

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD  
Shorewood, Wisconsin  
October 14, 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

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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 October 10, 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 STUDENT ACHIEVEMENT AND RESULTS (R1)**

**Shorewood High School - Social Justice Summit Update**

**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**

**V. 6:40 pm SUPERINTENDENT'S CONSENT AGENDA**

No agenda items.

**VI. 6:45 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**

A. Review of Draft Original 2025-2026 Budget

**7**

B. Financial Sustainability Task Force Parameters

C. Approval of R3 (Character and Citizenship) Student Results Monitoring Document

**11**

**VII. 7:30 pm BOARD CONSENT AGENDA (GC2)**

A. Approval of Board Meeting Minutes

**19**

September 24, 2025 Closed Session

September 24, 2025 Regular Board Meeting

B. Approval of SHS Environmental Literature Field Trip (November 2025)

**22**

**VIII. 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.*

**IX. 7:45 pm BOARD MEMBER REPORTS**

**X. 7:55 pm REVIEW OF 'TO DO' AND FUTURE AGENDA ITEMS**

**XI. 8:00 pm RECESS AND DEBRIEF**



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Superintendent's Report

**Date:** October 14, 2025

**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.

**School Board Recognition**

School Board Week, October 5-11, provided a wonderful opportunity to acknowledge the support and leadership provided by School Board members, and it is my honor to thank our members, and the Board as a whole, for their volunteerism, and their partnership and work to achieve the goals we share for students.

**Policy and Funding Updates**

The Wisconsin Department of Public Instruction (DPI) announced that it would remain open during the federal government shutdown, and school districts throughout the state received preliminary DPI District and School Report Cards on October 2, as expected. Barring any change associated with a continuing shutdown, the DPI will be working to address inquiries about possible Report Card data errors, omissions, or other questions submitted by schools and districts over the next several weeks, and final Report Cards will be available to the public in mid-November.

I also want to provide an update on federal grant funding to support the recruitment and retention of special education teachers in Wisconsin. Despite DPI objections, the federal

government upheld its decision to cut a state grant intended to support special education teachers. The DPI appealed the decision by the U.S. Department of Education to cut the funds over diversity, equity and inclusion goals; at issue for the federal government were mentions of "whiteness" and an "equity mindset," in grant application materials.

A bill (AB 196/SB 170) to ease regulations that apply only to public schools on hiring Wisconsin Retirement System annuitants, including retired teachers and administrators, is stalled in the Legislature. Given the statewide education staffing shortage, retired teachers can be an important source of experience when positions - especially in certain subject areas - cannot be filled. This bill has bipartisan support and, in terms of important education legislation, stands perhaps the best chance of making it into law this session. The District sent [this letter](#) to legislators in September, and we encourage staff, families, and community members to join us in asking legislators to support the passage of this bill.

State and federal legislative advocacy must remain a focus, and I want to express my gratitude to community members who have partnered with us to voice the need for adequate funding and services to meet the needs of all students - and the need for transparency about funding for public education in Wisconsin. I encourage District staff, families, and residents to learn more about these issues, and opportunities to advocate for our schools - and public education more broadly - through the [Wisconsin Public Education Network](#).

### **District and School News**

Thanks to all of our students and staff for the time and attention they devoted to important safety drills and lessons during Campus Safety Week (September 22-26). This annual, statewide focus on safety and security requires the completion of fire, severe weather, and evacuation drills. We also took time during Safety week to review key vocabulary and procedures in the [Standard Response Protocol](#) used across our District, and welcomed volunteers from [BE SMART](#), a community organization dedicated to gun safety, to share information with Shorewood parents, guardians, and community members.

