

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
March 11, 2025 AGENDA

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

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

Participants may also access the Annual Meeting on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

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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 March 7, 2025.

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

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

C. Awards and Recognitions

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

Lake Bluff Elementary 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

A. Discussion of Recent Policy Updates

V. 7:40 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes: Appointments, Retirements, Resignations and

6

Leave of Absence Requests: M. Halloran Retirement

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

A. Presentation of Preliminary 2025 Budget Assumptions

7

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

9

C. Review of R4 (Wellness) Student Results Policy

10

D. Discussion of Extracurricular Activities in Current Board Policies

15

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

A. Approval of Board Meeting Minutes

17

February 25, 2025 Regular Board Meeting

B. Approval of OE 6 (Communicating with the School Board) Operating Expectations Policy Revisions

19

C. Acceptance of the Class of 1963 Gift to Establish the Michael D. O'Donnell Memorial Scholarship Fund

D. Approval of SHS Mock Trial Team Trip to Wisconsin State Championship (March 7-9 2025)

21

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: March 11, 2025

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

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

Spring Break Notes

The weeks before Spring Break are busy ones, with events and activities at all schools. Our District-wide band, choir and orchestra concerts - and post-season runs for our Boys Varsity Basketball and Girls Varsity Gymnastics teams - are the result of countless hours of practice and a lot of hard work on the part of students, staff and families. Thanks to all for helping us make these events joyful, fun and memorable.

Our new visitor management system reflects all of the activity on school campuses, too. Over just two days last week, Raptor technology in school offices screened more than 160 visitors. I appreciate the work of our school office staff to integrate this visitor identification process into our safety protocols, and the cooperation and understanding of parents and other visitors who are supporting classroom activities and events.

As a reminder, spring conferences are scheduled March 11-14, and student attendance varies by grade level, with the exception of March 14, which is a no school day for all students. Some standardized testing and assessments will be underway before Spring Break (March 24-28).

Students will also be off on March 21, which is a professional development and planning and records day for staff. The next School Board meeting will be Tuesday, April 8.

Policy Updates

I received an inquiry about the impact of the Wisconsin Interscholastic Athletic Association's (WIAA) policy change following the February 5 executive order banning transgender athletes from competing in women's sports, and want to share some follow up information.

As discussed at the February 25 Board meeting, the WIAA amended its eligibility policies on February 19, restricting the rights of transgender student-athletes to participate in girls' and women's sports. I contacted Stephanie Hauser, the WIAA's Executive Director, to voice our disappointment about the organization's decision to take preemptive action on this issue, as the WIAA does not receive federal funds and the executive order is not federal law. Additionally, I asked about policy enforcement, and shared the District's concerns about the WIAA's expectations of schools to implement compliance procedures.

Concurrently, a bill (AB 100) to designate athletic sports teams operated or sponsored by public schools (or private schools participating in a parental choice program) based on the sex of the participants was introduced in the Wisconsin State Assembly on March 3 and moved quickly to committee along with AB 103, another bill that takes a strong anti-LGBTQ+ stance. WPEN organized letter writing campaigns quickly, and the District submitted [these letters](#) of opposition to Assembly Members on the Committee for Education.

There are also some new developments related to the February 14 "Dear Colleague" letter about compliance with Title VI of the Civil Rights Act. As I indicated at the February 25 meeting, the DPI believes its programs - and therefore public school districts - are in compliance with Title VI requirements. On March 3, the Department of Education published [this update](#) to their FAQ to clarify content in the February 14 letter, and the DPI has urged school districts to review these carefully to understand which types of programs may become subject to scrutiny or intervention. The School Superintendents Association (AASA), other education organizations, and education media outlets are covering these issues and sharing resources, and [this article](#) summarizing the administration's communications on DEI programs may be helpful.

Finally, Education Secretary Linda McMahon published this March 3 [letter](#) outlining changes to federal education priorities; the State Superintendent's response can be viewed [here](#). The Education Secretary's letter and related executive orders that affect K-12 education expose the hypocrisy of the federal government's campaign that promotes state and local control of education while threatening action to eliminate programs that ensure access and opportunity for any marginalized group, including those with physical, cognitive, or other disabilities.

For your information, the District received slightly less than \$1 million in federal grants and other aid in the 2024-2025 school year, and the bulk is related to services provided under the Individuals with Disabilities Education Act (IDEA) and other federal supports for special education programs. The remainder involves the food service program and some other services.

As Wisconsin already has school choice and voucher programs, federal actions may have less impact here than in other states.

