

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
February 25, 2025 AGENDA

SCHOOL BOARD MEETING
7:00 PM

Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

Parking is available in the Shorewood High School lot; please enter through the Administration Building doors and take the stairs up to the second floor. *An elevator is accessible near the east stairs.*

Participants may also access the Annual Meeting on Zoom:

Join Zoom:

<https://us02web.zoom.us/j/81599627722>

Meeting ID: 815 9962 7722

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

Parameters for Public Comment

The Board welcomes public comments. Public comments are limited to three minutes per person. Per Wisconsin's open meeting law and guidance issued by Wisconsin's Attorney General, we cannot engage in substantive discussions or act on items not on the agenda; however, we will follow up with speakers after the

meeting or add items to a future Board agenda for purposes of addressing the matter. Further, we do not permit discussion of pupils, current or former staff, or job candidates. The Board is also reachable by email at schoolboard@shorewood.k12.wi.us.

This meeting notice was posted on February 21, 2025.

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

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

C. Awards and Recognitions

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

Shorewood Intermediate School

III. 7:15 pm PUBLIC COMMENT #1 (GC3)

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

IV. 7:30 pm SUPERINTENDENT'S REPORT

3

V. 7:40 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes: Appointments, Resignations, Retirements and Leave of Absence Requests: J. French Appointment

7

B. Approval of Monthly Financials

8

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

A. Approval of OE 8 (Learning Environment) Operational Expectations Monitoring Document

16

B. Adoption of a Board Resolution In Support Of The Southeastern Wisconsin Schools Alliance (SWSA) 2025-2027 Legislative Priorities

C. Discussion of Board Extracurricular Activities Workshop

D. Discussion of Board Policies: Board Superintendent Relationship and Governance Culture

27

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

A. Approval of R2 (Student Achievement and Growth) Results Policy Indicators

29

B. Approval of OE 6 (Communicating with the School Board) Monitoring Report Revisions

33

C. Approval of Board Meeting Minutes

44

February 11, 2025 Regular Board Meeting

D. Approval of SHS Student Trip to France (March 2026)

46

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

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

IX. 8:45 PM BOARD MEMBER REPORTS

X. 8:55 pm REVIEW OF FOLLOW UP AND FUTURE AGENDA ITEMS

XI. 9:00 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent’s Report

Date: February 25, 2025

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

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

District Policy Notes

The District is currently following up on a recent incident at a school event that involved the presence of imagery and messaging that ran counter to our District’s values of equity and belonging, including support for our LGBTQ+ community. Please rest assured that as a District, we are committed to affirming our students’ identities and ensuring that they feel welcome and supported in all of our learning environments.

With this in mind, I want to share the District’s [Anti-Harassment Policy](#), which affirms our commitment to creating a school community free from bias, and [District Policy 9160](#) (Public Attendance at School Events) which emphasizes that all individuals should feel safe and respected on school grounds and at school-sponsored events. Additionally, I want to confirm that school officials have the right to remove attendees from District property if they pose a disruption. While we cannot necessarily limit the political expression of our visitors, images that imply a threatening message (e.g., firearms) are not permitted.

We can also take some proactive steps to prevent these kinds of incidents from happening in the future. Some actions the Shorewood Leadership Team will commit to include the following:

- Review our policies and communicate event expectations in District and school newsletters to ensure that all participants—students, staff, and families—help

maintain an environment that aligns with our District's commitment to inclusion and belonging;

- Engage our school community in dialogue about how we can better uphold our values of respect and safety at school-sponsored events; and
- Explore clearer guidelines for staff to address instances where messaging on clothing or materials conflicts with our commitment to creating an affirming space for all students.

Please know that I am grateful for messages of partnership and caring that I received to alert me to this very unfortunate incident. Together, we can continue to ensure that our schools and learning spaces remain welcoming and supportive for each and every student in our care, and I encourage community members to let our school and District leaders know immediately if an issue like this arises again so we can take steps to address it as soon as possible.

As discussed at the February 11 Board meeting, the District continues to monitor executive orders and federal policy directives that may impact public schools, and I want to provide a brief summary of recent developments:

- Following reinstatement of 2020 Title IX regulations, legal counsel has urged schools to address required staff training consistent with the 2020 requirements. Kate Harder, Director of Special Education and Student Services will continue to serve as the District's Title IX Coordinator and she will address training needs to aid compliance;
- At last week's Wisconsin School District Administrators Alliance (WASDA) meeting, Deputy State Superintendent Tom McCarthy shared an interpretation of the Dear Colleague [February 14](#) letter to educational institutions regarding compliance obligations under Title VI. The consensus among DPI officials, state school officers, and legal experts is that there is no current action required as the state is in compliance with all federal funding requirements; and
- WASDA attendees and guests also discussed possible changes to Title IX enforcement, as the Office of Civil Rights (OCR) has changed how it is processing complaints. Two pending cases - in Virginia and Arizona - will be important to understanding how the federal government may change its approach to pupil non-discrimination, and this may result in a conflict with Wisconsin's own pupil non-discrimination laws. Legal experts are following these developments and will provide updates for superintendents, School Boards, etc.

I will continue to provide regular policy updates in my Superintendent's Reports and bi-weekly newsletter for staff.

Strategic Planning Updates

The visioning and strategic planning process we began in October reached its final stages with the February meeting of the Strategic Planning Committee, and I want to thank the many community volunteers, staff and students who have shared their time and thoughtful input with us over the past several months. In its final meetings in January and February, the Committee

worked on a draft vision and mission statement that will guide the District leadership team's work to set goals, identify measures of success and further define action plans over the next several weeks.

The District will provide a summary of the Strategic Planning Committee's work at the March 11 Board meeting, and outline next steps in the strategic planning process after Spring Break. These include continued work with the Donovan Group team and Board members to design strategic planning communications, plans to share a draft with staff and the community to gain feedback, and presentation of a final plan for School Board approval in May.

The visioning and strategic planning process has also included explorations of school configurations and financial sustainability strategies, and we will continue working with members of the community, the Donovan Group and local experts with experience working on long-term facility planning, school configurations and enrollment research to explore these issues further. As a reminder, the District will begin working with MD Roffers Consulting in April to evaluate demographic and socio-economic data that influences District enrollment and analyze private school enrollment trends. We will also continue working with members of the Strategic Planning Committee who want to help us evaluate and compare the feasibility, benefits and challenges of school reconfiguration and financial sustainability scenarios we have presented to the School Board and community.

