

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD  
Shorewood, Wisconsin  
April 12, 2022 AGENDA

SCHOOL BOARD MEETING  
7:00 PM  
**Shorewood High School Library Media Center (LMC)**  
**1701 East Capitol Drive**  
**Shorewood, WI 53211**

**Community members may attend the School Board meeting in person; masks are recommended, but optional.**

Parking is available in the Shorewood High School lot; please enter through the new Administration Building doors and take the west stairs up to the second floor. An elevator can be accessed from the hall adjacent to the east stairs, if needed.

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic, attendees can use the alternative method of access that the District is providing on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

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

The Shorewood School District does not discriminate on the basis of sex, race, color, national origin, religion, age, sexual orientation, creed, ancestry, pregnancy, marital or parental status, gender identity or expression, veteran status, physical, mental, emotional or learning disability, or any other legally protected status in its educational programs, activities, or employment with the District. The District also provides equal access to the Boy Scouts and other designated youth groups. The following designee handles inquiries regarding non-discrimination policies: Director of Human Resources, Title IX Coordinator and Compliance Officer, 1701 E. Capitol Drive, Shorewood, WI 53211, 414-961-2854, humanresources@shorewood.k12.wi.us.

**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)**

**Shorewood High School Collaboration with the League of Women Voters** Renee Glembin

**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. Facilities Projects Updates Mike Huffman 3
- B. 2022-2023 Budget Development Discussion JoAnn Sternke and Heather Heaviland 13
- C. Board Governance

- 1. Spring 2022 School Board Election Results
- 2. Key Communicators Group Update
- 3. Community-Based Finance Committee Reports 35
- 4. Community Linkage Meetings Update 45
- 5. Student Representative Applications 2022-2023

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

- A. Approval of Board Meeting Minutes 47
- March 15, 2022 Regular Meeting

**VI. 8:35 pm BOARD MEMBER REPORTS 49**

School Integration in Metropolitan Milwaukee

**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 51**

**IX. 9:20 pm SUPERINTENDENT'S CONSENT AGENDA**

- A. Appointment of Nicole McDowell, Director of Special Education and Pupil Services 55

**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

4/2022

3

Mike Huffman, HFD

Your Partner in  
Development

## Construction Progress

### High School

- Minimal work is ongoing in the Powerhouse.

### Intermediate School

- Phase I construction is complete, and rooms have been turned back over for use.
- Phase II rooms have been emptied, asbestos abatement and demolition has been accomplished, and construction work is underway.
- See phasing diagrams at end of report.

## Project Administration

### FF&E

- Furniture delivery has now been scheduled for select areas of SIS in July and August
- Furniture is being ordered for the staff lounge at SHS to be delivered before next school year

### Construction

- A coordination meeting will be conducted on 4/12 to plan for summer work at the High School campus buildings.
- HVAC system operation, related to boiler operation during summer re-heat conditions, at the HS campus, Lake Bluff and Atwater has been reviewed and design direction has been issued, and Miron has finalizing pricing for specified modifications. These costs will be presented during the board meeting.
- Additional work scope previously described for SIS has now been issued for construction.

## Budget and Bid Updates

In previous reports I have described change orders 1-58 that have been executed. We have now executed the following change orders:

Change Order 59: \$76,035.38 – In-contract contingency funds have been increased for the Arena/Pool building accounting

Change Order 60: (\$76,035.38) – In-contract contingency funds have been decreased for the Arts & Sciences building accounting

## Project Update Photos – SIS



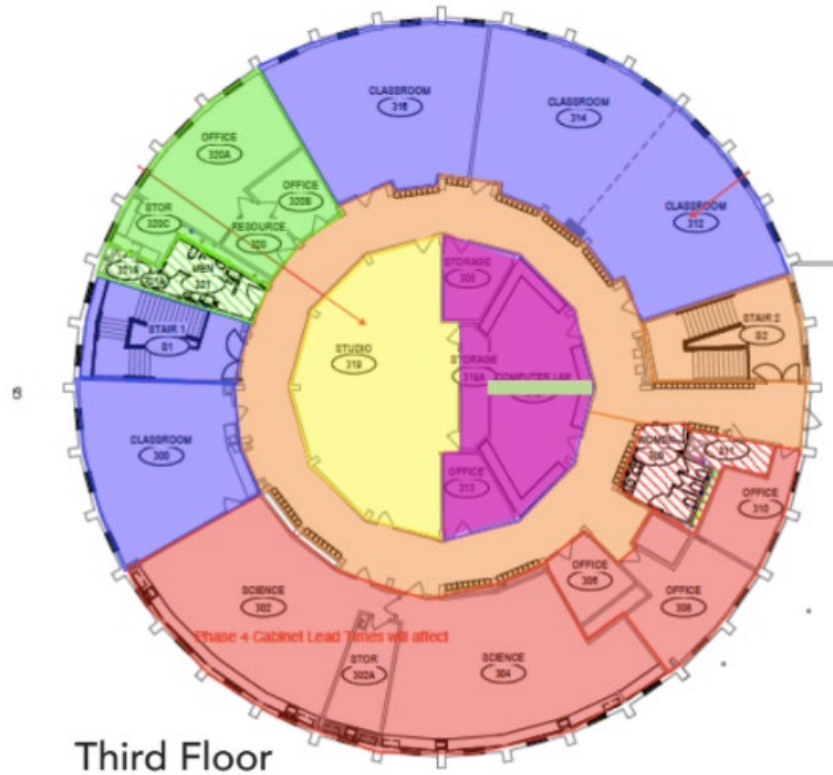
Phase II renovations throughout multiple classrooms are in full swing.

