

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
November 25, 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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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 November 21, 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

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. 6:25 pm SUPERINTENDENT'S REPORT

3

V. 6:35 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials

6

VI. 6:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of OE 4 (Personnel Administration) Operational Expectations Monitoring Document

14

B. Board Policy Committee

33

VII. 7:15 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes

36

November 11, 2025 Regular Meeting

November 10, 2025 Closed Session

B. Approval of SIS Band Trip (April 2026)

39

VIII. 7:20 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. 7:30 pm BOARD MEMBER REPORTS

43

SHS Leadership Team Board Listening Session

SIS Leadership Team Board Listening Session

X. 7:40 pm REVIEW OF 'TO DO' AND FUTURE AGENDA ITEMS

XI. 7:45 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent’s Report

Date: November 25, 2025

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

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

In Recognition

I want to take this opportunity to acknowledge Amanda Jamerson’s recognition as the Association of Wisconsin School Administrators (AWSA) 2026 Associate Principal of the Year. This [AWSA media release](#) describes her many accomplishments, and her ongoing work to support our vision for Shorewood students. This recognition of Amanda by the AWSA is well-deserved, and it is an honor for our District, as well.

Policy and Funding Updates

Last week, the Trump administration announced further steps to dismantle the Department of Education. Under the plan, the Department of Labor would be responsible for some of the largest education funding streams, including roughly \$28 billion for K-12 schools. School districts are also following the administration’s plans to move family literacy programs and career and technical education initiatives to the Department of Labor, shift programs for students with disabilities to the Department of Health & Human Services, and move responsibility for civil rights enforcement to the Department of Justice. The administration’s statement indicates that the Department of Education would continue to provide oversight for some of these programs,

but it is unclear how this would be managed with a deeply diminished department staff, and legislative and legal challenges are likely.

At the state level, a number of bills that would encourage district consolidation were passed by the State Assembly Education Committee. This [Wisconsin Examiner article](#) was shared by the Southeastern Wisconsin Schools Alliance (SWSA), and the Wisconsin Association of School Boards (WASB) provided [this](#) testimony related to this legislation, for your reference. While these bills are priorities for the Assembly GOP leadership, the state Senate has not yet scheduled these bills.

Task Force on Long-Term Financial Sustainability & Annual Budget Development Timeline

Against the backdrop of profound changes in federal education policy and ongoing state funding shortfalls, and mindful of our local residents' tax burdens, the District is committed to developing both a plan for long-term financial sustainability and a 2026-2027 operating budget that reflect the values and priorities of our community. Both must also align with our strategic plan priorities, and address the dynamics of declining enrollment that were framed during the 2024-2025 strategic planning process.

As a reminder, a community information session to provide information about the launch of the Task Force on Long-Term Financial Sustainability will be held on campus Monday, December 8, 2025 at 6:00 pm (Shorewood High School Library Media Center). No RSVP is necessary, and we encourage District staff, families/guardians, and Shorewood residents to attend to learn more about this work, and provide needed input. Those who are interested in joining the Task Force or attending future community meetings can view additional information and use [the form provided](#) to share information about your availability in early 2026.

The 2026-2027 budget development process will also commence after Winter Break. Following presentations of enrollment, revenue, and expense projections, the District will outline needed investments in curriculum, staff, and infrastructure, and detail cost savings measures in a presentation to the School Board in March.

District and School Updates

The District's 2025 Property Tax Levy communication will be mailed with Village property tax bills next month. As in past years, the insert provides an overview of District revenue and expenses, and discusses the history of the District's levy amount and comparisons.

I want to thank community members for their patience as the District has worked to repair VHE pool equipment. This situation has been challenging for staff, as well, and I am grateful for your understanding and support. Erin Cross, Director of Recreation & Community Services, and Sam Bowers, Director of Buildings & Grounds, have been working closely with the contractors selected to secure needed parts to make the repairs. Community members can view daily updates on the Recreation Department's [web page](#).

Last week, District and school leaders attended a one-day continuous improvement (SAIL) workshop to review data from the classroom walkthroughs that took place during the first quarter of the school year. Based on Fullan and Quinn's Coherence framework (2016), these sessions provide leaders with the opportunity to monitor progress and set and adjust professional learning goals in order to build internal accountability for improved student outcomes. We are pleased with the action steps we have been taking, and will continue to focus on the key factors and strategies that are essential for transforming organizational culture and addressing persistent opportunity gaps for students in our system.

Community members interested in Board service are encouraged to attend a Board candidate information session on Monday, December 1, 2025 at 6 pm at the Shorewood Public Library. Members of the School Board and Village Board will be present to discuss Board functions and answer questions. I also want to remind community members that the District will present a draft 2026-2027 Instructional Calendar for Board review and approval on December 9. Following Board approval, the District will share next year's Instructional Calendar through school communications, on our website, and in the community.

Finally, as I mentioned in a prior Report, the District requested mediation with the bargaining units that represent our teachers and instructional aides from the Wisconsin Employment Relations Commission earlier this fall. This mediation session is coming up on Thursday, December 4, 2025. The following information about our compensation system and policies may be helpful for the Board and community:

- Compensation for certified staff (teachers and specialists) is based on a steps and lanes salary structure. Steps provide an annual increase to acknowledge a year of work experience in the District; lanes offer higher levels of compensation for those who complete advanced educational programs/training (15 or more additional credits, master's degree, Doctorate).
- As outlined in OE 4.8 (Personnel Administration), the District works to ensure that compensation for certified staff is highly competitive (per Board expectations, in the top 33% in comparison to other CESA 1 districts); Shorewood has been consistently ranked at or near the top in terms of teachers' compensation, both compared to CESA 1 districts, and statewide; and
- The Board also expects compensation adjustments to be equitable across all employee groups, meaning that the District would not offer one group a larger overall increase than other groups.

The School Board has long supported steps and lanes, and thanks to passage of the operating referendum in 2023, the District was able to maintain funding for this salary structure in each of the past two years (2023-2024 and 2024-2025). Given the financial dynamics we have been discussing over many months, and that personnel costs are a key financial driver in both annual budget development and long-term planning, continued conversations about compensation can be expected.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Monthly Financial Reports

Date: November 25, 2025

Prepared by: Heather Heaviland

Recommended action:

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

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

October 2025 Statements

October 2025 financial statements reflect activities and financial changes for the first four 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. While the financial dashboard report reflects higher than expected revenue, this is primarily driven by the timing of state aid payments. We do not expect to receive more state aid than projected. On the expense side, the budget includes salary increases which were not yet implemented as of the date of the report.
 - Looking forward, we do expect categorical aid for special education to be lower by approximately \$100,000 than projected. While the state increased the reimbursement rate to 42%, state level program expenses also increased leading to a lower overall sum to be distributed. Because we did not fully allocate funds associated with the increased reimbursement rate, we do not expect this to fundamentally change the District’s year end financial position.
- Balance Sheet
 - Changes to the balance sheet are in line with expectations.