With Campus Safety Week in mind, I want to recap related security initiatives that have been completed, as well as some now underway:

- A new fob system installed in all District facilities is fully operational, providing us with more options for programming exterior doors throughout the school day, as well as for after-school events and other needs;
- Concurrent with the installation of the fob system at SHS, we implemented new procedures for checking in deliveries, made changes to exterior access points in some SHS buildings, and installed a video visitor intercom system at the Administration Building entrance;
- The Raptor visitor management system was introduced in all schools last spring, and use of the system was expanded to the management of school volunteers this year;

- All school building leadership teams and the District Office staff participated in school safety/threat assessment tabletop exercises facilitated by the Shorewood Police Department;
- Building on discussions at community engagement sessions and staff input, members of the District leadership team completed FEMA Incident Command training, and elected to adopt [Speak Up, Speak Out](#) (SUSO), a threat reporting platform supported by the Department of Justice, as the District-wide system for threat reporting and information sharing. Promotion of SUSO has been an important focus during 2025-2026 back-to-school events, staff and school events, and communications.

Last week, the District leadership team participated in a review of Behavioral Threat Assessment & Management and Intervention and Support Plans provided by Sarah Weidner, SIS Dean of Students, who has many years of experience in this field. We are also working to complete a needed evaluation of the District's Emergency Management Plan. In addition to working with school safety experts who have partnered with other districts, staff, families, and community members will have the opportunity to provide input; details about this will be included in District and staff newsletters.

The first student conferences of the year will wrap up on October 17. We are looking ahead to 2026-2027, too, and I encourage District staff, families, and community members to join in discussions about the development of the 2026-2027 Instructional Calendar. An initial meeting is scheduled on Tuesday, October 21 at 5:30 pm; please use [this form](#) to RSVP for this and following meetings.

Finally, I want to confirm that the District and the Shorewood Education Association (SEA) will participate in contract mediation on December 4, 2025, following the District's request to the Wisconsin Employment Relations Commission (WERC).

### **Community Engagement**

As a complement to Board discussion about forming a community Task Force to address strategic planning priorities, I want to highlight some of the upcoming District presentations and other Board agenda items to ensure that staff, families, and community members can stay informed about current initiatives, strategic plan priorities, and events:

- Adoption of the Original (Final) 2025-2026 Budget is needed at the October 28 Board meeting; a Recreation & Community Services department is also scheduled for this meeting;
- The November 11 Board meeting will include presentation of the OE 9 (Instructional Programs) Operating Expectations Monitoring Document; the District will also provide an update on math pathways and curriculum adoptions;
- The School Board and Village Board will host a joint Board Candidate Information Session on December 1 at 6 pm at the Shorewood Public Library (prior to the Village Board meeting);

- The District will discuss our DPI School and District Report Cards at the December 9 Board meeting, as part of our R2 (Student Growth and Achievement) Student Results Monitoring presentation. As a reminder, the [report benchmarks](#) were updated to reflect recommendations made over the summer; additional information, including a summary of the standard setting process and changes, can also be viewed through the link provided; and
- The District's annual Audit is tentatively scheduled for presentation by CliftonLarsonAllen (CLA), on December 9, as well.

Board meeting agendas, reports, and videos from past meetings can be viewed on the District website, along with prior years' budget information.



## EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

**Topic:** Original Budget - Draft Changes  
**Date:** October 14, 2025  
**Prepared by:** Heather Heaviland

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

**Purpose:** To provide an opportunity for discussion and input on the anticipated changes to the Preliminary Budget that will be presented for approval at the October 28th, 2025 Board meeting.

**Background:** On June 10th, 2025, the Board approved a Preliminary Budget for the 2025-26 school year (FY26). This budget, along with a tax levy projection, were also approved at the August 26th Annual Meeting. These budgets are based on preliminary assumptions regarding operational expenses, the amount of state aid that the District will receive, and the revenue limit the District will be allowed. Operational expense assumptions are refined over the course of the summer months and, on October 15th of each year, the State of Wisconsin releases final state aid allocations and revenue limit worksheets. All of this data is used to prepare an Original Budget and the final tax levy. The Original Budget and the tax levy must be approved at the final meeting in October in order to meet filing deadlines.

### **Draft Changes to the Preliminary Budget**

Following receipt of the October 15th aid amounts and finalization of the revenue limit, the District will prepare the Original Budget for Board review and approval on October 28th. The narrative below outlines anticipated changes from the Preliminary Budget approved in June, exclusive of changes to state aid, the tax levy, and associated revenues which will not be known until October 15th.