## Project Update Photos – SIS



Phase II renovations throughout multiple classrooms are in full swing.

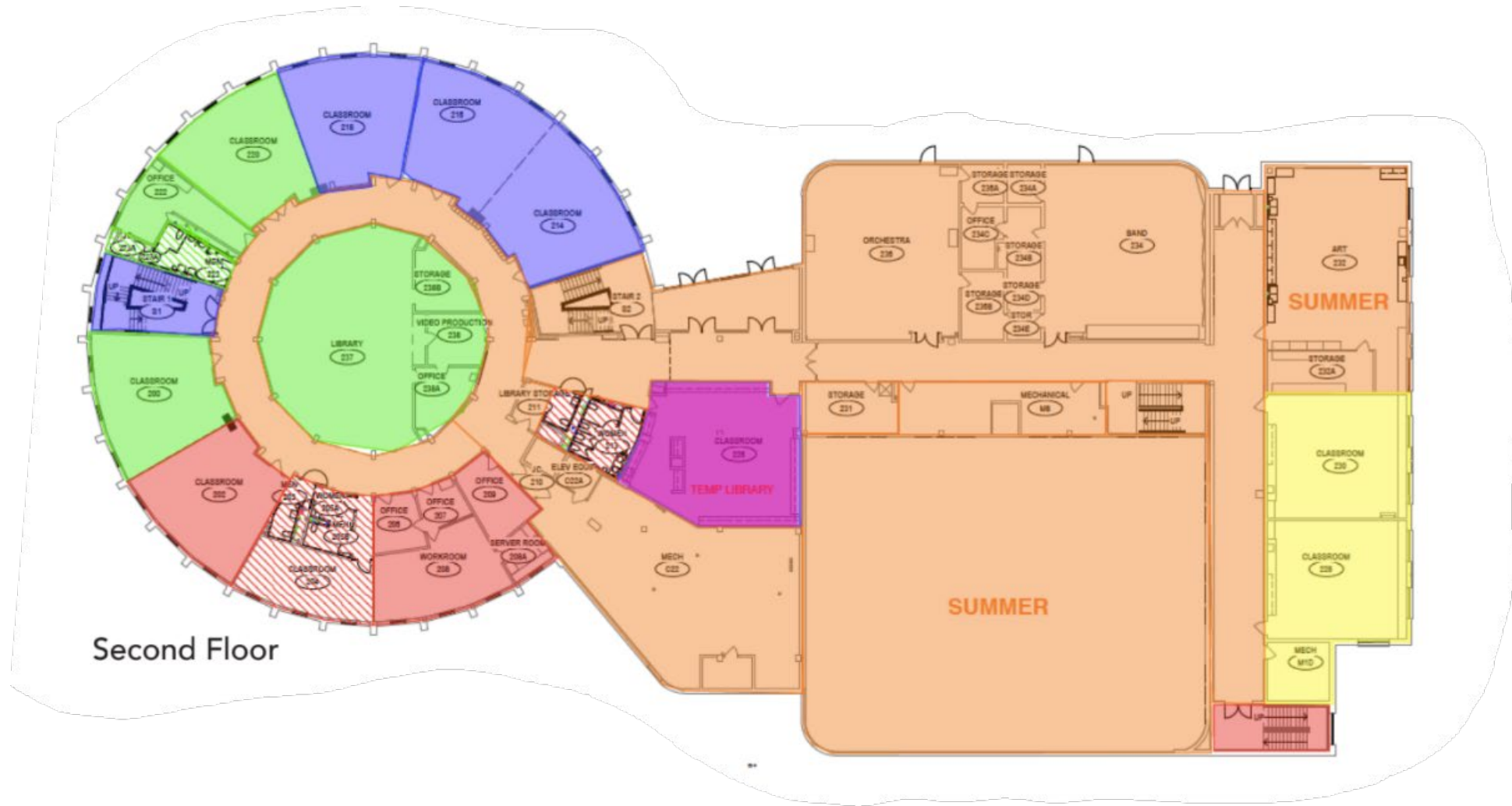
# Huffman Facility Development, Inc.



## Construction Phases as of 12/15/21

PHASE 1:	320, 222, 220, LMC, 200, 110, 118, Boys' restrooms, temporary partition in 318 Lab
PHASE 2:	316, 314, 312, 300, 218, 216, 214, stairway 1
PHASE 3:	302, 304, 306, 308, 310, 202, 204, 206, 208, 210, stairway 4, Girls' & 2nd floor faculty restrooms
PHASE 4:	319 Studio, 230, 228, 112, 109 Choir
SUMMER:	Corridors, 232 Art, 236, 234, Commons, Office, Lounge, Gym, stairways 2 & 3
PHASE 5:	Locker rooms, 116 Health office
PHASE 6:	318 Lab, 226, 120, 114B storage

# Huffman Facility Development, Inc.





Huffman Facility Development, Inc.

