

**Operational Expectations Monitoring Document**  
**OE 8 Learning Environment**  
(Revised October 2023)

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

  X   In Compliance  
      In Compliance with Noted Exceptions  
      Not in Compliance

**Signed:** Laurie Burgos, Superintendent

**Date:** February 25, 2025

**Executive Summary**

OE 8 Expectations and Indicators were significantly revised in October 2023, and this document reflects important changes that align compliance with tangible activities and measures.

Several OE 8 indicators that used School Perceptions Student Survey data were replaced with action-oriented indicators that enhance discussion of compliance and emphasize priorities that are consistent with other reports, including professional development, identity-relevant teaching and learning, continuous improvement processes and student services and other efforts that support students' sense of belonging in our schools.

Other changes reflect best practices in K-12 education, including a move away from use of student behavior referral data.

**Summary of Compliance**

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

**OE 8**

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

- **8.1** The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement;
- **8.2** The Superintendent will establish and maintain learning environments that are safe, welcoming and inclusive;
- **8.3** The Superintendent shall ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents/guardians, and applied consistently;
- **8.4** The Superintendent shall work to ensure that safe and nutritious foods are available to all students throughout the school day; and
- **8.5** The Superintendent shall not permit any behaviors on District property or at

school-sponsored events that disrupt learning or hinder student well-being.

For this reporting period, the District is in full compliance with these expectations and associated indicators.

**Areas for Continuous Improvement**

Creating inclusive and welcoming learning environments is critical for students to thrive in school. We recognize the following areas for continuous improvement:

- The District will convene a Safety Committee in the spring of 2025 to update the District's Safety Plan;
- The District will explore adding more adaptive and inclusive options for students, including clubs, extracurriculars, and recreation programming;
- With the conclusion of the strategic planning process, there will be ongoing opportunities to align Board reports and respective indicators and strategic planning goals.

**Disposition of the Board:** *With respect to Operational Expectation 8 (Learning Environment), the Board:*

\_\_\_\_\_ **Accepts the report as fully compliant**  
\_\_\_\_\_ **Accepts the report as compliant with noted exceptions**  
\_\_\_\_\_ **Finds the report to be noncompliant**

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

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

## OE 8 Learning Environment

**The Superintendent shall establish and maintain a learning environment that is safe, welcoming, inclusive, respectful, and conducive to effective learning.**

Superintendent Interpretation:

The Board of Education expects the Superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners.

- **Learning Environment** refers to the diverse physical locations, contexts, and cultures in which students learn.
- **Effective learning** refers to students challenging themselves, and learning continuously while adapting to changes and contributing to society.

OE 8.1 The Superintendent shall establish and maintain learning environments that are characterized by support and encouragement for high student achievement.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that promotes academic success.

- **Maintain a climate that is characterized by support** shall mean that the spaces where students learn are designed, furnished, maintained and decorated in ways that foster dignity and celebration of the strengths each student brings to that space.
- **Encouragement for high student achievement** shall mean the systems in place for both people and spaces to foster and celebrate academic success alongside growth in wellness, character and citizenship as described in Students Results Policies 1-4.

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

Evidence: With input from all staff for the Superintendent's Entry Plan Report (Fall 2023), the District identified investments in professional development as a priority during the 2023-2024 school year. Back to School Week, professional development days scheduled throughout the year, and Early Release Wednesdays included training to support key curriculum implementations, evaluation of student achievement and growth data, as well as student services and instructional strategies to support the District's commitment to social-emotional learning and identity-relevant teaching and learning.

