	7	138

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ML	8	19	8	0	4
Total	281	286	182	7	142

	Percent of students receiving a referral compared to total enrollment of subgroup 2017-18	Percent of students receiving a referral compared to total enrollment of subgroup 2018-19	Percent of students receiving a referral compared to total enrollment of subgroup 2019-20	Percent of students receiving a referral compared to total enrollment of subgroup 2020-21	Percent of students receiving a referral compared to total enrollment of subgroup 2021-22
Hispanic	12%	17.5%	13%	.7%	13%
Asian	7%	11%	5%	0%	4%
Black	34%	30%	15%	1.6%	26%
White	10%	11%	15%	.2%	5%
Male	20%	21%	13%	.4%	10%
Female	7%	6%	5%	.3%	5%
Non F&R	15%	12%	6%	.1%	6%
F&R	28%	25%	20%	1.5%	12%
Non ML	14%	14.5%	9%	.4%	8%
ML	4%	10%	7%	0%	5%
Total	13%	14%	8.9%	.4%	7%

	Percent of students receiving a referral compared to total enrollment 2017-18 (2,086)	Percent of students receiving a referral compared to total enrollment 2018-19 (2,060)	Percent of students receiving a referral compared to total enrollment 2019-20 (2,038)	Percent of students receiving a referral compared to total enrollment 2020-21 (1,865)	Percent of students receiving a referral compared to total enrollment 2021-22 (1,902)
Hispanic	1%	1%	1%	.05%	1%
Asian	.9%	1%	.05%	0%	0.3%
Black	4%	3%	2%	.2%	3%
White	7%	8%	5%	.2%	3%
Male	10%	11%	7%	.2%	5%
Female	3%	3%	2%	.2%	2%
Non F&R	9%	10%	5%	.1%	5%
F&R	4%	4%	4%	.3%	3%
Non ML	13%	13%	9%	.4%	7%
ML	.4%	1%	4%	0%	0.2%
Total	13%	14%	9%	.4%	7%

R-4.2 Identify and manage stress, including maintaining reasonable balance between and among competing demands	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Interpretation:
The board values when students are able to effectively navigate stress.

Identify Stress: shall mean students can recognize stressors.

Reasonable Balance: shall mean students are able to manage their time and commitments.

Competing Demands: shall mean family, school, extra curricular and other commitments.

<p>Superintendent Indicator 1:</p> <ul style="list-style-type: none"> • The district average of student response on the annual student survey is greater than or equal to comparative school districts average on the following questions: <ul style="list-style-type: none"> ○ “When I feel stressed, I know how to cope.” ○ “I am able to get through challenging times.” ○ “There is at least one adult in my school that I can talk to about a personal problem.”
<p>Evidence: To acknowledge both the Board’s 2021 discussion of the value of comparison of our School Perceptions survey results to unidentified districts, and report requirements, the table below reflects Shorewood students’ 2022 survey responses and a comparative average provided by School Perceptions. In all five pieces of evidence for this indicator we perform very close (within 0.04) to the Comparative Average. Longitudinally, this data shows that we still need to focus on providing mental health supports for students as the data is still in slight decline following the pandemic.</p>

School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
When I feel stressed, I know how to cope.	2.89	2.81	2.86	2.79	2.73	2.74
I am able to get through challenging times	3.08	3.05	3.07	2.98	3.02	3.02
There is at least one adult in my school that I can talk to about a personal problem	3.13	3.13	3.21	3.04	3.01	3.05

R-4.3 Understand and avoid risky behaviors.	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Interpretation:

The board values students making healthy choices that keep them and others safe from harm.

Understand Risky Behaviors: shall mean students know about unhealthy/unsafe choices.

Avoid Risky Behaviors: shall mean students know how to make healthy/safe choices.

<p>Superintendent Indicator 1:</p> <ul style="list-style-type: none"> The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts average on the following questions: “I have a healthy lifestyle.”
<p>Evidence: While above the 2022 comparative average, we are still seeing a very slight decline in student perception regarding whether or not they have a healthy lifestyle. We need to better understand the why behind this decline and understand how to best address this; therefore we will be administering the YRBS once again in spring of 2023. We will also continue to address a healthy balanced lifestyle as part of our required health education curriculum.</p>

School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
I have a healthy lifestyle	3.20	3.14	3.22	3.13	3.10	3.04

Superintendent Indicator 2:

- (Reported Bi-Annually) The percent of students answering “No” to the question, “During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?” on the Youth Risk Behavior Survey

Evidence: N/A - Data Not Available: Shorewood did not administer the Youth Risk Behavior Assessment during the 2021-22 school year. This survey will be administered during the 2022-23 school year. The testing window will be open between January and March.