### *Revenue Changes - General Operating Funds (10 and 27)*

Total revenue across funds 10 and 27 is expected to remain effectively static with a current projected change of less than 0.3% from the projections shared at the June Board meeting and the August Annual Meeting.

It should be noted that, within the special education fund, categorical aid revenue for special education will increase due to the higher reimbursement rate in the state budget. This is offset by a corresponding reduction in “revenue” from the operating transfer received from Fund 10. The primary impact of this will be seen in the reduction in Fund 10 operating transfer expense.

While our total revenue limit is not anticipated to change significantly from the Preliminary Budget projection, an increase in the amount of state aid received by the District is expected based on the July 1st estimate. This increase was reflected in the budget presented at the August Annual Meeting and is off-set by a decrease in the amount of revenue collected through the tax levy.

### *Expense Changes - General Operating Funds (10 and 27)*

The District is anticipating both increases and decreases in expenses, resulting in a total proposed budget that is within 3% of the budget approved in June. Notable changes include the following:

- Staffing and Salaries.
  - The District added 1.1 instructional staff FTEs (.8 instructional aides and .3 teaching overloads) compared to the preliminary budget in order to accommodate adjustments to expected course offerings at the high school and support 4th grade instruction at the elementary level.
  - Instructional staff increases were partially offset by a 1.0 reduction in non-teaching staff. While not impacting general operating funds, an additional 1.0 non-instructional reduction was also made from Fund 80.
  - In the aggregate, total salary expense increased by approximately \$11,000.
- Fund 27 transfer
  - A decrease of approximately \$300,000 in the operating transfer to Fund 27 is projected.
- Open enrollment tuition
  - Decreased cost for tuition paid to other school districts for students who open enroll out of the District of approximately \$100,000.
- Benefit expense is currently projected to decrease by approximately \$58,000 and may be able to be reduced further based on historical data on the amount of deductibles paid by the District.
- Account code re-classifications required by DPI had a significant impact on Fund 27. The Original Budget will reflect an increase in “special education curriculum” of approximately \$165,000 and a corresponding decrease in “instructional service payments” in the Fund 27 budget.

Altogether, the Original Budget is expected to reflect an increase of approximately \$240,000 in instructional expenses and a decrease in non-instructional expenditures of approximately \$770,00 for a net reduction of approximately \$525,000. Additional funds may also be released from the expected budget for deductible contributions or allocated towards other health expenses.

There are multiple options for leveraging these funds. Possible investments that are “one-time” and do not incur a continuing annual cost include:

- Addressing critical needs for classroom furniture and various equipment.
  - We currently have over \$300,000 in requests from schools and departments to replace furniture and equipment that is broken, in significant disrepair, and/or expected to fail within the near future.
- Reducing future tax levy.
  - As discussed in the Spring, unspent funds allocated to the capital fund for essential infrastructure and quality maintenance can reduce the future need to levy for capital, or, by increasing the proportion of funds available for day to day operations, decreases the need to levy for additional operational funds.
- Funding elective capital projects.
  - The current capital budget does not include funds for elective projects, such as adding air conditioning to the arena, improving the athletic training facilities, replacing or other possible projects. Replacement of the track, which will become critical in the future, is also not currently fully funded in the capital budget.

The Board may also wish to retain some or all of these funds for allocation at a later date.

#### *Revenue and Expenditure Changes - Other Funds*

In addition to the changes to Funds 20 and 27, minor changes were made to Funds 50, 73, and 80. More significant changes were made to Fund 41, as are noted below:

- \$437,740 of funds that were earmarked for the Performing Arts Building roof in FY25 were moved to FY26. There is no change in the project. The change reflects a change in the timing of the project that resulted in completion, and therefore recognition of the expense, to fall in FY26 instead of FY25 as originally planned.
- \$75,000 was added to cover the final phase of SIS elevator replacement, which was originally planned for FY27. The elevator has been out of service multiple times this year and created a hazard for its occupants.