District and School News

This is a busy time for planning student assessments and testing. Juniors began registering for ACT tests earlier this month, and their test day is March 11. PreACT and Forward testing for freshmen and sophomores is scheduled during the first two weeks of April, and the AP testing window will be May 5-16; this is also the window for Fastbridge assessments in other schools. The Forward testing window will be March 17 through April 25, and the Act 20 screening window (students in grades K-3) will be March 16 through April 28.

This time of year is also a peak time for completing required reporting and audits, and the District completed both a DPI Title I audit and submitted our renewal for the New Horizons Charter School contract over the past week.

As we look ahead to Spring Break, we will be working with the team at School Perceptions to schedule our annual surveys of students, staff, parents and community members. These survey opportunities will be scheduled around assessments, as in years past, and parents and community members will receive additional information about the survey windows soon.

I also want to confirm that all District employees have received an updated Staff Handbook and the Employee Group Appendix that applies to them for review. I have met with several groups to provide clarification and answer questions, and will conclude these meetings before the end of February. Updates to the Handbook have been a priority, and we worked with legal counsel to ensure that the terms and conditions for employees adhere to both District policies and all applicable law.

I want to remind staff and community members that Governor Evers presented his 2025-2027 Biennial Budget Message on February 18, and that this is a very important time to contact our elected representatives to advocate for funding for public education. The District will be updating the [legislative advocacy webpage](#) on our website.

And, finally, I am delighted to share the February 18 [WTMJ-4 interview](#) with members of Youth Rising Up about their upcoming presentation of Black on Broadway (February 27). I am so proud of our students and staff for their hard work to make this event a reality, and for their commitment to advocating for the values we share as a community.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Appointment

Date: February 25, 2025

Prepared by: Carrie Wettstein

Recommended action: Approval

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

After serving as Interim Principal since the beginning of the 2024-2025 school year, Johanna French will be appointed to the position of Lake Bluff Principal, effective July 1, 2025.

Over the past several months, Ms. French earned the trust of both Lake Bluff staff and families, and she has become a valuable member of the District leadership team. Her classroom experience and familiarity with the Lake Bluff community and District make her uniquely qualified for this role, and the District will host an opportunity for community members to meet Ms. French later this year.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: February 25, 2025

Prepared by: Heather Heaviland

Recommended action:

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

Purpose: Financial reports are provided to the Board monthly to assist with monitoring of financial condition and compliance with the adopted budget.

January 2025 Statements

January 2025 financial statements reflect activities and financial changes for the first six months of the 2024-2025 fiscal year (FY25).

- Revenue and Expenses
 - Revenues and expenses in the District’s general operating funds (10/27) are overall in line with expectations. While expenses are significantly higher compared to the same period last year, this was anticipated in the District budget. While our budget dashboard continues to show revenue trending high, this is related to a shift in greater reliance on state funding over property taxes in the current fiscal year, which is received earlier in the fiscal year. Expenditures are tracking lower than budgeted, primarily due to salaries and benefit expense being currently below budget. A portion of this is related to funds that are set aside for employee health insurance deductible contributions that are more likely later in the year and difficult to predict.
- Balance Sheet
 - Changes to the balance sheet are in line with expectations.

Attachments:

- Cash Receipts 2025-01
- Budget Status 2025-01

- Check Register 2025-01
- Balance Sheet 2025-01

Additional Information

Understanding Account Numbers: Account numbers are shown on several of the monthly reports. A complete description of account codes and how they are used can be obtained from the Business Office or Department of Public Instruction / School Financial Services website. The following is provided to assist with reading the provided monthly reports.

Fund - the 1st two digits are a designation of an accounting entity. The accounting entity is assigned by the DPI to ensure compliance with various statutory requirements related to the type of financial transactions reported. The common funds are:

- 10 General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions.

- 21 Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth.

- 27 The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan.

- 38 & 39 These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.

- 41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts.

- 50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.

- 80 Financial transactions related to operating the Fitness Center , Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