R-4.4 Practice behaviors that encourage physical health	<p>Superintendent</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>	<p>Board</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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Superintendent Interpretation:

The board values student engagement in healthy lifestyles.

Practice Behaviors: shall mean students participate in physical activity(s)

Physical Health: shall mean a healthy body.

Superintendent Indicator 1:

- Percent of 7-12 students that are participating in at least one extra-curricular sport.

Evidence: 51% (487 of 957) of students in grades 7-12 participated in at least one extra-curricular sport. This is an increase from the 2020-21 school year (41% - 383 of 925).

Superintendent Indicator 2:

- The district average student response on the annual student survey is greater than or equal to comparative school districts average on the following questions:
 - I exercise at least 3 times per week
 - I have a healthy lifestyle
 - I get enough sleep most nights

Evidence: The table below indicates the trend data and comparative averages for the three questions for this indicator (one is repeated from Indicator R-4.3-1). Note that we are above the 2022 comparative average for all 3 indicators and are seeing slight growth in the student perception regarding exercise 3 times per week. We are seeing slight decline in the perception concerning healthy lifestyle as well as getting enough sleep. Instruction regarding physical wellness is addressed within the required health curriculum.

School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
I exercise at least 3 times per week	3.31	3.20	3.36	3.31	3.32	3.14
I have a healthy lifestyle	3.20	3.14	3.22	3.13	3.10	2.86
I get enough sleep most nights	2.83	2.71	2.92	2.82	2.79	2.71

Superintendent Indicator 3:

- The district average parents that responded we are doing “Good” or “Great” on the annual parent/community survey in the area “Fostering students’ physical wellness”

Evidence: Nearly ¾ of our families and caregivers who responded to the survey indicate the school district is promoting students’ physical wellness. This is a steep increase from 54.8% in 2021 to 72.7% in the 2022 survey.

School Perceptions Parent Survey (2018-2022)

	2018	2019	2020	2021	2022
Statement (% Agree)					
Fostering students’ physical wellness	74.1% (500 of 675)	64.1% (246 of 384)	72.4% (541 of 747)	54.8% (223 of 407)	72.7% (364 of 501)

Superintendent Indicator 4:

- Percent of 7-12 students that are getting a “C” or better in their physical education courses.

Evidence: 94.2% (760 out of 806) of students in grades 7-12 earned a C or better in Physical Education Courses.

R-4.5 Understand the value of good nutritional habits	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Interpretation:

The board values when students make healthy eating and drinking choices and why those choices are important.

Good Nutritional Habits: shall mean both eating and drinking food/beverage that is healthy.

<p>Superintendent Indicator 1:</p> <ul style="list-style-type: none"> • The district average student response on the annual student survey is greater than or equal to comparative school districts average on the following questions: <ul style="list-style-type: none"> ○ I make healthy eating choices most of the time
<p>Evidence: The table below shows student perception regarding how they make healthy eating choices. At a 2.95 for 2022, we are above the comparative average and close to the 2021 performance.</p>

Shorewood School Perceptions Student Survey (2019-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
I make healthy eating choices most of the time	3.0	2.97	3.07	2.97	2.95	2.86



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Original Budget - Draft Changes
Date: October 11, 2022
Prepared by: Heather Heaviland

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

Purpose: To provide an opportunity for discussion and input on the anticipated changes to the preliminary budget, that will be presented for approval at the October 25th, 2022 board meeting.

Background: On June 14th, 2022, the Board approved a preliminary budget for the 2022-23 school year. This budget, and the associated tax levy, were also approved at the August 23rd Annual Meeting. These budgets are based on preliminary assumptions regarding operational expenses, the amount of state aid that the District will receive, and the revenue limit the District will be allowed. Operational expense assumptions are refined over the course of the summer months and, on October 15th of each year, the State of Wisconsin releases final state aid allocations and revenue limit worksheets. All of this data is used to prepare an original budget and the final tax levy. The original budget and the tax levy must be approved at the final meeting in October in order to meet filing deadlines.

Draft Changes to the Preliminary Budget

Following receipt of the October 15th aid amounts and finalization of the revenue limit, the District will prepare the original budget for board review and approval on October 25th. The narrative below outlines anticipated changes from the preliminary budget approved in June.

Adjustment and Re-Allocation of the Tax Levy

The District is allowed to levy up to the difference between the revenue limit and the amount of state equalization aid received for general operations, in addition to the levies for capital maintenance, debt service, and the community recreation program. Preliminary data suggests that the amount of state equalization aid that the District will receive will be higher than anticipated in the preliminary budget. This means that the amount levied for general operating expenses will be lowered.