An updated budget document showing budgeted revenues and expenses by fund and function will be presented at the October 28th meeting.

#### *Projected Tax Levy*

The District is allowed to levy up to the difference between the revenue limit and the amount of state equalization aid received for general operations, in addition to the levies for capital maintenance, debt service, and the community recreation program. Prior to finalization of the FY26 Original Budget and Proposed Tax Levy, the District will receive final data and determine both the total revenue limit and amount of the revenue limit levied in taxes. As both Shorewood and other Districts react to a changing school economic climate, fluctuations to the amount of state aid received are likely and may both increase and decrease in the coming years. This impacts the amount the District levies for revenue. In preparing the proposed tax levy for the Board, the District will be looking to smooth out the taxpayer impact of fluctuations in state aid in both the current and future levies to the extent feasible.

A final proposed tax levy by fund will be presented at the October 28th meeting.



# Shorewood

SCHOOL DISTRICT

## Results Monitoring Document R-3 Character and Citizenship

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

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

**Signed:** Laurie Burgos, Superintendent

**Date:** October 14, 2025

### **Executive Summary**

This Results Monitoring Document reports on Character and Citizenship, as defined by the following Board Expectations:

- Students will be welcomed, valued, and supported.
- Students will contribute to a better world through understanding and respecting differences, honoring social norms, and fostering positive relationships that allow for collaboration and engagement with real-world issues.
- Students will have a growth mindset, a sense of self as a lifelong learner, be adaptable to change, and internally motivated.

The annual School Perceptions survey of students in grades 4-12 provides data for Board Indicators established to support these expectations. In addition, we collect evidence of classroom-based activities and other opportunities through which students demonstrate strong character and contribution to the common good.

As discussed in prior years, consideration of student survey results include an understanding of grade-level participation. Tables illustrating participation by grade, as well as by gender and ethnicity, are included at the end of the report for reference.\*

The District also provided a video highlighting student perspectives about the indicators in the R3 report.

### **Summary of Progress**

Survey participation increased significantly in 2025 from 789 to 920 students. Overall, we are pleased with evidence of Character and Citizenship across all grade levels. The District is making reasonable progress towards the desired results.

Of note:

- The highest average response in the 2025 survey was “I put my best effort into my school work,” indicating that students have a strong sense of self and are internally motivated;

- The largest area of improvement was in response to “I feel my culture and beliefs are represented at school.” This reinforces the district’s equity work focused on valuing the unique knowledge and experiences that each student and their family bring to classrooms;
- One area to monitor in the sense of belonging demographic data includes subgroups with the most significant differences in their average responses. These include Black or African American students and Hispanic/Latino students; and
- Another area to monitor is the statement “I set goals for the school year,” as the average response was lower than last year. Students are engaged in goal setting as part of the transitions that occur at the end of the school year. Finding ways to mirror this in classrooms throughout the year is a focus of the Visible Learning framework used in our continuous improvement work.

The Board Indicators provide additional evidence of academic programs, student supports and authentic learning experiences that foster character development and civic engagement, including:

- Social-emotional learning (SEL) competencies and supports at all grade levels;
- Intentionally designed “Crew” programming (cross-age, community, etc.) at the elementary schools, and Flex Time, Advisory, class meetings, assemblies and after-school activities in the higher grades;
- Leadership opportunities for students (Student Council, Student Ambassadors);
- Opportunities to learn about citizenship in the classroom and to be involved in the community; and
- Authentic learning opportunities that connect to real-world issues.

**Limitations - School Perception Survey**

School Perceptions made the following changes to the scales for some questions:

- **(Old Scales: prior to 2024)**
  - **4-point scale:** Always (4) Usually (3) Sometimes (2) Never (1) Don’t Know (0)
  - **5-point scale:** Strongly Agree (5) Agree (4) Disagree (2) Strongly Disagree (1)
- **(New Scale and Terms: 2024-25)**
  - **5-point scale:** Definitely (5) Sort Of (4) Not Really (2) No (1) Don’t Know/Doesn’t Apply (0)

The changes to the scale do not allow us to compare results longitudinally beyond two years for most indicators.