- A Asset
- L Liability
- Q Equity
- E Expense

R Revenue

District
Shorewood School District

Monthly
Financial Report

Fiscal Year 2025 Revenue and Expenditure Activity Through January

FISCAL YEAR 2025 REVENUE AND EXPENDITURE SUMMARY THROUGH JANUARY

1. CURRENT YEAR-TO-DATE ACTUALS COMPARED TO THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE

\$721,009

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE

\$423,951

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, THE FUND BALANCE IS

\$5,260,627

HIGHER THAN THE PREVIOUS YEAR

2. CURRENT YEAR-TO-DATE ACTUALS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE REVENUE COLLECTIONS ARE TRENDING

\$1,323,606

HIGHER THAN THE BUDGET

CURRENT YEAR-TO-DATE EXPENDITURES ARE TRENDING

\$441,659

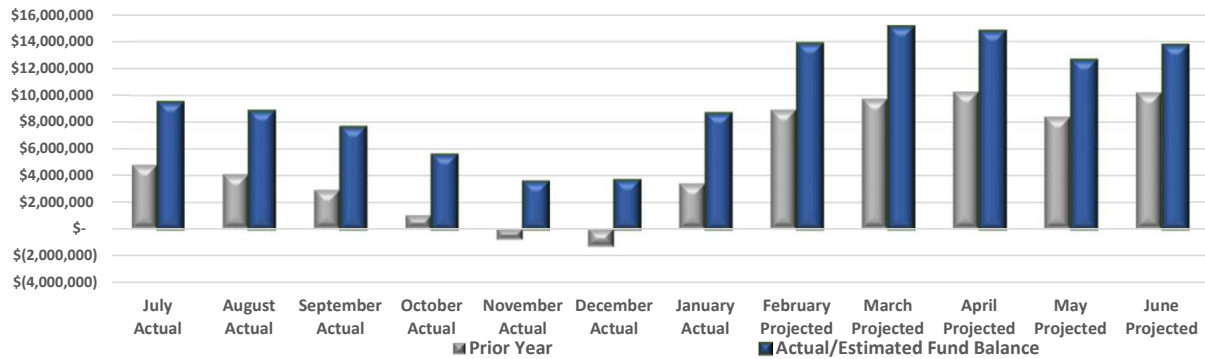
LOWER THAN THE BUDGET

POTENTIAL NET IMPACT WOULD RESULT IN A

\$1,765,266

HIGHER FUND BALANCE THAN ORIGINAL ESTIMATES

3. FUND BALANCE COMPARISON



JUNE 30 2024 ENDING FUND BALANCE

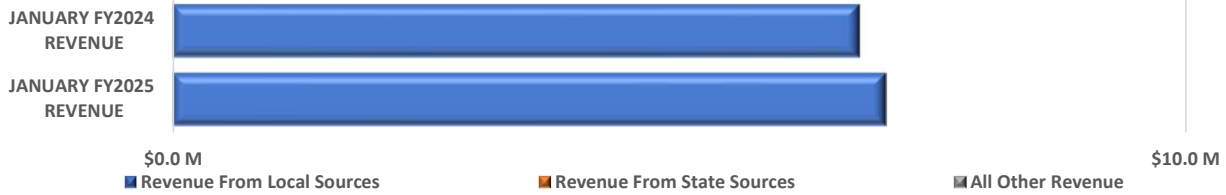
\$10,221,177

ESTIMATED 2025 YEAR END FUND BALANCE

\$13,769,250

FISCAL YEAR 2025 MONTHLY REVENUE SUMMARY - JANUARY

1. JANUARY MONTH END REVENUE OVERVIEW (MTD)

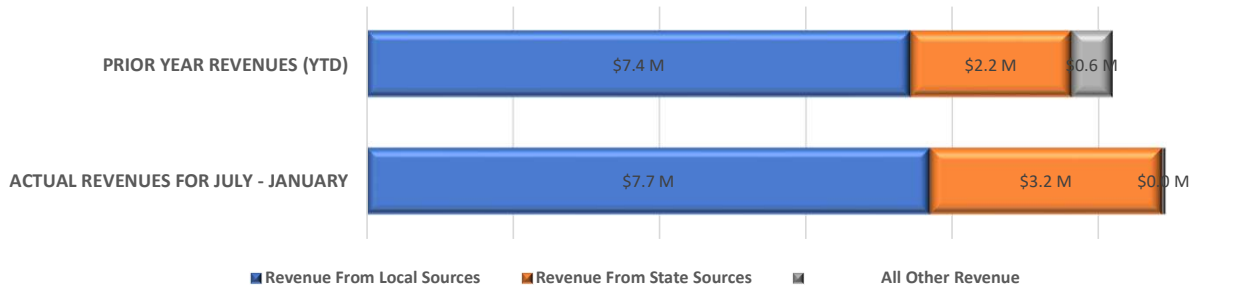


	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Revenue From Local Sources	7,035,675	6,777,142	258,534
Revenue From State Sources	-	-	-
All Other Revenue	528	1,668	(1,140)
Total Revenue	7,036,203	6,778,810	257,394

ACTUAL REVENUE FOR THE MONTH WAS UP
\$257,394
COMPARED TO LAST YEAR.

Overall total revenue for January is up 3.8% (\$257,394). The largest change in this January's revenue collected compared to January of FY2024 is higher taxes (\$207,332) and higher other revenue from local sources (\$48,705).

2. YEAR TO DATE REVENUE OVERVIEW (YTD)



	Current Year YTD For July - January	Prior Year YTD For July - January	Actual Compared to Last Year
Revenue From Local Sources	7,696,619	7,429,947	266,673
Revenue From State Sources	3,174,368	2,201,620	972,749
All Other Revenue	40,570	558,982	(518,412)
Total Revenue	10,911,558	10,190,549	721,009

COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE
\$721,009
HIGHER THAN THE PREVIOUS YEAR

Fiscal year-to-date General Fund revenue collected totaled \$10,911,558 through January, which is \$721,009 or 7.1% higher than the amount collected last year. The largest difference in revenue when comparing current year-to-date revenue collected through January to the same period last year is state aid - general revenue coming in \$972,442 higher compared to the previous year, followed by federal special projects aid transited through coming in -\$209,334 lower.

FISCAL YEAR 2025 MONTHLY EXPENDITURE SUMMARY - JANUARY

3. JANUARY MONTH END EXPENDITURE OVERVIEW (MTD)

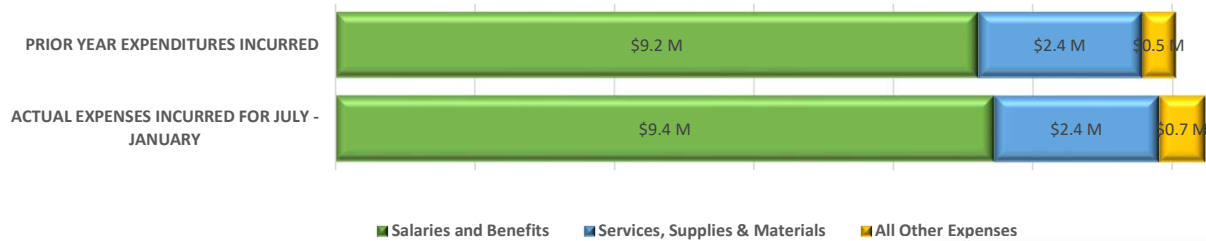


	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Salaries and Benefits	1,703,293	1,657,783	▲ 45,510
Services, Supplies & Materials	236,794	314,506	▼ (77,712)
All Other Expenses	127,956	50,910	▲ 77,046
Total Expenditures	2,068,043	2,023,199	▲ 44,844

ACTUAL EXPENSES FOR THE MONTH WAS UP
\$44,844
COMPARED TO LAST YEAR.

Overall total expenses for January are up 2.2% (\$44,844). The largest change in this January's expenses compared to January of FY2024 is higher equipment/vehicle - initial purchase (\$77,984), lower payment to non-governmental agencies and indi (-\$28,766) and lower utilities (-\$27,206).

4. YEAR TO DATE EXPENSE OVERVIEW (YTD)



	Actual Expenses For July - January	Prior Year Expenditures Incurred	Actual Compared to Last Year
Salaries and Benefits	9,445,021	9,213,953	▲ 231,068
Services, Supplies & Materials	2,364,150	2,352,073	▲ 12,077
All Other Expenses	663,657	482,850	▲ 180,807
Total Expenditures	12,472,828	12,048,876	▲ 423,951

COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE
\$423,951
HIGHER THAN THE PREVIOUS YEAR

Fiscal year-to-date General Fund expenses totaled \$12,472,828 through January, which is \$423,951 or 3.5% higher than the amount expended last year. The largest difference in expenditures when comparing current year-to-date expenditures through January to the same period last year is that equipment/vehicle - initial purchase costs are \$179,424 higher compared to the previous year, followed by textbooks & workbooks coming in \$94,012 higher and property services coming in -\$87,816 lower.

