

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
April 13, 2021 AGENDA

SCHOOL BOARD MEETING
7:00 PM
Shorewood Intermediate School Commons
3830 North Morris Boulevard
Shorewood, WI 53211

The District discourages the public and/or media from attending the meeting in person at its noticed location due to active health and safety concerns associated with the ongoing COVID-19 Pandemic public health emergency.

Attendees are encouraged to use the alternative method of access that the District is providing through the following link:

Join Zoom Meeting

<https://us02web.zoom.us/j/81599627722>

Meeting ID: 815 9962 7722

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

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+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/j/81599627722>

I. 7 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. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)

Atwater School Juneteenth Day Advocacy Project Sam Pietenpol

III. 7:25 pm PUBLIC COMMENTS #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. 7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. 2021 School Board Election Results and New Member Orientation

B. Facilities Update Mike Huffman

C. Changes to OE7: Communication with the Public

D. Bylaws Updates

E. Legislative Advocacy Ad Hoc Committee

F. Community Linkage Meetings

3

16

24

29

33

V. 8:40 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes

March 23, 2021

41

VI. 8:35 pm BOARD MEMBER REPORTS

VII. 8:50 pm PUBLIC COMMENT #2 (GC3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

VIII. 9:05 pm SUPERINTENDENT'S REPORT

43

IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Contract Non-Renewals

B. Approval of Staff Resignation(s)

Nate Schultz

C. Approval of a \$30,000 contribution from John Nickoll to support Expeditionary Learning

48

49

X. 9:30 pm PUBLIC COMMENT #3 (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.

XI. 9:45 pm REVIEW OF 'TO DO' ITEMS

XII. 9:50 pm FUTURE AGENDA ITEMS

XIII. 10:00 pm RECESS AND DEBRIEF



Project Status Report for

Shorewood School

District

4/13/2021

Mike Huffman, HFD

Your Partner in
Development

Construction Progress

Atwater

- Phase 5 of construction has wrapped up with furniture and materials moved back from their respective 'Flex' spaces on 3/26 and have been used by teachers for 2 full weeks now.
- Phase 6 began with the movement of rooms 210, 211, 212, and 213 into flex spaces on 3/29 and Miron starting construction on 3/30. These rooms will be turned back over to the district on May 10.
- At the lower level work has been accomplished to begin to address ground water problems. A sump crock and below-slab drain tile were installed at the perimeter of mechanical rooms.

Lake Bluff

- Phase 8 construction is fully in underway. This includes rooms 113, 115, 115A and 117. Construction began on 3/12 and the rooms will be turned back over on 4/15 (113 & 117) and 4/22 (115 & 115A).
- During spring break, Miron was able to paint rooms 122, 124, 131, 133, and 135 for Phase 9.
- Phase 10 spaces will be vacated on 4/16. This phase includes rooms 126, 126a, 126b, 127 and 118. Staff and students from these rooms will operate out of flex spaces until they move back on 5/3.
- See a photo included in this report of the art piece that was removed, restored and installed in a new location.

Construction Progress (Continued)

High School-

- The new addition at the Admin building is nearing completion. District Administrative and HS office spaces, on the 1st floor, will receive new furniture at the end of April.
- Second floor spaces in the new addition will temporarily house Business Services, Student Services, the health and recreation offices. This move will be accomplished on 4/28 and construction activities will immediately begin to renovate the vacated 1st floor spaces.
- The exterior of the new addition is now 90% complete. Glass entry doors and vestibule will soon be installed as will various roof and fenestration trim components.
- At the Arena/Pool building our specialty pool contractor (Neuman Pools) is well into demolition and re-piping activities. Many, long abandoned mechanical components are being removed from the pool mechanical spaces to make way for a new surge tank and filtration equipment.

Project Administration

Elementary Playgrounds

- Lee Recreation has planned for the first 'Community Engagement Session' composed of student and staff representatives to help in selection of the new playground components for the traditional playgrounds at Lake Bluff and Atwater. We expect the input sessions to conclude in late May, construction to commence in mid-June and completion by August 15.
- Conversations have restarted regarding a natural playscape to be added at Lake Bluff.

Design Directives

- Our civil engineers are working to complete a survey around the PowerHouse building. With this information the architects, structural, mechanical, electrical and plumbing engineers will propose phase 1 work scope for this building (utility modifications and water proofing).
- Preliminary, scope design has been completed for several proposed project additions. A separate, estimate of probable costs memorandum will be provided to the BOE for consideration.

Budget and Bid Updates

In previous reports I have described change orders 1-15 that have been executed. We have now executed the following change orders:

Change Order 16: \$24,547.23 for new underground conduit, communication fiber and fire alarm circuits from Atwater to the EEC

Change Order 17 & 19: \$40,274.87 for adding two-way communication devices at the HS Admin building. This is within the BOE budget allocation for installation of a new fire alarm system.

Change Order 18: \$7,662.05 for new starting blocks at the renovated pool (plan called for re-use).

Change Order 20: \$16,813.11 to reconcile a sub contractor addition mistake on previous change order.