**Areas of Focus for Continuous Improvement**

As we plan future opportunities and priorities, we note the following opportunities for continuous improvement in alignment with the Strategic Plan:

- Increase opportunities for student goal setting at all grade levels;
- Expand Academic and Career Planning (ACP) processes for students in grades 6-8;
- Continue with equity-centered professional learning;
- Expand opportunities for peer mentorship.

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

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

**Summary statement/motion of the Board:**

**Signed:** \_\_\_\_\_, **Board President**

**Date:** \_\_\_\_\_

**R-3 (Character and Citizenship) Student Results**

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

**Definition of Terms**

- **Annual Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Citizenship:** The Wisconsin Department of Public Instruction defines students who are civically engaged as “problem-solvers who critically examine their roles in local, regional, state, national, and global communities”

**Superintendent Interpretation**

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

<b>R-3.1</b> <b>Students will be welcomed, valued, and supported.</b>	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>
	<b>Data Not Available</b>	

**Board Indicators:**

The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year.

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

**Evidence:**

- At the elementary schools, school community is built around the Expeditionary Learning (EL) Character Framework focusing on every student feeling seen and included. Intentional practices include crew meetings and shared classroom agreements.
- At the Intermediate School, “Flex Time” is used for students to engage in social-emotional

learning (SEL) built around CASEL’s core competencies, which focus on inclusion, trust, student empowerment, and community building.

- At the high school, students meet in Advisory twice a week. This time is used for SEL lessons, check-ins with students’ advisory teacher, and movement days where students can seek out extra support from staff across buildings.
- Throughout the District, students have the opportunity to participate and create clubs focused on leadership and identity development (e.g.. Student Ambassadors, Student Advisory Council, and Youth Rising Up)

<b>Statement</b> *2021-23 (scale 0-4); 2024-25 (scale 0-5) unless otherwise noted	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
I feel my ideas, opinions and concerns are listened to by school staff. *2021-25 (scale 0-5)	3.99	3.76	3.93	3.94	4.06
I feel I belong at school.	3.10	2.91	3.05	4.18	4.28
I am respected and treated fairly at school.	3.29	3.05	3.01	4.2	4.32
I feel my culture and beliefs are represented at school.	3.09	2.98	3.08	4.01	4.24

<b>I feel I belong at school.</b>			
2025 Demographic Breakdown	Number of responses	Average Response	Difference
All students	888	<b>4.28</b>	
White students	579	4.38	0.10
Black or African American students	93	4.01	-0.27
Hispanic/Latino students	79	4.0	-0.28
Two or more Races	72	4.1	-0.18
Asian	64	4.36	0.12
Male	417	4.34	0.6
Female	468	4.23	-0.05
Students with IEPs	72	4.06	-0.22
Did not Qualify for Free & Reduced Lunch			
Qualify for Free & Reduced Lunch			

<p><b>R-3.2</b> Students will contribute to a better world through understanding and respecting differences, honoring social norms, and fostering positive relationships that allow for collaboration and engagement with real-world issues.</p>	<p><b>Superintendent</b></p> <p><b>Making Reasonable Progress</b></p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p> <p>Data Not Available</p>	<p><b>Board</b></p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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**Superintendent Interpretation**

- The Board values authentic learning where students engage in project-based learning.
- **Applying Knowledge & Skills** shall mean what students know and are able to do and put into practical use beyond the classroom.
- **Citizenship** shall mean students understand and are aware of real-world issues and their role in the community.
- **Service** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

<p><b>Board Indicators</b></p> <p>The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:</p> <ul style="list-style-type: none"> <li>• The homework and projects I’m assigned help me learn and are more than just busy work.</li> <li>• I believe what I am learning in school allows me to use my own original voice beyond the classroom.</li> <li>• I like working in groups with my classmates.</li> </ul>
<p><b>Evidence:</b></p> <p>Students in the Shorewood School District have the opportunity to engage in learning beyond the classroom in many different ways. One such example at the elementary schools are visits to the Urban Ecology Center to engage in environmental education activities. The Social Studies department has engaged in curriculum updates in alignment with Wisconsin’s K-12 Civics Education Framework. At the Intermediate School, students participate in the World of 8 Billion Project to explore global challenges, including climate change, gender equality, public health, sustainable cities, and resource distribution. Students at SHS engage in the <a href="#">“SHS Full Session”</a> a day-long authentic learning experience that provides SHS civics students with the opportunity to debate and vote on legislation they researched during class time, and to hear from elected officials at both the local and state levels.</p>