The District proposes that these funds be re-allocated to proportionally increase the Fund 39 debt service levy. In 2023, the District will be refinancing the \$25M bond anticipation note that was issued as part of the overall financing package for the \$65M in facility renovation projects. With interest rates continuing to climb, the District may face larger than anticipated annual payments for the life of the debt. By allocating additional funds to Fund 39 in 2023 (this is not proposed as a recurring change), the District will be positioned to reduce the overall amount of principal that is refinanced, thereby reducing the annual tax levy for debt repayment on an ongoing basis compared to what they would be without a reduction in principal amount.

The chart below details the proposed shift in the levy allocation, based on preliminary projections of the final state equalization aid and revenue limit amounts. Actual amounts are likely to change once final data is received.

DRAFT PROPOSED PROPERTY TAX LEVY		
FUND	Preliminary Budget	Original Budget
General Fund	\$ 16,014,947	\$ 15,343,606
Referendum Debt Service Fund	\$ 4,425,210	\$ 5,096,551
Non-Referendum Debt Service Fund	\$ 604,100	\$ 604,100
Capital Expansion Fund	\$ 275,000	\$ 275,000
Community Service Fund	\$ 1,550,000	\$ 1,550,000
TOTAL SCHOOL LEVY	\$ 22,869,257	\$ 22,869,257

Revenue and Expenditure Changes

In addition to the adjustment of the tax levy allocation proposed above, the District anticipates the following changes from the preliminary to the original budget:

- Minor adjustments to various expense categories based on FY22 actual data and updated expense information received after the preliminary budget completion; these are not expected to constitute material changes to the budget.
- Addition of revenues and expenses for the Kids Get Ahead mental health grant.
- Addition of the board-approved technology budget increase of up to \$310,000 to cover the cost of purchasing Chromebooks for all students in grades 5-12 with an associated \$266,000 increase in anticipated ESSER revenue.
- New revenue in the amount of \$161,700 provided through the Governor’s ARPA release of funds.

- If feasible following the minor budget adjustments referenced above, allocation of the remaining portion of the ARPA revenue to school and department budgets in order to partially restore the reductions made last year.

With the exception of these changes, no changes to the budget assumptions presented with the preliminary budget and at the annual meeting, including salary adjustments, are anticipated. An updated budget document showing budgeted revenues and expenses by fund and category will be presented at the October 25th meeting.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
September 27, 2022

Board Member Participation: Paru Shah, President
Emily Berry, Vice President
Becky Freer, Clerk
Ellen Eckman, Treasurer
Abby Fowler, Board Member
Emmett Joslyn, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services
Mike Joynt, Interim Director of Teaching and Learning
Tony Seidita, Facilities Manager

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS

Homecoming Week Planning, SHS Student Council Members and Students

SHS Advanced Placement Courses and Student Participation, Mike Joynt

III. 7:16 pm PUBLIC COMMENT #1 - no comments

IV. 7:17 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of OE-10 (Facilities) Operational Expectations Monitoring Report, Heather Heaviland and Tony Seidita

MOVED by Becky Freer and SECONDED by Emily Berry

AYE: 5 NAY: 0

B. Community Engagement Updates: Board Linkages, Key Communicators Group, Board Liaison and Work Group Assignments (HRC, SWSA and WASB delegate)

V. 7:48 pm BOARD CONSENT AGENDA

Approval of September 13 Meeting Minutes - Closed Session and Regular Board Meeting

Approval of Revised Board Bylaws

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

VI. 7:49 pm PUBLIC COMMENT #2 - no comments

VII. 7:50 pm BOARD MEMBER REPORTS

Village Bi-Board Meeting

VIII. 8:00 pm SUPERINTENDENT'S REPORT

IX. 8:11 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of Monthly Financials and Line of Credit

MOVED by Emily Berry and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

X. 8:12 pm PUBLIC COMMENT #3 - no comments

XI. 8:13 pm REVIEW OF 'TO DO' ITEMS

Town Hall posting, Key Communicators Group Session planning, Bi-Board meeting follow-up, student linkage scheduling, periodic facilities report format and needs

XII. 8:14 pm FUTURE AGENDA ITEMS

Enrollment update, Superintendent Search update, OE reports

XIII. 8:15 pm RECESS AND DEBRIEF



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: October 11, 2022

Prepared by: JoAnn Sternke

Board Action:

Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose:

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

Progress Toward Strategic & Annual Goals

Together with academic mastery, authentic learning and wellness are at the core of our [Strategic Plan](#), and the District's presentation of R3 (Character and Citizenship) and R4 (Wellness) for Board discussion is an important opportunity to reflect on our commitment to these goals and our distinctive approach to student achievement.