Change Order 21: \$17,210.75 costs to modify the fire alarm system at the Arena/PE building. This is within the BOE budget allocation for installation of new fire alarm system.

Project Update Photos - Atwater



Newly created fire-pump room



New corridor fire doors and lockers in lower level

Project Update Photos - Atwater



Drain-tile cut into mechanical room floors



Load bearing walls repaired



Divider curtain installed - last element of renovated gym

Project Update Photos – Lake Bluff



Latest phase of classroom renovation



Renovations in restroom

Project Update Photos – Lake Bluff



Ceramic mural restored and relocated



New partition where mural was on wall



Typical new bottle-fill drinking fountains

Project Update Photos – HS Admin



2nd floor addition



2nd floor addition



2nd floor addition

Project Update Photos – HS Admin



1st floor addition



New addition from outside



1st floor addition

Project Update Photos – HS Pool



Aggressive power-wash to remove tile mastic

Huffman Facility Development, Inc.

Shorewood School District Referendum Projects
 BUDGET SUMMARY
 04/08/21

DESCRIPTION	BUDGET	FINAL PROJECTED COST	PAYMENTS TO DATE	% Complete
Pre-Development	44,588	44,588	39,588	88.79%
Professional Services <i>Design, Project Mgmt, Legal, Quality Testing</i>	4,381,730	4,458,675	3,724,673	83.54%
Owner Provided Equipment	2,440,000	2,440,000	303,337	12.43%
Construction	52,031,460	54,433,522	22,289,514	40.95%
Other Project Expense	505,000	680,000	207,325	30.49%
Additional Funding Sources	0	0	0	#DIV/0!
Owner Contingency	5,597,223	2,943,216	0	0.00%
TOTAL	65,000,000	65,000,000	26,564,437	40.87%
FINAL PROJECTED COST		<u>65,000,000.00</u>		
Balance - Under / (Over)		<u><u>0.00</u></u>		



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Updates to OE-7 Communication with the Public

Date: 04/08/21

Prepared by: Emily Berry and Paru Shah

Recommended action:

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

Purpose: Accept updated OE-7

Background: The Board discussed updated to OE7 at the March 23rd meeting. We have made the requested updates to the attached document.

**Operational Expectations Monitoring Document
OE-7 Communicating with the Public**

Certification of the Superintendent: *With respect to Operational Expectation 9 (Communicating with the Public), 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: _____, Superintendent **Date:** _____

Executive Summary

Highlights:

Analysis:

Disposition of the Board: *With respect to Operational Expectation 9 (Communicating with the Public), 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-7 Communicating with the Public

The Board values an informed and engaged public. The Superintendent shall ~~ensure~~**assure** that the public is adequately informed about the condition and direction of the District, ~~and that there are no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents' race, ethnicity, gender, or other available identity grouping.~~ ~~that who is aware of the current activities of the District and knows the plan for improvement moving into the future~~

Superintendent Interpretation

- **Public:** District parents, alumni, partners, and community stakeholders*.
- **Adequately informed:** Public understands the activities in the District.
- **Condition:** Information about the organization's academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District's health.
- **Direction:** Communication about the District's strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement.

OE-7.1:	<u>Superintendent</u>	<u>Board</u>
<p>EnsureAssure the timely flow of accurate information, appropriate input, and strategic two-way communication between the District and the public that builds understanding and support for District efforts, and that meets the needs of stakeholdersindividuals from multiple cultural and linguistic backgrounds <u>and is accessible to stakeholders regardless of special needs or physical limitations.</u></p>	<p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>

Superintendent Interpretation

The Board values an informed, involved community as a way to improve the system and check public perceptions of the system.

- **Timely flow:** Regular communications as needed through a variety of media throughout the year.
- **Appropriate input:** Thoughts, concerns, questions, and ideas from our parents, alumni, partners, and community members, with clear channels for input/feedback in place for our stakeholders.
- **Strategic two-way communication:** We engage the public by delivering information and receiving feedback from our parents, alumni, partners, and community members in an organized, cyclical process around the District’s condition and direction to help build mutual understanding and relationships.
- **Builds understanding and support:** Our communication efforts help stakeholders stay closely informed about the district’s direction and progress, and develop and maintain a positive perception of the District.

<p>Board Indicator 1: We will know we are compliant when:</p> <ul style="list-style-type: none"> • The District develops an <u>annual Communications Plan</u> that includes opportunities for two-way communication between principals, administrators and their constituencies, a communications calendar, and goals for communication <u>that are tied to the district’s strategic plan</u>. 	<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:</p>		

<p>Board Indicator 2: We will know we are compliant when:</p> <ul style="list-style-type: none"> • <u>Every two years.</u> The District conducts a yearly, bi-yearly(?) website audit/review, including <u>an expert evaluation of accessibility and inclusive language, and reports to the board the results of those reviews, as well as changes planned in response to the analysis.</u> 	<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:</p>		