Statement	2021	2022	2023	2024	2025
*2021-23 (scale 0-4); 2024-25 (scale 0-5)  The homework and projects I’m assigned help me learn and are more than just busy work.	2.59	2.57	2.77	3.45	3.58 (grades 9-12 only)

I believe what I am learning in school allows me to use my own original voice beyond the classroom.	2.83	2.71	2.88	3.76	3.94
I like working in groups with my classmates.	2.94	2.91	2.94	4.04	4.11

<b>R-3.3</b> <b>Students will have a growth mindset, a sense of self as a lifelong learner, be adaptable to change, and internally motivated.</b>	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>
	<b>Data Not Available</b>	

### Superintendent Interpretation

- The Board values learning experiences that help students learn the importance of taking personal responsibility.

<p><b>Board Indicator:</b>  The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:</p> <ul style="list-style-type: none"> <li>• I set goals for the school year.</li> <li>• I put my best effort into my school work.</li> <li>• If I commit to a task I will do what it takes to get it done.</li> </ul>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• At the elementary level, students participate in student-led conferences, which involve goal-setting. All students participate in 6th grade Passages, which are a reflection of growth and goal-setting in preparation for the transition to the Intermediate School.</li> <li>• At SIS, students engage in monthly goal setting and reflection as part of Flex. In 8th grade students and families meet with their counselor to plan for the transition to high school.</li> <li>• At the high school, all students participate in Junior Conferences to discuss post-secondary goals, including enrollment at a college or university, gap year programs, apprenticeships, and other post-secondary options. Conferences include sharing information on admissions criteria and a summary of the college application process.</li> </ul>

Statement	2021	2022	2023	2024	2025
*2020-2023 (scale 0-4); 2024-25 (scale 0-5)					

I set goals for the school year.	2.83	2.80	2.84	3.6	3.51
I put my best effort into my school work.	3.18	3.12	3.25	4.32	4.47
If I commit to a task I will do what it takes to get it done.	3.05	3.03	3.01	4.26	4.33



**\*For Reference:**

**2025 School Perceptions Student Participation:**



School Perceptions Survey Participation Overview	2021 (remote/hybrid/ in-person learning)	2022	2023	2024	2025
Students	820	738	760	789	920

**2025 School Perceptions Student Survey Demographics**




**Student Data Load: Gender (n=919)**

Female (0)	481	52.3%	
Male (0)	436	47.4%	
X (0)	2	0.2%	

**What is your grade? (n=920)**

4 (0)	108	11.7%	
5 (0)	131	14.2%	
6 (0)	93	10.1%	
7 (0)	128	13.9%	
8 (0)	97	10.5%	
9 (0)	102	11.1%	
10 (0)	107	11.6%	
11 (0)	81	8.8%	
12 (0)	73	7.9%	

**I am... (Click any that describe you.) (n=920)**

White (0)	680	73.9%	
Black (0)	128	13.9%	
Asian (0)	87	9.5%	
Other (0)	73	7.9%	
Hispanic (0)	60	6.5%	
Two or More (0)	52	5.7%	
American Indian (0)	16	1.7%	



SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood High School Library Media Center  
September 24, 2025

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

District Administrator Participation: Laurie Burgos, Superintendent  
Kate Harder, Director of Special Education & Student Services

On September 24, 2025 at 5:30 pm, the School Board met in Closed Session.

Call to Order in Open Session.

Members voted to convene in Closed Session to discuss the District's Annual Report of Seclusion and Restraint data for the 2024-2025 school year, pursuant to Section 118.305, Wisconsin Statutes.