Executive orders and the decisions of some organizations to preemptively comply with them will continue to create challenges we must navigate. We will continue to follow DPI guidance and consult with legal counsel in order to provide Board and community members with the information needed to inform discussion about these and other policies - and we remain committed to our District's values.

I will be talking with Tim Kenney and Athletics Director, Taz Landry, about the WIAA policy change and pending state legislation, and members of the District leadership team and I will participate in an AASA webinar on the dynamics between state and federal civil rights laws at the K-12 level later this month.

With all of this in mind, I want to reiterate the importance of state-level advocacy for funding for public education. I was honored to present a brief statement at the Capitol on February 28 as a part of the Wisconsin Public Education Network's (WPEN) Public Schools Week advocacy efforts, joining parents, school board members, students, teachers, fellow superintendents and education leaders from around the state to share our stories with elected officials. More information about legislative advocacy opportunities and the Biennial Budget timeline can be viewed on the [District website](#). The Wisconsin Policy Forum has also published [this Brief](#) on the 2025-2027 State Budget.

Continuous Improvement (SAIL) Updates

The District leadership team will be working together at a SAIL session on March 12 to evaluate our progress toward District and school goals, and we will meet again in June to reflect on this year and further develop plans for 2025-2026.

Student data is at the center of this work. We will be reviewing preliminary ESSA (Every Student Succeeds Act) and IDEA reports that identify potential areas of disproportionate results in special education identification, placement and/or discipline, as well as our eMLSS (Wisconsin's Framework for Equitable Multi-Level Systems of Support) work, and planning needed staff training to address both universal (Tier 1) and Tier 2 academic and behavior supports provided in the classroom. Kate Harder, Mike Joynt, and Shari Tucker are working more closely together to support the work of school leadership teams and faculty in this area, and to expand Academic and Career Planning and dual credit opportunities for High School students.

Planning for next year includes continuing our partnership with the SWIFT Center, implementation of curriculum changes that are part of our math leveling up plan, and evaluating the pilot of the IXL learning and enrichment program at SIS. I will provide the School Board with an update on our continuous improvement work in upcoming Superintendent's Reports, and in conjunction with our summer report on R2 (Student Achievement and Growth).



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Retirement

Date: March 11, 2025

Prepared by: Carrie Wettstein

Recommended action: Approval

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

After 24 years as an English teacher, advisor, colleague and faculty leader, Mike Halloran will be retiring from his position at Shorewood High School at the end of the 2024-2025 school year.

Over his career, Mike has made a difference in the lives of countless students, and the District will honor his service later this year.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: FY25 Budget Assumptions
Date: March 8th, 2024
Prepared by: Heather Heaviland

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

Purpose: To provide the Board with an opportunity to review and react to the District's financial forecast and preliminary assumptions for the 2025-2026 (FY26) budget.

Background: As part of the budget process, the District will annually review 5-year budget projections and discuss the assumptions that will guide the preliminary budget.

FY26 Budget - Preliminary Data and Considerations

Funding for public education is an ongoing challenge for public school districts throughout Wisconsin. While the last biennial budget included a \$325 per pupil increase to the revenue limit each year for 402 years, this increase is insufficient to close the gap between revenue and rising inflation and expenses. Governor Tony Evers proposed increases to education spending in FY26 and FY27 that would positively impact the District. However, these increases are subject to legislative approval, and final allocations have historically been significantly lower than those proposed. For this reason, the District is not planning on any additional increases in state spending at this time.

Shorewood's operating referendum has prevented drastic reductions in spending, but with rapidly escalating expenses, the District needs to continue to exercise fiscal discipline.

Over the next four years, the District's financial forecast shows operating margins dropping to approximately zero by FY28 and, in the absence of a new operating referendum, a deficit of over \$6M in FY29.

For the FY26 (2025-2026) school year, the District is preparing a budget that assumes the following:

Revenue:

- \$325 Per Pupil Increase
- Static funding from grants supporting special populations
- Static funding for special education
- Increased reliance on property tax revenue/decreased reliance on state funding

Expenses:

- Salary increases of up to 2.95%, aligned with CPI
- Health insurance costs projected to increase by up to 14%
- Property insurance premiums expected to rise by 5%
- 2% increase in materials, supplies, and services

Based on these assumptions, the District is currently projecting that our operating margin in FY26 will be less than half of the current year's.

Reducing operational expenses in order to lessen the gap between projected future revenues and expenses remains a priority. After three consecutive years of cost reductions, however, this is becoming increasingly difficult to accomplish while maintaining program integrity. The District will be inviting the board into a discussion about expectations and strategies regarding the balance between financial reductions and program maintenance.