Sample Professional Development Agendas:

[Back to School Week 2023](#)

[November 2023 Professional Development](#)

[Wednesday SIS Professional Development](#)

<b>Board Indicator 2:</b>	<u>Superintendent</u>	<u>Board</u>
District leaders establish and focus work that advances annual, school-specific growth plans.	Compliant	Compliant
	Not Compliant	Not Compliant
<p>Evidence: In addition to addressing District-level priorities and the School Board's Student Results Policies, District and school leaders developed school-specific growth plans for each building for the 2023-2024 school year. These reflected summer data analyses and planning work, root cause analyses, and evidence-based action plans developed by District leadership to guide school-level professional development.</p> <p>In June 2024, District and school leaders enrolled in the SAIL Academy, a two-year program that provides a research-based framework and problem-solving process to address core goals. SAIL is offered by the School Administrators Institute for Transformational Leadership.</p> <p>The initial SAIL program yielded a 100-day improvement plan that District and school leaders continue to reference in the development of additional improvement cycles involving student data analyses, action planning, monitoring and distributed leadership that will build coherence and sustainability in key systems over time.</p> <p>Sample Growth Plans:  <a href="#">SIS School Improvement Plan (September 2023)</a>  <a href="#">Shorewood Continuous Improvement Report 2023-24</a>  <a href="#">SAIL Board Presentation</a> (Summer 2024)</p>		

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

Evidence: During the 2023-2024 school year, the Department of Special Education and Student Services worked with school leaders to evaluate available Wisconsin Youth Risk Behavior Survey ([YRBS](#)) results from the survey taken in March 2023. The District administered the [mySAEBRS](#) screening in the fall and winter of the 2023-2024 school year to students in grades 2-12.

The YRBS survey provides information about risk behaviors that often impact attendance and academic performance, including social media use, bullying, discrimination, physical health, and drug and alcohol use. Surveys also include protective factors like a strong sense of belonging and adult support at school. The mySAEBRS screener identifies areas of strength and need related to social, emotional, and academic behaviors, including the presence of social emotional competencies. The School Perceptions Student Survey administered in Spring 2023 provides another layer of information about students' social-emotional health, their experiences at school, their classwork and challenges.

Integrated social-emotional curriculum at all schools (CREW, Advisory, etc.) is a key tool that District and school leaders, and staff, use to identify student-specific social, emotional and academic needs, and the District's partnership with Children's Hospital of Wisconsin has been instrumental in addressing the social-emotional and mental health needs of specific students.

Finally, the Department of Special Education and Student Services works closely with instructional staff, school counselors, and others to address student needs through carefully-developed Individualized Education Programs (IEP) for each student who receives these services. These plans and programs are reviewed at least annually.

<b>Board Indicator 4:</b> Each student receives personalized advisory outreach at school transition points at 6th, 8th and 11th or 12th grade, or at entry to the District.	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
<p>Evidence: The District continued to build on feedback received from students and families in terms of school orientations and transitions during the 2023-2024 school year. These are critical to strengthening school/home communications, fostering students' sense of belonging, and increasing student and family engagement in our learning communities.</p> <p>At 6th grade classroom teachers and student support staff talk to students and families about selecting classes at the Intermediate School. In Spring, the SIS counselor visits elementary classrooms to build connections with students. In April all 6th grade students and families are invited to the Intermediate School 6th grade Orientation where students have the opportunity to tour the building and meet the SIS staff.</p> <p>At 8th grade, the SIS counselor meets with every student and family/guardian during a Transition Conference that focuses on identifying interests and skills and matching what they identified with high school opportunities in academics, athletics, extracurriculars, and volunteering. Students also tour the high school in the spring and are invited to a 9th grade Orientation night.</p> <p>SHS Counselors meet with every 11th grade student and family for an Academic and Career Planning</p>		

(ACP) conference in which they discuss post-secondary options including a summary of the college application process, timelines for junior and senior years, and next steps for after high school. Additionally, students are offered tours of area colleges and universities, opportunities to participate in a college application workshop, and an opportunity to meet with recent Shorewood graduates and their families in the Spring.

The District has also increased outreach to prospective families, providing more opportunities for students in grades 6, 8, and 9 to tour schools, shadow current students, and meet with school leaders, counselors, and staff to discuss academics, athletics, and additional student or family interests.

Board Comments:

OE 8.2	<u>Superintendent</u>	<u>Board</u>
The Superintendent will establish and maintain learning environments that are safe, welcoming and inclusive.	Compliant	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that supports all students' success.