In November the District will present OE9 (Instructional Programs) as well as an analysis and discussion of standardized test scores (Forward, Aspire and ACT) and DPI report cards for both the District and each school. Each student's Forward results (from tests conducted in April 2022 in grades 3-8 and 10) will be sent home with students in elementary grades and mailed home for SIS and SHS students later this week. School and district report cards are planned for release by the DPI on November 15, thus the wait on this report. Fall Fastbridge reading and math assessments for students in grades K-8 have now been completed, and these results will be available to parents/caregivers through Infinite Campus. Student families will receive information about accessing and interpreting this data at the end of this week as well. I am particularly proud of the work going on in our schools as we interpret this Fastbridge data and support classroom teachers in how it informs instruction. This is one of our priorities, and I am seeing commitment and progress.

Among the various rankings that circulate each year, Niche's Best Schools rankings have a strong following, and I want to acknowledge and celebrate the efforts of everyone in our learning community for once again distinguishing Shorewood as one of the state's top districts. Published in September, Niche's 2023 Best Schools rankings for the State of Wisconsin identified Shorewood as #1 for best place to teach, as the #2 District for the best teachers; Shorewood High School was in the top five for Wisconsin high schools, our STEM programs were in the top ten, and the District was #9 in the state for Districts overall.

Amplifying marketing and funding strategies are also strategic priorities, and parents and community members with a broad range of expertise and perspectives will serve on the District's Operating Referendum Work Group; the first meeting of this group is on October 24. The Work Group will meet throughout November, with a goal of providing a summary of their work and conclusions to the School Board at the December 13 meeting.

Another Work Group is being formed to discuss the feasibility of an all-day 4K program, including enrollment assumptions, cost and revenue projections and the infrastructure needed to support this (classroom space, etc.), and the potential financial impact this option may have on existing programming available through Bright Beginnings and Milestones. We will also explore whether one or both of these programs could be developed further to align with District educational objectives and address the needs of families seeking full-day 4K. A third funding strategy priority is expanding legislative advocacy, and the Key Communicators Group will take up this topic at a session on October 19.

Finally, the District has interviewed two of the three marketing consulting firms we have identified as potential partners in helping us refine our messaging and develop some marketing collateral that reflects our branding and mission. We hope to move forward with one of these firms in November and I will provide an update at that time.

On that note, we hope community members have noticed the campus branding work that has been completed at the High School in recent weeks, which includes wayfinding signage and building signs, as well as large-scale graphics on the exterior of our athletics facilities. Much of this work was made possible through funding secured by Director of Athletics, Taz Landry. I am very grateful for his work to make this happen, and for championing school spirit and pride every chance he gets.

Leadership Updates

Board members have begun reviewing the seven proposals that the District received in response to our Superintendent Search RFP, and firms selected to interview will be contacted later this week. As discussed, it is important that we move to contract with a vendor later this month so that key search activities can begin as soon as possible.

The recruitment process for a Director of Building & Grounds has begun, and we have a strong pool of candidates. Jody Brooks, Mike Huffman, and Taz Landry will join Heather Heaviland and me for first round interviews, and they will each bring important perspectives to the process.

We hope this recruitment moves quickly so that we can maximize the time Tony Seidita will be available to participate in the transition of this very important role.

District and School Updates

Kate Harder, Director of Special Education; Shari Tucker, Director of Equity; and Mike Joynt, Interim Director of Teaching and Learning, are leading key District initiatives to increase support for our building principals, faculty members and other teaching staff.

Our work with ICS continues this year, and Shari is serving as our conduit to make this work seamless and efficient - and meaningful. This work continues to cascade from the Board, to administrators, to teachers and staff in each school. While Shari has strong support in each school to carry out this work, she is responsible for orchestrating our progress, and she does it well. This year, she, Mike Joynt and Kate Harder are working as a team to keep in communication and build cohesive systems of support. I see this having a strong, positive ripple effect. Moreover, the Equity in Action series is connecting the ICS learning to the work in our schools and departments. This month, Samantha Pietenpol is our featured educator, and you can read her profile [here](#).

In addition to staffing changes that add instructional coaching and assessment/evaluation expertise to implementing and managing our tiered approach to teaching and learning at each school, Mike has helped each school develop a School Growth Plan for this year. These outline specific academic, student wellness, and school culture goals that address the Board's Student Results policies. Progress toward goals will be monitored through use of grade-level assessment tools, School Perceptions survey data, use of academic and social-emotional curriculum supports, and collaborative work sessions that are scheduled each Wednesday after early release in grades K-8. We look forward to sharing more information about these plans as they become final.