Shorewood School District Referendum Projects  
 BUDGET SUMMARY  
 04/07/22

DESCRIPTION	BUDGET	FINAL PROJECTED COST	PAYMENTS TO DATE	% Complete
Pre-Development	44,588	39,588	39,588	100.00%
Professional Services <i>Design, Project Mgmt, Legal, Quality Testing</i>	4,381,730	4,718,360	4,448,742	94.29%
Owner Provided Equipment	2,440,000	1,970,000	1,080,223	54.83%
Construction	52,026,821	57,168,146	44,873,824	78.49%
Other Project Expense	505,000	1,055,000	569,887	54.02%
Additional Funding Sources	0	(1,081,000)	0	0.00%
Owner Contingency	5,601,862	1,129,907	0	0.00%
<b>TOTAL</b>	65,000,000	65,000,000	51,012,263	78.48%
<b>FINAL PROJECTED COST</b>		<u>65,000,000.00</u>		
<b>Balance - Under / (Over)</b>		<u><u>0.00</u></u>		



## EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

**Topic:** FY23 Budget Balancing Strategies  
**Date:** April 12, 2022  
**Prepared by:** Heather Heaviland

**Recommended action:**

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

**Purpose:**

To share and obtain feedback on proposed strategies to balance the Shorewood School District operating budget for both the 2022-2023 and future school years.

**Background:**

On March 15, 2022, the District shared operating projections that showed, based on a defined set of assumptions, that the District will face sizable operating deficits over the next five years. In order to develop a plan to prevent these potential deficits, the District has engaged in multiple activities, including:

- A school and community survey which asked staff and residents questions about their priorities and offered the opportunity for stakeholders to share ideas for budget containment.
- Eight staff and community meetings to present high-level budget data and engage stakeholders in a discussion of budget data and strategic priorities in addition to monthly SEA meetings.
- Detailed review of operational model and identification of opportunities to reduce expenditures.

- Review of strategic priorities to ensure that our mission is our focus throughout the process.

### **Budget Balancing Strategies:**

Using this information, the District has developed a set of budget balancing strategies. We envision a 3-stage process to balance both the budget for the upcoming fiscal year, as well as in future years. The 3 stages are as follows:

**Near Term (22-23):** These are strategies we will implement in the upcoming budget year. These strategies are built off the goal of making changes to our operating model that reflect our current student population and that can be implemented in the near-term.

**Mid-Term (1-5 yrs):** Mid-term strategies require a longer time period to implement and see impact and/or results in comparison to near-term strategies, which have immediate impact.

**Long-Term (5+ yrs):** Our goal for the long-term is to reach a state of stability, having implemented near and mid-term strategies.

### ***Near-Term Strategy Details:***

For the 22-23 school year, the District proposes 4 buckets of strategies:

- Competitive compensation
  - The District proposes keeping the 4.7% increase in base wages that was included in the March 15th assumptions. While a typical strategy to contain a budget deficit would be to minimize or eliminate increases, we are prioritizing salaries in our budget strategies based on labor market pressure and feedback from stakeholders that believe this should be a high priority. The 4.7% is inclusive of all changes to salaries and salary schedules. Within the teacher schedule, 4.7% could fund a full step, lane changes similar in magnitude to the lane changes in 21-22, and a 2-3% increase to each cell of the schedule. The specific percentage is dependent on the total salary amount that is carried into the 22-23 school year after retirements and other staff changes and will be determined with SEA input. Salary schedules for other employee classes will be treated in the same manner, with the 4.7% funding combination of step increases and percentage increases.
  - **Budget Impact: Up to +\$1.16M.** Compensation changes, including salary and benefits, represent \$1.16M in additional expense for the 22-23 school year, prior to making other changes.
- Operational efficiencies
  - The District is working with each individual school and department to reduce spending for next year compared to the current year.



- Increase our advocacy for adequate state funding.
- Identify/implement additional efficiencies. Some changes require a longer time period to plan for, if they are to be implemented smoothly. For example, the rising cost of health insurance is an area that we need to strategize around. In order to do this, we will need to work with experts in the field to develop possible strategies, evaluate their impact, and, once implemented, it may take a period of years before the benefits are realized, depending on the nature of the change.
- Stabilize our revenue through consideration of an operating referendum. Our tax levy is currently projected to decline while costs are expected to rise. Absorbing these changes would likely require the District to make deep cuts that would limit student opportunities and our ability to function effectively. Administration proposes the Board consider requesting additional funding from the community in order to maintain programming. Districts across the state are pursuing this option and 4 of our neighboring North Shore Districts currently rely on these funds to maintain their competitive programming. With the Board's support, the District will prepare additional details outlining the specific request and its fiscal impact for both the village and community members.

***Long-Term Strategy Details:***

By the end of the mid-term phase, the District's goal is to have a plan in place to continue offering a high-quality education to all of our students, while maintaining financial sustainability. Within the next five years, the District expects to have a much clearer sightline into future enrollment as well as our operational needs, having maximized opportunities for efficiency. In addition, the District hopes to see the results of work that is beginning now to ensure that we are fully leveraging all funding sources. While we expect that state funds and the property tax levy will continue to be our largest revenue sources by a large percentage, we are currently working with partners such as the SEED Foundation to align resources and priorities for maximal impact.

The District looks forward to receiving feedback from the board on these proposed balancing strategies. Following the April 12th Board meeting, the District will be working to prepare a budget for review in May.