Attachments:

- Cash Receipts 2025-10
- Budget Status 2025-10
- Check Register 2025-10
- Balance Sheet 2025-10

Additional Information

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

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

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

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

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

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

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

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

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

Type - accounts codes have the following account types:

A	Asset
L	Liability
Q	Equity
E	Expense
R	Revenue

District
Shorewood School District

Monthly
Financial Report

Fiscal Year 2026 Revenue and Expenditure Activity Through October

FISCAL YEAR 2026 REVENUE AND EXPENDITURE SUMMARY THROUGH OCTOBER

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

COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE

\$254,578

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE

\$110,337

LOWER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, THE FUND BALANCE IS

\$4,122,267

HIGHER THAN THE PREVIOUS YEAR

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

CURRENT YEAR-TO-DATE REVENUE COLLECTIONS ARE TRENDING

\$534,202

HIGHER THAN THE BUDGET

CURRENT YEAR-TO-DATE EXPENDITURES ARE TRENDING

\$325,526

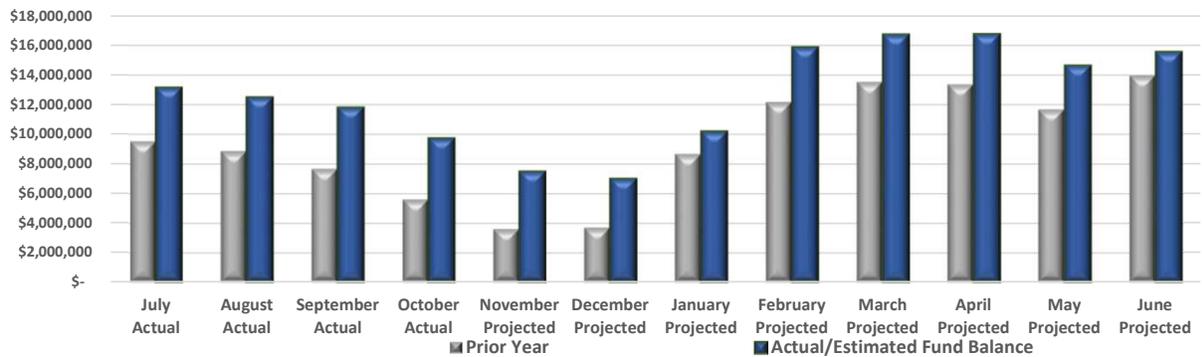
LOWER THAN THE BUDGET

POTENTIAL NET IMPACT WOULD RESULT IN A

\$859,728

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

\$15,548,752

FISCAL YEAR 2026 MONTHLY REVENUE SUMMARY - OCTOBER

1. OCTOBER MONTH END REVENUE OVERVIEW (MTD)

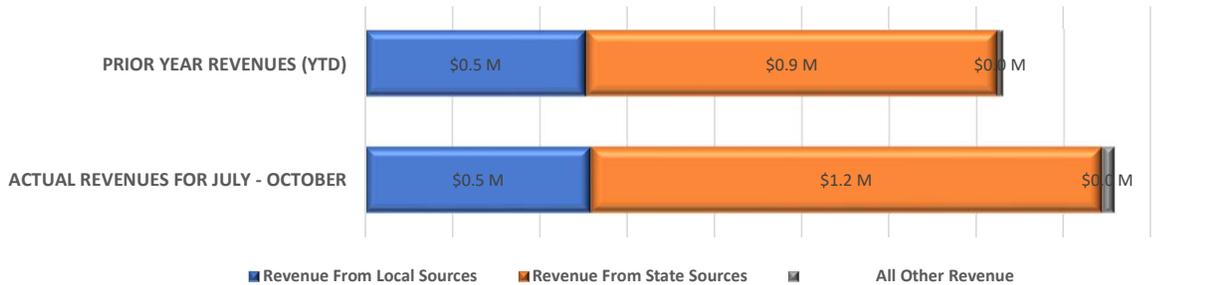


	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Revenue From Local Sources	93,519	113,724	(20,205)
Revenue From State Sources	6,832	1,733	5,099
All Other Revenue	58	-	58
Total Revenue	100,410	115,457	(15,047)

ACTUAL REVENUE FOR THE MONTH WAS DOWN
\$15,047
COMPARED TO LAST YEAR.

Overall total revenue for October is down -13.% (-\$15,047). The largest change in this October's revenue collected compared to October of FY2025 is lower other revenue from local sources (-\$27,553) and higher earnings on investments (\$8,510).

2. YEAR TO DATE REVENUE OVERVIEW (YTD)



	Current Year YTD For July - October	Prior Year YTD For July - October	Actual Compared to Last Year
Revenue From Local Sources	516,518	505,548	10,970
Revenue From State Sources	1,171,468	944,205	227,263
All Other Revenue	27,183	10,838	16,345
Total Revenue	1,715,169	1,460,591	254,578

COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE
\$254,578
HIGHER THAN THE PREVIOUS YEAR

Fiscal year-to-date General Fund revenue collected totaled \$1,715,169 through October, which is \$254,578 or 17.4% higher than the amount collected last year. The largest difference in revenue when comparing current year-to-date revenue collected through October to the same period last year is state aid - general revenue coming in \$226,511 higher compared to the previous year, followed by earnings on investments coming in \$29,442 higher.

FISCAL YEAR 2026 MONTHLY EXPENDITURE SUMMARY - OCTOBER

3. OCTOBER MONTH END EXPENDITURE OVERVIEW (MTD)



	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Salaries and Benefits	1,721,046	1,728,808	▶ (7,761)
Services, Supplies & Materials	388,370	390,479	▶ (2,109)
All Other Expenses	70,514	60,243	▶ 10,271
Total Expenditures	2,179,930	2,179,530	▶ 400

ACTUAL EXPENSES FOR THE MONTH WAS UP

\$400

COMPARED TO LAST YEAR.

Overall total expenses for October are up .% (\$400). The largest change in this October's expenses compared to October of FY2025 is lower salaries (-\$46,249), higher permanent full time (\$35,536) and higher personal services (\$32,673).