The meeting was adjourned without objection at 5:50 pm.



SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood High School Library Media Center  
September 24, 2025

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

Milan Robinson, Student Representative  
Aven Spahn, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent  
Tiara Rogers, Principal, Shorewood Intermediate School

I. 6:00 pm CALL TO ORDER

A. Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Mary Theisen AYE: 4 NAY: 0

B. Overarching Result for Shorewood School District

C. Awards & Recognition

6:03 pm STUDENT ACHIEVEMENT AND RESULTS

SIS Flex Time Updates, Tiara Rogers and Sarah Weidner, Dean of Students

III. 6:18 pm PUBLIC COMMENT #1 - no comments

IV. 6:19 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. MDRoffers Consulting Presentation: Shorewood Community Change and Enrollment Projections Report

B. Approval of OE 3 (Treatment of District Constituents: Families/Caregivers, Students and Staff) Operational Expectations Monitoring Document

MOVED by Ellen Eckman and SECONDED by Abby Fowler AYE: 4 NAY: 0

V. 7:29 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

September 9, 2025 Regular Board Meeting

B. Approval of Future Business Leaders of America Trip to Wisconsin Dells, November 10-11, 2025

C. Approval of SHS Drama Trip to New York, February 19-23, 2026

D. Approval of SHS Environmental Literature and Science Trip to Devil's Lake State Park, September 29-October 1, 2025

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 4 NAY: 0

VI. 7:30 pm SUPERINTENDENT'S REPORT

District Equity Update

VII. 8:03 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials

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

MOVED by Abby Fowler and SECONDED by Mary Theisen

AYE: 4 NAY: 0

VIII. 8:04 pm PUBLIC COMMENT #2

Ann McKaig, Village Board President

1805 East Elmdale Court

IX. 8:07 pm BOARD MEMBER REPORTS

WPEN Meeting

Village Bi-Board Meeting

X. 8:14 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS

Task Force Parameters and referendum scenario; draft Original Budget, R3 Student Results (Character and Citizenship)

XI. 8:15 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: \_\_\_\_\_ **Eric Gietzen** \_\_\_\_\_

Destination: \_\_\_\_\_ **Newport State Park** \_\_\_\_\_

Date and time of departure: \_\_\_\_\_ **Wed. Nov. 12, 2025 8AM** \_\_\_\_\_

Date and time of return: \_\_\_\_\_ **Fri. Nov.14 , 2025 4PM** \_\_\_\_\_

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

**Environmental Literature and Science**

Number of Students attending the trip: Minimum: \_\_\_\_\_ **6** \_\_\_\_\_ Maximum: \_\_\_\_\_ **14** \_\_\_\_\_

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

If yes, please explain:

\_\_\_\_\_ **Students will miss three days** \_\_\_\_\_

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

\_\_\_\_\_ **ELS leverages experiential pedagogy as an essential curricular tool** \_\_\_\_\_

Describe your discipline plan:

**Field trip opportunities will be limited for students who do not follow school rules. Students who put others' safety at risk will be removed from the experience and delivered back to Shorewood High School as soon as possible.**

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

**They can opt out of the field trip**

What is your plan for health and safety emergencies?

**Due to the inherently risky nature of our experiences, we are trained to follow NOLS Wilderness First Responder Protocol**

Number of chaperones:   2  

Estimated cost per chaperone: \$   0  

Estimated cost per student before and after fundraising:

Before \$ \_\_\_\_\_ After \$ \_\_\_\_\_

Description of fundraising proposal for the trip:

**The course comes with a \$400 fee. This covers the cost of all field experiences. Students who cannot afford this fee will be covered by the school's financial aid protocol.**

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

**Please see above**

Is this an optional student travel experience?    YES    **NO**

**I have complied with all the requirements listed above.**

Signature of District employee: **Eric Gietzen** \_\_\_\_\_ Date: **October 28, 2025**\_\_

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

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

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

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

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

Signature of School Board President: \_\_\_\_\_ Date: \_\_\_\_\_

*REVIEWED: August 14, 2012*