**Shorewood**  
SCHOOL DISTRICT

# FY23 Budget Balancing Strategies

17

April 12, 2022

Heather Heaviland  
Director of Business Services

# Content Outline

- Goals for today
- 3-Stage Budget Management Process
- FY23 Strategies
- Next Steps



# Goals for Today

- Propose platform of action to ensure *both* student success and financial health into the future
- Define specific strategies for short-term budget containment (elimination of \$1.7M deficit)
- Obtain feedback on FY23 strategies in order to prepare a concrete budget proposal for the May meeting

19



# 3-Stages of Budget Management

20



## Near-Term (22-23)

### Sensible Changes/Competitive Compensation:

- Compensation increase
- Operational efficiencies
- Workforce realignment
- Leverage ESSER/Maintain general fund

## Mid-Term (1-5 Yrs)

### Containment + Preservation of Quality

- Amp up marketing to increase enrollment
- Advocate for state funding
- Identify/implement additional efficiencies
- Operating referendum to preserve the traditions that have made SSD successful

## Long-Term (5+ years)

### Stabilization:

- Diversify funding sources
- Evaluate impact of mid-term strategies and make additional adjustments as needed for long-term health

21



# Near-Term (22-23)

## Competitive Compensation

- 4.7% increase to base wages inclusive of all changes to salaries and salary schedules for all employee groups
  - 4.7% added to the teacher salary schedule will fully fund a full-step, lane changes, and an additional 2-3% on all cells on the salary matrix

## Operational Efficiencies

- \$320K targeted decrease in department and school budgets
  - Approximately 1/3rd targeted to come from contracts/consultants.

22



# Near-Term (22-23), cont.

## Workforce Realignment

- Re-evaluation of staffing needs based on current student population and needs
  - Projected \$90K in savings from reductions in 'overloads'
  - Projected \$975K savings through FTE reductions across schools and administration

23

## Leverage ESSER/Maintain General Fund

- Remaining gap to be funded through ESSER in order to maintain the general fund for future needs



# Mid-Term (2-5 Years)

Marketing: Increase efforts to attract and retain enrollment

Additional Efficiencies: Plan and implement “medium-hanging fruit” changes that require more time to implement without negatively impacting students

Operating Referendum:

- Our tax levy is currently projected to decrease
- We will not be able to maintain the traditions that make our District successful and special with decreasing revenue
- Districts like Nicolet, Fox Point, Glendale and Maple Dale all rely on these referenda
- 46 school districts asked for additional operating funds on the 4/5 ballot

24



# Long-Term (5+ Years)

## Goals:

- Hit the 5-year mark having done the work to maximize opportunities to operate more efficiently and leverage additional funding sources to off-set needs.



# Next Steps: Dr. Sternke

1. Challenging - Not Insurmountable
2. Budget Balancing Strategies...A Bit More Detail
3. Processes That Will Serve Us Well
4. Timeline - Next Steps