4. YEAR TO DATE EXPENSE OVERVIEW (YTD)



	Actual Expenses For July - October	Prior Year Expenditures Incurred	Actual Compared to Last Year
Salaries and Benefits	4,224,390	4,233,801	▶ (9,411)
Services, Supplies & Materials	1,379,124	1,497,753	▶ (118,629)
All Other Expenses	374,625	356,922	▶ 17,704
Total Expenditures	5,978,140	6,088,476	▶ (110,337)

COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE

\$110,337

LOWER THAN THE PREVIOUS YEAR

Fiscal year-to-date General Fund expenses totaled \$5,978,140 through October, which is -\$110,337 or -1.8% lower than the amount expended last year. The largest difference in expenditures when comparing current year-to-date expenditures through October to the same period last year is that salaries costs are -\$90,172 lower compared to the previous year, followed by permanent full time coming in \$78,330 higher and property services coming in -\$76,166 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
\$534,202
HIGHER THAN THE BUDGET

	Budgeted Annual Revenues	Actual/Estimated Calculated Annual Amount	Variance Favorable/(Unfavorable)
Revenue From Local Sources	20,462,548	20,666,861	204,314
Revenue From State Sources	8,248,362	8,553,847	305,485
All Other Revenue	2,468,469	2,492,872	24,403
Total Revenue	31,179,378	31,713,580	534,202

The top two categories (state aid - general and earnings on investments), represents 79.1% 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
STATE AID - GENERAL	300,335
EARNINGS ON INVESTMENTS	122,484
OTHER REVENUE FROM LOCAL SOURCES	73,179
REFUND OF DISBURSEMENT	17,429
All Other Revenue Categories	20,775
Total Revenue	534,202

6. PROJECTED YEAR END EXPENDITURE RESULTS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE EXPENDITURES ARE TRENDING
\$325,526
LOWER THAN THE BUDGET

	Budgeted Annual Expenses	Actual/Estimated Calculated Annual Amount	Budget compared to Actual/Estimated
Salaries and Benefits	21,133,958	20,963,061	(170,897)
Services, Supplies & Materials	4,968,899	4,909,827	(59,072)
All Other Expenses	4,366,027	4,270,470	(95,557)
Total Expenditures	30,468,884	30,143,358	(325,526)

The top two categories (salaries and textbooks & workbooks), represents 48.3% 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
SALARIES	(81,319)
TEXTBOOKS & WORKBOOKS	(75,804)
PERSONAL SERVICES	50,508
HEALTH INSURANCE	(42,847)
All Other Expense Categories	(174,944)
Total Expenses	(324,407)



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-4 (Personnel Administration)**

Certification of the Superintendent: With respect to Operational Expectation 4 (Personnel Administration), 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: November 25, 2025

Executive Summary

Operational Expectation 4 (OE 4) Personnel Administration has been monitored and reviewed to ensure that personnel administration and related operations are in compliance with state law, Board expectations and District policy.

Summary of Compliance

This Operational Expectations Monitoring Document is defined by the following Board Expectations:

- **4.1** - Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date;
- **4.2** - Select only highly qualified and the best-suited candidates for all positions
- **4.3** - Use culturally-responsive protocols to recruit, hire, and retain staff;
- **4.4** - Administer clear personnel rules and procedures for employees;
- **4.5** - Effectively and consistently handle complaints and concerns according to processes defined in the Employee Handbook;
- **4.6** - Maintain accurate job descriptions for all staff positions;
- **4.7** - Protect confidential information;
- **4.8** - Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type
- **4.9** - Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the Employee Handbook
- **4.10** - Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them
- **4.11** - Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy; and
- **4.12** - The Superintendent may not retaliate against an employee for initiating a legitimate complaint.

For this reporting period, the District is in full compliance with 8 measures. Within four of the measures, the District was compliant with some, but not all, of the indicators. In some cases, this is due to a lack of data, which is discussed below.

During the 2024-2025 school year, the District continued its efforts to improve clarity and systems in human resources. In March 2025, a new employee handbook and appendices were released for all employee groups. While substantive changes to policies were not made, the new handbooks reflected greater consistency in policies across employee groups and with current practices. A new format also greatly improves the District's ability to maintain and update handbooks on an annual basis. New tools were also created to assist principals and other supervisors in ensuring that all employees receive an annual evaluation.

In an effort to better understand employee concerns and identify opportunities for improving employee retention and job satisfaction, the District's Human Resources Consultant, Teresa Smith, completed 1:1 "stay interviews" with 68 employees in the spring and summer of 2025. Three themes surfaced in these conversations - a desire for more communication, consistency, and training. Ms. Smith shared these themes with the leadership team and will be working with individual leaders throughout the year to help address these concerns.

Recommendations for OE 4

The District presents the following recommendations for modifications to the OE 4 report:

OE 4.2 Select only highly qualified and the best-suited candidates for all positions

Board Indicators 4.2.2 and 4.2.3 relate to the racial/gender makeup of staff. Increasing and measuring staff diversity are priorities, but the percentage of male vs. female employees is not a data point that indicates success with providing does not indicate success that is consistent with our goal. The District recommends eliminating 4.2.3 (gender makeup) and making 4.2.2 (racial makeup of staff compared to the student population) part of OE 4.3 Use culturally-responsive protocols to recruit, hire, and retain staff;

OE 4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type

The addition of Data Not Available in Board Indicators 4.8.4 and 4.8.6 compromises determination of compliance, and we recommend excluding these from consideration.

4.10 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them

The District recommends the following revisions to Board Indicators:

4.10.1: 100% of employees participate in required training annually.

4.10.2: All teachers in their first and second year in the District will participate in the mentoring program.

4.11 Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy

Following on other Operational Expectations and Results Monitoring Reports presented this year,

indicators and evidence that involve School Perceptions data have been impacted by changes in survey content. The District has provided a School Perceptions survey question, "I have healthy working relationships with my coworkers." as a proxy measure for OE 4.11.4.

The District has linked the School Perceptions survey presentations, which includes previous year score data for Board reference and further discussion. The District has updated these indicators to reflect that percentages are based on survey respondents only, not the total number of District employees.

Areas for Continuous Improvement

As we address established priorities and future needs, we note the following opportunities for continuous improvement in personnel administration:

- Ensure that all staff receive an evaluation in 2025-2026, leveraging our new tools;
- Continue prioritizing recruitment and retention of a staff that is reflective of our student population;
- Focus on internal communications to ensure transparency and the timely delivery of important information;
- Work with leaders across the District to improve consistency in employee practices across schools and departments; and
- Continue to increase and leverage feedback and input opportunities for all staff beyond surveys to foster greater two-way communication and responsiveness to questions and concerns.

Disposition of the Board: With respect to Operational Expectation 4 (Personnel Management), 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: Nathan Hammons, Board President

Date: November 25, 2025

OE-4 Personnel Administration

The Board values the individuals employed by the School District of Shorewood. To that end, the Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of District employees in a manner necessary to enable the District to achieve its Results policies.

- **Recruitment** shall mean to attract and select the most talented and diversified pool of candidates.
- **Employment** shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- **Development** shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- **Evaluation** shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth
- **Compensation** shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- **District employee** means anyone who receives compensation in exchange for services.

The Board's Results policy is defined in R-1 through R-4.