Shorewood School Board

Resolution Urging Investment in Our Public Schools Through the 2025-27 Wisconsin State Budget

Whereas, the school board, administrators, teachers, staff, parents and community members of the Shorewood School District work together to to grow leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good;

Whereas, in the absence of additional revenue limit authority, nearly every school district across Wisconsin has had to turn to voter referendums to ask local taxpayers to fill the gap between state funding and the amount we need to deliver the education guaranteed to our students under the state constitution; and

Whereas, the state is in the fifth year of budget surplus now estimated at \$4.6 billion, in addition to a “Rainy Day Fund” of \$2 billion; and

Whereas, inflationary costs have impacted all areas of school funding from utilities to staff compensation; and

Whereas, the decision not to increase per-pupil funding on pace with inflation over the last 15 years has already harmed students, families and communities across the state;

Therefore, Be It Resolved, that the Shorewood School District joins with fellow member districts of the Southeastern Wisconsin Schools Alliance in calling on the Committee of Joint Finance to support the following investments in public education:

- **Provide an increase in special education funding to cover at least 60% reimbursement in years one and two with the long term goal of reaching 90% reimbursement over several budget cycles. This funding should be guaranteed and will not be prorated if costs are higher than anticipated (sum sufficient funding).Increases in special education funding provide more predictable, stable funding that supports all students due to less of a transfer from district’s general fund.**
- **A goal to reach 90% Special Education reimbursement for public school students over time.**
- **An increase to the revenue limit by \$415 in year one and \$430 in year two of the next biennium in order to keep pace with inflation, designed to provide general, flexible, spendable revenue for school districts.**

Emily Berry, Board President

Becky Freer, Vice President

Nathan Hammons, Treasurer

Ellen Eckman, Member

Abby Fowler, Clerk ₉

R-4 Wellness Results Policy:

Summary of proposed changes to policy

Emily Berry, Mar 11, 2025

Following discussions at multiple meetings and workshops, I have attempted to summarize our consensus direction and propose policy changes that align with that direction.

Current policy, adopted November 2024

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

4.1 Appropriately express and manage emotions

4.2 Identify and manage stress, including maintaining reasonable balance between and among competing demands.

4.3 Understand and avoid risky behaviors

4.4 (Social Competence) Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

4.4 Practice behaviors that encourage physical health

4.5 (Self-Concept) Develop positive self-identity and recognize self as a lifelong learner

4.5 Understand the value of good nutritional habits

Previous policy circa 2019:

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

Students will:

4.1 Feel a sense of belonging and connection in their school community.

4.2 Maintain a healthy body.

4.3 Understand their emotions and cope effectively with stress.

The majority of board wanted to move these indicators to operating expectations, for the following reasons:

1. There is a shortage of reliable measures of wellness and social-emotional development outcomes. By contrast, there are standard frameworks for curriculum and learning environments that support wellness and social-emotional learning.
2. Using health and wellness growth outcomes measures would potentially require more reliance on student surveys than we think is wise.
3. Holding the superintendent accountable for student health outcomes (e.g. physical fitness, hours of sleep, nutritious diet) is not a reasonable or useful expectation, while holding them accountable for the learning environment, curriculum and other offerings is in line with our other policies.

Some of the elements in current and past R-4 policy already exist or could naturally fall adjacent to other operating expectations:

- **Regarding establishing a culture that fosters wellness:**
 - [OE-8](#) Learning Environment

Current OE 8.1

The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement.

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.*

Potential edit:

- OE 8.1
*The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement, **social-emotional wellness and physical health.***

Current OE 8.3:

District systems are in place to help identify and meet student-specific social, emotional, and academic needs *and to promote wellness*.

- **Regarding students' sense of belonging:**

Current policy:

R-3.1 Students will feel welcome, valued and supported.

Indicators include tracking responses to these survey questions:

- *I feel my ideas, opinions and concerns are listened to by school staff.*
- *I feel I belong at school.*
- *I am respected and treated fairly at school.*
- *I feel my culture and beliefs are represented at school.*

No change proposed.

- **Regarding sense of self as a lifelong learner** (note this is an [SEL competency in the Wisconsin DPI framework](#), and was part of the most recent adopted policy):

Current policy:

R-3.3

Students will have a growth mindset, be adaptable to change, and internally motivated.

Potential addition:

*Students will have a growth mindset, **a sense of self as a lifelong learner**, be adaptable to change, and internally motivated.*

Current OE 8.1

The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement.

Indicator 1: All staff participate in training that fosters a growth mindset, academic excellence, and perseverance among all students.

