

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
February 24, 2026 AGENDA

SCHOOL BOARD MEETING
6:00 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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Parameters for Public Comment

The Board welcomes public comments. Public comments are limited to five minutes per person. No more than three people may be heard on one side of an issue, except upon the consent of a majority of the Board.

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 20, 2026

I. 6 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. 6:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)

Shorewood Intermediate School

III. 6:15 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. 6:30 pm SUPERINTENDENT'S REPORT

3

District Library Media & Technology Plan Update

V. 6:40 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes: Appointments, Retirements, Resignations & Leave of Absence Requests

6

B. Approval of Monthly Financials

8

VI. 6:45 pm STUDENT BOARD REPRESENTATIVE REPORT

VII. 6:55 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

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

16

B. Board Governance/New Board Member Orientation

VIII. 7:30 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes

28

February 10, 2026 Regular Board Meeting

B. Approval of Future Business Leaders of America Field Trip to State Leadership Conference (April 13–14, 2026 in Green Bay, WI)

30

IX. 7:35 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.

X. 7:45 pm BOARD MEMBER REPORTS

XI. 7:50 pm REVIEW OF 'TO DO' AND FUTURE AGENDA ITEMS

XII. 8:00 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent's Report

Date: February 24, 2026

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

To summarize school and District topics, discuss strategic priorities, and provide follow up on items from prior Board meetings.

Budget and Task Force Updates

Regardless of the outcome of negotiations in the final days of the Wisconsin State Assembly session, our current circumstances - rising costs, limited state support to address student needs, and declining enrollment - mean that we must make careful, strategic decisions with the resources we have available. We must also be open to change in order to redirect or invest funds in ways that will have a greater impact on student success and other strategic plan goals.

With these dynamics in mind, and in preparation for the District's presentation of preliminary 2026-2027 budget assumptions to the School Board at the March 10 meeting, I reviewed our fixed expenses, limited funds available for discretionary spending (roughly 10%), and other budget details at a February 17 Staff Budget Input session. A Community Budget Input session will be held on March 9 (6:00 pm in the Shorewood High Library Media Center), and I encourage parents, guardians, and Shorewood residents to attend.

Concurrently, the Task Force on Long-Term Financial Sustainability continues to review and evaluate school configuration models that will achieve cost savings, impact referendum funding

needs, and maintain academic programs and services. Along with School Board input about financial parameters and other criteria, the Task Force has received:

- Feedback from student focus groups and staff about the initial school configuration models presented;
- A “status quo” model for use as a basis for comparison, and an alternative 4K-4, 5-8, 9-12 configuration model that was of interest to staff, students, and community members;
- Cost containment estimates and related financial information for each configuration model, and an overview of the potential impacts on employee groups, academics, and operations.

I will recap this information and outline next steps in the Task Force process at a March 2 Community Information & Input session. This meeting will begin at 6:00 pm in the Shorewood High School Library Media Center, and no RSVP is needed. I encourage community members to stay engaged in this initiative and attend this session to provide needed input.

District and School Updates

The District completed its semi-annual [NEOLA](#) policy review last week, and we will be finalizing policy updates soon. I want to share a few policy notes on topics of interest to Board members, District families, and community members:

- NEOLA has drafted a new Artificial Intelligence (AI) policy that meets current legal and DPI compliance requirements. In adopting this policy, the District will limit student and staff use of AI to Closed tools only (proprietary, privately managed systems where the code, data, and models are hidden from public view).
 - The new AI policy language also addresses staff training, accessibility for students with disabilities, and alignment with the Student Code of Conduct. AI is evolving quickly, and NEOLA will be piloting a toolkit for districts to use to manage approvals of AI tools and review data-handling and privacy features later this year;
- Revised policy language that details allowable use of personal communication devices (cellphones, smartwatches) at the elementary, intermediate, and high school levels;
- Revisions to the Interscholastic Athletics policy that addresses Name, Image, Likeness (NIL) standards set by the Wisconsin Interscholastic Athletic Association (WIAA); and
- Updates to assessment, promotion, and retention policies, to ensure compliance with ACT 20.