<p>OE-4.1 Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date.</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:

- **Employees** shall mean anyone who receives monetary compensation for services rendered and covered by Shorewood School District employment laws.
- **Volunteer** shall mean anyone providing services without monetary compensation.
- **Background inquiries and checks** shall mean Wisconsin Circuit Court Access (CCAP), National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, reference checks and verification of employment eligibility prior to hiring.

<p>Board Indicator 1: The internal control processes verify that no employee was hired between July and June of the fiscal year without having successfully cleared all background checks prior to their start.</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 uses BChex, a Background Investigation Bureau Company (BIB), to conduct background checks for all new employees, and the Human Resources team verifies that all new staff successfully clear this requirement prior to receiving an offer letter. During 2024-2025, 100% of new employees entering the District successfully cleared all background checks administered according to the established background check procedures.</p>		

<p>Board Indicator 2: The internal control processes verify that no volunteer was approved between July and June of the fiscal year without having successfully cleared all background checks.</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: In 2024-2025, all prospective volunteers were referred to our Recreation & Community Services Department to complete a volunteer application. The Recreation Department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers, and all volunteers successfully cleared this process prior to their first day of volunteer work in the District during the 2024-2025 school year. Beginning in the 2025-2026 school year, all volunteers as well as other visitors are screened using the Raptor system, which screens each individual against a proprietary database of registered sex offenders and custom alerts.

Board Comments:

<p>OE-4.2 Select only highly qualified and the best-suited candidates for all positions.</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:

- **Highly qualified** shall mean vacancies that require a credential are filled with individuals that hold a valid teaching credential in that subject area and complete a successful interview process.
- **Best-suited** shall mean the candidate selected for any position in the District meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent.

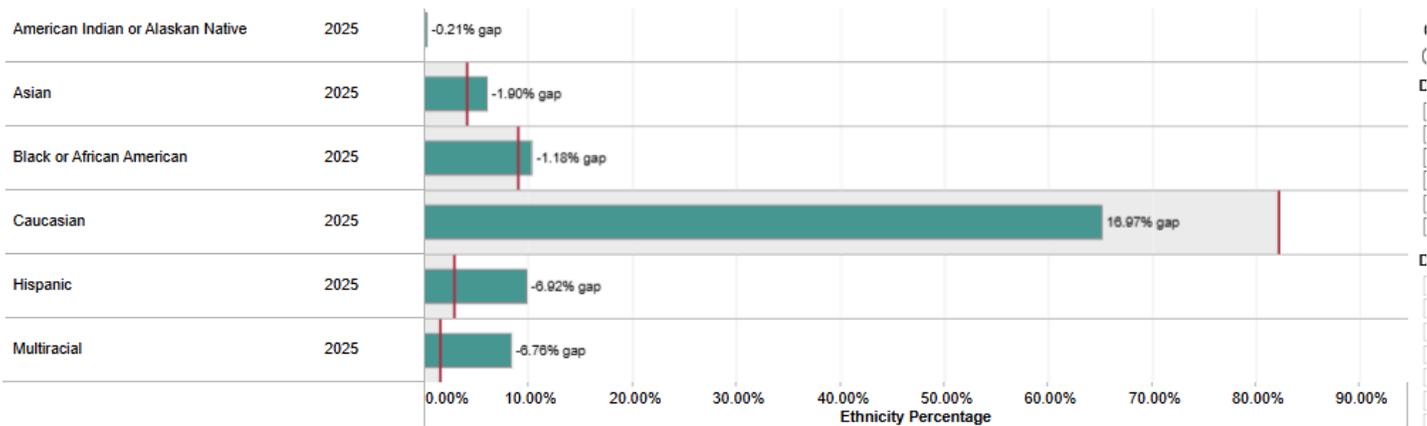
<p>Board Indicator 1: 95% of all hires meet the certification requirements that are outlined in the vacancy description</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: 100% of newly hired staff either met the certification requirements outlined in the vacancy description at the time of hire or were new to the profession (one teacher) and eligible to apply for and obtain a license.

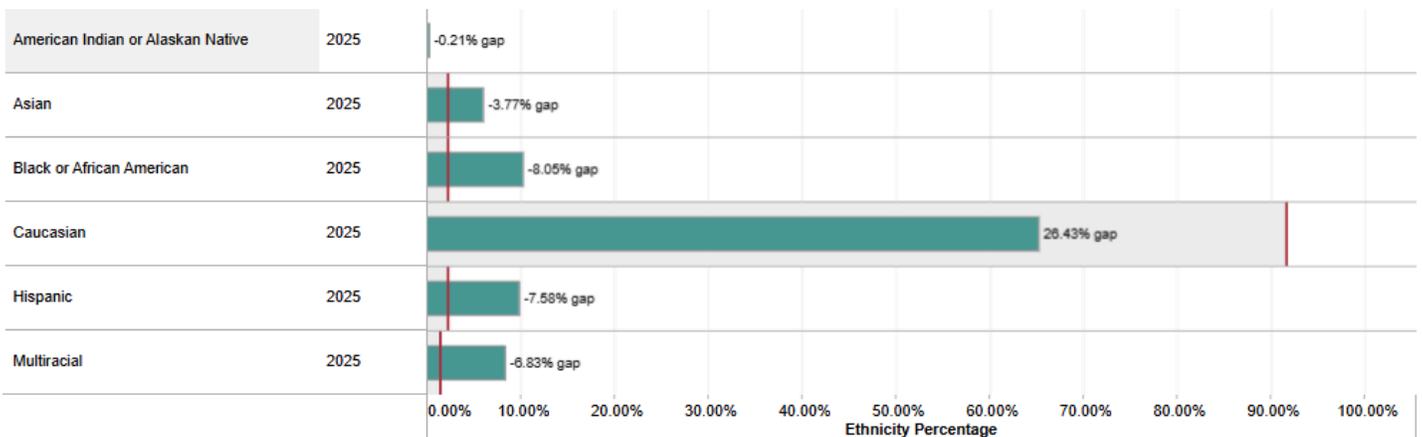
Board Indicator 2: The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

The chart below compares the percentage of students to the percentage of all staff in each racial group using data from the DPI 1202 and enrollment reports. The District is over-represented with Caucasian (16.97%) and under-represented in all other groups. The difference between the percentage of students and the percentage of staff in each racial group except caucasian is less than 10%. Overall, 82% of staff are caucasian and 18% are staff of color.



When looking specifically at teachers, gaps are greater as is shown below.



85% of newly hired teachers for the 2025-2026 school year are white, which indicates that the racial gap will persist this year.

<p>Board Indicator 3: The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.</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:
Based on biological sex reported, 72% of District staff identify as female compared to 28% who identify as male. As we look to ensure that all students have a staff person to identify with, the District aims to maintain a staff that is diverse not specifically in biological sex, but in gender and sexual identity more broadly. There is no means to measure this as a staff breakdown. An alternative strategy to ensure this is to use student data to determine if all students have a staff person that they can identify with to be measured in a different report.