- **Regarding social competency** (note this is an [SEL competency in the Wisconsin DPI framework](#), and was part of the most recent adopted policy):

Current policy:

R-3.2 Students will contribute to a better world through collaboration and engagement in real-world issues

Potential addition:

*R3.2 Students will contribute to a better world through **understanding and respecting difference, honoring social norms and fostering positive relationships that allow for** collaboration and engagement in real-world issues.*

- **Regarding students' physical health:**

Current policy: OE 8.4

The Superintendent shall work to ensure that safe and nutritious foods are available to all students throughout the school day.

Board Indicator 2:

All students have access to nutritious food options across learning environments.

Current policy OE-9

The Superintendent shall maintain an aligned, challenging and relevant curriculum across the District and ensure that high-quality instruction supports the Board's Results Policies.

The Board values that the programs used to teach students are rigorous and stimulating, designed to create authentic learning opportunities that still allow for a focus on the whole child. The program is created and maintained to pursue specifically the Board's stated values for student achievement in the Results Policies.

Board Indicator 2

The District maintains curriculum maps aligned to the Wisconsin Department of Public Instruction or national standards based on its Curriculum Review Cycle.

No Change proposed - [see Wisconsin DPI Standards for Physical Education here](#)

- Regarding use of technology:

Current policy:

OE 9.6 Foster students' digital citizenship and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.

Potential revision:

*OE 9.6 Foster students' digital citizenship, **personal well-being** and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.*

- Regarding students' managing stress

OE-8.1

Board Indicator 3:

District systems are in place to help identify and meet student-specific social, emotional, and academic needs.

Next steps:

If we like these potential changes or have others, we vote on those at our next meeting. Then the Superintendent recommends indicators, keeping in mind the board does not want to heavily rely on student self-reporting/surveys

Discussion as follow-up to board workshop around extracurricular activities operating expectations

March 11, 2025
Emily Berry

Background:

The board met last month in a workshop with the superintendent and leadership team to review potential new operating expectation policies that would set guidelines around how the district runs and manages extracurricular offerings, including athletics, drama, and student clubs.

In reviewing and discussing each one of the potential new policies, consensus was that no standalone new policy was necessary, but that some elements might be brought into existing operating expectations.

Below are some possible revisions and additions to policy that accomplish some of what I hoped to with a new OE, for discussion ahead of formal consideration next month.

Tracking overall participation:

Under OE-8, Learning Environment:

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

Current OE 8.1:

The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement.

Possible new language:

OE 8.x: The Superintendent shall ensure that the district promotes and tracks student participation in extracurricular activities in grades 7-12, including clubs, athletics, drama and music in support of the board’s Results policies.

Note: the Superintendent interpretation and definitions would clarify what is considered an extracurricular activity.

Financial reporting:

OE-5 Financial Planning, Administration & Asset Protection

Current OE: “The Superintendent shall develop and maintain a fiscally responsible multi-year financial plan that reflects the Board’s Results priorities and Operational Expectations.”

Possible new language: The Superintendent shall ensure that district spending on extracurricular activities is budgeted in alignment with district strategic plan, supports board Results policies and is reviewed on an annual basis.

Indicator: Administration can determine how best to report - could be combined with "State of the District," annual financial reports, or could be a standalone report.

Staff training discussion:

OE-8 language currently calls for "all staff" to participate in professional development. This would cover teachers or other staff members who had other full-time roles in the district and happen to also advise or coach extracurricular activities.

We heard that every activity has at least one staff member advisor who has been part of all professional development.

However, as we learned in our workshop, some athletic staff in particular are not employees, and many also are part-time. Do we want to clarify the existing indicators, or establish new ones for part-time employees? Not clear whether we can ask volunteers to undergo training. Can we offer them information?



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
February 25, 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
Kaymin Phillips, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Mike Joynt, Director of Teaching and Learning

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

Motion to Table Item VI. B. Board Resolution In Support of the Southeastern Wisconsin Schools Alliance (SWSA) 2025-2027 Legislative Priorities

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

II. 7:03 pm STUDENT ACHIEVEMENT AND RESULTS

SIS Wellness Club, Julie Wells, Advisor

III. 7:08 pm PUBLIC COMMENT #1 - no comments

IV. 7:09 pm SUPERINTENDENT'S REPORT

V. 7:25 pm SUPERINTENDENT'S CONSENT AGENDA

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

MOVED by Ellen Eckman and SECONDED by Nathan Hammons AYE: 5 NAY: 0

VI. 7:26 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

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

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

B. Board Resolution In Support of the Southeastern Wisconsin Schools Alliance (SWSA) 2025-2027 Legislative Priorities - Tabled for March 11, 2025 Board Meeting

