

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
August 12, 2025 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

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

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

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 August 8, 2025.

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 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.

III. 6:15 pm SUPERINTENDENT'S REPORT

3

IV. 6:25 pm SUPERINTENDENT'S CONSENT AGENDA

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

7

V. 6:30 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Review of R2 (Student Achievement and Growth) Results Monitoring Document Revisions

10

B. Approval of 2025-2026 Academic Standards

14

C. Approval of OE 2 (Superintendent's Emergency Succession Plan) Operational Expectations Monitoring Document

16

D. Board Governance and Community Linkages

VI. 7:00 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes

19

July 1, 2025 Closed Session

July 8, 2025 Regular Board Meeting

B. Approval of SHS Girls Tennis Team Trip to Cincinnati (August 7-9, 2025)

22

VII. 7:05 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.

VIII. 7:15 pm BOARD MEMBER REPORTS

IX. 7:25 pm REVIEW OF 'TO DO' AND FUTURE AGENDA ITEMS

X. 7:30 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent’s Report

Date: August 12, 2025

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

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

Policy and Budget Updates

After initially freezing Title funds, the Trump administration partially reinstated some funding allocations to districts nationwide. These funds support educational services for multilingual students, teacher training, and other programs not typically financed through property taxes. While the amount Shorewood receives is relatively modest (\$55,000) the impact of the allocation is important, as it means we will not need to utilize other scarce financial resources to cover these expenses.

With the Annual Meeting and Budget Hearing coming up on August 26 at 6 pm (Shorewood High School Library Media Center), I also want share the following updates on state budget projections and how they will impact the District:

- The 2025-26 projected revenue limit adjustment is similar to that projected by the District. However, this figure includes a temporary “declining enrollment” adjustment that will decrease over time;
- The 2025-26 projected special education adjustment is consistent with our expectations. It is not yet reflected in our budget as it was finalized after Board

approval of our preliminary budget in June; we will incorporate this change into the original budget and assess the overall financial impact at that time;

- The change to high-cost special education reimbursement will not have a significant financial impact, and the state projection of \$20,000 will cover only a fraction of the cost of delivering high-cost special education services. To qualify for this funding, expenses for an individual student must exceed \$30,000; and
- The 2025-26 projected increase will help offset the cost (approximately \$100K per year) of continuing to deliver school-based mental health services. This support is limited to the 2025–26 school year, so a different funding solution will be needed beyond that.

It is important to note that the 2026–27 estimates are compared to 2024–25 levels, not added on top of the 2025–26 adjustments. For example, the projected \$1.093 million per pupil adjustment for 2026–27 reflects a total increase from 2024–25, not an additional \$1.093 million on top of the \$547,000 projected for 2025–26. We will evaluate the likelihood of achieving that level of increase later in the year. The 2025–26 preliminary budget also does not reflect a significant increase in total revenue because a portion of the new revenue is being allocated to the capital fund. This decision is aimed at slowing the growth of future operating referendum needs and reducing the frequency or magnitude of future requests to the community as previously discussed.

The Annual Meeting will also include a presentation of the 2025-2030 Strategic Plan and touch on the long-term financial planning work that will continue into this school year. We encourage District staff, families, and Shorewood residents to attend.

District and School Updates

In compliance with new DPI guidelines, the District submitted this [Act 12 Report](#) on law violations that occur on school property to the state. For Board and community members' information, Act 12 reporting requirements apply only to high school campuses. This report will be provided to the School Board in July each year, but no action is required.

District leaders are working to fill remaining staff vacancies, and we will begin the school year with a new staff orientation August 18-20. All employees will attend the August 21 Back-to-School Kick Off and complete required annual training before the start of the school year, and instructional staff will be participating in training and professional development sessions, and building meetings, August 21-28.

The Kick Off event will provide the opportunity to share strategic plan goals and implementation plans with staff across the District, and this event will be the first of many staff activities and communications designed to engage all staff in the plan. Introduction of the strategic plan to District families and community members will follow, and announcements about opportunities for all members of our learning communities to learn more about plan priorities, strategies, and how we will report on progress will be shared as the school year gets underway.