PROJECTED FISCAL YEAR 2025 REVENUE AND EXPENDITURE SUMMARY

5. PROJECTED YEAR END REVENUE RESULTS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE REVENUE COLLECTIONS ARE TRENDING

\$1,323,606

HIGHER THAN THE BUDGET

	Budgeted Annual Revenues	Actual/Estimated Calculated Annual Amount	Variance Favorable/(Unfavorable)
Revenue From Local Sources	19,232,547	20,585,372	1,352,824
Revenue From State Sources	9,587,665	9,608,717	21,052
All Other Revenue	2,390,531	2,340,262	(50,269)
Total Revenue	31,210,743	32,534,350	1,323,606

The top two categories (taxes and other revenue from local sources), represents 91.3% of the variance between current revenue estimates and the budget.

Top Budget vs. Actual/Estimated Amounts

Variance Based on	Expected Over/(Under) Budget
Actual/Estimated Annual Amount	Budget
TAXES	1,038,438
OTHER REVENUE FROM LOCAL SOURCES	169,364
EARNINGS ON INVESTMENTS	130,527
FEDERAL SPECIAL PROJECTS AID TRANSITED THROUGH	(59,197)
All Other Revenue Categories	44,474
Total Revenue	1,323,606

6. PROJECTED YEAR END EXPENDITURE RESULTS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE EXPENDITURES ARE TRENDING

\$441,659

LOWER THAN THE BUDGET

	Budgeted Annual Expenses	Actual/Estimated Calculated Annual Amount	Budget compared to Actual/Estimated
Salaries and Benefits	20,916,993	20,523,550	(393,443)
Services, Supplies & Materials	4,766,124	4,800,834	34,711
All Other Expenses	3,744,820	3,661,893	(82,927)
Total Expenditures	29,427,936	28,986,277	(441,659)

The top two categories (health insurance and dues and fees), represents 94.1% of the variance between current expense estimates and the budget.

Top Budget vs. Actual/Estimated Amounts

Variance Based on	Expected Over/(Under) Budget
Actual/Estimated Annual Amount	Budget
HEALTH INSURANCE	(313,874)
DUES AND FEES	(101,650)
PROPERTY SERVICES	74,104
EQUIPMENT/VEHICLE - INITIAL PURCHASE	58,148
All Other Expense Categories	(158,387)
Total Expenses	(441,659)

Operational Expectations Monitoring Document
OE 8 Learning Environment
(Revised October 2023)

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

 X In Compliance
 In Compliance with Noted Exceptions
 Not in Compliance

Signed: Laurie Burgos, Superintendent

Date: February 25, 2025

Executive Summary

OE 8 Expectations and Indicators were significantly revised in October 2023, and this document reflects important changes that align compliance with tangible activities and measures.

Several OE 8 indicators that used School Perceptions Student Survey data were replaced with action-oriented indicators that enhance discussion of compliance and emphasize priorities that are consistent with other reports, including professional development, identity-relevant teaching and learning, continuous improvement processes and student services and other efforts that support students’ sense of belonging in our schools.

Other changes reflect best practices in K-12 education, including a move away from use of student behavior referral data.

Summary of Compliance

Board Policy for OE 8 (Learning Environment) is defined by the following expectations:

OE 8

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

- **8.1** The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement;
- **8.2** The Superintendent will establish and maintain learning environments that are safe, welcoming and inclusive;
- **8.3** The Superintendent shall ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents/guardians, and applied consistently;
- **8.4** The Superintendent shall work to ensure that safe and nutritious foods are available to all students throughout the school day; and
- **8.5** The Superintendent shall not permit any behaviors on District property or at

school-sponsored events that disrupt learning or hinder student well-being.

For this reporting period, the District is in full compliance with these expectations and associated indicators.

Areas for Continuous Improvement

Creating inclusive and welcoming learning environments is critical for students to thrive in school. We recognize the following areas for continuous improvement:

- The District will convene a Safety Committee in the spring of 2025 to update the District’s Safety Plan;
- The District will explore adding more adaptive and inclusive options for students, including clubs, extracurriculars, and recreation programming;
- With the conclusion of the strategic planning process, there will be ongoing opportunities to align Board reports and respective indicators and strategic planning goals.

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

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

Summary statement/motion of the Board:

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

OE 8 Learning Environment

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

Superintendent Interpretation:

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

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

<p>OE 8.1 The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that promotes academic success.

- **Maintain a climate that is characterized by support** shall mean that the spaces where students learn are designed, furnished, maintained and decorated in ways that foster dignity and celebration of the strengths each student brings to that space.
- **Encouragement for high student achievement** shall mean the systems in place for both people and spaces to foster and celebrate academic success alongside growth in wellness, character and citizenship as described in Students Results Policies 1-4.

<p>Board Indicator 1: All staff participate in training that fosters a growth mindset, academic excellence, and perseverance among all students.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: With input from all staff for the Superintendent’s Entry Plan Report (Fall 2023), the District identified investments in professional development as a priority during the 2023-2024 school year. Back to School Week, professional development days scheduled throughout the year, and Early Release Wednesdays included training to support key curriculum implementations, evaluation of student achievement and growth data, as well as student services and instructional strategies to support the District’s commitment to social-emotional learning and identity-relevant teaching and learning.

Sample Professional Development Agendas:

[Back to School Week 2023](#)

[November 2023 Professional Development](#)

[Wednesday SIS Professional Development](#)

<p>Board Indicator 2: District leaders establish and focus work that advances annual, school-specific growth plans.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence: In addition to addressing District-level priorities and the School Board’s Student Results Policies, District and school leaders developed school-specific growth plans for each building for the 2023-2024 school year. These reflected summer data analyses and planning work, root cause analyses, and evidence-based action plans developed by District leadership to guide school-level professional development.</p> <p>In June 2024, District and school leaders enrolled in the SAIL Academy, a two-year program that provides a research-based framework and problem-solving process to address core goals. SAIL is offered by the School Administrators Institute for Transformational Leadership.</p> <p>The initial SAIL program yielded a 100-day improvement plan that District and school leaders continue to reference in the development of additional improvement cycles involving student data analyses, action planning, monitoring and distributed leadership that will build coherence and sustainability in key systems over time.</p> <p>Sample Growth Plans: SIS School Improvement Plan (September 2023) Shorewood Continuous Improvement Report 2023-24 SAIL Board Presentation (Summer 2024)</p>		

<p>Board Indicator 3: District systems are in place to help identify and meet student-specific social, emotional, and academic needs.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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Evidence: During the 2023-2024 school year, the Department of Special Education and Student Services worked with school leaders to evaluate available Wisconsin Youth Risk Behavior Survey (YRBS) results from the survey taken in March 2023. The District administered the mySAEBRS screening in the fall and winter of the 2023-2024 school year to students in grades 2-12.