Kate Harder is updating the District's Disproportionality Continuous Improvement Plan (CIP). When Shorewood was first identified by the DPI as disproportionate (based on 2018-2019 data) there were three categories where overidentification of Black students in special education were reported: Special Education, in General; Specific Learning Disability; and Other Health Impairment. Since that finding, we have made excellent progress using the CIP, which is monitored by the DPI. We reported in March 2022 that we project that the District will no longer be identified as disproportionate as we approach the next data submissions if the CIP continues to be followed, and I am grateful for Kate's leadership of this critical process and her strong command of the issues and information involved.

All of our administrative and school leaders are also involved in a review of District policies that will help shape needed updates to procedures and guidelines that touch on all aspects of District and school operations, including the management of academic programming, athletics and extracurricular activities, facilities usage, recreation and community services programs, etc. Student families have received reminders about the payment of instructional, course and

athletic fees and related policy updates, and this is one example of work happening behind the scenes to clarify procedures for students, parents/caregivers and community members.

Finally, as our Referendum projects wind down, we are working with the Village and our construction partners to wrap up needed inspections, outstanding work orders and other punch list items. And, the weather has been wonderfully cooperative, so construction on the playground at Lake Bluff is underway and moving along well.

Contents:

- Page 1: A. An "Overnight Trip Request" form (Exhibit 1)
- Page 5: E. "Trip Expectation and Rules" form for student and parent/guardian (Exhibit 2)
- Page 9: F. "SHS Overnight Field Trip Health Information and Medical Authorization" form for student and parent/guardian, (Exhibit 3)
- Page 13: H. "Travel Insurance" form for student and parent/guardian (Exhibit 5)
- Page 14: I. "Deviation Form" (Exhibit 6)
- Page 15: J. "Authorization/Permission for Minor to Travel with School Group" form (Exhibit 7).

SCHOOL DISTRICT OF SHOREWOOD

352.1 Exhibit (1)

OVERNIGHT TRIP REQUEST FORM

Before submitting this form to your building principal, please review 352.1 policy, guidelines, and exhibits. Submit this form and supporting documentation to your School Principal for approval.

Name of District Employee in charge: **Adam Sheaffer**

Destination: **New York, NY**

Date and time of departure: **February 23, 2023 (time TBD)**

Date and time of return: **February 27, 2023 (time TBD)**

Name of class/co-curricular activity/student group: **Advanced Acting, Advanced Stagecraft**

Number of Students attending the trip: **Minimum-12, Maximum-25, one chaperone per 4 student travelers, and 2 faculty advisors.**

Are students missing any instructional days/hours of school for this trip? **Yes**
If yes, please explain: **Students will miss Thursday, Friday & Monday (February 23rd, 24th and 27th), as the group will leave early Thursday morning and return mid-late afternoon on Monday.**

Description of the educational expectations/correlation to the classroom curriculum associated with this trip: **Students will view 4-5 theatrical productions on and off-Broadway, experiencing some of the very finest theatre in the world. Appreciation and exploration of these productions will deepen students' understanding of theatre as a rich and dynamic art-form. Additionally, students will tour various culturally significant destinations connected to the artistic and civic life of New York City. These are likely to include: Lincoln Center for the Performing Arts, Radio City Music Hall, The Drama Bookshop, Central Park, Battery Park, Greenwich Village, and the Cathedral of St. John the Divine.**

Describe your discipline plan: **All discipline rules and guidelines as provided in "Trip Expectation and Rules" form for student and parent/guardian (Exhibit 2) on page 5 of this packet.**

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

What is your plan for health and safety emergencies? **All students and parents/guardians will complete and sign the Medical Overnight Health Information and Medical Authorization 352.1 Exhibit (4). Additionally, a list of allergies/known medical conditions is provided by the SHS Nurse office, and parent/guardian emergency contact information will be on hand throughout the trip.**

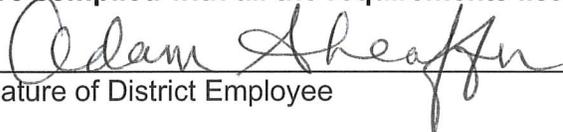
Number of Chaperones: **1 per 4 students; chaperones will be selected from among Parents/Caregivers of students attending the trip. Additionally, Mr. Brad Brist will be chaperoning as well.**

Estimated Cost per Chaperone: **Total cost is \$1400-\$1500 per chaperone. A bit more than half this cost is for airfare, ground transportation, tours, hotel, and most meals, all arranged by Via Travel Service. The rest, arranged by Mr. Sheaffer, are theatre tickets totaling between \$600 & \$650.**

Estimated Cost per student:
Total cost is \$1400-\$1500 per chaperone. A bit more than half this cost is for airfare, ground transportation, tours, hotel, and most meals, all arranged by Via Travel Service. The rest, arranged by Mr. Sheaffer, are theatre tickets totaling between \$600 & \$650.