Plans for the 2025-2026 school year, and for professional development and other training sessions, will build on a number summer 2025 curriculum projects and other initiatives, including:

- Participating in Dr. Kentaro Iwasaki's Summer Math Institute. More than 30 teachers from Shorewood and other districts attended, and completing the Institute training was an important step in addressing our math curriculum goals for students in grades 6-12; a new math curriculum will be implemented in grades 6-8 this year, and District math faculty will continue working with Dr. Iwasaki on the math leveling up initiative;
- Establishing a new model for collaborative teams work across the District; school-level training for elementary and secondary teachers will be held August 13 and 14;
- Launching the second year of our continuous improvement work, including the development of instructional plans and monitoring tools for the 2025-2026 school year based on student data and outcomes, as well as strategic plan goals;
- Developing a presentation for faculty on specially-designed instruction that builds on our partnership with the SWIFT Center to address the academic and social-emotional needs of students, particularly those with disabilities; and
- Designing a professional development module around MLSS (Multi-Level Systems of Support) behavior supports and data tools.

Financial support from the SEED Foundation and the Shorewood Foundation helped underwrite the time that many faculty members were able to devote to these and other summer curriculum development and training projects.

Finally, as we finish preparations for the first day of school, I want to share the District's [Annual Report](#) with Board and community members. The Report reflects on 2024-2025 academic programs, services, and District operations.

We are looking forward to a great start to the school year. A number of fall sports practices have already begun, and there are many upcoming school events on the calendar for new and returning students and their families to enjoy. Each school has a meet & greet or orientation event scheduled during the last week of August, and there are Back-to-School events scheduled during the first week of school, too.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Staff Appointments

Date: August 12, 2025

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: Retirement

Background:

The District has accepted the retirement of Susan Leslie, SHS Spanish Teacher.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Staff Resignations

Date: August 12, 2025

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:

The District has accepted resignations from the following staff members:

Derrick Cole, Dean of Students, Atwater Elementary School

Fiona Rowe-Keefe, SIS French and Spanish Teacher

Colleen Miller, SIS Math Teacher



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Staff Appointments

Date: August 12, 2025

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: Appointments

Background:

The District has made the following staff appointments:

Delaney Crous, 5th Grade Teacher, Lake Bluff Elementary School

Katherine Harrison, SHS Art Teacher

Nicole Janzen, Dean of Students, Lake Bluff Elementary School

McKenzie King, SHS Biology Teacher

Michael Mohammad, SHS Chemistry/Physics Teacher

Allison Parisi, 3rd Grade Teacher, Atwater Elementary School

Jennifer Sleyster, SHS Spanish Teacher



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: R2 Academic Achievement and Growth Reports

Date: August 12, 2025

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose

To review baseline data to be used in R2 (Academic Achievement and Growth) Student Results Policy Monitoring Documents, detail continuous improvement strategies, and outline the annual R2 Report schedule.

Background

As a follow up to the Board's July 8 discussion of baseline student growth and achievement data, the following information summarizes the Fastbridge and PreACT data that will serve as baselines for R2 reporting. The continuous improvement strategies outlined for School Board reference will guide our work this school year.

A new R2 Results Monitoring Document, reflecting October 2023 R2 Policy changes and revisions to progress indicators, will be presented for Board action in the fall, and annually thereafter. A summary report of Fastbridge and PreACT data and analyses will continue to be provided each summer.

This [presentation](#) includes additional details about 2024-2025 student assessments, a summary of instructional program plans for 2025-2026, and other systems-level work that addresses student growth and achievement.

Fastbridge and PreACT Data

Student assessment data is shared with principals, school leadership teams, and staff to plan and set goals, and the following systems are used to monitor progress toward established objectives:

- School Growth Plans established at the beginning of the academic year;
- Educator Effectiveness (EE) evaluations, and the EE Student Learning Objectives (SLO) and Professional Practice Goals (PPG) each staff member develops to address growth in specific content areas or skills; and

- Data team meetings that review classroom, group and individual student data to monitor growth and identify strategies to support individual student needs.