Board Comments:

<p>OE-4.3 Use culturally-responsive protocols to recruit, hire, and retain staff.</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:

- **Culturally-responsive protocols** shall mean using procedures that recognize the importance of including cultural references.
- **Support** shall mean to make available the necessary resources and opportunities to succeed professionally and personally.

<p>Board Indicator 1: Partner with University Systems and Educator Licensure programs to increase the teacher pipeline diversity.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
The District continued to use a number of methods to increase teacher, and overall staff, diversity in 2023-2024:

- Creating more inclusive job descriptions and postings by removing unnecessary job requirements, avoiding gender-coded language, and emphasizing our District’s commitment to diversity and inclusion;

- Maintaining the diversity of the District’s leadership team, which is instrumental to attracting and retaining talent; and
- Networking informally; word-of-mouth candidate identification has proven successful in increasing the diversity of applicant pools.

Board Indicator 2: All interviews for hiring employees include at least one “culturally responsive” question in the interview process.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

“Culturally responsive” interview questions have been designed and added to all interview question sets used for both in person and virtual interviews. Examples of such interview questions are below:

- What is your overall strategy for developing teacher and staff capacity for equity in instructional effectiveness? Please provide a specific time you put this practice into action.
- How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students?
- A review of our district data shows racial disparities in math and reading proficiency, disciplinary referrals, and referrals for special education. Why do you think these inequities exist and what actions would you take to ensure all students are thriving?
- How does your racial, gender, or class identity influence your leadership?
- From your perspective, in what ways have traditional business offices been inequitable in meeting the needs of ALL students?

What would you do to ensure that our business office is intentional about the allocation of resources to service our most marginalized students?

- Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed in athletics and/or activities programming?
- How would you go about building rapport with students of color, students from low-income families, students labeled with a disability, students who are culturally and linguistically diverse, and students who identify as LGBTQ? Please provide some specific examples.
- How do you ensure that your classroom is an equitable learning environment for all students?

Similar questions have been developed for non-instructional positions that focus on recognition of implicit bias and openness to growth.

Board Indicator 3: There will be professional development annually to support teachers in culturally responsive teaching practices.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

As shared in the OE 9 (Instructional Program) report, throughout the school year, staff engage in learning focused on creating inclusive and engaging environments where all students can see themselves in our curriculum, in our classrooms, and within the larger community. During the 2024-25 school year, staff used collaborative team time to co-plan instruction, design assessments, and analyze data to ensure that identity-relevant teaching and learning from professional development were impactful and transferred into daily practice with staff. Additionally, staff engaged in the following professional learning throughout the year; 6-8 math leveling up math support with Kentaro Iwasaki, Identity Relevant Teaching and Learning, SWIFT partnership with DPI and Amy Jablonski, Collaborative Team Workshop, Safe and Supportive Schools, Adult Learning Framework Strategies, and Specially Designed Instruction (SDI).

OE-4.4 Administer clear personnel rules and procedures for employees.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean personnel rules and procedures are communicated and understood by employees as detailed in employee handbooks and appendices.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

Board Indicator 1: By December 1st of each fiscal year, 95% of the District employees have signed and returned an acknowledgement form to affirm they received updated handbook and applicable appendices policies from the District Business and Human Resources office.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:

All of the District's employee handbooks were updated in 2025. As of the date of this report, 100% of staff have acknowledged receipt of the new handbooks.

Board Comments:

<p>OE-4.5 Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.</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:

- **Effectively handle** shall mean investigate and resolve promptly, accurately with consideration and professionalism.
- **Consistently** shall mean complaints and concerns are addressed according to the employee handbook and/or district policy.
- **Complaints and concerns** shall mean grievances or questions related to sexual harassment, discrimination claims, contractual violations, Board and District policies and procedures, and possible violations of state and federal laws.

<p>Board Indicator 1: 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The District followed the processes outlined in the Employee Handbook and/or District policy for addressing all staff complaints and grievances; District personnel policies are in compliance with state and federal law.

Board Comments:

<p>OE-4.6 Maintain accurate job descriptions for all staff positions.</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:

- **Maintain** shall mean to keep current and accurate.

- **Accurate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

<p>Board Indicator 1: All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</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:
 Per the Employee Handbook, employees may request a copy of their current job description from Human Resources at any time.

<p>Board Indicator 2: All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
 The District requires that job descriptions be reviewed and updated, as needed, and prior to posting a vacancy.

Board Comments:

<p>OE-4.7 Protect confidential information.</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:

- **Protect** shall mean to secure, keep safe, and preserve employee confidential information.
- **Confidential** shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

<p>Board Indicator 1: 100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.</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: There were no documented breaches of confidential information by the Business Services/HR office in 2024-2025.</p>		

<p>Board Indicator 2: 100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.</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: There were no documented breaches of confidential information by District staff in 2024-2025.</p>		

Board Comments:

<p>OE-4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type.</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:

- **Competitive** shall mean District employment offers are commensurate with or higher than equivalent positions when compared to similar school districts.
- A **compensation plan** shall mean District salaries and benefits.
- **Highest quality in terms of attracting applicants** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, supervising administrator or Superintendent.
- **Highest quality in terms of retention of employees** shall mean those who are evaluated as effective or higher based on the District's evaluation criteria.

<p>Board Indicator 1: The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: Shorewood ranks in the 87th percentile for teacher salaries in CESA 1, and the average salary for Shorewood teachers is 15% higher than the statewide average. Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

Sources: Frontline, compiled from DPI data, and Wisestaff.

<p>Board Indicator 2: The District will rank in the top 33% of salaries and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence*:

Within CESA 1, Shorewood ranks in the 97% among assistant principals and 77% among principals salaries. School size is a significant driver of principal salaries. When compared with similarly-sized school districts, Shorewood ranks in the 94th percentile. Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

<p>Board Indicator 3: The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence*:

On average, Shorewood ranks in the 57th percentile of salaries in CESA 1 for all other employee groups. These range widely by position and the experience level of the personnel in the position, which for many positions include only 1 person. The percentile for each position are reflected below.

Position	Percentile of Average Salary
Business Manager	59.26%
Director of Human Relations/Multicultural Education/Equity	33.33%
Director of Instruction/Program Supervisor	76%
Director of Special Education and/or Pupil Services	72.41%
District Administrator	43.33%
Guidance Counselor	93.33%
Library Media Specialist	36.67%
Program Coordinator	30.43%
Reading Specialist	52.63%
School Nurse	61.54%
School Occupational Therapy	38.46%
School Psychologist	62.07%
Speech/Language Pathologist	86.21%

Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

*All data are from DPI published reports, as compiled by Forecast5.