<p>Board Indicator 3: We will know we are compliant when:</p> <ul style="list-style-type: none"> • <u>At least 80%</u> of the respondents indicate the communications they receive via multiple channels from their school was timely. • <u>At least 80%</u> A majority of the respondents indicate the communications they receive via multiple channels from the District was timely. 	<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:</p>		

<p>Board Indicator 4:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • <u>At least 80%</u> A majority of the respondents indicate the communications they receive via multiple channels from their school has built their support of their school. • <u>At least 80%</u> majority of the respondents indicate the communications they receive via multiple channels from the District has built their support of the district. 	<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:</p>		

<p>Board Indicator 5:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • At least 75%80% of the respondents indicate the communications they receive via multiple channels from the District provides <u>s</u> channels for input and feedback. 	<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:</p> <p>School Perceptions Q: <u>"The District provides opportunities for input and feedback."</u></p>		

Board Comments:

<p>OE-7.2:</p> <p>Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ul style="list-style-type: none"> a. Data indicating student progress toward accomplishing the Board's Results policies. b. Information about School District strategies, programs and operations intended to accomplish the Board's <i>Results</i> policies. c. Information about the District's financial condition, including revenues, expenditures, and costs of major programs. 	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation

The Board values an annual summary of district performance to be developed and available to the public from the previous year and be presented as coming from the Board:

- **Publish:** make the “annual progress report to the public” available via print and online.
- **Data:** quantifiable and qualitative assessments summarizing student achievement towards the Board's stated Results.
- **Information:** the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the district.

Board Indicator 1: We will know we are compliant when: <ul style="list-style-type: none"> • The Annual report containing all required components is presented to the Board as evidence. 	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:

Board Comments:



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Board By-laws 150.4 and 163.1

Date: 04/08/21

Prepared by: Paru Shah

Recommended action:

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

Purpose: Board action on adopting bylaws 150.4 and 163.1

Background: The Board has been meeting virtually since March 2020. The two new bylaws provide guidance on when we would move to meeting from in person to virtual, and how we will provide opportunities for public comment in “hybrid” meetings, where the public may be participating virtually.

163.1 Public Participation in a Virtual/Hybrid Meeting

If a member of the public wishes to provide comment during a virtual or hybrid regular or special business meeting of the board, participants can either comment during the meeting, or submit a written comment to be included in the public record. Participants are asked to take the following steps in accordance with Board Bylaw 163.

- Join the virtual school board meeting following the instructions provided in BoardDocs.
- Community members who wish to speak on any topic must use the "Chat" feature in Zoom to alert the host. Notice should include community member's name, address, the name of the group represented (if any), the subject to be covered or the issue to be addressed, and the public comment time to talk (number 1, 2 or 3).
- At the time provided on the agenda for public comment, registered community members will be asked to start their personal video and the host of the meeting will enable audio to allow for full participation.
- Community members who wish to submit a written statement should send to the Board Administrative Assistant by 3pm of the school board meeting. They will be posted in Board Docs under public comment.

150.4 Virtual School Board Meetings in Emergency Situations

This policy defines procedures for calling, noticing, and conducting technology-facilitated School Board meetings that involve remote participation by Board members and/or the public's remote access to the meeting ("virtual meetings") in situations where conditions exist that make it potentially dangerous for the Board to convene in person or in the typical setting that is established for the Board's public meetings (e.g., where a number of people would be in direct proximity to one another). Examples of such dangerous conditions might include a natural disaster, a regional or national emergency, or a serious public health emergency as defined or declared by authorized public health officials, the state, and/or the federal government.

These procedures may be invoked for one or more meetings by a decision of the Board or, in the absence of any Board decision, upon the Board President's determination (in consultation, as needed, with the District Administrator and District legal counsel) that such dangerous conditions exist and that it is reasonably necessary and appropriate to hold one or more virtual meetings of the Board.

Modified Content for the Public Notice of a Virtual Meeting

When posting or otherwise giving public notice of a virtual Board meeting that is to occur under this policy, the District shall, in addition to all other content required by law, include the following information as part of the notice:

1. A statement that the meeting will be conducted as a virtual meeting due to an active emergency situation, meaning that multiple Board members may be participating in the meeting from remote locations through the use of communications technology and/or that public access to the meeting may be arranged through the use of technology.
2. Information that identifies how/where a member of the media or general public may access the meeting. For example, apart from any in-person attendance option that may be available, the District may provide access to the meeting via a live broadcast, via a video and/or audio streaming service, and/or via a telephone number for joining an audio conference.
3. District contact information that a person may use to identify and communicate any special needs or any requests for accommodations related to accessing the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

Conducting a Virtual Meeting of the School Board

1. Any Board members who are physically present at the posted meeting location will join the virtual meeting using the available technology platform(s). Any Board members who are not physically present at the meeting location will likewise join the meeting from their remote locations via such platform(s).
2. The presiding officer will formally convene the meeting.
 - a. The presiding officer shall confirm that all Board members who are known to have attempted to join the meeting appear to have an adequate connection to enable their participation as authorized under this policy.