26

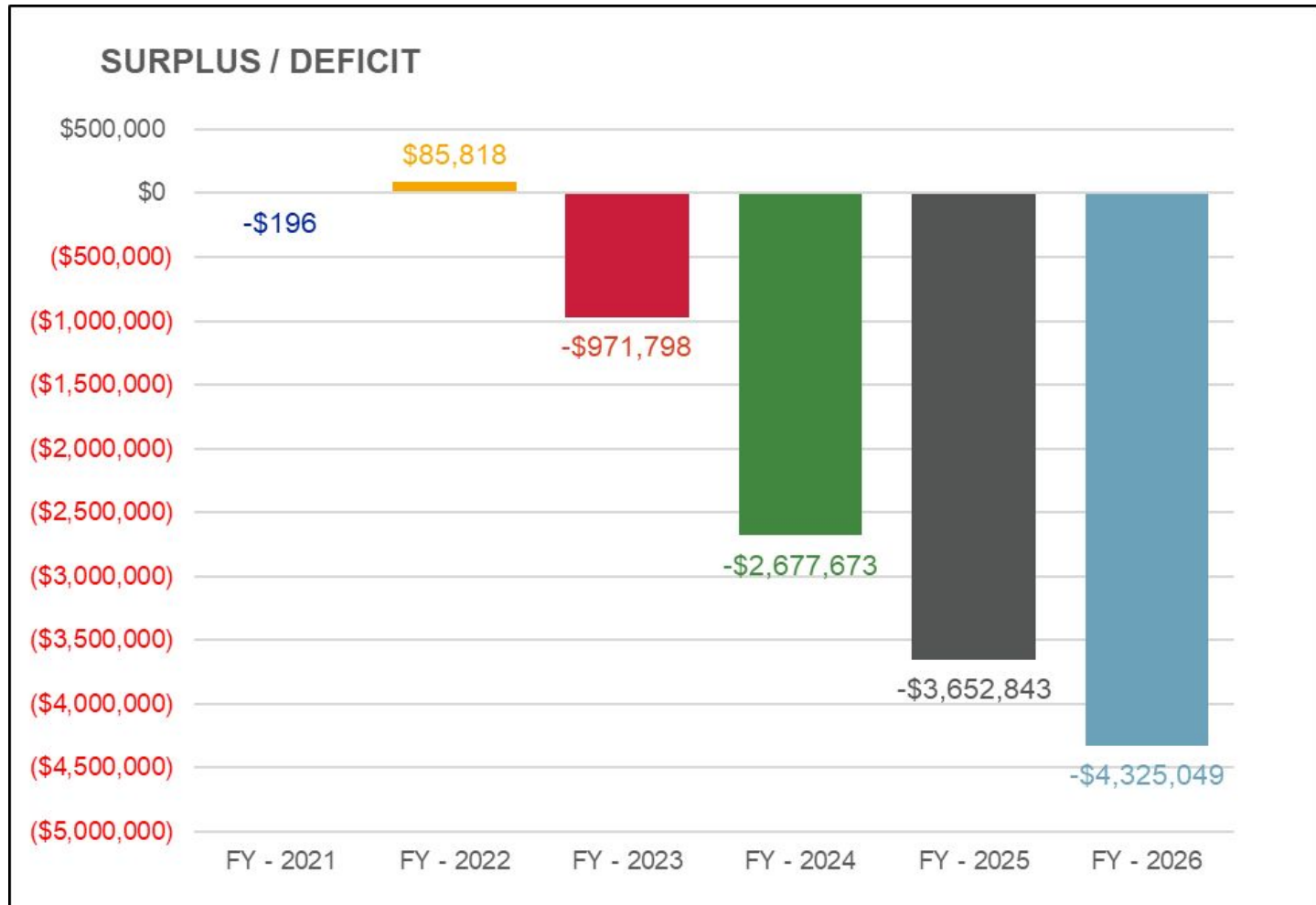


# Why Must We Face This Fiscal Challenge?

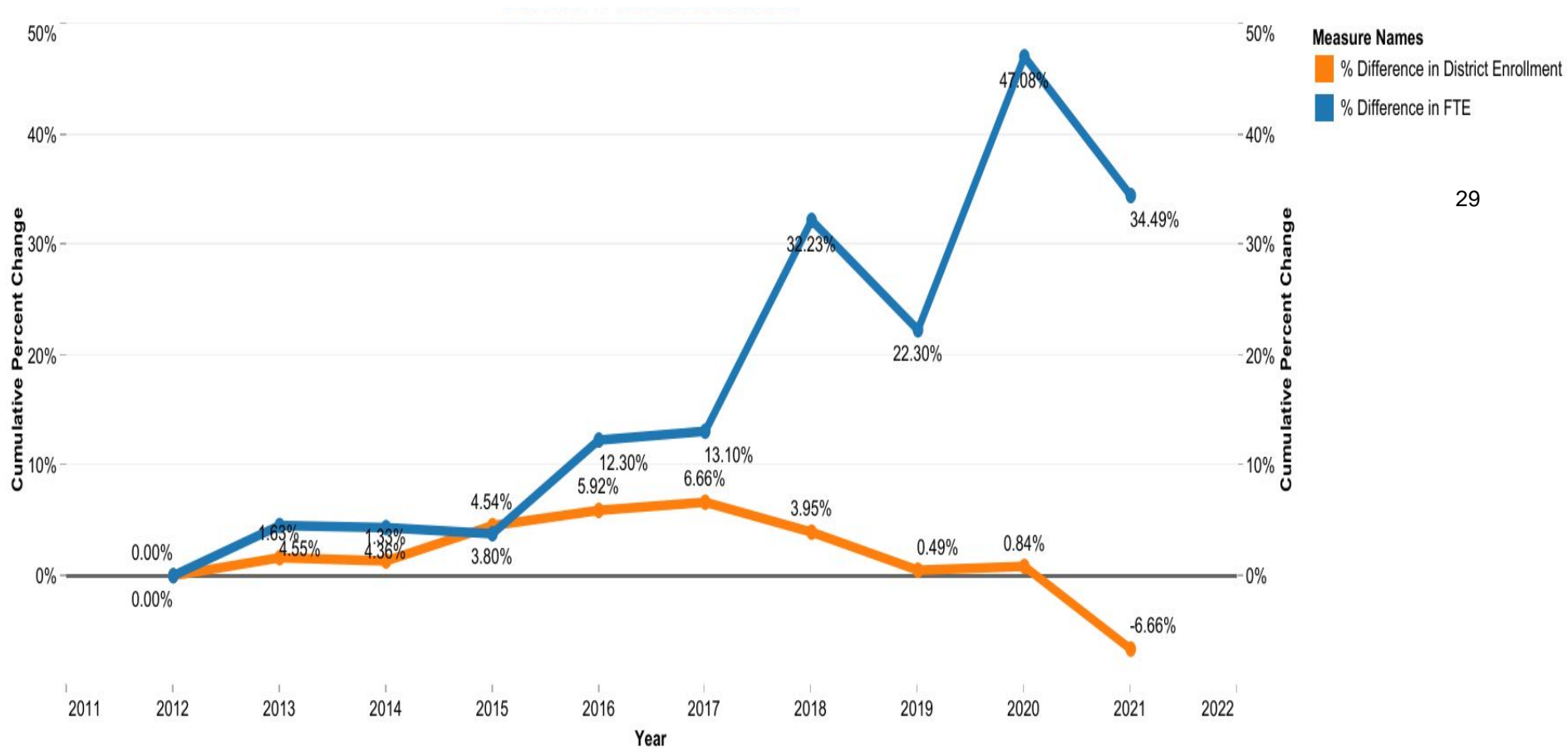
27



# Budget Assumptions Presented Last Year on 3/16/21 Show a Decline in Available Resources



# Enrollment Trending Downward Total Staffing Trending Upward



Facing This Fiscal Challenge Won't Be Easy  
But....