- **Inclusive** shall mean where diverse cultures, identities, backgrounds, and abilities are acknowledged, valued, and affirmed.

Board Indicator 1	<u>Superintendent</u>	<u>Board</u>
All staff participate in ongoing professional development that supports their participation in building inclusive learning environments.	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: As reflected in attachments included in 8.1, training to ensure that our schools and other learning spaces are safe, welcoming, and inclusive is a core element of professional development. Training examples during the 2023-24 school year included gender-inclusive classrooms, identity-relevant teaching and learning, neurodiversity, ICS equity training, equitable multi-level systems of support (EMLSS), and a new partnership with the [SWIFT Center](#) (Spring 2024) to provide professional development and collaborative support to staff, especially those working with students who are often marginalized in school because of academic, social-emotional or physical needs.

<b>Board Indicator 2</b> All schools have inclusive learning spaces where diverse identities, abilities, and backgrounds are represented in learning materials.	<u>Superintendent</u>  Compliant  Not Compliant	<u>Board</u>  Compliant  Not Compliant
<p>Evidence: The District continued to value and prioritize inclusivity, diversity, and identity-relevant teaching and learning during 2023-2024, as evidenced by staff training and district communications. During the 2023-24 school year, the district underwent a curriculum review in K-8 Language Arts. Two of the components that were included in the <a href="#">Program Review Tool</a> were “Diversity &amp; Inclusion” and “Meeting All Learner’s Needs.”</p> <p>As part of the curriculum adoption, and with the support of the SEED Foundation, the District acquired more than 8,000 books for classroom libraries, and many acknowledge diverse identities, including race, ethnicity, gender, socioeconomic status, sexual orientation, and ability, to create a more inclusive learning environment where students feel seen, valued, and empowered through learning.</p>		

<b>Board Indicator 3</b> Activities and programs are accessible to students of diverse physical abilities.	<u>Superintendent</u>  Compliant  Not Compliant	<u>Board</u>  Compliant  Not Compliant
<p>Evidence: In alignment with our <a href="#">Collaborative Commitments to Equity</a>, the District continues to invest in equipment, activities, and accommodations that meet the needs of students and adults with diverse physical abilities. In addition, all students have access to clubs and extracurricular activities at SIS and SHS.</p>		

<b>Board Indicator 4</b> All schools implement state-required emergency protocols, procedures, training and drills.	<u>Superintendent</u>  Compliant  Not Compliant	<u>Board</u>  Compliant  Not Compliant
<p>Evidence:</p> <ul style="list-style-type: none"> <li>• All schools completed the mandatory drills and classroom instruction required by the Office of School Safety during District Safety Week (September 23-27, 2023). <a href="#">Sample school communication (2023-2024)</a>.</li> <li>• All District staff also participate in mandatory annual training outlined by the Wisconsin Department of Public Instruction. These include Mandatory Reporting of Threats of School Violence, Student Records and Confidentiality, Suicide Prevention, and others required for specific staff.</li> </ul>		

Board Comments:

<p><b>OE 8.3</b>  <b>The Superintendent shall ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents/guardians, and applied consistently.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

The Board of Education expects the Superintendent to promote active participation from all District constituents to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- ***Policies and procedures regarding discipline*** shall mean the adopted Shorewood School District Code of Conduct and Wisconsin State Law.
- ***Collaboratively developed*** shall mean administrators, teachers, and building staff are included in developing discipline procedures.
- ***Appropriately communicated*** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication).
- ***Applied consistently*** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ML and socioeconomic status.

<p><b>Board Indicator 1:</b>  The Superintendent and district leadership review the Student Code of Conduct annually and update as needed using a collaborative process.</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: Deans and the Associate principal at the high school meet throughout the school year to review procedures related to student support which includes discussions concerning responses to student behavior that violates the Code of Conduct. These documents are updated as needed in order to ensure consistency across the district.