- b. The presiding officer shall confirm that the planned methods for allowing public access to the meeting appear to be functioning in a manner that allows for adequate and reasonable public access under the specific circumstances.
3. Quorums for any virtual meeting that is convened under these emergency procedures will be determined by counting the total number of Board members who are participating in the meeting, including both those physically present and those attending remotely via technology. A majority of the total members of the Board shall constitute a quorum. If, at any point, fewer than a majority of the Board members are able to participate, the meeting shall end for a lack of a quorum.
4. Unless the in-person attendance of the full Board is disallowed by an order, decree, or declaration that has been issued by a governmental authority having such jurisdiction, no Board member will be prohibited from attending a meeting under this policy in person at the duly-noticed location of the meeting. As a result:
 - a. In the absence of such an order, decree, or declaration, a Board member's decision to participate in a meeting remotely via technology under this policy is considered voluntary. If, for any reason, a Board member who voluntarily attempts to participate in such a meeting from a remote location is unable to establish or maintain his/her full participation (e.g., due to unforeseen technical difficulties), the meeting may continue without such Board member's participation as long as the Board continues to maintain a quorum of fully-participating Board members.
 - b. If the in-person attendance of the full Board at the duly-noticed location of the meeting is disallowed by an order, decree, or declaration such that a Board member's participation from a remote location cannot be considered voluntary, and if any such Board member is unable to establish or maintain his/her full participation in the meeting from a remote location, the presiding officer shall call for a temporary recess in the meeting to allow the Board member a reasonable opportunity to establish or restore his/her access and participation. If the Board member's access issues cannot be adequately resolved, but the Board member also has not voluntarily withdrawn from the meeting, then the remaining members of the Board (provided that there is a quorum) shall make a determination whether or not to continue the meeting without the Board member, taking into account factors such as (1) the apparent reason(s) for the access issues; and (2) the time sensitivity and importance of any of the remaining items of business, including the feasibility of rescheduling some or all of the remaining agenda items of the meeting.
5. Board members who, under this policy, join and participate in a meeting remotely via technology may participate in open sessions of such virtual meetings to the same extent as if they were physically present, including discussing items of business and making and voting upon motions, except that Board members may not participate remotely in any evidentiary, due-process hearing, whether in open session or closed session, unless the Board affirmatively votes to permit such participation and has either (a) obtained the voluntary consent of the necessary parties to the hearing; or (b) determined, based on advice of counsel, that applicable law (including any order or decree issued to protect public health) requires the Board to allow such participation under the circumstances.
6. In the event that the Board considers a motion to convene in closed session during a virtual meeting held under this policy when either (1) a physical quorum of the Board is not present at the duly-noticed meeting location; or (2) there is an order, decree, or declaration related to the emergency that expressly prohibits the entire Board from attending the meeting in

person, the presiding officer of the meeting shall poll each member of the Board who wishes to participate in the closed session from a remote location, and each such Board member will be asked to expressly affirm that the Board member has taken appropriate precautions to safeguard the privacy and integrity of the closed session, including but not limited to precautions that would reasonably ensure that the closed session is not being recorded without the Board's permission and that no non-authorized person can hear or access the discussions or other confidential information. The members of the Board may take the response(s) to the request for such affirmations into account in determining whether to authorize or potentially postpone the closed session.

7. In the absence of technical difficulties or technical limitations specific to a particular meeting, the Board will make a recording of the open session portion(s) of the virtual meetings held under this policy. Any such recording will be made available to the public at no cost.

Additional Statements Regarding the Scope and Application of this Policy

1. This policy applies to both regular and special meetings of the Board. Minimum requirements for calling a regular or special meeting of the Board, as specified in state law, must still be satisfied in connection with meetings that are noticed and convened under this policy.
2. During meetings that involve the remote participation of any Board members, the Board will take appropriate measures to ensure accurate tallying and documentation of votes, which may include the regular use of roll call votes or other methods that clearly identify the votes of the individual Board members. No Board member who is absent from a meeting may ever vote by proxy.
3. All special voting requirements established by state law for taking particular action must still be satisfied. Such voting requirements are not affected by this policy.
4. If, at any time, the Board is made aware that the methods arranged for providing public access to a virtual meeting under this policy are not allowing adequate and reasonable public access under the specific circumstances, and if such issues cannot be remedied during a brief recess in the meeting, then the Board shall adjourn the meeting.
5. If a Board member has a concern related to the Board President's decision that a virtual meeting is reasonably necessary under this policy, or as to whether the Board should take up any particular item(s) of business at a virtual meeting, such concerns may be evaluated by the Board at the meeting via, for example, a motion to postpone some or all of the noticed agenda items for the meeting.
6. The Board authorizes the Board President to cancel any Board meeting that has been scheduled or noticed during the pendency of conditions that constitute an emergency situation under this policy (a) if necessary to comply with any mandatory decree, order, or declaration of a governmental authority, or (b) if the Board President determines that health and safety considerations related to the pending emergency situation outweigh any need for the Board to meet, such that the Board would still be able to meet any of its legal obligations (e.g., at a rescheduled meeting) and such that the interests of the District otherwise reasonably permit the cancellation of the meeting. A cancellation under this paragraph shall be effectuated by notifying all Board members and any relevant staff members of the cancellation and by withdrawing any public notice of the meeting and replacing such public notice with a notice of the cancellation (including notifying relevant media).