The YRBS survey provides information about risk behaviors that often impact attendance and academic performance, including social media use, bullying, discrimination, physical health, and drug and alcohol use. Surveys also include protective factors like a strong sense of belonging and adult support at school. The mySAEBRS screener identifies areas of strength and need related to social, emotional, and academic behaviors, including the presence of social emotional competencies. The School Perceptions Student Survey administered in Spring 2023 provides another layer of information about students' social-emotional health, their experiences at school, their classwork and challenges.

Integrated social-emotional curriculum at all schools (CREW, Advisory, etc.) is a key tool that District and school leaders, and staff, use to identify student-specific social, emotional and academic needs, and the District's partnership with Children's Hospital of Wisconsin has been instrumental in addressing the social-emotional and mental health needs of specific students.

Finally, the Department of Special Education and Student Services works closely with instructional staff, school counselors, and others to address student needs through carefully-developed Individualized Education Programs (IEP) for each student who receives these services. These plans and programs are reviewed at least annually.

<p>Board Indicator 4: Each student receives personalized advisory outreach at school transition points at 6th, 8th and 11th or 12th grade, or at entry to the District.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: The District continued to build on feedback received from students and families in terms of school orientations and transitions during the 2023-2024 school year. These are critical to strengthening school/home communications, fostering students' sense of belonging, and increasing student and family engagement in our learning communities.

At 6th grade classroom teachers and student support staff talk to students and families about selecting classes at the Intermediate School. In Spring, the SIS counselor visits elementary classrooms to build connections with students. In April all 6th grade students and families are invited to the Intermediate School 6th grade Orientation where students have the opportunity to tour the building and meet the SIS staff.

At 8th grade, the SIS counselor meets with every student and family/guardian during a Transition Conference that focuses on identifying interests and skills and matching what they identified with high school opportunities in academics, athletics, extracurriculars, and volunteering. Students also tour the high school in the spring and are invited to a 9th grade Orientation night.

SHS Counselors meet with every 11th grade student and family for an Academic and Career Planning

(ACP) conference in which they discuss post-secondary options including a summary of the college application process, timelines for junior and senior years, and next steps for after high school. Additionally, students are offered tours of area colleges and universities, opportunities to participate in a college application workshop, and an opportunity to meet with recent Shorewood graduates and their families in the Spring.

The District has also increased outreach to prospective families, providing more opportunities for students in grades 6, 8, and 9 to tour schools, shadow current students, and meet with school leaders, counselors, and staff to discuss academics, athletics, and additional student or family interests.

Board Comments:

<p>OE 8.2 The Superintendent will establish and maintain learning environments that are safe, welcoming and inclusive.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that supports all students' success.

- **Inclusive** shall mean where diverse cultures, identities, backgrounds, and abilities are acknowledged, valued, and affirmed.

<p>Board Indicator 1 All staff participate in ongoing professional development that supports their participation in building inclusive learning environments.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: As reflected in attachments included in 8.1, training to ensure that our schools and other learning spaces are safe, welcoming, and inclusive is a core element of professional development. Training examples during the 2023-24 school year included gender-inclusive classrooms, identity-relevant teaching and learning, neurodiversity, ICS equity training, equitable multi-level systems of support (EMLSS), and a new partnership with the [SWIFT Center](#) (Spring 2024) to provide professional development and collaborative support to staff, especially those working with students who are often marginalized in school because of academic, social-emotional or physical needs.

<p>Board Indicator 2 All schools have inclusive learning spaces where diverse identities, abilities, and backgrounds are represented in learning materials.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence: The District continued to value and prioritize inclusivity, diversity, and identity-relevant teaching and learning during 2023-2024, as evidenced by staff training and district communications. During the 2023-24 school year, the district underwent a curriculum review in K-8 Language Arts. Two of the components that were included in the Program Review Tool were “Diversity & Inclusion” and “Meeting All Learner’s Needs.”</p> <p>As part of the curriculum adoption, and with the support of the SEED Foundation, the District acquired more than 8,000 books for classroom libraries, and many acknowledge diverse identities, including race, ethnicity, gender, socioeconomic status, sexual orientation, and ability, to create a more inclusive learning environment where students feel seen, valued, and empowered through learning.</p>		

<p>Board Indicator 3 Activities and programs are accessible to students of diverse physical abilities.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence: In alignment with our Collaborative Commitments to Equity, the District continues to invest in equipment, activities, and accommodations that meet the needs of students and adults with diverse physical abilities. In addition, all students have access to clubs and extracurricular activities at SIS and SHS.</p>		

<p>Board Indicator 4 All schools implement state-required emergency protocols, procedures, training and drills.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • All schools completed the mandatory drills and classroom instruction required by the Office of School Safety during District Safety Week (September 23-27, 2023). Sample school communication (2023-2024). • All District staff also participate in mandatory annual training outlined by the Wisconsin Department of Public Instruction. These include Mandatory Reporting of Threats of School Violence, Student Records and Confidentiality, Suicide Prevention, and others required for specific staff. 		

Board Comments:

<p>OE 8.3 The Superintendent shall ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents/guardians, and applied consistently.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:
 The Board of Education expects the Superintendent to promote active participation from all District constituents to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

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

<p>Board Indicator 1: The Superintendent and district leadership review the Student Code of Conduct annually and update as needed using a collaborative process.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: Deans and the Associate principal at the high school meet throughout the school year to review procedures related to student support which includes discussions concerning responses to student behavior that violates the Code of Conduct. These documents are updated as needed in order to ensure consistency across the district.

<p>Board Indicator 2: By the start of each school year, the student handbook is sent to parents/guardians electronically, available as a hard copy, and accessible via the District website.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: All school Handbooks are available on the [District website](#) and are available upon request.

<p>Board Indicator 3: Student disciplinary policies, practices, procedures, and trainings district-wide are equitable, culturally responsive, and effective in supporting students whose behavior interferes with their learning or the learning of others.</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: Principals and Deans review disciplinary policies, practices and procedures during the August Back to School PD week with staff. This is done within each building so that the practices are responsive to the individual and developmental needs of students (see example Behavior Intervention Flowchart). Trauma Sensitive Strategies (relationship-building, social-emotional learning practices, restorative practices, and self-regulation strategies) are used to build classroom communities as a proactive approach to supporting student needs in order to prevent behaviors that interfere with the learning environment.</p>		

<p>OE 8.4 The Superintendent shall work to ensure that safe and nutritious foods are available to all students throughout the school day.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

The Board of Education expects the Superintendent to support Student Results Policies 1-4 with available nutritious food for students across the school day and various learning environments.