<p><b>Board Indicator 2:</b>  By the start of each school year, the student handbook is sent to parents/guardians electronically, available as a hard copy, and accessible via the District website.</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: All school Handbooks are available on the [District website](#) and are available upon request.

<b>Board Indicator 3:</b> Student disciplinary policies, practices, procedures, and trainings district-wide are equitable, culturally responsive, and effective in supporting students whose behavior interferes with their learning or the learning of others.	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
Evidence: Principals and Deans review disciplinary policies, practices and procedures during the August Back to School PD week with staff. This is done within each building so that the practices are responsive to the individual and developmental needs of students (see example <a href="#">Behavior Intervention Flowchart</a> ). Trauma Sensitive Strategies (relationship-building, social-emotional learning practices, restorative practices, and self-regulation strategies) are used to build classroom communities as a proactive approach to supporting student needs in order to prevent behaviors that interfere with the learning environment.		

<b>OE 8.4</b> <b>The Superintendent shall work to ensure that safe and nutritious foods are available to all students throughout the school day.</b>	<u>Superintendent</u>  <b>Compliant</b>  Compliant with Exceptions  Not Compliant	<u>Board</u>  Compliant  Compliant with Exceptions  Not Compliant
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Superintendent Interpretation:

The Board of Education expects the Superintendent to support Student Results Policies 1-4 with available nutritious food for students across the school day and various learning environments.

- **Available nutritious foods** shall mean a variety of foods that give students the nutrients needed to maintain health and have energy.

<b>Board Indicator 1:</b> Students and parents/guardians have a voice in the options and delivery of food service.	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
Evidence: A community-based committee provided input about District food service offerings and operations during the 2023 RFP process. Aramark's on-site director, Israel Taylor, has also conducted student input sessions, facilitated a student group to grow, and regularly provided samples of new options.		

<b>Board Indicator 2:</b> All students have access to nutritious food options across learning environments.	<u>Superintendent</u>  Compliant  Not Compliant	<u>Board</u>  Compliant  Not Compliant
Evidence: The District’s food service provider, Aramark, is responsible for providing food service across the District in accordance with <a href="#">District Policy 8500</a> , and all applicable laws.		

<b>OE 8.5</b> <b>The Superintendent shall not permit any behaviors on District property or at school-sponsored events that disrupt learning or hinder student well-being.</b>	<u>Superintendent</u>  Compliant  Compliant with Exceptions  Not Compliant	<u>Board</u>  Compliant  Compliant with Exceptions  Not Compliant
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Superintendent Interpretation:

The Board of Education expects the Superintendent to reasonably prevent, discourage, or ban any activity that negatively impacts student learning or is unsafe.

- **May not permit** shall mean the Superintendent shall not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Well-being** shall mean a safe emotional state.

<b>Board Indicator 1:</b> The District has a process to investigate and address all formal complaints about employees and document outcomes.	<u>Superintendent</u>  Compliant  Not Compliant	<u>Board</u>  Compliant  Not Compliant
Evidence: The District acts in accordance with both District policy and all applicable laws in terms of investigating and addressing complaints about employees. Relevant District policies include <a href="#">2260</a> Non Discrimination and Access to an Equal Educational Opportunity and other Non Discrimination Policies; <a href="#">5517</a> (Student Anti Harassment); and <a href="#">8141</a> (Required Reporting of Staff Conduct). The District’s Employee Handbook also outlines staff conduct requirements, investigatory steps and disciplinary procedures.		

<b>Board Indicator 2:</b> The District has a process to investigate and/or address all formal complaints about individuals who are neither students nor	<u>Superintendent</u>  Compliant	<u>Board</u>  Compliant
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employees and document outcomes.	Not Compliant	Not Compliant
Evidence: Public attendance at school events is governed by <a href="#">District Policy 9160</a> . Additionally, the District works closely with peer districts, community organizations, Village residents and others as needed, to address complaints and document outcomes regarding the behavior of individuals whose behavior on school property or at school-sponsored events disrupts learning or threatens student or staff well-being.		

Board Comments:
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