Is this an optional student travel experience? **Yes**

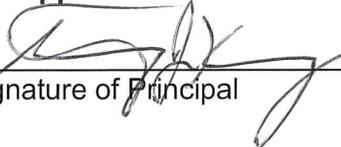
I have complied with all the requirements listed above.



Signature of District Employee

10/3/22
Date

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



Signature of Principal

10/3/22
Date

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

Signature of Superintendent

Date

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

Signature of School Board President

Date

REVIEWED:

352.1 Exhibit (2)

TRIP EXPECTATIONS AND RULES

New York City 2023

EXPECTATIONS

Ground/Air Transportation:

Be prompt for all departures
Be courteous to airline employees and tour escorts
Use headphones for all audio equipment

Hotels/Homestays:

Be in your own hotel or homestay room at designated times-no visiting other students' rooms
No one will leave the hotel or homestay room after bed check/lights out.
Be courteous to other guests
Avoid unnecessary noise and running
Follow hotel rules
If a serious problem arises, the student will discuss it with a chaperone immediately.

General Guidelines:

Students are to show courtesy at all times to district employee, chaperones, peers, tour guides and all others
The student will take care of their personal belongings, identification, and money. Chaperones will not be held liable if these items are lost or stolen.
As this is a school-sponsored trip, all rules that apply in school are also in effect on the trip.
Rule violations will result in disciplinary action according to school policy and consequences will be applied during the trip and/or upon return home.
The student will participate in the organized activities with promptness and cooperation; in other words, the student will arrive ON TIME and with a POSITIVE ATTITUDE.

RULES

1. All students are required to follow all school rules, student code of conduct, and district policies/guidelines throughout the trip.
2. There will be no smoking, purchasing or transporting tobacco products at any time during the trip. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.

3. There will be no drinking of alcoholic beverages, purchasing, or transporting alcoholic beverages at any time during the trip. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.
4. There will be no use of illegal drugs (including marijuana), purchasing or transporting illegal drugs at any time during the trip. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.
5. Possession of a weapon, use of a weapon, or endangering the safety of anyone is strictly prohibited. Violation of this rule may result in immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child.
6. Any criminal action involving a student will become the responsibility of the parent/guardian.
7. During this trip, student will not pierce or tattoo any part of their body.
8. Students will notify the chaperones if a health problem arises.
9. During this trip, students will not engage in any sexual activities.
10. Students will not drive any automobile or enter any unauthorized vehicles.
11. Any conduct detrimental to other students will be subject to discipline.
12. Students will stay with their assigned group (minimum of 3 people). A student will not leave the group without chaperone permission. The chaperones will always be told in person by each student where they are going, with whom, and the time at which the student will return.
13. Hotel room and luggage may be checked at any time.
14. I/we also agree to allow the student's luggage to be searched before leaving for the trip. If forbidden items are found, I/we acknowledge that the student will not be permitted to go on the trip.
15. Any damage caused by an individual(s) including but not limited to vandalism, breakage, stealing, will constitute a violation and may be subject to an immediate trip home at the parent/guardian's expense. Should this occur, the parent/guardian will be responsible for the supervision of their child. Also, any fee or fines assessed as a result of the violation will be assessed to the individual(s) responsible.

Print Parent/Guardian 1 Name Signature Date

Print Parent/Guardian 2 Name Signature Date

REVIEWED: _____

Shorewood Intermediate School
SCHOOL DISTRICT OF SHOREWOOD
1701 E. Capitol Drive
Shorewood, WI 53211
414-963-6951

352.1 Exhibit (3)

SHS OVERNIGHT FIELD TRIP
HEALTH INFORMATION AND MEDICAL AUTHORIZATION
NEW YORK CITY Trip 2023: February 23-27, 2023

To be completed by parent/guardian for all students attending the overnight field trip

Trip Location : New York City **Dates:** February 23-27, 2023

Student's Name _____ **Date of Birth** _____

Student's Complete Address

Name of Parent(s)/Guardian(s)

Primary Parent/Guardian Contact

Name _____ Phone _____

Secondary Parent/Guardian

Contact Name _____ Phone _____

Parent/Guardian Email Address

Secondary Contact Info (if parents cannot be contacted):

Name/Relationship _____

Phone _____

Life Threatening Allergies (check all that apply):

Food (list & describe reaction)

Medication (list & describe reaction)

Bee Stings (list & describe reaction)

Other, explain:

Does your student have a history of (check all that apply):

Asthma Diabetes Seizures Other pertinent health condition

Explain health condition(s) checked above:

Does student have any physical limitations? _____ If yes, please explain:

Does the student have any dietary restrictions? _____ If yes, please explain:

Section 1:

The administration of medication to students on overnight field trips shall be done only when the student has a medical condition that may be adversely affected without medication.