Fastbridge

Students in grades 2-8 take Fastbridge screening assessments in the fall, winter, and spring that are adaptive, varying in difficulty based on student responses.

A FastBridge growth percentile between 25-75% is considered approximate to one year of growth. Growth percentiles provided in the following tables compare student progress to all students within their grade level nationally. Individual student data is used to design and implement additional supports or interventions, and group data is used to evaluate progress across classrooms and grade levels.

The District's goals are: at least 80% of students will perform in the "low risk" or "advanced" benchmark measures; and at least 65% of students will demonstrate "typical or aggressive" growth from Fall to Spring as measured by the FastBridge assessments.

PreACT

Student achievement in grades 9 and 10 is measured using the PreACT, a summative assessment aligned to ACT College and Career Readiness Standards. The District goal is for 55% of student results to be at or above the PreACT College Readiness Benchmark, as the PreACT is not a tool for grade-level proficiency.

Data Analysis & Discussion

Overall Student Growth: Mixed Progress

Student growth data from the FastBridge assessments reveals uneven progress across subjects and student groups. In reading, 51.7% of students in grades 2–8 demonstrated *typical or aggressive growth*, falling short of the district's 65% target. This signals a need for deeper inquiry into how classroom assessment data is being used to inform instructional strategies that impact student growth. Hispanic/Latinx and Black students experienced declines in reading growth, indicating ongoing disparities that must be addressed through targeted interventions and culturally responsive pedagogy.

In math, 58.5% of students reached the growth target, below the district goal. Black students' growth dropped from 62.1% to 47.6%, and Hispanic/Latinx students declined from 60% to 51.6%. These patterns suggest that while some progress is being made, certain student populations are not experiencing the academic momentum necessary for sustained improvement, particularly in math reasoning and problem-solving.

Achievement Benchmarks ("Low Risk" or "Advanced")

Despite the challenges in growth, a majority of students are meeting benchmark expectations for academic achievement. In reading, 81.1% of students in grades 2-8 scored at or above the "low risk" threshold. However, equity gaps remain pronounced: only 52.2% of Black students and 63% of students who come from economically disadvantaged homes met the benchmark.

In math, 82.5% of students met benchmark levels, aligning with district goals. Yet again, disparities persist: just 50.4% of Black students and 63.4% of students from economically disadvantaged homes performed at or above benchmark. These data highlight a continuing need to enhance access to rigorous, engaging instruction and

ensure high expectations are upheld for every learner, especially in historically underserved populations.

Middle School Performance (Grades 6–8)

Performance among middle school students was strong, with 84.6% in reading and 82.9% in math meeting benchmark expectations. These outcomes not only exceeded the 80% district target but also suggest positive impacts from curriculum implementation and instructional coherence in the middle grades. Encouragingly, reading scores increased notably in 8th grade, and math growth improved significantly in 7th grade, signaling areas where instructional strategies may be particularly effective and worth replicating across grades.

PreACT Performance (Grades 9–10)

Student performance on the PreACT assessments showed measurable improvement. In English, 76.5% of 9th and 10th graders met the College Readiness Benchmark, up from 68.2% the previous year. This represents not only strong gains but also performance that exceeds national averages, pointing to successful alignment between classroom instruction and college readiness expectations.

In math, 54.0% of students met the benchmark, which is a noticeable increase from 46.6% the year before. While this progress is promising, it remains just shy of the district's 55% goal. Continued integration of ACT-aligned practice into instruction and differentiation based on student needs will be essential to maintaining upward momentum.

Areas for Continuous Improvement

Following data analyses, these key instructional programming implementations and professional development initiatives for 2025-26 have been aligned with School Growth Plans and other systems, as well as continuous improvement plans detailed further below:

- Summer 2025 curriculum development workshops to tailor instruction to student needs
- Continued implementation of Act 20 individual reading plans and expansion of diagnostic strategies to other skill areas interventions;
- Year One of Illustrative Math curriculum implementation for grades 6-8, in alignment with plans for all students in grades 6 and 7 on track to take Algebra in 8th grade;
- Integration of PreACT/ACT practice opportunities aligned with math instruction in grades 9-11; and
- Continuing collaborative work time across the District, with an increased focus on using formative classroom assessment data to provide feedback to students.