Additionally, District Office staff are nearing the end of a comprehensive review of facility reservations procedures to ensure these are aligned with District policies ([7510](#) and others), and needed updates to rental procedures, insurance requirements, etc. With very limited facilities, new use guidelines prioritize school- and student-centered activities (including athletics), and our recreation programming needs. A seasonal reservations calendar has been developed to provide community members and groups with the opportunity to reserve facilities, and our

Recreation & Community Services and Buildings & Grounds team will be introducing these new guidelines in the spring.

As part of the District's three-year curriculum evaluation cycle, a review of science curriculum at all grade levels began earlier this year, and I want to share a brief update on this work, and its connections to our 2025-2023 Strategic Plan.

In addition to alignment with curriculum standards, science education in Shorewood must address the college-, career-, and life-readiness goals at the center of our strategic plan. To ensure that our students gain the skills and experience they need for the future, science faculty will be studying the design of K-12 STEM (science, technology, engineering and math) learning experiences before beginning their review of potential curriculum resources. Some new science materials will be piloted next year, and the SEED Foundation will help support these initiatives and other investments in science curriculum.

The SEED Foundation's annual spring grants program, which provides funding for school and faculty projects, opened this week, and preliminary applications are due on March 13. These grants for school-based initiatives, equipment purchases, and other initiatives impact students in all of our schools, and I look forward to working with the Foundation to review this year's grant applications. The Foundation will announce its awards in June.

Planning for summer school, and for the 2026-2027 school year, is also underway. Families of students who would benefit from summer school will receive communications about this soon. New 4K students received their class placements for next year following the lottery for the morning session last week, and the District continues to assist both resident and prospective Open Enrollment families with registration and/or application detail requirements. To date, the District has received more than 200 Open Enrollment applications; the application deadline is April 30.

Finally, as indicated in the Superintendent's Consent agenda, Adam Sheaffer has announced he will leave the District at the end of the school year. I am grateful for Adam's many contributions to our drama program, as well as his support of school activities and our broader learning community, and wish him the very best as he moves on to a new position. Adam has graciously offered his assistance as we work through this transition, and I will share updates about this in upcoming meetings.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Staff Resignations

Date: February 24, 2026

Prepared by: Carrie Wettstein

Recommended action:

- Information only
- Presentation/discussion
- Discussion/action by committee
- Discussion/action by Board of Education
- Presentation/action next meeting

Recommendation(s): Approval

Purpose: Resignations

Background:

Adam Sheaffer, SHS Theater Director and Teacher, has resigned effective June 11, 2026. We appreciate Adam's contributions to the District's drama program, and his offer of assistance in the coming months to ensure a smooth transition.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

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Date: February 24, 2026

Prepared by: Carrie Wettstein

Recommended action:

- Information only
- Presentation/discussion
- Discussion/action by committee
- Discussion/action by Board of Education
- Presentation/action next meeting

Recommendation(s): Approval

Purpose: Resignations

Background:

Madeline Resto Rodriguez, a part-time SIS Spanish teacher, has resigned from the District. Recruitment for this position has begun.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: February 24, 2026

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 2026 Statements

January 2026 financial statements reflect activities and financial changes for the first seven months of the 2025-2026 fiscal year (FY26).

- Revenue and Expenses
 - Revenues and expenses in the District’s general operating funds (10/27) are in line with historical trends and expectations. The financial dashboard attached provides additional narrative on revenue and expense trends.
 - Revenue from interest income is projected to exceed expectations, which for budgeting purposes are typically set conservatively given the uncertainty in this revenue stream. A portion of these funds will help support higher than expected expenses for furniture and other “one time” purchases.
 - Expenses are so far lower than expected for vehicle purchases. We do anticipate executing the vehicle purchase approved in this year’s budget later in the year. We will also allocate our vehicle depreciation to a designated fund balance account at the end of the year.
 - Expenses are also trending low for the District’s contribution to employee’s health insurance deductibles. These will also be allocated to a designated fund balance account for health care expenses at the end of the year.
- Balance Sheet

- Changes to the balance sheet are in line with expectations.