<p>Board Indicator 4: The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.</p>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Available	

Evidence:
There is no data source known to the District or our benefits consultants that provides consistent, comparable data on out of pocket contributions or percentile comparisons. An ad hoc collection of data from 11 North Shore school districts included data on out of pocket maximums. Of these schools, 7 had higher out of pocket maximums, 2 had the same maximums, and 2 had maximums that were lower. No data were available for a broader regional group.

<p>Board Indicator 5: 100% of employees that leave the district are offered an exit interview.</p>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
The District offers an online exit interview survey to all staff separating from the District through School Perceptions. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and communication with the option to schedule an in-person exit interview. 100% of employees exiting the District were offered an exit interview either online or in-person.

<p>Board Indicator 6: An annual review of retention rates is comparable to peer districts.</p>	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant

	Not Compliant Not Available	Not Compliant
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Evidence:
Overall, the District retained 86% of all staff (excluding terminations, layoffs, and retirements) and 90% of teachers. No data on peer district retention rates is available. A [2023 Wisconsin Policy Forum Report](#) found that, on average 11.5% of teaching positions turn over annually. Based on this, Shorewood’s teacher retention rate is similar to the statewide average.

Retention of support staff improved by 12%. 32% of Shorewood’s voluntary staff departures (excluding retirements) in 2024-2025 were hourly support staff positions compared to 44% in the prior year.

Board Comments:

OE-4.9 Consistent with the Superintendent’s own evaluation, evaluate all employee performance as outlined in the employee handbooks.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Consistent with the Superintendent’s own evaluation** shall mean that all employees are evaluated according to student learning outcomes as outlined in the results policies and operational expectations.
- **Evaluate** shall mean assessing through observations, goal setting and progress monitoring.
- **Achieving** shall mean that the employee performance contributes to accomplishing the Board’s goals.
- **Compliance** shall mean District employees are assessed on their ability to follow the board’s operational expectations as they apply to their job.

Board Indicator 1: 100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
The District uses the Educator Effectiveness system to evaluate all licensed personnel in accordance with the state guidelines.

<p>Board Indicator 2: 100% of non-licensed personnel are evaluated through a district created process annually.</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: School-level staff are evaluated by the school leader on an annual basis. District staff are expected to be evaluated at least annually by their supervisor through both formal and informal evaluations. Until the current school year, however, these evaluations were not systematically collected or enforced. New evaluation tools were provided to all staff with supervisory roles for the 2025-2026 school year. Completion will be monitored.</p>		

<p>Board Indicator 3: 90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.</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: SLOs are aligned to both school and District goals annually.</p>		

Board Comments:

<p>OE-4.10 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.</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:

- **Qualified** shall mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.
- **Trained** shall mean employees are given instructions, mentored, and given feedback.

<p>Board Indicator 1: 100% of new employees will participate in the district mentoring program during their first and second year of employment.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The mentoring program offers several options to support staff who are new to the District. Staff who are new to the profession are assigned a one-to-one mentor who meets with them regularly and is trained in using teaching tools focused on lesson planning, standards-aligned instructional strategies, self-reflection, and analysis of student work. Staff who have more than two years of experience teaching have the option to work with a one-to-one mentor or participate in a cohort with other new staff.

<p>Board Indicator 2: 75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.</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:

79% of staff participating in the mentor program agreed or strongly agreed with the statement “The mentoring program provided me with valuable training.”

<p>Board Indicator 3: The school district shall provide ongoing professional development pertaining to Cultural Competency</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:

Cultural competency is a major emphasis of school and district wide professional development, and all District staff participated in a “courageous conversations” professional development session that challenged staff to examine assumptions and biases through a variety of team activities in 2024-2025. Instructional staff also completed additional training in equitable practices and identity-relevant teaching and learning. Monthly equity PD reinforces and expands on these concepts. The Director for Equity provided an annual update to the Board in September.

Board Comments:

<p>OE-4.11 Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.</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:

- **Organizational culture** shall not only mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted, but also mean the behaviors and beliefs characteristic of a positive work environment.
- **Responsibly perform their jobs** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- **Environment of professional support and courtesy** shall mean a respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

<p>Board Indicator 1: A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.</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: School Perceptions Staff Survey Results
 I am in a school environment that allows me to work in an environment of professional support and courtesy.
 2025 Staff Survey results (n=125): Average 3.84; Agree 83%

<p>Board Indicator 2: 100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.</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:
 Complaints of hostility or harassment are processed according to the guidelines outlined in the employee handbook and following Title IX policy and guidelines.

<p>Board Indicator 3: A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a “good climate.”</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
 The 2025 Staff Survey (n=125) asks 11 questions related to the school environment. 85% or greater responded “agree” or “strongly agree” on only two of these questions. The average response across questions was 3.38.

<p>Board Indicator 4: A staff survey will show that at least 85% of the staff who responded to the survey feel they are in an “inclusive environment.”</p>	<p><u>Superintendent</u></p> <p>Compliant</p>	<p><u>Board</u></p> <p>Compliant</p>
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	Not Compliant	Not Compliant
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Evidence:
 2025 Proxy question: I have healthy working relationships with my coworkers: (n=119) Average 4.35;
 Agree/Strongly agree 94%

Board Comments:

OE-4.12 The Superintendent may not retaliate against an employee for initiating a legitimate complaint.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

- **Retaliate** shall mean to act in revenge.
- **Initiating** shall mean bringing a written document without coercion by an employee, supervisor or administrator.
- **Legitimate complaint** shall mean a written statement of all claims against the accused that is neither spurious nor false.

Board Indicator 1: 100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
 There were no reports of retaliation of reporting employees for complaints registered with the office of the Superintendent.

Board Comments:



Topic: Proposed Policy Committee

Date: November 11, 2025

Prepared by: Nathan Hammons, Board President

Recommended action:

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

Purpose: To present for Board consideration the creation of a Policy Committee, as authorized under GC-5, to support regular review and updating of Board bylaws and policies.

Background: The Board maintains multiple categories of written policies and procedures, including Bylaws, Governance Culture Policies, Board/Superintendent Policies, Results Policies, and Operational Expectations Policies. Most of the Board's bylaws have not been reviewed or updated since 2016, despite substantial revisions to NEOLA's model templates on which they are based. At present, the Board lacks a committee or established process for the systematic review and updating of its bylaws and policies. Establishing a Policy Committee will create a structure for reviewing, recommending, and maintaining alignment of the Board's policies and bylaws with current law, best practices, and the Board's governance framework.

Recommendation: Discuss the establishment of a Policy Committee under GC-5, with a vote on establishment of the committee at the next Board meeting.

Policy Type: Governance Culture**Board Committees**

The Board may create committees if they are deemed helpful to the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, and will never be created or used to assist the Superintendent in any operational area.