In addition, the District will:

- **Monitor New Curriculum Implementation** - With recent rollouts of new math and ELA curricula, the District has laid the groundwork for coherence and rigor across classrooms. However, implementation success requires ongoing monitoring and support, particularly in early adoption phases. We will establish an adult learning framework with clear “look-fors” related to Tier 1 instructional practices, gather feedback from teachers and students, and regularly analyze student work samples to assess task quality and alignment to standards. School leaders will also prioritize learning walks and instructional rounds focused on implementation fidelity and instructional shifts. Engaging students in conversations about how curriculum connects to their interests and identities will also provide invaluable insight into instructional relevance.

- **Strengthen Use of Formative Assessment & Collaborative Teams** - Formative assessment, the data teachers use every day to understand how students are learning, is one of the most powerful levers for accelerating growth. The District has indicated a desire to strengthen this area, and doing so will require coordinated efforts across grade levels and content areas. During collaborative team meetings, teachers will engage in regular cycles of data inquiry, in which they examine student responses to common assessments, identify trends or misconceptions, and adjust instruction accordingly. The District will be strengthening the structure of collaborative team meetings with protocols and tools that help educators use evidence of learning to inform their next steps. This work is central to building responsive instructional systems.
- **Accelerate Growth in Reading** - Although a majority of Shorewood students report high achievement scores, reading growth across grades 2–8 is an area of improvement. This year, we implemented new ELA curriculum, enacted ACT 20 requirements, began using the required AIMSweb screener, and made staffing adjustments for literacy support. Half of our students demonstrated typical or aggressive growth, below the 65% goal. This signals a need for intensified efforts at the Tier 1 instructional level, particularly in ensuring that daily reading experiences are rigorous, engaging, and culturally responsive. Ongoing professional learning in science-based reading instruction will deepen teacher capacity, along with the aforementioned use of formative data to adapt instruction in real time. Additionally, building-level leadership teams will conduct instructional walkthroughs and audits to ensure fidelity of implementation and consistency across classrooms.
- **Leverage Effective Practices for Multilingual Learners (MLs)** - Multilingual Learners (MLs) demonstrated higher growth rates than other student groups in both reading and math. This success likely reflects strategic scaffolding, targeted interventions, and strong instructional routines used by ML educators. These practices represent a powerful opportunity for collaboration: general education teachers, special educators, and ML specialists should engage in collaborative teams to share high-leverage strategies. Elevating and systematizing what is working for ML students could lead to broader gains for all learners.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Approval of 2025-2026 Student Academic Standards

Date: August 12, 2025

Prepared by: Michael Joynt, Director of Teaching and Learning

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

Purpose:

Wisconsin School Boards are required by Section 120.12(13) of the state statutes to notify the parents/guardians of enrolled students of the academic standards that will be in effect for the school year. Also, the School Board must annually include an item on the agenda that clearly identifies the student academic standards adopted by the Board under Section 118.30 (1g)(a)1 of the state statutes that will be in effect for the school year.

Background:

The Shorewood School District aligns with [Wisconsin Academic Standards](#), which specify what students should know and be able to do. The standards are essential in ensuring schools offer opportunities for students to understand the knowledge and skills necessary for success beyond the classroom.

The District's three-year curriculum evaluation and improvement cycle includes:

- a review of standards that apply to the content area being examined and a review of curricular resources to ensure alignment to these standards (Year One);
- a curriculum mapping process (Years One and Two) that ensures alignment of resources and assessments to standards;
- the creation of an implementation plan, including needed professional development (Year Two); and
- after implementing the curriculum, an evaluation of outcomes and student results (Year Three).