Attachments:

- Financial Dashboard 2026-01
- Cash Receipts 2026-01
- Budget Status 2026-01
- Check Register 2026-01
- Balance Sheet 2026-01

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



Shorewood School District

Monthly Financial Report

Fiscal Year 2026 Revenue and Expenditure Activity Through January

FISCAL YEAR 2026 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

\$1,115,492

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE

\$124,020

LOWER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, THE FUND BALANCE IS

\$4,996,865

HIGHER THAN THE PREVIOUS YEAR

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

CURRENT YEAR-TO-DATE REVENUE COLLECTIONS ARE TRENDING

\$395,945

HIGHER THAN THE BUDGET

CURRENT YEAR-TO-DATE EXPENDITURES ARE TRENDING

\$709,826

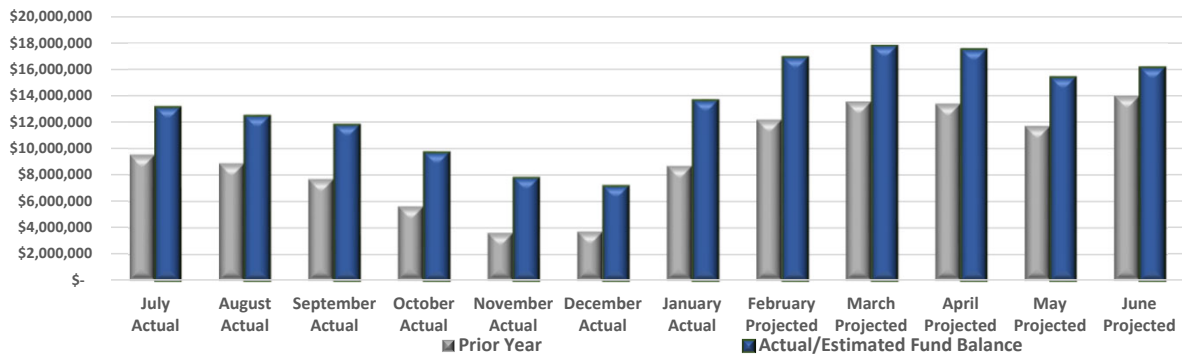
LOWER THAN THE BUDGET

POTENTIAL NET IMPACT WOULD RESULT IN A

\$1,105,771

HIGHER FUND BALANCE THAN ORIGINAL ESTIMATES

3. FUND BALANCE COMPARISON



JUNE 30 2025 ENDING FUND BALANCE

\$13,978,530

ESTIMATED 2026 YEAR END FUND BALANCE

\$16,142,704

FISCAL YEAR 2026 MONTHLY REVENUE SUMMARY - JANUARY

1. JANUARY MONTH END REVENUE OVERVIEW (MTD)

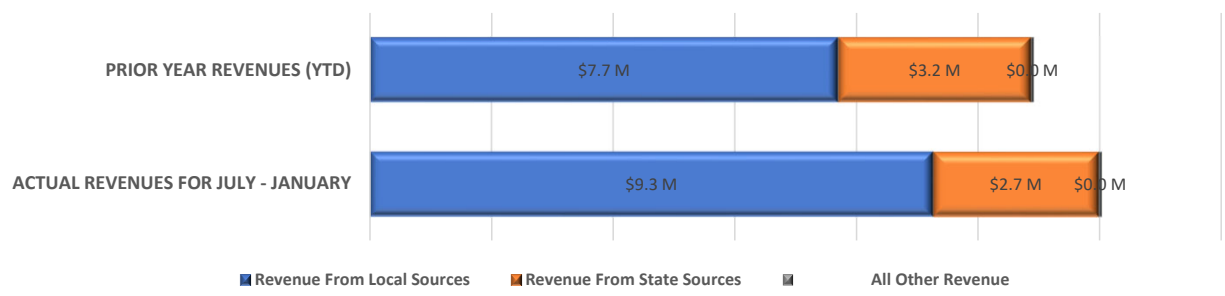


	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Revenue From Local Sources	8,525,166	7,035,675	▶ 1,489,490
Revenue From State Sources	-	-	-
All Other Revenue	1,899	592	▶ 1,307
Total Revenue	8,527,065	7,036,267	▶ 1,490,797

ACTUAL REVENUE FOR THE MONTH WAS UP
\$1,490,797
COMPARED TO LAST YEAR.