We Have Guiding Principles  
&  
We Have Processes  
to Guide Us

30



# Budget Balancing Strategies

Begin with Careful Review of our Priorities, Feedback & Learning Outcomes

Key Areas of Focus	Commentary
Operational Efficiencies	<ul style="list-style-type: none"><li>● Reduce Consultants/Contracts</li><li>● “Belt Tightening” in Operational Budgets</li></ul>
Leveraging ESSER	<ul style="list-style-type: none"><li>● Be grateful we have ESSER funds to lean into to fund some priorities</li></ul>
<p>Workforce Realignment</p> <p><i>Staffing is 83% of our budget - this must be carefully analyzed</i></p>	<ul style="list-style-type: none"><li>● Look at All Employee Groups</li><li>● Carefully Consider Overloads &amp; Refilling Retirements</li><li>● Limit additional positions and realign for efficiency wherever possible</li><li>● Use Class Size Guidelines Policy to guide classroom staffing decisions</li></ul>

31



# School District of Shorewood

## Class Size Guidelines

Grade	Range	Goal	Staffing
<b>4K*</b>	<b>1-14</b>	<b>14</b>	<b>.5 Teacher</b>
	<b>15-22</b>	<b>18</b>	<b>.5 Teacher .5 Aide</b>
<b>5K*</b>	<b>1-22</b>	<b>20</b>	<b>1.0 Teacher</b>
	<b>23-25</b>	<b>24</b>	<b>1.0 Teacher 1.0 Aide</b>
<b>1</b>	<b>1-23</b>	<b>22</b>	<b>1.0 Teacher</b>
<b>2-3</b>	<b>19-25</b>	<b>23</b>	<b>1.0 Teacher</b>
<b>4-6</b>	<b>1-27</b>	<b>25</b>	<b>1.0 Teacher</b>
<b>7-8</b>	<b>1-30</b>	<b>27</b>	<b>1.0 Teacher</b>
<b>9**</b>	<b>18-31</b>	<b>25</b>	<b>1.0 Teacher</b>
<b>10-12</b>	<b>27-32</b>	<b>28</b>	<b>1.0 Teacher</b>



# Next Steps: A Rough Timeline

Date	Action
<b>By April 28</b>	<b>Workforce Realignment Completed &amp; Staff Notifications - Board Action to be taken on any possible Staff Reductions in Force</b>
<b>May 24</b>	<b>Preliminary Budget for Board Discussion</b>
<b>June 14</b>	<b>Preliminary Budget for Board Adoption</b>



*“...Life sets us a challenge to test our courage and willingness to change.”*

34

Paulo Coelho



Community-Based Finance Committee  
Closing Report to Shorewood School Board  
April 12, 2022

Emily Berry, School Board member and Committee Chair

## **Background**

The School Board authorized the Community-Based Finance Committee February 9, 2021. The committee's [charter statement](#) includes the rationale, purpose and limitations to its work. Board members Clarke Warren and Emily Berry co-chaired the group, beginning with an open invitation for interested applicants to serve on the board. Applicants were a diverse, talented group with a range of backgrounds and experience. Five voting members and four non-voting members were named to the committee.

After April 2021 when Mr. Warren left the board, Board Vice-President Hilary DeBlois served as co-chair.

Over time, multiple members withdrew due to competing professional demands and personal commitments, leaving a small group of consistent attendees to finish the committee's work.

## **Committee Work**

The committee met monthly for one hour, and convened virtually for the most part - just one meeting was optionally in-person at the high school. Meetings March-June 2021 focused on offering members an overview of public school financing. Video of all meetings is available [here](#), minus the December 2021 meeting, which was lost due to a Zoom error.

A shared Google drive for the group held a trove of background reading and public records for committee members to search and read.

## **Report Out**

Active committee members had dwindled to five (in addition to the two board members) by January 2022, but those remaining favored splitting into subgroups to work on three topics. Two of those subgroups opted not to prepare a report after all. What the group is sharing with the board today is one subgroup's report, offered by members Janet Kreilein and Clarke Warren. That report focuses on enrollment.

## **Lessons and considerations for future board work**

- Meeting for one hour per month seemed like a modest ask for a group of this size, but as noted above, participation and attendance dwindled over time.
- One hour a month is probably still not sufficient to make meaningful progress on learning, investigating and offering recommendations to the board on any subject.

- As with the elected members of the school board, competing demands on time and calendar conflicts were at odds with the good intent and desire on the part of committee members to attend, be fully engaged and prepared for each meeting.
- Despite having a clear charter statement, the group struggled with defining and acting on its scope and mission. The distinction between “board work” and “district/administrator work” was sometimes difficult for non-board members to define and navigate. Because so much budgeting work and financial oversight sits with administrators and not the board, the committee was faced with a limited scope in the “board work” space, when they were actually most interested in the types of questions that our administrators handle.

### **Exit Survey responses**

All members - including those who withdrew from participation - were invited to fill out an exit survey. [Click here for responses received](#). The three people who responded said they would consider serving on future committees and work groups convened by the board or school district.

### **Chair statement**

At the time this committee was first envisioned, we were working with our third business manager in as many years. Both of the two prior business managers had left the board with a few unpleasant surprises. Speaking for myself, I felt the board needed to more closely monitor and guide our budget and finances.

The state budget picture was and remains dire, which prompted some board members to support this committee as a way to solicit public input into “big picture” values that should guide the board and district as we draft and approve operating budgets with insufficient revenue and ever-increasing needs, not to mention inflation.

Our interim business manager in 2021 adopted more robust and helpful reporting to the board, which helped ease my mind around our board’s ability to monitor our budget and actual spending.

With the arrival of our permanent business manager along with our interim superintendent, I have felt even more confident that we are in good hands and that we are getting a full and honest accounting from our administrators.

This fall, we know our state aid will be dramatically and undeniably insufficient to cover inflation - not to mention new or growing demand for services like mental health support for students. Our position hasn’t changed in that respect, but in my view, the reporting the board receives is much improved compared to just a few years ago, as is the information available to the public.

All this is to say that a substantial number of the factors that made me push for this committee's founding are now less of a concern. The facts of our financial situation have not changed, unfortunately.