This [Updated Curriculum Evaluation Cycle](#) reflects the work that will be done during the 2025-26 school year. Highlights include:

- The implementation of *Illustrative Math* curriculum in grades 6-8. Educators who served on the review committee identified several areas of strength in the curriculum, including:
 - A focus on student discourse and collaboration creates an environment where students learn by talking, thinking, and reasoning.
 - Engagement in deep conceptual understanding by inviting students to explore the “why” behind the math.
 - Support for each learner through built-in scaffolds, supports for multilingual learners, and Universal Design for Learning (UDL) principles.
 - A coherent progression of concepts that builds across units and grade levels and is tightly aligned to the Wisconsin Academic Standards.

The new curriculum complements our work with Dr. Kentaro Iwasaki, whose emphasis on collaborative problem-solving and conceptual rigor is reflected in the structure of *Illustrative Mathematics*.

- We will continue math curriculum review in grades 9-12, with a goal of adopting updated curriculum in Algebra, Geometry, and Algebra II for the 2026-27 school year. Future work at the High School includes offering multiple pathways beyond Algebra II that align with students’ academic and career plans.
- Elementary and SHS staff will continue implementing updated Social Studies courses aligned with the [Wisconsin Standards for Social Studies](#). For the 2025-26 school year, we will be implementing an updated 4th grade curriculum. Students will learn about topics from the French and Indian War through Wisconsin Statehood. The curriculum is designed using the [College, Career, and Civic Life \(C3\) Framework](#) built around the following objectives:
 - Enhance the rigor of the social studies disciplines;
 - Build critical thinking, problem-solving, and participatory skills to become engaged citizens; and
 - Align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.
- Throughout the 2025-26 school year, K-12 grade staff will begin Year 1 of evaluating science curriculum using the [Next Generation Science Standards](#). This work will align with Wisconsin’s vision for science education that “all students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology.”



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-2 Emergency Superintendent Succession**

Certification of the Superintendent: *With respect to Operational Expectation 2 (Emergency Superintendent Succession), 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:** August 12, 2025

Executive Summary

The District leadership team - District administrators and school leaders - bring many strengths and skills to the District. The list of successors reflects their depth of knowledge and experience in key areas of District operations and school administration, as well as certifications that will be key to sustaining work toward strategic priorities.

Disposition of the Board: *With respect to Operational Expectation 2 (Emergency Superintendent Succession), 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-2: Emergency Superintendent Succession

The Superintendent shall designate at least one other executive staff member who is familiar with the Board’s governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

Superintendent Interpretation:

- An **executive staff member** shall mean a member of the Administration Team.
- The term “**emergency basis**” means a period of time when the Superintendent is not available by any means and a decision that normally falls under the Superintendent’s purview must be made to ensure the safety and welfare of students and District personnel, or should such a decision not be made during this period; the District’s interests will be substantially damaged. The emergency would end upon the reestablishment of communication with the Superintendent, or, if the Superintendent is deemed by the School Board as incapable of resuming responsibilities, until the School Board appoints an interim Superintendent.

<p>Board Indicator 1: <i>We will know we are compliant when:</i></p> <ul style="list-style-type: none"> • The Superintendent, with input from the Administration Team members and Board of Education, creates a succession list with five names (in order of succession) that will fill in for the Superintendent on an emergency basis. This list will be readily available to Board members and Administration Team members. 	<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 list of successors who will fill in for the Interim Superintendent on an emergency basis are (in order of succession):</p> <ul style="list-style-type: none"> • Janice Carter, Principal, Atwater Elementary School (Superintendent License, Early Childhood/Adolescence) • Mike Joynt, Director of Teaching & Learning • Heather Heaviland, Director of Business Services • Kate Harder, Director of Special Education and Student Services • Shari Tucker, Director for Equity • Tim Kenney, Principal, Shorewood High School 		

Board Comments:

OE-2 Emergency Superintendent Succession



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
July 8, 2025

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

District Administrator Participation: Laurie Burgos, Superintendent
Mike Joynt, Director of Teaching and Learning
Shari Tucker, Director for Equity