1. Board committees and other such entities, by whatever name created by the Board, will not direct, advise, assist or oversee the staff. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over staff, and may exercise demands on staff time and organizational resources only to the extent authorized in this policy.
2. Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Superintendent.
3. All Board committees are considered to be ad hoc, or temporary. The termination date of each committee is listed in this policy. Committees may be renewed or reauthorized upon their expiration or at the time of the Board's annual reorganization, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
4. Board committees may or may not include members of the Board.
5. All Board committees are listed below:

Adopted: 1/12/16

Revised: 2/9/16

Revised: 5/24/16

Revised: 11/25/2025

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually

Board committees:

Name: Policy Committee

1. **Purpose and Charge:** The Policy Committee reviews and recommends updates to the Board's bylaws and policies to ensure they are:
 - legally compliant,
 - internally consistent,
 - consistent with District administrative policies, and
 - aligned with the District's Strategic Plan and the Board's priorities.
2. **Responsibilities.**
 - **Work.** The Policy Committee will first review and recommend updates to the Board's bylaws, followed by a review of the Board's policies. Any proposed revisions will be presented to the Board for consideration and possible adoption.
 - **District Administrative Policies.** The Superintendent is responsible for maintaining and updating the District's administrative policies (po0100 - po9800.01). If the Policy Committee identifies an administrative policy that may require revision, it will recommend changes to the Board. Upon Board approval, the recommendation will be forwarded to the Superintendent for consideration and possible adoption.
 - **Reporting.** The Policy Committee will provide a brief written or verbal report to the full Board at least every two months, summarizing any recommendations, ongoing work, or issues identified for future review.
3. **Committee Limitations.** The Committee must operate within the limitations noted in GC-5.
4. **Membership:**
 - Two (2) Board members
 - Superintendent, as ex-officio member
5. **Term:** Until Board reorganization in May 2026.
6. **Support:** The Committee has no authority over District resources but will receive administrative and other support as reasonably determined by the Superintendent.



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

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

Milan Robinson, Student Representative
Aven Spahn, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
Janice Carter, Principal, Atwater Elementary School
Mike Joynt, Director of Teaching and Learning

I. 6:00 pm CALL TO ORDER

A. Motion to Adopt the Agenda

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

B. Overarching Result for Shorewood School District

C. Awards & Recognition

II. 6:03 pm STUDENT ACHIEVEMENT AND RESULTS

Atwater School 6th Grade Art Club

III. 6:11 pm PUBLIC COMMENT #1

Sarah McMillan SEA Representative

IV. 6:13 pm SUPERINTENDENT'S REPORT

Math Curriculum Update

V. 6:38 SUPERINTENDENT'S CONSENT AGENDA - no items

VI. 6:39 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of OE 9 (Instructional Programs) Operational Expectations Monitoring Document as Compliant

MOVED by Abby Fowler and SECONDED by Ellen Eckman AYE: 4 NAY: 1

Amendment of Motion to Approve OE 9 as Compliant with Exceptions

MOVED by Aaron Lippman and SECONDED by Mary Theisen AYE: 4 NAY: 1

B. Board Policy Committee

VII. 7:22 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

October 28, 2025 Regular Board Meeting

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 5 NAY: 0

VIII. 7:23 pm PUBLIC COMMENT #2 - no comments

IX. 7:24 pm BOARD MEMBER REPORTS

Atwater Leadership Team Listening Session

Special Education and Student Services Community Engagement Session

SHS Leadership Team Listening Session

X. 7:28 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS

Task Force participation and agenda planning; December 8 Community Engagement Session; OE 4 (Personnel Administration); Monthly Financials

XI. 7:35 pm RECESS AND DEBRIEF



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
Aaron Lippman, Member and Governance Officer

District Administrator Participation: Laurie Burgos, Superintendent
Heather Heaviland, Director of Business Services

On Monday, November 10 at 5:30 pm, the School Board met in Closed Session.

Call to Order in Open Session.

The School Board voted to convene in Closed Session, pursuant to Wisconsin Statutes Section 19.85(1)(e) for purposes of "deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session." Specifically, discussion of the mediation between the District, the SEA, and the SSSA, including strategic and bargaining considerations undertaken by the District's bargaining team during mediation.

The meeting was 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: Justin Olson, Melissa Honigman, & Jason Clark _____

Destination: Chicago, IL _____

Date and time of departure: 7:00am - April 16 _____

Date and time of return: 6pm - April 17 2026 _____

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

8th grade Band, Orchestra and Choir _____

Number of Students attending the trip: Minimum: 100 _____ Maximum: 150 _____

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

If yes, please explain:

On Thursday & Friday (April 16th & 17th), 8th grade music students will miss school for this trip. One of the days of this trip aligns with the 7th grade full-day field trip to Madison _____

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

Music Clinic with music professors at Chicago College of Performing Arts including rehearsal and open Q&A with college music students, Field Museum, Museum of Science and Industry, 360

Observance Deck, Broadway performance of Hamilton followed by Q&A with cast/crew.. _____

Describe your discipline plan:

See Behavior Expectations, Rules and Regulations. Also, students must be in good standing behaviorally at school to participate on trip. _____

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

We will make every effort to accommodate students' desire to participate in religious observances.

What is your plan for health and safety emergencies?

Health forms collected for each student including allergy information and all gone over with the district nurse before we depart. Each director will have copies of this material and have phones at all times. _____

Number of chaperones: ~9-to 11 parent chaperones and 4 staff members

Estimated cost per chaperone: \$425 _____

Estimated cost per student before and after fundraising:

Before \$425 _____ After \$~0-425 _____

Description of fundraising proposal for the trip:

Fundraisers from each department are provided. Money earned through these fundraisers goes directly toward individual student travel. Coffee/Chocolate/Fruit//Goodies, etc.

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

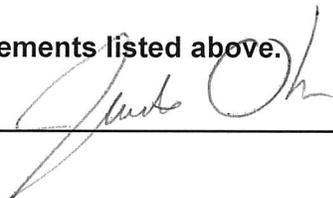
Fundraisers offered to all students.

Students may apply for financial assistance through Spector Travel Scholarships.

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee: _____

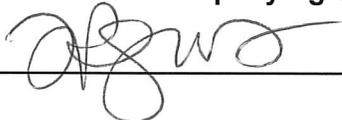


Date: _____

11/7/25

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

Signature of Principal: _____



Date: _____

11/7/25

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: _____



Dear 8th grade SIS Music Families,

We are excited to announce that the Shorewood Intermediate School Music Department will be taking the 8th grade band, orchestra and choir students on our annual overnight trip on April 16th and 17th, 2026.