C. Discussion of Board Extracurricular Activities Workshop

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

VII. 7:54 pm BOARD CONSENT AGENDA

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

B. Approval of OE 6 (Communicating with the Board) Monitoring Report Revisions (Results Policy Indicators)

C. Approval of Board Meeting Minutes

February 11, 2025 Regular Board Minutes

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

MOVED by Ellen Eckman and SECONDED by Becky Freer

AYE: 5 NAY: 0

VIII. 7:59 pm PUBLIC COMMENT #2 - no comments

IX. 8:00 pm BOARD MEMBER REPORTS

X. 8:01 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS

2025-2026 Preliminary Budget Assumptions; Approval of OE 6 (Communicating with the Board Policy Revisions; Board Resolution in Support of SWSA 2025-2027 Legislative Priorities; School Board Self-Assessment; OE 9 (Instructional Programs) Board Comments; District Safety Plan; WIAA Policy

XI. 8:05 PM RECESS AND DEBRIEF



Board of Education
Shorewood School District

Policy Type: Operational Expectations

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.

The Superintendent will:

6.1 Submit required monitoring data (see policy B/SR-5 Monitoring Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.

6.2 Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.

6.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.

6.4 Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.

6.5 Inform the Board of concerns that have anticipated media coverage.

6.6 Present information in clear and concise form, indicating whether the information is incidental, intended for decision preparation or for formal monitoring.

6.7 Treat all members impartially and assure that all members have equal access to information.

6.8 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.

6.9 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board.

6.10 Inform the Board in a timely manner of the administrative disposition of significant complaints presented to the Superintendent by the Board.

6.11 Inform the Board in advance of any deletions of, additions to or significant modifications of any

instructional programs.

6.12 Inform the Board in advance of any significant changes to any district policies.

Adopted: 1/12/2016

Revised: 3/11/2025

Monitoring Method: Internal Report

Monitoring Frequency: Annually

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: Jesse Perez

Destination: The Madison Concourse Hotel, 1 W Dayton St, Madison, WI 53703 & Dane County

Courthouse, 215 S Hamilton St, Madison, WI 53703

Date and time of departure: 3/7/2025 @ 11:47 AM

Date and time of return: 3/9/2025 @ 2:00 PM **Time is approximate based on ending time of state final

Name of class or co-curricular activity/student group: SHS Mock Trial Red (Varsity) Team

Number of Students attending the trip: Minimum: 10 Maximum: 10

Will students miss any instructional days/hours of school for this trip? YES

If yes, please explain: Students to be excused hours 4-7, Friday, 3/7/2025 due to departure after 4th hour

Description of the educational expectations/correlation to the classroom curriculum: Students will be competing in the Mock Trial State Championships in Madison, WI.

Describe your discipline plan: Students will be held to the same guidelines written in the SHS handbook.

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) who desire to observe the holiday? Students who practice or participate in any religious holiday will be given time and space to accommodate whatever they need.

What is your plan for health and safety emergencies? SHS staff will be noted of any health issues, allergies, etc. ahead of time, and compile emergency contact lists. Permission slips will also be sent All health and safety materials will be gathered.

Number of chaperones: 2 - Jesse Perez & Nathan Bayer

Estimated cost per chaperone: \$0

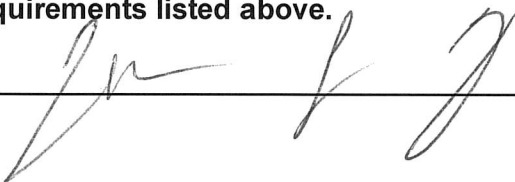
Estimated cost per student before and after fundraising: Before \$0

Description of fundraising proposal for the trip: No fundraiser has been scheduled

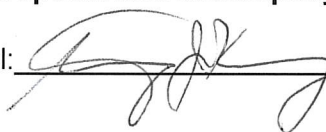
Arrangements/provisions made for students in need of financial assistance: Students in need of financial assistance will be able to ask the School for a Travel Scholarship via the front office

Is this an optional student travel experience? YES

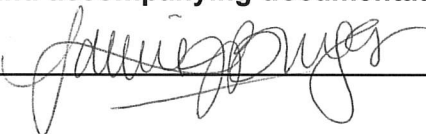
I have complied with all the requirements listed above.

Signature of District employee:  Date: 3/4/25

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

Signature of Principal:  Date: 3/4/25

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

Signature of Superintendent:  Date: 3/4/25

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