Any prescription or nonprescription medication sent on the field trip must include:

1. The original container. If medication is a prescription, the pharmacy label must accurately reflect medication dose and times as stated in the orders from the doctor.
2. Written **parent** permission for **all prescription and nonprescription** medication.
3. A written order from the **physician** for **prescription** medication (if not already on file at school).

A parent/guardian is responsible for delivering the medication and/or consent forms to the Health Office **5 school days prior to departure** with parent and physician signatures. **Send only the amount of medication needed for the trip.**

Medication: (Check one)

_____ **No**, my student **does not** need any medication during the field trip.
_____ **Yes**, my student will need medication, but a parent will be chaperoning and will manage student medications. (You do not need to complete medication consent forms; you will not need to turn in any medication to the health office. A parent/guardian may **only** give medication to his/her **own** child.)

_____ **Yes**, my student **will need** medication on this field trip. In order to administer medication (prescription and over-the-counter) on the field trip, parents must complete medication consent forms which includes parent signature and may require a written physician's order.

Please list all prescription, over-the-counter, and homeopathic medication that your child will need for the trip below.

Name of medication _____	Dosage _____
Time(s) _____	
Name of medication _____	Dosage _____
Time(s) _____	
Name of medication _____	Dosage _____
Time(s) _____	
Name of medication _____	Dosage _____
Time(s) _____	
Name of medication _____	Dosage _____
Time(s) _____	

Section 2: Please initial after the option that applies to your student.

OPTION A

MEDICATION ADMINISTRATION FOR STUDENTS **CAPABLE OF SELF-MANAGING** their own medications:

- List all medications above that this student will be carrying and/or taking on the overnight field trip.
- Any medication this student will be carrying, **MUST** be in its original packaging (with either the prescription or the manufacturer label) with **ONLY** the amount needed, while on the trip (some exceptions may apply, i.e. eye drops, ointments, etc. which are difficult to split up)
- For safety reasons, a district trained staff member needs to have written information (consent forms) about all the medications that your student will be carrying and/or taking on the trip. This is important in case any illness develops and information needs to be given to medical personnel.
- If there is an “as needed” medication, please describe how to determine the need.

I give permission to my student to self-manage his/her own medications while at a school sponsored event, including when away from school property on official school business, according to the written instructions on this form.

Initials

OPTION B

MEDICATION ADMINISTRATION FOR STUDENTS **NOT CAPABLE OF SELF-MANAGING** their own medications:

- Only list and supply medications that this student will definitely need on the overnight field trip.
- Any medication this student needs, **MUST** be brought to school in its original packaging (with either the prescription or the manufacturer label) with **ONLY** the amount needed while on the trip (some exceptions may apply, i.e. eye drops, ointments, etc. which are difficult to split)
- For safety reasons, all medications must be administered by a district trained adult or parent /guardian administering medication to his/her own student. This student is not allowed to carry over the counter or prescription medications (except for inhalers, and/or epi-pens).
- Any medications listed on this form **MUST** be brought to school prior to departure.
- If there is an “as needed” medication, please describe how to determine the need (in the purpose box of the chart below)

I give permission to designated personnel to give medication if needed to this student at school or school sponsored event, including when away from school property on overnight field trips, according to the written instructions on this form.

Initials

Other special circumstances (for example in a foreign country a surrogate/host parent authorized to give medication)

Section 3: Permission to Administer Stock Medications

As a courtesy to our students, the district offers the following stock (over-the-counter) medication: Advil (ibuprofen), Tylenol (acetaminophen), and Benadryl (diphenhydramine) for use on overnight field trips. Stock medication is in tablet form only. A parent/guardian must provide chewable or liquid medication, if his/her child is unable to swallow tablets.