Music students will participate in performance clinics at a Chicago university, visit several museums, attend a Broadway musical including a Q&A with cast members following the show, and engage in other enrichment and group bonding activities. We will travel by coach bus and stay in a local hotel. The trip is being planned in cooperation with Music Travel Consultants, who we have traveled with in past years.

The purpose of this trip is to provide students with new and exciting musical experiences. It is also our hope that the trip helps bring the students together, strengthening the connection and the group dynamic, which is critical to the success of any musical ensemble.

Included below, you will find a trip itinerary and registration directions. Additional waivers, health forms, packing list, trip rules, etc. will be distributed as the trip approaches.

Student Trip Cost: Between \$425 - 441*

- Price reflects quad occupancy for students, double occupancy for chaperones.
- Non-Refundable Deposit of \$50 - Due: November 20, 2025

*The final price is dependent upon the total number of confirmed students and buses needed.

Fundraising Opportunities:

Several fundraisers are being provided to help defray the cost of the trip. Money earned through fundraising is applied to that individual student's final payment. If a student raises more than the amount of the final payment, those dollars will stay in the student's music travel account for future high school music travel. Financial aid is also available through an application process.

Chaperones:

In addition to Mr. Olson, Mrs. Honigman, and Mr. Clark, we need chaperones to make this trip possible! If you are interested in traveling with us, please let us know as soon as possible. Chaperones also pay the total trip cost using the same payment plan.

We hope every SIS music student may participate in this exciting and educational trip!

To Register:

- Go to www.musictravel.com
- Upper Right - Click the "Trip Login" link
- Select "Register a New User" & Fill out the contact information
- Select "Register a Traveler" & Enter trip number **2604-13-11**
- Please indicate food restrictions under 'Special Needs'

Sincerely,

Melissa Honigman
SIS Orchestra

Justin Olson
SIS Band

Jason Clark
SIS Choir



Music Travel Consultants
 5348 W. Vermont St., Ste. 200
 Indianapolis, IN 46224
 317.637.0837

SHOREWOOD INTERMEDIATE SCHOOL

CHICAGO, IL

APRIL 16 - 17, 2026

Thursday, April 16

- Depart for Chicago!
- University Clinics
- Bring Bagged Lunch
- Museum of Science and Industry
- Deep Dish Pizza Dinner
- Hamilton
- Cast & Crew Q&A
- Overnight Security Provided

Friday, April 17

- Hotel Breakfast Provided
- Field Museum
- Lunch Provided
- 360 Chicago Observation Deck
- Depart for Shorewood
- Welcome Home!

Important Dates

November 20, 2025 - Registration and Non-refundable Deposit Deadline

February 15, 2026 - Last day to cancel with refund (Excluding Non-refundable deposit)

March 12, 2026 - Last day fundraising will be accepted

Travel Costs

Per person tour price based on total registered travelers:

Passengers	160	142	148	154
Quad	\$425	\$441	\$435	\$430

Payment Plan

Payment	Amount	Due Date
Deposit (\$50 Non-refundable)	\$50.00	November 20, 2025
Installment	\$95.00	December 20, 2025
Installment	\$95.00	January 24, 2026
Installment	\$95.00	February 24, 2026
Final Payment	Balance	March 26, 2026

Optional Trip Insurance

If desired, you may add travel insurance at additional cost to protect your trip.

[Register for Insurance Here](#)

For More Trip⁴² and Insurance Information Click Here

SHS Leadership Team Listening Session
November 5, 2025 3:45 – 4:30 pm

Present for School Board: Ellen Eckman, Nathan Hammons, Aaron Lippman
Present for SHS: 10 Department Chairs, Principal Kenney

Mr. Kenney began with a few minutes of his regular meeting with department chairs, emphasizing PD on Collaborative Teams. Amanda Jamerson joined the meeting to share some information about upcoming Open House and “Course Fair”, which is a meeting designed to attract students to SHS by providing information on course options.

Nathan began the Listening session by reviewing Strategic Planning work and the beginning of the Financial Sustainability Task Force. He highlighted the Roffers report and took a few questions.

Then different Department Leaders spoke to certain issues, concerns.

- The Social Studies chair announced that Model UN would be starting with 90 students but still concerned about lack of diversity – especially gender.
- PE/Health department chair described the variety of electives in his department from yoga, to games, to clubs like badminton.
- Lisa from New Horizons described their work with GED students and then the exciting work they are doing with Kinship.

More general issues discussed by several leaders:

Transportation – they loved the Shorewood Vans, wished there were more!

Class size - some unhappiness on class size

Funding

Staff changes – loss of positions

Meeting ended on positive note with the description by the Math Department Chair of their work with ACT Prep during Math classes and in after school sessions. They are seeing results and will share them with us after the next round of ACTs.

Submitted by

Ellen Eckman



Topic: Board Listening Session with SIS Leadership Team

Date: November 15, 2025

Prepared by: Nathan Hammons, Board President

Recommended action:

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

This memorandum summarizes the Board’s listening session with the leadership team of Shorewood Intermediate School, held October 27, 2025, at Shorewood Intermediate School (SIS). In attendance were Board members Hammons and Theisen, and SIS’s leadership team, including Principal Rogers. The following topics were discussed:

- The District’s Strategic Plan and planned Financial Sustainability Task Force.
- The experience of SIS students this academic year as compared to prior academic years. The leadership team noted that students are generally doing well, and teachers are observing fewer lingering effects of the pandemic.
- The rollout of guided study with targeted small-group instruction, and as well as academic and career planning at SIS.
- Updates on social-emotional learning at SIS.
- Challenges at retaining special education aids.

Linkage Group: Atwater

Date & Time: 11/11, 4:15-4:45

Board Members Present: Abby Fowler, Mary Theisen

Administrators Present: Janice Carter, Mr. DeBruin

Attendance: Approx 8 staff, including reading and math specialists, classroom teachers, and the school counselor

Reviewed upcoming board work, including setting the 2026-2027 calendar and the Long-Term Financial Sustainability Task Force.

Then, school board members asked open-ended questions based on board linkage topics outline. Staff discussed:

- Staff value equity and feel that it is generally valued in this district
- PTO is very involved and very helpful
- Concern for specialists being pulled to do both coaching and interventions (similar to Lake Bluff staff reports)
- Career days have been going well

Linkage Group: Lake Bluff

Board Members Present: Aaron Lippman, Mary Theisen

Date & Time: 10/21, 3:40-4:20

Administrators Present: Johanna French, Dean of Students

Attendance: Approx 8 staff, including reading and math specialists, classroom teachers, special ed teachers

Reviewed upcoming board work, including setting the 2026-2027 calendar and the Long-Term Financial Sustainability Task Force.

Then, school board members asked open-ended questions based on board linkage topics outline. Staff discussed:

- Staff value equity
- Family engagement is successful
- Concern for specialists being pulled to do both coaching and interventions
- Would appreciate more coordination with Atwater