If a future board wishes to convene another ad-hoc finance committee, I recommend the following:

- The group should meet at least two hours each month
- The committee should have officers including a secretary and non-board member chair.
- The committee should have clearly defined and appropriately limited access to administrators to answer questions and guide work, e.g. one hour a month to work with the business manager.
- The committee should consider specific issues that are sent to the committee by the vote of the full board, with a limited time frame and clear deliverable.

Signed,  
Emily Berry  
April 12, 2022

## Enrollment: Summary of Observations

To: Shorewood School Board

From: Community Based Finance Committee, Janet Kreilein & Clarke Warren

### Introduction

As members of the Community Based Finance Committee (“the Committee”), we offer this summary for review and consideration by the Shorewood School Board (“the Board”), Superintendent Dr. JoAnn Sterneke, and the Shorewood School District administration.

Over the past several months, the Committee has been discussing how we may assist the Board by focusing on specific topics, one being declining enrollment that is impacting public school districts nationwide, including Shorewood. While we did not expect to find the answers, we felt we could at least provide a summary of observations made when addressing key questions.. These observations are made from various group discussions, including the March 31, 2022 Key Communicators session, from conversations with individuals in Shorewood and nearby communities, and from research.

In summary, changes in enrollment impact the finances of the District. Enrollment itself has many factors and aspects to it, many factors of which the District cannot control. Support for District enrollment will require a multitude of actions from various stakeholders.

### ***Why does enrollment (little 'e') matter to the Board, the District and the Community at large?***

Enrollment matters to the Shorewood School Board, the Shorewood School District (“the District”), and all Shorewood community members because it directly impacts how a school district operates, using state funds and taxpayer money. Enrollment, or membership<sup>1</sup>, is a primary input for developing the District’s budget because it influences factors such as state revenue limits and the various types of state aid such as per pupil categorical aid. Of course, enrollment impacts program spending and staffing needs as well.

When developing the District budget, the terms enrollment and membership are not as simple as counting children in seats. For more information see [Counting Children](#). However, for purposes of this summary, enrollment is used to refer to resident students.

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<sup>1</sup> **Membership** is used to determine how much state aid a district will receive. This can also sometimes be referred to as resident enrollment because it focuses on the number of resident students enrolled on a specific day at the beginning of a school year and again at the beginning of the calendar year. This number, plus 40% of summer school students, is averaged with previous years to determine annual revenue limits. It is not as simple as counting “all kids in seats” for a given year. **Enrollment** is a term often referred to or used to account for federally mandated accountability standards. This term generally constitutes all school district enrollment, regardless of address.

When the District analyzes enrollment, they are doing so because the enrollment impacts various considerations, including but not limited to:

- What is our optimal class size?
- How many elementary, middle, and high school buildings are needed?
- How many classrooms are needed?
- How many teachers are needed?
- What adjustments need to be made to meet the needs of all students?
- How many classes can be offered?
- How much state aid is the District eligible for?
- How do enrollment and membership impact funding? What are the key differences?
- How many open enrollment seats are available?<sup>2</sup> The funding received for an open enrollment student [transfer amount] is less than that for a resident student. See [Open Enrollment Funding](#)
- How many resident kids choose to attend non-public schools? Or public schools outside the District?
- How is school choice impacting the District's funding? See [Choice Programs](#).
- How have factors outside of the district's control, such as the pandemic, impacted enrollment?
- What is the optimal resident enrollment for the District to maximize state funding and to control student/teacher ratios?
- What is the optimal number of spots to offer for open enrollment each year? What happens if there are too many when resident enrollment starts to rise faster than expected?

*Other critical questions to ask when monitoring enrollment should include:*

- When resident families/students leave the District, do we know why? Do we follow up with them to see if they will consider returning? Do we follow up in a timely manner and/or often enough?
  - Do we adequately communicate the reasons so the full community may assist in any activities or programs to assist in getting them back?
- How does the quality of the schools attract residents to Shorewood and encourage current ones to stay? How can we communicate the success of Shorewood schools; and who can help with this?
- What is “quality” or “excellence”? Do we as a community believe that the schools serve all kids or only our own kids? Which school rating agencies are the most substantive and why? Does the District “advertise” their ratings?
- How important are standardized test scores to enrollment trends?
- How are the home values in Shorewood impacted by the ratings of the District? Which rating agencies are the most substantive and why? How can we communicate this?

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<sup>2</sup> Shorewood School District had 124 students transfer in via open enrollment and 35 transfer out as of 2020-2021 school year, and 66 new open enrollment seats have been approved for the 2022-2023 school year. See [Wisconsin Department of Public Instruction](#).

- In times of low enrollment, how can the District partner with the Village and community organizations or other media outlets to attract families with students and ensure we keep the ones we have?
- How do we most effectively communicate all this to the District’s various stakeholders and make it available to those considering moving to Shorewood as well?

***What we learned, aka, what would we share with our neighbors and community members?***

- Shorewood School District and the Village of Shorewood share the same borders. The District and the Village have strong incentives to collaborate to reduce barriers to residency in the District, particularly targeting families with children. These incentives include:
  - More diverse housing options to give single family homeowners opportunities to downsize and yet still live in Shorewood.
  - More affordable housing options for families with children. Many rental properties in Shorewood cannot accommodate families with multiple children.
  - High-performing school districts increase home values, which increases property values and the tax base that supports the schools. However, higher property values also limit access to housing in Shorewood for families with young children. Furthermore, “property rich” districts do not get as much funding from the State of Wisconsin.
- Enrollment in the District is declining, as it is across Wisconsin and the U.S public school systems. There are multiple factors<sup>3</sup> that can be observed or have been communicated by families over the past few years. The factors include:
  - The population is aging, and families have fewer children.<sup>4</sup>
  - Families chose to leave due to the District’s decision to remain virtual for as long as it did during the COVID-19 pandemic.
  - Families chose to remain virtual for the foreseeable future.