Overall total revenue for January is up 21.2% (\$1,490,797). The largest change in this January's revenue collected compared to January of FY2025 is higher taxes (\$1,515,358) and lower other revenue from local sources (-\$32,689).

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	9,261,163	7,701,619	▶ 1,559,543
Revenue From State Sources	2,729,490	3,174,368	▶ (444,878)
All Other Revenue	41,461	40,634	▶ 827
Total Revenue	12,032,114	10,916,622	▶ 1,115,492

COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE
\$1,115,492
HIGHER THAN THE PREVIOUS YEAR

Fiscal year-to-date General Fund revenue collected totaled \$12,032,114 through January, which is \$1,115,492 or 10.2% 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 taxes revenue coming in \$1,515,358 higher compared to the previous year, followed by state aid - general coming in -\$492,824 lower.

FISCAL YEAR 2026 MONTHLY EXPENDITURE SUMMARY - JANUARY

3. JANUARY MONTH END EXPENDITURE OVERVIEW (MTD)



\$0.0 M

Salaries and Benefits

Services, Supplies & Materials

\$10.0 M

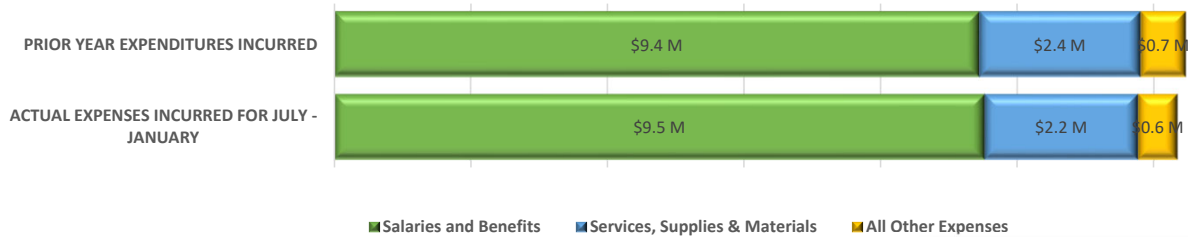
All Other Expenses

	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Salaries and Benefits	1,719,975	1,703,293	▲ 16,681
Services, Supplies & Materials	260,019	236,794	▲ 23,226
All Other Expenses	59,014	128,020	▼ (69,006)
Total Expenditures	2,039,007	2,068,107	▼ (29,100)

**ACTUAL EXPENSES FOR
THE MONTH WAS DOWN
\$29,100
COMPARED TO LAST YEAR.**

Overall total expenses for January are down -1.4% (-\$29,100). The largest change in this January's expenses compared to January of FY2025 is lower equipment/vehicle - initial purchase (-\$77,965), higher personal services (\$21,797) and higher non-capital technology (\$18,614).

4. YEAR TO DATE EXPENSE OVERVIEW (YTD)



Salaries and Benefits

Services, Supplies & Materials

All Other Expenses

	Actual Expenses For July - January	Prior Year Expenditures Incurred	Actual Compared to Last Year
Salaries and Benefits	9,522,619	9,445,021	▲ 77,598
Services, Supplies & Materials	2,249,734	2,364,150	▼ (114,416)
All Other Expenses	576,519	663,721	▼ (87,202)
Total Expenditures	12,348,872	12,472,892	▼ (124,020)

**COMPARED TO THE SAME
PERIOD, TOTAL EXPENDITURES
ARE
\$124,020
LOWER THAN THE PREVIOUS
YEAR**

Fiscal year-to-date General Fund expenses totaled \$12,348,872 through January, which is -\$124,020 or -1.1% lower 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 -\$204,615 lower compared to the previous year, followed by permanent full time coming in \$119,980 higher and property services coming in -\$113,213 lower.