- **Available nutritious foods** shall mean a variety of foods that give students the nutrients needed to maintain health and have energy.

<p>Board Indicator 1: Students and parents/guardians have a voice in the options and delivery of food service.</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: A community-based committee provided input about District food service offerings and operations during the 2023 RFP process. Aramark’s on-site director, Israel Taylor, has also conducted student input sessions, facilitated a student group to grow, and regularly provided samples of new options.</p>		

Board Indicator 2: All students have access to nutritious food options across learning environments.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: The District’s food service provider, Aramark, is responsible for providing food service across the District in accordance with District Policy 8500 , and all applicable laws.		

OE 8.5 The Superintendent shall not permit any behaviors on District property or at school-sponsored events that disrupt learning or hinder student well-being.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

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

- **May not permit** shall mean the Superintendent shall not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Well-being** shall mean a safe emotional state.

Board Indicator 1: The District has a process to investigate and address all formal complaints about employees and document outcomes.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence: The District acts in accordance with both District policy and all applicable laws in terms of investigating and addressing complaints about employees. Relevant District policies include 2260 Non Discrimination and Access to an Equal Educational Opportunity and other Non Discrimination Policies; 5517 (Student Anti Harassment); and 8141 (Required Reporting of Staff Conduct). The District’s Employee Handbook also outlines staff conduct requirements, investigatory steps and disciplinary procedures.		

Board Indicator 2: The District has a process to investigate and/or address all formal complaints about individuals who are neither students nor	<u>Superintendent</u> Compliant 25	<u>Board</u> Compliant
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employees and document outcomes.	Not Compliant	Not Compliant
Evidence: Public attendance at school events is governed by District Policy 9160 . Additionally, the District works closely with peer districts, community organizations, Village residents and others as needed, to address complaints and document outcomes regarding the behavior of individuals whose behavior on school property or at school-sponsored events disrupts learning or threatens student or staff well-being.		

Board Comments:

For our Feb 25, 2025 meeting

Fellow board members,

At our Feb 11 meeting, we directed administrators to bring us a new version of OE-6 (Communicating with the School Board) that removes OE 6.6 and its one indicator:

Inform the Board, the Board president, or individual members if, in the Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non compliant with any Governance Culture or Board/Superintendent policies.

Board Indicator 1:

The Superintendent provides an annual report on each Board member identifying compliance or non-compliance of the Governance Culture. If non-compliance is identified, the specifics of any non-compliance of the Governance Culture or Board-Superintendent Relations policies by Board Members or any encroachment by Board members into areas of responsibility assigned to the Superintendent will be documented.

The Superintendent recommended in our latest monitoring report that “a report of non-compliance on the part of a Board member be documented and addressed by the Board President and in accordance with Board Bylaws, and eliminated from OE 6 compliance expectations.”

At board members' request, here is further context and a proposed way to ensure that some mechanisms remain in place that ensure board member accountability for following our agreed upon policy governance model.

- 1) The division of Superintendent and Board responsibilities is described in our [Board-Superintendent Relations and Governance Culture policies](#).
- 2) Governing Culture Policy 7, [Board Member Code of Conduct](#), says “Board members will not exercise individual authority over the organization: a. Members will not assume personal responsibility for resolving operational problems or complaints. Complaints will be referred to the Superintendent for investigation and resolution; b. Members will not attempt to personally direct any part of the operational organization.
- 3) [Governing Culture Policy 9](#) “Process for Addressing Board Member Violations” describes how to address violations of these governance policies. GC-9 says: “the Board ordinarily will address the issue by the following process:
 - i) Conversation in a private setting between the member considered to be in violation and the Board president or other individual member;

- ii) Discussion in a private session between the member considered to be in violation and the full Board;
- iii) Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;
- iv) Censure of the offending member of the Board as a means of separating the Board's focus and intent from those of the offending member."

Other methods for accountability and self-governance:

As recently as 2022, the board conducted a self-assessment using [a survey](#) followed by a workshop to discuss the survey results. The survey basically asked each Board member to rate the board's compliance with each GC policy. I was not able to locate any record or policy indicating that such a self-assessment is required, but the board may wish to consider adopting it as a norm or a formal policy.

As observed by the Superintendent, it has been usual practice and may continue to be sufficient for the Board President or other board members (e.g. the Governance Officer) to address members' possible policy violations as they arise rather than in an annual report.

I am happy to proceed however the board wishes, but my personal feeling is that no new policy is needed. I do recommend we schedule a self-assessment like the one undertaken in 2022, and recommend making that an annual practice by the board, scheduled on the Board's annual workplan.

Emily Berry
Board President
Feb. 20, 2025



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: R2 Student Results Indicators

Date: February 25, 2025

Prepared by: Laurie Burgos and Mike Joynt

Recommended action:

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

Purpose:

To approve revisions to R2 Results (Student Achievement and Growth) Policy Indicators.

Background:

The District recommended presenting two separate R2 reports for Board discussion and review, and the School Board will approve final changes to the Results Indicators, that address both short and long term goals.

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

R2 Growth Report (Summer) Indicators

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

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

R-2 Academic Growth

SUPERINTENDENT Interpretation:

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

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

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

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

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

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

R2 Achievement Report (Fall) Indicators

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

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

R-2 Academic Achievement

SUPERINTENDENT Interpretation:

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

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

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

Co-curricular Activities - Athletics and student clubs

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

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

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

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

Superintendent Indicator 4: 75% of 8th grade students meet or exceed grade level expectations in

math as measured by the Forward Exam

Superintendent Indicator 5: 75% of 8th grade students meet or exceed grade level expectations in science as measured by the Forward Exam

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

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

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

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

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

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

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



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

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

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

Signed: _____, Superintendent **Date:** _____

Executive Summary

Following discussion at the February 11, 2025 Board meeting regarding documentation of non-compliance on the part of a Board member, this revised Operational Expectations Monitoring Document is submitted for Board approval.

Future OE6 (Communicating with the Board) Monitoring Documents will not include OE 6.6, as reflected below.