Legislative Advocacy Ad Hoc Workgroup

April 1, 2021

As the landscape in education politics changes, it is imperative that we make sure our voice is in the right places to advocate for students.

In order to provide all students with equitable access to excellent education, legislative advocacy is a priority. This advocacy often extends beyond the borders of Shorewood into our state and even national political arenas. We need to place an emphasis on ensuring that our voices are at the various tables where decisions are made. This will require us to keep tabs on what is happening at the local, state and national levels. Through our Board we are connected to the following groups/associations:

- Southeastern Wisconsin School Alliance (SWSA),
- Wisconsin Public Education Network (WPEN), and
- Wisconsin Association of School Boards (WASB)

As we look beyond our District to our administration and teachers, we can extend this reach to the following groups:

- Wisconsin Education Association (WEA), and
- Wisconsin Association of School District Administrators (WASDA)

We have also cultivated and need to strengthen relationships with other units of government, including our state and locally elected leaders, as well as other education advocates.

Legislative Advocacy Ad Hoc Workgroup

This workgroup will be open to all interested community stakeholders, including students, parents, community members, staff and teachers. One school board member will serve as the liaison to this group, and provide direction from the School Board on pending legislative matters at a School Board meeting.

Purpose

A foundational function of School Board members is to advocate for public education and the students and employees of the Shorewood School District. It is the responsibility of the Legislative Advocacy Committee to develop position statements and guide the School Board and community on how to positively advocate for public education on behalf of the Shorewood School District.

Responsibilities:

1. Track and stay informed of current state and national policy that will have an impact on Shorewood School District operations and governance.
2. Provide timely updates to the School Board and community on specific legislative issues that may impact the Shorewood School District.
3. Provide recommendations to the School Board on legislative issues that will require School Board approval.
4. Represent the School Board in actively advocating for the Shorewood School District contingent upon School Board approval.
5. Committee members may only advocate and/or represent the School Board on issues that have been approved, or voted on, by the School Board.
6. Organize an annual meeting between the School Board and elected state and federal representatives for the purpose of interactive two way communication.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Legislative Advocacy Ad Hoc Workgroup

Date: 04/08/21

Prepared by: Pablo Muirhead

Recommended action:

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

Purpose: Discuss launching the Legislative Advocacy Ad Hoc Workgroup

Background:

We have previously discussed launching this Workgroup. As the budget process unrolls at the state level, it is becoming urgent that we begin our work. One of the big changes you will notice is that we are no longer limiting the group to appointed members. We are going to open it to anyone and everyone interested in this work. Please read through the details below.

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A foundational function of School Board members is to advocate for public education and the students and employees of the Shorewood School District. It is the responsibility of the Legislative Advocacy Committee to develop position statements and guide the School Board and community on how to positively advocate for public education on behalf of the Shorewood School District.

Responsibilities:

1. Track and stay informed of current state and national policy that will have an impact on Shorewood School District operations and governance.
2. Provide timely updates to the School Board and community on specific legislative issues that may impact the Shorewood School District.
3. Provide recommendations to the School Board on legislative issues that will require School Board approval.
4. Represent the School Board in actively advocating for the Shorewood School District contingent upon School Board approval.
5. Members may only advocate and/or represent the School Board on issues that have been approved, or voted on, by the School Board.
6. Organize an annual meeting between the School Board and elected state and federal representatives for the purpose of interactive two way communication.



Shorewood

SCHOOL DISTRICT

Board Linkage Meeting:
Families of Students with Disabilities

March 25, 2021

6:00-7:30 PM

Celebrating Successes

Outcomes Since Last Year's Board Linkage Meeting:

- Accessible Parking at Lake Bluff
- Building Accessibility at Elementary School Entrances for All
- Renovation of Shorewood High School Special Education Room to Address Transition and Independent Living Needs







Virtual + Model:

Response to the Global Pandemic

- Focus on Health and Safety
- One year of student growth in Reading and Math
- Address the needs of ALL students
 - Designed individualized plans in collaboration with students and families (virtual and in-person or a combination of both) beginning August, 2020
 - Strong commitment from staff from beginning of school year (many special education teachers and aides have been working in-person since the start of the school year to address the needs of your children)
 - Growth from Fall to Winter on Universal Assessment
 - 63% of students with disabilities on track to make typical or aggressive growth in reading by the end of the school year compared to 60% of students without disabilities.
 - 56% of students with disabilities on track to make typical or aggressive growth in math by the end of the school year compared to 60% of students without disabilities.
 - We are on-target with national norms where it is expected that 60% or more of our students are expected to make typical or aggressive growth by the Winter assessment.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Linkage - Families of Students with Disabilities

Date: 03/25/21

Prepared by: Hilary Deblois and Paru Shah

In attendance:

Pablo Muirhead

Clarke Warren

Emily Berry

Julie Harris

Bryan Davis

Recommended action:

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

Purpose: Provide an overview/summary of the Linkage

Background:

Hilary and Paru began the meeting with a brief review of the progress made from our last linkage with families of students with disabilities. In particular, the facilities work that directly address accessibility and the HS apartment. We also discussed the “plus” activities that the Spec Ed staff have been involved in over the past year.