PROJECTED FISCAL YEAR 2026 REVENUE AND EXPENDITURE SUMMARY

5. PROJECTED YEAR END REVENUE RESULTS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE REVENUE COLLECTIONS ARE TRENDING
\$395,945
HIGHER THAN THE BUDGET

	Budgeted Annual Revenues	Actual/Estimated Calculated Annual Amount	Variance Favorable/(Unfavorable)
Revenue From Local Sources	20,448,108	20,790,870	342,763
Revenue From State Sources	8,248,362	8,306,958	58,596
All Other Revenue	2,456,237	2,450,823	(5,414)
Total Revenue	31,152,706	31,548,651	395,945

The top two categories (earnings on investments and other revenue from local sources), represents 76.3% of the variance between current revenue estimates and the budget.

Top Budget vs. Actual/Estimated Amounts

Variance Based on Actual/Estimated Annual Amount	Expected Over/(Under) Budget
EARNINGS ON INVESTMENTS	176,929
OTHER REVENUE FROM LOCAL SOURCES	125,038
STATE SPECIAL PROJECT GRANTS	47,194
SCHOOL ACTIVITY INCOME	35,619
All Other Revenue Categories	11,166
Total Revenue	395,945

6. PROJECTED YEAR END EXPENDITURE RESULTS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE EXPENDITURES ARE TRENDING
\$709,826
LOWER THAN THE BUDGET

	Budgeted Annual Expenses	Actual/Estimated Calculated Annual Amount	Budget compared to Actual/Estimated
Salaries and Benefits	20,813,854	20,570,128	(243,726)
Services, Supplies & Materials	4,914,422	4,803,552	(110,870)
All Other Expenses	4,366,027	4,010,797	(355,230)
Total Expenditures	30,094,303	29,384,477	(709,826)

The top two categories (equipment/vehicle - initial purchase and equipment/vehicle-replacement), represents 35.4% of the variance between current expense estimates and the budget.

Top Budget vs. Actual/Estimated Amounts

Variance Based on Actual/Estimated Annual Amount	Expected Over/(Under) Budget
EQUIPMENT/VEHICLE - INITIAL PURCHASE	(129,275)
EQUIPMENT/VEHICLE-REPLACEMENT	(122,255)
HEALTH INSURANCE	(112,221)
TEXTBOOKS & WORKBOOKS	(73,123)
All Other Expense Categories	(272,952)
Total Expenses	(709,826)



Board of Education

Operational Expectations Monitoring Document

OE 8 Learning Environment

Revised and Approved April 8, 2025

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

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

Signed: Laurie Burgos, Superintendent **Date:** February 24, 2026

Executive Summary

Operational Expectation 8 (OE8) Learning Environment has been monitored and reviewed to ensure that the District is in compliance with Board Policy and Expectations, as well as related District policies and state law.

Together, OE 8 and other Board Policies (R-2-Student Achievement and Growth, R-3-Character and Citizenship, and OE 9-Instructional Programs) reflect the District’s core values and approach to education, and revisions made in 2025 to this suite of Policies clarified the intent and value of each in evaluating District progress toward, or compliance with, Board Policies and Expectations. Changes made to OE 8 included the addition of monitoring expectations for extracurricular activities in grades 7-12, and added emphasis on social-emotional wellness and physical health in our learning environments.

The importance of these and other OE 8 indicators was affirmed throughout the District’s 2024-2025 community visioning and planning process, and OE 8 serves as a benchmark for key 2025-2030 strategic plan goals. OE 8 also continues to capture the District’s student-facing work involved in compliance with required safety, security, and food service requirements, which are critical elements of our learning environment.

Summary of Compliance

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

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, social-emotional wellness, and physical health;

- **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;
- **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; and
- **8.6** 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.

For this reporting period, the District is in full compliance with all OE 8 Expectations and Indicators.