I. 6:00 pm CALL TO ORDER

A. Motion to Adopt the Agenda

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

B. Overarching Result for Shorewood School District

C. Awards & Recognition

II. 6:02 pm PUBLIC COMMENT #1 - no comments

III. 6:03 pm SUPERINTENDENT'S REPORT

IV. 6:10 pm SUPERINTENDENT'S CONSENT AGENDA

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

MOVED by Ellen Eckman and SECONDED by Mary Theisen AYE: 5 NAY: 0

V. 6:11 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of R2 (Student Achievement and Growth) Student Growth Report

Motion to Table and Amend for the August 12 Board Meeting

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

VI. 7:30 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

June 24, 2025 Regular Board Meeting

B. Board Resolution and 2025-2026 Agreement with the Southeastern Wisconsin Schools Alliance

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

VII. 7:31 pm PUBLIC COMMENT #2 - no comments

VIII. 7:32 pm BOARD MEMBER REPORTS
Bi-Board Meeting Planning and Meeting Date

IX. 7:34 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS
School Board Governance Consulting; Legislative Advocacy updates on website, R2 revisions;
Superintendent's Evaluation; Annual Meeting invitations

XI. 7:34 pm RECESS AND DEBRIEF



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
July 1, 2025

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

District Administrator Participation: Laurie Burgos, Superintendent
Ryan Heiden, Legal Counsel

On July 1, 2025 at 5 pm, the School Board met in Closed Session with representatives of the SEA and SSSA.

Call to Order in Open Session.

The Parties will move to Closed Session, pursuant to Section 19.85(1)(c) and Section 19.85(1)(f) for purposes of discussing the potential impacts of compensation adjustments on specific employees.

Meeting adjourned without objection at 6:28 pm.

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 and Eric Nelsen*

Destination: *Cincinnati (Tennis) Open in Cincinnati OH*

Date and time of departure: *August 7, 2025 at 8am*

Date and time of return: *August 9, 2025 at 5pm*

Name of class or co-curricular activity/student group: *Girls Tennis Team*

Number of Students attending the trip: Minimum: 7 Maximum: 10

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

If yes, please explain: *No school days will be missed*

Description of the educational expectations/correlation to the classroom curriculum: *A chance to watch and learn from the world's best players and build team culture and chemistry. Only Seniors are invited. The plan is to do this annually and make it a culmination of four seasons of hard work and then help prepare them to lead the full team during the upcoming season.*

Describe your discipline plan: *We plan to follow Shorewood guidelines and expectations explicitly throughout and communicate these frequently. Despite this being a summer trip, we will follow all consequences as laid out in the handbook. We will have almost a 1 to 1 ratio of adults to students which will help us observe and manage. We will also be together throughout, and our busy schedule will leave really no free time. Before departure, we plan to have a group meeting to share rules and expectations. On the trip, we will then hold a daily meeting to share our plan for the day and will reiterate behavioral expectations. If any issues to occur, we will have a conference call with the AD and parents to ensure we manage everything properly.*

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) who desire to observe the holiday? *There are no major religious holidays during our trip.*

What is your plan for health and safety emergencies? Before leaving, we will make sure we understand each student's potential risks and will discuss with parents. Additionally, we will all have the parent contact information on our phones in case they need to be contacted. We have sufficient adult supervision, so if we do have an emergency, we will assign two of our chaperones to manage that issue while the remaining adults continue to manage the remaining students.

Number of chaperones: 6

Estimated cost per chaperone: \$350

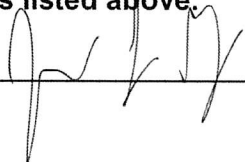
Estimated cost per student before and after fundraising: *Before \$250; After \$125 + cost of three self-funded meals*

Description of fundraising proposal for the trip: *We will utilize funds from head coach's stipend (in lieu of payment to the coach) to supplement what the students pay. Each student will pay no more than \$125 which includes transportation, tickets, two hotel nights, and one dinner. The students will be responsible for bringing a lunch for the ride down and then their dinner/lunch on site + food during the ride back.*


Arrangements/provisions made for students in need of financial assistance: *Any student that needs additional assistance will get additional funds from the stipend fund to cover the \$125 cost. One student has asked for assistance and will get it.*

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: _____  Date: 7/30/2025

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

Signature of Principal: _____  Date: 7/30/25

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