Julie Harris, Director of Pupil Services, provided a comprehensive overview of the work she has embarked on over the past two years related to our process to address the Department of Justice’s report finding the district in violation of overidentification of African American students for Spec Ed. These included development of a continuous

improvement plan, culturally-relevant practices (via ICS), response-to-intervention (RTI) practices, and the hiring of an equitable multi-level system of support staff person.

She also detailed how personnel decisions are made for Spec. Ed students, focusing on needs of students rather than a number.

Parent questions and comments included budget priorities, pros and cons for students this year and requests to continue the conversation through community engagement efforts.



SCHOOL DISTRICT OF SHOREWOOD
Virtual Board Meeting Minutes
March 23, 2021

Board Member Participation: Paru Shah, President
Hilary DeBlois, Vice President
Pablo Muirhead, Treasurer
Emily Berry, Clerk
Clarke Warren, Member at Large
Sadie Cumberbatch, Student Representative
Alexis Hu, Student Representative
Jack Stuhlmacher, Student Representative

District Staff Participation: Bryan Davis, Superintendent
Sam Coleman, Director of Curriculum and Instruction
Roger Dickson, Interim Director of Business Services
Jessica Mohagen, SHS Art Department Chair

I. 7:02 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Clarke Warren and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

II. 7:05 pm STUDENT ACHIEVEMENT and RESULTS

Shorewood High School Scholastic Art Competition Award Winners: Shannon Carlson, Hiwot Schutz, Melody Frias Villarreal and Henry Zhang, and Jessica Mohagen, SHS Art Department Chair

III. 7:28 pm PUBLIC COMMENTS

Julie Wernke	4452 North Ardmore
Megan Peccarelli	4310 North Ardmore
Traci Clark	4144 North Larkin

IV. 7:33 pm BOARD BUSINESS AND BOARD ACTION

A. Motion to Approve the 2021-2022 Calendar Committee Recommendation

MOVED BY Pablo Muirhead and SECONDED by Emily Berry

Vote to Call the Question AYE: 5 NAY: 0

Vote to Approve Committee Recommendation (Calendar A) AYE: 5 NAY: 0

B. Community Linkage Reports

C. Changes to OE7: Communication with the Public

D. Future In-Person Board Meetings

V. 9:37 pm BOARD CONSENT AGENDA

A. Motion to Approve the March 9 Board Meeting minutes

MOVED by Emily Berry and SECONDED by Clarke Warren AYE: 5 NAY: 0

VI. 9:38 pm BOARD MEMBER REPORTS

A. Recreation Department Board Notes

B. SWSA Report

C. Governance, Diversity Workgroup and Facilities Updates

D. Community-Based Finance Committee

VII. 10:05 pm PUBLIC COMMENT #2

Julie Wernke

Kim Robinson

Ann Conry

4452 North Ardmore

4427 North Farwell

2614 East Newton

VIII. 10:17 pm SUPERINTENDENT'S REPORT

IV. 10:24 pm SUPERINTENDENT'S COSENT AGENDA

Motion to Approve the Monthly Financial Reports and Leaves of Absence Requests & Resignations

MOVED by Emily Berry and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

IX. 10:26 pm PUBLIC COMMENT #3

X. 10:27 pm REVIEW OF 'TO DO' ITEMS

Technology needs for future Board Meetings

OE-7 and Bylaws changes for Board approval

District website assessment

XI. 10:28 pm FUTURE AGENDA ITEMS

Summer School Update

ICS Framework and five-year plan

XII. 10:42 pm RECESS AND DEBRIEF



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: April 13, 2021

Prepared by: Bryan Davis

Board Action:

X Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose:

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

Learning Model Updates

With all schools now offering in-person instruction, I want to reiterate that the District plans to offer full-time (five day) in-person instruction *at all grade levels* in fall 2021, with a remote learning option, in line with public health and education policy directives.

Shorewood Intermediate School and Shorewood High School began in-person learning on Monday, April 12; approximately 79% of high school students and 81% of intermediate school students are attending school in person four days per week. Wednesdays will continue to be asynchronous for all students in these grades only through the remainder of this year.

As of March 26, 53% of District faculty and staff reported that they were partially or fully vaccinated for COVID-19. Furnishing this information is voluntary, so the actual number may be considerably higher. Vaccinated teachers do not need to quarantine, which reduces classroom staffing concerns in the event that these protocols are needed in the months ahead. The District Nurse and Human Resources will continue to track staff vaccination status, public health guidance and policy changes for school personnel that might impact staffing for District operations.

With many District staff members scheduled for their second dose a few days before Spring Break, the District implemented its contingency plan, which included parent notification in a March 22 letter to families and classroom coverage assignments at each school. We did need to call on internal resources because of the ongoing, area-wide shortage of substitute teachers, but did not need to move any students to remote learning.