Areas of Focus for Continuous Improvement

As we plan for the 2026-2027 school year, we note the following opportunities for continuous improvement across the building teams and departments that contribute to our learning environments:

- Provide professional development focused on identifying priority standards aligned to assessments to strengthen the impact collaborative planning teams have on student results. Prioritizing the content and skills that are most important for students to learn and demonstrate will allow our learning spaces to be more responsive to diverse student needs;
- Expand restorative practice training for staff to focus on creating inclusive environments that honor diverse identities, backgrounds and promoting a positive culture of belonging for students and staff;
- Expand continuous improvement (SAIL) work to include school-based teams to deepen alignment to continuous improvement strategies, including high-impact teaching strategies focused on student growth, and opportunities for staff to observe colleagues in order to build capacity around instructional strategies that are impacting student outcomes;
- Continue our partnership with SWIFT to create inclusive learning spaces for all students. This work will extend into teacher collaboration to ensure all students have access to learning resources and have multiple and varied opportunities to demonstrate their understanding of course content and learning outcomes; and
- Implement new and revised safety protocols across the District following completion of this year’s evaluation of building-level procedures, staff training needs, and the District’s Emergency Management Plan.

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/Board Motion:

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.

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.	<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 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.

Board Indicator 1: All staff participate in training that fosters a growth mindset, academic excellence, and perseverance among all students.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

The District aligns professional development with the [2025-2030 Strategic Plan](#). Examples of trainings provided at the Back-to-School Professional Development week include: Collaborative Teams training focused on strengthening planning to impact student growth, Safe and Supportive Schools training

focused on student safety and well-being, Teacher Clarity learning directly aligned to our continuous improvement work (SAIL), and Specially Designed Instruction to meet the needs of all learners through collaborative planning.

These focus areas are revisited during the school year during Wednesday professional development sessions held at each school and during Professional Development days that occur throughout the school year.

Sample Documents:

[SSD Back to School Professional Development Schedule](#)

[Using Learning Targets and Success Criteria to Impact Student Growth](#)

<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 develop school-specific growth plans for each building that reflect summer data analysis (DPI District and School Report Cards, student assessments, etc.), ongoing planning work, root cause analyses, and evidence-based plans that guide school-level professional development. School growth plans also reflect and build on our continuous improvement (SAIL) work, which provides a research-based framework and problem-solving process to address core goals.</p> <p>Through the SAIL program, the District creates a 100-day improvement plan that school leaders reference in the development of additional improvement cycles involving student data analysis, action planning, monitoring and distributed leadership that builds coherence and sustainability in key systems over time.</p> <p>Sample Documents: Shorewood - Fall 100 Day Plan School Growth Plan (sample)</p>		

<p>Board Indicator 3: District systems are in place to help identify and meet student-specific social, emotional, and academic needs, and to promote wellness.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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Evidence:

Biannually, the Department of Special Education and Student Services works with school leaders to administer the Wisconsin Youth Risk Behavior Survey ([YRBS](#)) and then evaluate results from the survey taken when they are made available. Additionally, the District currently administers the [mySAEBRS](#) screening in the fall, winter, and spring of each 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 is a measure of the effectiveness of our programs and helps identify areas of strength and need related to social, emotional, and academic behaviors, including the presence of social-emotional competencies. The annual administration of the School Perceptions Student Survey 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 and may include additional meetings when transitioning between buildings. .

<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:

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 also reaches out to prospective families, including 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:

Training to ensure that our schools and other learning spaces are safe, welcoming, and inclusive is a core element of professional development. Training examples from throughout the year include Specially Designed Instruction (SDI), Teacher Clarity, and Identity Relevant instructional strategies, which are all focused on providing for the instructional needs of all learners through collaborative planning.

The District also partners with the [SWIFT Center](#) 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.