In case of minor injury or illness during the overnight field trip, I authorize the medical personnel or supervising teacher to be my agent to give my child the appropriate dosage as directed on the packaging of the over-the-counter medication listed below. I understand alternate methods of care will be used before medication is given (i.e., eating, hydration, resting, etc.). I agree to, and do hereby hold the district and its employees harmless from any and all claims, demands, causes of action, liability, or loss of any sort, because of or arising out of acts or omissions with respect to this medication.

PLEASE INITIAL NEXT TO THE MEDICATIONS YOU ARE AUTHORIZING FOR ADMINISTRATION

I understand that ONLY the over-the-counter medications listed below will be available. All other non-prescription medication must be brought to the health office by a parent/guardian in a manufactured labeled container.

Parent Initials	Medication
_____	Advil (ibuprofen) 200mg tablet:1-2 tablets by mouth every 6-8 hours
_____	Tylenol (acetaminophen) 325mg tablet:1-2 tablets by mouth every 4-6 hours
_____	Benadryl (diphenhydramine) 25mg tablet:1-2 tablets by mouth every 4-6 hours

In the event of a medical emergency, 911/Emergency Medical Services will be called and student will be transferred to the nearest medical facility. I understand the arrangements and believe that the necessary precautions and plans for the supervision of my child during the field trip will be taken. Beyond this we will not hold the school or those supervising the trip responsible. I give consent for my child to go on this trip. I have read and understood the information booklet.

Student (sign here): _____ Date: _____

Parent/Guardian: _____ Date: _____

Signature

REVIEWED:

Shorewood Intermediate School
SCHOOL DISTRICT OF SHOREWOOD
1701 E. Capitol Drive
Shorewood, WI 53211
414-963-6951

352.1 Exhibit (5)

TRAVEL INSURANCE
NEW YORK CITY Trip 2023

The Shorewood School District does not carry any type of travel insurance coverage for participants, therefore it is encouraged that parents/guardians consider purchasing travel insurance for your child.

The opportunity to purchase travel insurance for the New York City Trip, February 23-27, can be purchased through your insurance company.

PLEASE CHECK ONE

_____ I have obtained travel insurance. Initial _____ Date _____

_____ I am declining travel insurance. Initial _____ Date _____

_____ _____ _____
Print Student Name Signature Date

_____ _____ _____
Print Parent/Guardian 1 Name Signature Date

_____ _____ _____
Print Parent/Guardian 2 Name Signature Date

REVIEWED:

Shorewood High School
SCHOOL DISTRICT OF SHOREWOOD
1701 E. Capitol Drive
Shorewood, WI 53211
414-963-6951

352.1 Exhibit (6)

DEVIATION FORM

NEW YORK CITY Trip 2023

The Shorewood School District will arrange transportation throughout the trip. If a parent/guardian requests to provide transportation for their child to/from the destination or during the trip, this form must be completed. Students may not provide their own transportation.

The parent/guardian is responsible for their child when removed from the School District's trip.

The parent/guardian explanation of the deviation from the School District's proposed trip itinerary:

_____	_____	_____
Print Student Name	Signature	Date
_____	_____	_____
Print Parent/Guardian 1 Name	Signature	Date
_____	_____	_____
Print Parent/Guardian 2 Name	Signature	Date
_____	_____	_____
Print District Employee Name	Signature	Date

REVIEWED:

Shorewood HIGH School
SCHOOL DISTRICT OF SHOREWOOD
1701 E. Capitol Drive
Shorewood, WI 53211
414-963-6951

352.1 Exhibit (7)

AUTHORIZATION/PERMISSION FOR MINOR TO TRAVEL WITH SCHOOL GROUP
NEW YORK CITY Trip 2023

I acknowledge that _____ has my consent to travel with the
NEW YORK CITY Trip 2023. They have my permission to do so.

Print Parent/Guardian 1 Name Signature Date

Print Parent/Guardian 2 Name Signature Date

State of _____, County of _____

On this _____ day of _____, 20_____.

before me personally came _____ known to me and known by me
to be the parent/guardian of _____.

Notary Public, State of _____

My commission expires _____

REVIEWED:

Shorewood High School
SCHOOL DISTRICT OF SHOREWOOD
1701 E. Capitol Drive
Shorewood, WI 53211
414-963-6951



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Addendum to SIS/SHS Student Trip to Costa Rica

Date: October 11, 2022

Prepared by: JoAnn Sternke

Information only

Presentation/discussion

 X Discussion/action by board of education

Presentation/action next meeting

Applications for the previously approved joint SHS and SIS Costa Rica trip exceeded expectations, and a total of 46 applications were submitted.

Board approval is needed to expand the approved number of students from 30 to as many as 46 (pending application review and approval to travel); no other elements of the trip would be fundamentally changed and adequate chaperone ratios would be maintained.