Finally, as I reported previously, Balance Technologies, Inc., a certified contractor performed an independent assessment of ventilation and filtration in all District schools earlier this year. They submitted their final reports last week, and details were shared with staff this week. Our classrooms in all four buildings have ventilation and filtration support in place that has maximized our systems outside air intake and provided portable air filtration where needed. Our facilities department will work with our contractors on balancing any ventilation systems that need adjusting to make our systems even more effective.

Facilities Updates

Our referendum projects partners - Huffman Facility Development, Miron Construction and others - provided important support in implementing ventilation and filtration improvement plans and other COVID-19 mitigation strategies this year. Construction and renovation projects at the elementary schools stayed on schedule, even with these complications and the increase in students in the buildings. This is a credit to Tammy, Nate, our construction crews, our teachers and support staff - and to families - for continuing to work together to identify and address issues and needs.

As the Board meets in person for the first time in many months, I am also pleased to report that the Shorewood High School addition is set to be completed at the end of April; new High School and Superintendent's offices will be ready to use on May 6. Counseling and other District staff will be working from the second floor library through November, while the first floor of the High School is renovated. All administrative staff should be moved into their new space by the end of November or early December, making the SHS Library available for in person Board meetings in January 2022.

Student Assessments and Summer School

Following recent Board meeting discussions and feedback from parents, Director of Curriculum and Instruction Sam Coleman and our Elementary Principals reflected on our elementary report cards and will be providing supplementary communications to support parents in May in preparation for the end of the school year.

A make-up ACT was offered to students in March, and Fastbridge, Forward, Aspire and Advanced Placement testing will be conducted over the next several weeks. Families will receive communications about specific student testing as the dates approach. Recent communications included [notification](#) to 10th grade families about Aspire testing and a District-wide communication about the 2021 School Perceptions Survey process; [additional details](#) about School Perceptions Student Survey content can also be found on the District website.

Given the year's unique dynamics, the District will increase 2021 summer school enrollment by approximately 20%. As in past years, students with academic needs, or who are receiving specialized services, will be given priority.

Classroom evaluations and teacher recommendations will guide the identification of additional students eligible for summer school enrollment, and faculty have received the information needed for inviting students to summer school. Outreach to parents will begin next week and registration for summer school will be open April 26 through May 14 through Infinite Campus. Summer School will be offered in-person, with a remote learning option, from 8 am to 12 pm, Monday - Thursday, June 21-July 29 (23 days). In-person students will attend summer school classes at Shorewood Intermediate School.

SHS will provide summer credit recovery opportunities to identified students and a GED test (GEDO#2) will also be available to high school students so they can earn a regular diploma. Tim Kenney, Joe Patek and Sam Coleman will be working with Roger Dickson to align this summer school programming with ESSER funding available to address learning loss.

Staffing

School principals are developing their staffing plans for the next school year and working with Human Resources to provide contract non-renewal notices to a small number (four) of employees who were on one year contracts for 2020-2021. This type of non-renewal is part of a standard legal process that is conducted annually. The initial notice of non-renewal is completed by April 30th and the final notice of non-renewal is completed by May 15th. Principals and HR are also working on recruitment needs that are the result of retirements, resignations and leave of absence requests. Human Resource Manager Kim Salem conducts exit interviews with staff leaving the District, and these will help us identify staff's reasons for leaving. Additional analysis of 2020-2021 staff turnover is being completed and will include comparisons to prior years and peer districts.

Recruitment for school and district leadership positions are progressing, and seven candidates were interviewed for the Director of Business Services position. I intend to have a recommended candidate to the School Board on May 11.

District Enrollment

District administrators have contacted resident families who enrolled 127 students in other area schools this year to discuss their plans for 2021-2022. To date, 39% of these students will return to the District next year; 12% do not plan to return in the fall. Families of the remaining students whose plans are unknown or undecided will be contacted again.

The majority of withdrawn students are in the elementary grades, and we have listened closely to all parents' comments, reflecting frustration with the District's decisions to begin and continue in virtual learning, disappointment in Virtual + experiences and concerns about student growth and grade-level achievement. The concern that parents across all grade levels have in common is lack of confidence that the District will maintain in-person learning in the

event of virus surges. With experience gained over the past year, the District is prepared to operate at the highest capacity that public health conditions will allow.

There are family, grade level and school transitions involved in these decisions as well. For example, a few students will continue for one more year at St. Roberts, avoiding a school change before moving on to 9th grade at Shorewood High School. Finally, resident families who have withdrawn students from the District no longer receive emails and other updates, etc., and several we contacted were unclear about our plans to fall 2021. We confirmed our plans to start full in-person five days a week at the beginning of next school year. We have begun exploring ways to reestablish contact with these families and to make sure we are engaging new residents with school-age children through District communications tools.

New resident enrollments for 2021-2022 currently total 34 students, with 29 of these in the elementary grades. The Open Enrollment application period ends on April 30, and current applications far exceed the number of seats available. We will review opportunities to open additional seats in select grades as Open Enrollment students are registered.