Sample Professional Development:

- [Identity Relevant Teaching and Learning presentation](#)
- [The Basics of Special Education and Student Services presentation](#)

<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>
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Evidence:

The District is committed to creating inclusive and supportive environments where students and staff feel a strong sense of belonging, purpose, and opportunity to grow. Structured time focused on enhancing school and classroom culture is present in all schools through CREW time at the elementary schools, Flex time at the Intermediate School, and Advisory at the High School. Lessons and activities during these times are intentionally focused on building relationships and maintaining safe and welcoming environments.

Equity and representation are also evident in the adoption of new curriculum materials. During the 2024-25 school year, the District continued a review of the 7-12 Math curriculum. One of the components included in the Program Review Tool was “Equity and Access for Every Learner.” This component includes expectations that:

- Materials are accessible for all student groups, including multilingual learners, students with IEPs, and advanced learners.
- Resources include multiple entry points, diverse strategies, scaffolds, and extension opportunities for students.
- Culturally responsive practices and diverse representation are embedded in lessons.

Sample documents:

[SEL Lesson - Who Am I?](#)

[Math - Program Review Tool](#)

<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>
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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. All students have access to clubs and extracurricular activities at SIS and SHS. Recreation programming is offered to all interested individuals and specific accommodations are provided, as needed. In addition, the Buildings and Grounds team reviews and ensures that our buildings meet accessibility standards under the Americans with Disabilities Act (ADA) annually.

Board Indicator 4 All schools implement state-required emergency protocols, procedures, training and drills.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

All schools completed the mandatory drills and classroom instruction required by the Office of School Safety during District Safety Week in September (see [sample school communication](#)).

All District staff also participate in mandatory annual training outlined by the Wisconsin Department of Public Instruction. Annual training includes Bloodborne Pathogens, Mandatory Reporting of Threats of School Violence and Child Abuse/Neglect, as well as Suicide Prevention. The District also requires ongoing training on a variety of topics with a rolling schedule to ensure semi-annual training on topics such as Student Records and Confidentiality, Staff-Student Relations, Bullying/Harassment (including Title IX), and others required for specific staff.

Board Comments:

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.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to promote active participation from all District 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.

Board Indicator 1: The Superintendent and District leadership review the Student Code of Conduct annually and update as needed using a collaborative process.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:
Deans meet with the Director of Student Services throughout the school year to review building procedures. In particular, discussions focus on universal and proactive systems from a lens of Restorative Practices. Additionally, the Student Code of Conduct, attendance procedures, and other student supports are discussed regularly, 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.

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.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:
All school Handbooks can be viewed on the [District website](#) and are available upon request. This information is also shared with families through school newsletters and other communications.

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.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:
In addition to compliance with District policies, DPI guidelines, and applicable state and federal law, Principals and Deans align disciplinary policies, practices, and procedures across buildings, and review them with staff during the August Back-to-School week. This is done within each building so that the practices are responsive to the individual and developmental needs of students (see example [Behavior Response Flowchart](#)).

OE 8.4 The Superintendent shall work to ensure that safe and nutritious foods are available to all students throughout the school day.	<u>Superintendent</u> Compliant Compliant with Exceptions 24 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 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>		

<p>Board Indicator 2: All students have access to nutritious food options across 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>
<p>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.</p>		

<p>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.</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 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>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
 In compliance with Policy and state and federal law, the District conducts investigations of all formal complaints about employees and documents the outcomes. 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 (Revised July 2025) 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 employees and document outcomes.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	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:

OE 8.6 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.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Evidence:

2024-25 (7th and 8th grade student participation) % of students participating in extracurricular activities (includes athletics and music)	
All Students (301)	96%
Female (147)	99%
Male (154)	92%
Asian (17)	100%
Black (26)	92%
White (203)	96%
Two or More Races (22)	91%
Hispanic/Latino (33)	100%
Students w/IEPs (25)	60%
Multilingual Learners (4)	redacted

2024-25 (9th-12th grade student participation) % of students participating in extracurricular activities (includes athletics, clubs, drama and music)	
All Students (600)	76%
Female (285)	79%
Male (315)	73%
Asian (42)	86%
Black (63)	63%
White (400)	78%
Two or More Races (39)	77%
Hispanic/Latino (56)	66%
Students w/IEPs (70)	46%
Multilingual Learners (13)	46%