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

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

Summary statement/motion of the Board:

Signed:

_____, Board President

Date: _____

OE-6: Communicating with the Board

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

Superintendent Interpretation

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

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

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

<p>Board Indicator 1: The District submits 100% of the monitoring data per the Board's annual work plan for all OE and Results policies.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

Board Comments:

OE- 6.2 Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation

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

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been provided relevant information in a timely manner during the previous year.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

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

Superintendent Interpretation

- **Significant transfers of money** shall mean any movement of money in budget line items over \$50,000 from one line item to another.

- **Substantially affecting the district's financial condition** shall mean contrary to the indicators and interpretations outlined in OE-5 and OE-6.

<p>Board Indicator 1: The annual audit of the District's finances (Comprehensive Annual Financial Report) reveals no instance in which a significant amount of money was transferred from one line item to another without having informed the Board and that no other changes substantially affecting the District's financial condition were made without having informed the Board.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

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

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

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

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

Board Comments: 36

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

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

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

Board Comments:

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

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

<p>Board Indicator 1: The Superintendent provides an annual report on each Board member identifying compliance or non-compliance of the Governance Culture. If non-compliance is identified, the specifics of any non-compliance of the Governance Culture or Board/Superintendent Relations policies by Board Members or any encroachment by Board Members into the areas of responsibility assigned to the Superintendent will be documented.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

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

- ***Clear and concise*** shall mean using language that is not industry specific and can be understood by people without an educational background.
- ***Information is incidental, intended for decision preparation or for formal monitoring*** shall mean identifying the use of the information that is provided so Board Members can properly prepare.

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

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

Board Comments:

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

Superintendent Interpretation

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

Board Indicator 1: In a poll of Board members each June and December, at least four Board members believe they have been treated equally and have equal access to information.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Indicator 2: Documents for work sessions for Board members are distributed equally and at the same time 100% of the time.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

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

Superintendent Interpretation

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

Board Indicator 1: The Superintendent brings to the Board 100% of the instances they anticipate noncompliance with Board Operational Expectations or Results policy.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:

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

Superintendent Interpretation

- **Adequate** shall mean sufficient communication and information that will allow the Board to fulfill its responsibilities as described by state law.

- **Administrative actions and decisions** shall mean steps taken by the Superintendent to manage the day-to-day operation of the District and meet the responsibilities outlined in the OE policies.

- **Delegated to the Superintendent** shall mean specifically (in either District or Board policy) assigned as a responsibility of the Superintendent by the Board.

Board Indicator 1: The Superintendent brings to the Board 100% of the decisions required by law to be approved by the Board on the Superintendent's Consent Agenda, including personnel decisions, school district calendar, and budget approval.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
Evidence:		

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

Board Comments:

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

- **In a timely manner** shall mean by the next work session or regular meeting of the School Board.

- **Administrative disposition** shall mean how the complaint was handled or resolved.

- **Significant complaints** shall mean any concern or issue that is disruptive to operations or student

learning, falls under the Board's legitimate purview and is presented to the Superintendent by the Board.

<p>Board Indicator 1: The Superintendent responds to every Board complaint with an explanation of how the situation/complaint has been addressed.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence:</p>		

Board Comments:

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

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

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

Board Comments:

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

Superintendent Interpretation

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

Board Indicator 1: The Superintendent brings forward 100% of deletions of, additions to, or a significant modification of District Policy that are required by law to be approved by the Board.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
February 11, 2025

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

Tristan Papara, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Kate Harder, Director of Special Education & Student Services
Tim Kenney, Shorewood High School Principal
Mike Joynt, Director of Teaching and Learning

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Becky Freer and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

II. 7:02 pm STUDENT ACHIEVEMENT AND RESULTS

SHS Global Scholars and World Language Learning Opportunities, Chris Jacquart

III. 7:14 pm PUBLIC COMMENT #1 - no comments

IV. 7:15 pm SUPERINTENDENT'S REPORT

V. 7:42 pm SUPERINTENDENT'S CONSENT AGENDA - no items

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

A. Discussion of R4 (Student Wellness) Results Indicators

Tabled, pending February 24, 2025 extracurricular activities workshop

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

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

MOVED by Ellen Eckman and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

VII. 8:38 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

January 28, 2025 Regular Board Minutes

January 28, 2025 Closed Session

February 4, 2025 Closed Session

B. Approval of SHS Student Trip to the FBLA State Leadership Conference (March 31-April 1, 2025)
MOVED by Nathan Hammons and SECONDED by Ellen Eckman AYE: 5 NAY: 0

VIII. 8:39 pm PUBLIC COMMENT #2 - no comments

IX. 8:40 pm BOARD MEMBER REPORTS
SWSA legislative advocacy, Board governance culture

X. 8:44 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS
February 24 Board Workshop, R2 for Consent Agenda; OE 6 for Consent Agenda, Board Budget Resolution, Board Member Onboarding Material, R4 on the March 11 Agenda, District Wellness Policy and Wellness Committee

XI. 8:47 PM RECESS AND DEBRIEF

TEACHER REQUEST FOR OVERNIGHT FIELD TRIP

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

Name of District employee in charge: Christine Jacquart

Destination: Paris and Avignon France

Date and time of departure: March 15th-16th (afternoon)

Date and time of return: March 26th-27th (afternoon)

Name of class or co-curricular activity/student group:

SHS Trip to France

Number of Students attending the trip: Minimum: 15 Maximum: 28

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

If yes, please explain:

4-5 days at the end of 3rd quarter

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

Students would visit Paris for 3 days and head to the South of France to do a homestay w/ excursions.

Describe your discipline plan:

(see attachment)

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

Student will be able to attend services at a local ^{religious} establishment

What is your plan for health and safety emergencies?

per SHS policy + I will have a French liaison with us to help in emergencies if needed

Number of chaperones: 2

Estimated cost per chaperone: \$ _____

Estimated cost per student before and after fundraising:

Before \$ _____ After \$ \$ 2,500 - 3,000

Description of fundraising proposal for the trip:

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

Student will be encouraged to consult with
Tim Kenny

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: Chung Date: 2-10-25

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

Signature of Principal: _____ Date: _____

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

Signature of Superintendent: _____ Date: _____

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

Signature of School Board President: _____ Date: _____

REVIEWED: August 14, 2012

French Exchange

Shorewood High School and Lycée Alphonse-Benoît

TRAVEL : last 2 weeks in March 2026

In the spring of 2026, Shorewood High School will participate in a trip to France consisting of a to Paris and our sister school in Ile-Sur-La Sorgue, (near Avignon) France. This trip will mark the 12th anniversary of Shorewood's Franco-American exchange program with Lycée Alphonse-Benoît (in addition to 10 years with other schools).