COVID-19 Funding Updates

As the District has received more information about Elementary and Secondary School Emergency Relief (ESSER) funds, Interim Director of Business Services Roger Dickson has been developing policies and procedures that will govern the management of these resources, and recent and upcoming meetings with District and school leaders will help determine our funding priorities. The Directors of Curriculum & Instruction, Special Education/Pupil Services, Recreation and Facilities will be responsible for implementing spending plans, needed financial reporting and other coordination. I will be sharing more information about the use of relief funds and their impact in the coming weeks.

We also discussed ESSER funding with the SEED Foundation. As we evaluate opportunities and challenges beyond the pandemic, and strategic planning work, community-based fundraising must remain a priority. The Foundation has received information about our funding needs for its Annual Campaign, and will let us know next steps at a meeting on April 26. The Foundation's 2021 Grants cycle is underway, and proposals from District faculty and staff are due on April 23.

ICS Update

Finally, I want to provide both an overview of our ICS work, which is a strategic planning priority, and a current status report.

[ICS for Equity](#) provides both a structure and a disciplined process to examine and eliminate inequities - race, ethnicity, social class, ability, gender, and sexual/gender identity, as well as how they intersect - in education systems. Founded by Dr. Colleen Capper and Dr. Elise Frattura, and based on 45 years of research, ICS for Equity offers the only systems-oriented approach to equity work.

Last summer, Shorewood School District staff and School Board members participated in a 21-hour Integrated Comprehensive Systems for Equity Virtual institute to prepare for implementation in the District during the 2020-2021 school year. Since then, our school leadership teams have been immersed in this training, working weekly through modules that address marginalization, asset-based vs. deficit-based language and identity development. Dr. Capper and Dr. Frattura also provided two 90-minute coaching sessions to each school leadership team to answer questions, provide feedback, and plan next steps. ICS training is also being conducted at the District level, with monthly training on the agenda of the Administrative Council.

District and school leadership teams will continue to move through the modules to build our collective capacity to disrupt and dismantle systems within our schools that marginalize individuals. Engagement is key to maximizing training and the pace of integrating this work into our systems and District culture. Our priority throughout this year has been to raise awareness of our equity issues and energize and motivate faculty and staff to help move this critical process forward.

District staff and School Board members will attend a second summer institute, July 6-7, 2021 to prepare for the second phase of our internal equity work, which includes developing teams that will support deeper, long-term planning to ensure we are meeting the needs of *all* students. School Board members will also work with Dr. Capper and Dr. Frattura separately to continue their work with ICS.

The community-facing aspects of our ICS for Equity work began on March 18, with the first of four Equity Ally Academy events. During the first session, Dr. Capper and Dr. Frattura lead nearly 50 participants through a history of marginalization in schools, discussed how education impacts societal inequities and examined how programs, though well-intended, have actually created persistent and consistent inequities. This two-and-a-half hour session provided participants with a baseline understanding of the framework ICS provides to support eliminating the inequities in the District. Three additional Equity Ally Academy sessions will be held before the end of the school year, focusing on:

- Learning how to support the District's efforts with ICS;
- Building personal capacity to address these goals; and
- Learning how to apply the ICS for Equity framework and process in other settings.

I look forward to providing additional updates, and sharing opportunities for community members to get involved, as our work progresses.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Resignation

Date: April 13, 2021

Prepared by: Bryan Davis

Recommended action: ___ Information only

___ Presentation/discussion

___ Discussion/action by committee

X Discussion/action by board of education

___ Presentation/action next meeting

Recommendation(s): Approval

Purpose: Resignation

Background: Nate Schultz, Principal at Atwater Elementary, will resign at the end of the school year from his position. Nate is moving out of state and will continue to work in the field of education. His position has been posted on WECAN. We expect to have someone in place by July 1st.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL DISTRICT SCHOOL BOARD

Topic: Donation from Shorewood Alumnus John Nickoll, Class of '53

Date: April 6, 2021

Prepared by: Advancement Office

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

Recommendation(s):

The Shorewood leadership team recommends approval of a \$30,000 donation from Shorewood alumnus John Nickoll ('53) to support Expeditionary Learning.

Purpose:

John Nickoll, a 1953 Shorewood High School alumnus and recipient of the Shorewood Tradition of Excellence Award, has donated \$30,000 to the Shorewood School District to support Expeditionary Learning.

Background:

John Nickoll ('53) attended Shorewood High School, where he participated in sports, was conference champion in golf, and worked on the staff of both Ripples and the Copperdome. He graduated with honors from Brown University and obtained a law degree from the University of Michigan. His early work in finance led him to co-found the Foothill Group, Inc., a finance and asset management group that is now a subsidiary of Wells Fargo. Shorewood High School's John F. Nickoll Stadium was named after him, and he gave a generous donation to support the construction of the facility. He is a proud alumnus and supporter of Shorewood Schools.

The Shorewood leadership team requests that the Board approve this donation of \$30,000 to help support Expeditionary Learning in the Shorewood School District.