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
February 10, 2026

Board Member Participation: Nathan Hammons, President
Ellen Eckman, Vice President & Governance Officer
Mary Theisen, Treasurer
Abby Fowler, Clerk
Aaron Lippman, Member & Governance Officer

Aven Spahn, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Tim Kenney, Principal, Shorewood High School

I. 6:00 pm CALL TO ORDER

A. Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Aaron Lippman AYE: 5 NAY: 0

B. Overarching Result for Shorewood School District

C. Awards & Recognition

II. 6:03 pm STUDENT ACHIEVEMENT PRESENTATION

Violins of Hope, Shorewood High School Chamber Orchestra and Karen Frink, Orchestra Director

III. 6:14 pm PUBLIC COMMENT #1 - no comments

IV. 6:15 pm SUPERINTENDENT'S REPORT

V. 6:23 pm SUPERINTENDENT'S CONSENT AGENDA

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

MOVED by Ellen Eckman and SECONDED by Abby Fowler AYE: 5 NAY: 0

VI. 6:24 pm STUDENT BOARD REPRESENTATIVE REPORT

VII. 6:31 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

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

MOVED by Ellen Eckman and SECONDED by Abby Fowler AYE: 5 NAY: 0

B. Board Governance/Bylaws

VIII. 6:38 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes
January 27, 2026 Regular Board Meeting
January 27, 2026 Closed Session

MOVED by Ellen Eckman and SECONDED by Aaron Lippman

AYE: 5 NAY: 0

IX. 6:39 pm PUBLIC COMMENT #2 - no comments

IX. 6:40 pm BOARD MEMBER REPORTS - no reports

X. 6:41 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS

OE 8 (Learning Environment); Library Media and Technology Plan Update; New Board Member Orientation; Board Bylaws Review and Approval

XI. 6:42 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: **Evan Schmidt**

Destination: **KI Convention Center, Green Bay**

Date and time of departure: **Monday, Apr 13 (~6AM)**

Date and time of return: **Tuesday, Apr 14 (~8PM)**

Name of class or co-curricular activity/student group: **Future Business Leaders of America (FBLA) State Leadership Conference (SLC)**

Number of Students attending the trip: **3**

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

If yes, please explain:

Students will miss Monday, April 13, and Tuesday, April 14, and are accountable for all work and course content they may miss while competing at FBLA State 2026. Students must communicate with teachers to plan ahead and meet the requirements for each course prior to departure.

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

SHS students who will represent Shorewood High School at the 2026 FBLA State competition will be preparing for and testing in a broad range of business and career-related areas (e.g. personal finance). These competitive events provide members with an opportunity to experience and to showcase their career, academic, and leadership development.

Describe your discipline plan:

All students must abide by the Shorewood High School Code of Conduct, Shorewood High School Overnight Field Trip Rules/Expectations 352.1 Exhibit (2), and the SHS Model United Nations Code of Conduct, while representing Shorewood High School at the 2026 FBLA State competition. All guidelines and expectations are signed by students and parents/guardians.

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

Accommodations will/can be made for students who wish to observe a major religious holiday during the trip. Students and advisors will work together to best accommodate any observance.

What is your plan for health and safety emergencies?

All students and parents/guardians have filled out and signed the Medical Overnight Health Information and Medical Authorization 352.1 Exhibit (4), a list of allergies/known medical conditions is provided by the SHS Nurse office, and caregiver emergency contact information will be on hand throughout the trip.

Number of chaperones: 1 (Evan Schmidt)

Estimated cost per chaperone: ~\$250

Estimated cost per student before and after fundraising:

Before ~\$150 After \$ _____

Description of fundraising proposal for the trip: n/a

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


Students/Parents/Guardians are made aware of the financial assistance opportunities and arrangements are made upon inquiry/request with aid from the administration.

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: ERS Date: 2/9/26

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

Signature of Principal:  Date: 2-9-26

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