- Each SHS student will be paired with a student from the French high school Lycée Alphonse-Benoît.
- Paired students will host each other in their respective countries, or in the case of the U.S. side, find a replacement family to host in the event one cannot.
- When traveling, students will share in the French/American family life, attend classes with their correspondent and participate in numerous cultural experiences and visits to historical areas through daily excursions.



This is a tentative schedule for events, payments and completed documents.

DATE	SHS HOSTING/TRAVELING
March 2025	Information Session for parents and students
MAY 2025	Deposit #1 \$500 Documents #1 Overnight Field Trip/Personal Health History signed by student and parent <u>and</u> Passport Copy if available
FEBRUARY - AUGUST 2025	APPLY FOR A PASSPORT - If your passport expires within 6 months of the return flight date, you will need to RENEW. A copy of your passport is due in November.
SEPTEMBER 2025	Deposit #2 \$500 Documents #2 Authorization to travel <u>and</u> Passport Copy if available
OCTOBER 2025	FRENCH HOMESTAY IN SHOREWOOD
NOVEMBER 2025	Deposit #3 - \$500 PASSPORT COPY DUE!
FEBRUARY 2026	Deposit #4 (balance) Document #4 - Travel Insurance Waiver. Please return document acknowledging that you have been offered trip insurance and that you accept or decline.
MARCH 2026	Leave for Paris from SHS parking lot
MARCH 2026	Arrive back in the U.S. by the last Thursday/Friday. .

Program Fees

The projected cost for the 2026 travel portion of the trip is \$2500-\$3000 for between 20-30 students. The cost is subject to the fluctuation of the dollar and the applicable airfare fee.

Eligibility

Students currently in level 3 or above are encouraged to apply. The personal qualities, which are important for success in this program, are adaptability (to a French family and a new environment) and curiosity. We are also seeking students who can help support one another, will participate with enthusiasm and energy in the activities of the group, and who like to enjoy trying what is new and unusual. Participants must also be committed to improving their spoken French.

Our hope is that each student will return with new confidence in their both their interculturality and communication skills.

SAMPLE Shorewood High School French Trip

March 2026

<p><u>FLIGHT</u> - UNITED AIRLINES #987/#986 MARCH 25th, To Paris United Airlines #987 (7 pm departure/9:10 am arrival in Paris) APRIL 5th, To Chicago United Airlines #986 (11:15 am departure from Paris/1: 40 pm arrival in Chicago)</p>	<p><u>HOTEL</u> (March 26th/April 4th) Ibis Styles Hotel 77 Rue de Bercy 75012 Paris PHONE: (011) 33 1 53 46 50 50</p>
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CHAPERON

Chris Jacquart, Lisa McFarland, Evan Schmidt

Paris

Meals: Breakfast is included in the hotel so students will only need to pay for lunch and dinner. Please budget \$10-15 per meal.

Shoes: We will be walking the entire time. Please bring walking shoes.

Monuments/Museums: Student entry fees to the museums, the Arc de Triomphe and the Bateaux Mouches are included in the trip cost with the exception of the Eiffel Tower.

Eiffel Tower: Students who wish to go up the Eiffel Tower may do so at a reduced student rate of about \$17. It is recommended to visit the Eiffel Tower in small groups in order to accommodate the varying interests of our students: some may opt for just the first two levels, some who have gone up already may opt to not go up this time around.

Itinerary for Paris/Avignon March 25th - April 5th

DATE	ACTIVITY
MONDAY, March 25	Afternoon: Leave SHS parking lot at 2-2:30 pm on Wisconsin Coach bus towards Chicago O'Hare.
TUESDAY March 26	<p>Morning: Arrive in Paris. Take shuttle bus (Paris Connects) to hotel, drop off luggage and freshen up for the day ahead.</p> <ul style="list-style-type: none"> <input type="checkbox"/> pack a change of clothes and toiletries in a carry on - the rooms will not be ready for us on the spot <input type="checkbox"/> secure passport in a locked suitcase <input type="checkbox"/> wear a device to help you conceal your money / phone on the inside of your jacket <input type="checkbox"/> wear tennis shoes - this is not a fashion show today, you will be walking from the morning until the evening <p>Afternoon/Evening: Notre Dame, Musée d'Orsay, Latin Quarter, Marais</p>
WEDNESDAY March 27	<p>Morning: Visit Arc de Triomphe, Champs Élysées, Place de la Concorde, Jardin des Tuileries</p> <p>Afternoon: Louvre Museum, Go to the trains station Gare du Lyon and head to Avignon to meet families.</p> <p style="text-align: center;">Train Departure: 16:37 (4:37 pm) Train Arrival: 19:19 (7:19 pm)</p>
THURSDAY March 28	<p>Morning: Lycée Alphonse-Benoît, Haribo Candy Factory and Le Pont du Gard (Roman ruins)</p> <p>Afternoon: Avignon - Pope's Palace and the Old Port</p>
FRIDAY March 29	<p>Morning: Visit to Marseille/Old Port/Museum</p> <p>Afternoon: Les Calanques in Cassis (weather dependent)</p>
SATURDAY March 30	Family
SUNDAY March 31	Family
MONDAY April 1	<p>Morning: Arles (arena, amphitheatre, clôtre)</p> <p>Afternoon: La Camargue (marshland) and Les Saintes Maries de la Mer</p>
TUESDAY April 2	<p>Morning/Afternoon: Visit to High School/elementary school</p> <p>Afternoon: Lavender Museum, Roussillon- Little Grand Canyon, Gordes and Sénanque Abbey</p>
WEDNESDAY April 3	<p>Morning: St. Remy Glanum, Les Lumières</p> <p>Afternoon: Carrière de Lumière/Les Baux (Châteaux)</p>
THURSDAY, April 4	<p>Morning: Families meet at the train station in Avignon for return to Paris</p> <p style="text-align: center;">Train Departure: 9:43 am Train Arrival: 12:23 pm</p> <p>Walk to hotel and drop off luggage. Consider doing your final packing in Avignon as we will not have time while in Paris.</p> <p>Evening: Eiffel Tower (\$17), Bateaux Mouche (included)</p>
FRIDAY	<p style="text-align: center;">50</p> <p>Morning: Leave hotel by 9:00 am</p> <p>Return to Shorewood High School parking lot</p>

April 5	
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