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<sup>3</sup> Per the District, of the 244 total students who left the District in 2020, 76 students clearly left for pandemic learning model reasons (including those withdrawn for homeschooling or enrolling in are private or parochial or other online school options. This does not include the number of K4 student families who deferred enrollment for the entire 20/21 school year. Efforts were made by the District to invite those families back to the Shorewood District, however, not all families returned. As of last Winter/Spring, 26 students had re-enrolled for hybrid and/or in person learning or did so for the 2021/22 year. This was provided by Shorewood District personnel involved in the efforts to understand recent departures.

<sup>4</sup> Per the U.S. Census Bureau ([September 21, 2021 article by Anne Morse](#)), “The number of U.S. births has declined every year since 2008 (except for 2014). Further, “Even accounting for seasonality and the usual decline in annual births, the number of births in December 2020 and January 2021 was unusually low and that is very likely the result of the COVID-19 pandemic.” Also see: [Fertility Rates: Declined for Younger Women, Increased for Older Women](#). Wisconsin shows declines in births through 2020 as well: [WI DHS Fertility Module](#). Milwaukee County shows a slight decline from 2008-2019 with a more noticeable drop in 2020. For the North Shore area, there is a noticeable decline in the number of births since 2018 (749 in 2018, 699 in 2019, and 639 in 2020) [WI DHS Birth Counts Module](#).

- Families chose to leave due to dissatisfaction for other reasons such as curriculum, too much/too little focus on achievement testing, and other personal priority misalignment.
- Visiting college professors at UWM and other local schools who had students in Shorewood schools were unable to renew their work visas based on School District personnel observations.
- Another reason for declining enrollment is that many residents stay and live in the District long after their kids graduate. Families without children occupy housing that otherwise could turnover to families with children. This pattern was identified and better understood through an initial study completed in 2005 (Laboratory, 2005) which was updated in 2016 (Laboratory A. P., 2016). The report documented this pattern and at the time, was helpful in guiding significant collaborative efforts between the Village and the School District in the past 10-15 years to develop apartment, condo and alternative housing for Shorewood residents who wish to stay in the community giving them options above and beyond their single-family home.

***What we would encourage the District administration or the Board to explore further, aka, questions that we still have?***

***Understanding Funding/Budgets***

There is a lack of easily accessible and understandable information about Membership and Enrollment and the impacts of those on funding. Due to this, there is the risk that inaccurate information is used and shared to support various agendas within the community. Including this, along with other "School Funding 101 Principles", in a highly visible Finance section on the District website would be advised. The section could include the following (but not limited to):

- History of School Funding in WI
- Current and previous four fiscal years' Budgets WASB/WASBO Budget Cycle Handbook - so that people understand how and why the budget is constructed as it is
- Current and previous four years' Shorewood School District Audit Reports
- The "One Pager – Annual Summary" that was in Village property tax bills
- Enrollment Definitions: Membership/Enrollment graph of publicly available data showing the trends over the past 3 years, 5 years, 10 years, 20 years, and 30 years
- Link to the online question form ([Submit a Question or Concern](#))

Periodic budget, enrollment, and funding focus group discussions for the Key Communicator meetings, as well as for town hall type sessions, should continue. There is a great need to increase the level of education and awareness in the community regarding the intersection of enrollment and funding. Individuals are also interested in helping the District and the Village address declining enrollment and other concerns.

### Recruiting

Public school districts have historically relied on their status as a free (or mostly free) education option to solicit and enroll students. Since the expansion of school choice, there are benefits to be gained from adopting a recruiting plan, and we suggest that the plan include the following components:

- Send personal invitations to visit schools in the District. In addition to the usual open house efforts, we suggest that a representative of the District contact each family with children approaching school age and with children transitioning from elementary to middle school and from middle to high school to invite them for a visit. The intent would be to answer any specific questions they may have and, if desired, to offer a personal tour of the school. Perhaps this could be organized by the PTO organizations and executed by community volunteers and/or interested teachers. The idea is to not always wait for a family to ask for the visit/tour.
- Continue to reach out to all families whose children have not returned to the District in recent years and repeat the outreach before each school year starts. This could also be done again at opportune junctures, such as transitions from K-5 to 1<sup>st</sup> grade, 5<sup>th</sup> to 6<sup>th</sup> grade (start of middle school in other districts), 6<sup>th</sup> to 7<sup>th</sup> grade, and 8<sup>th</sup> to 9<sup>th</sup> grade.
- The Shorewood Alumni Association previously hosted All-Class Alumni Reunions. We believe this needs to be explored as a way for students/families and alumni to build relationships. Reconnecting with alumni also provides an opportunity for fundraising and “free press” in other communities where alumni reside. Furthermore, such connections can inspire students, lead to mentoring opportunities, and help students see the various examples of what “success” may mean to them individually.
- “Established in the year 2000, the purpose of the Tradition of Excellence Awards is to honor Shorewood High School graduates and former staff who have distinguished themselves in a diverse range of areas, including: community and public service; science, engineering, and technology; medicine and public health; the arts and humanities; business; government and political service; education; military service; philanthropy; and other professions committed to serving others.” ([District website](#)). This program has been paused due to COVID-19, but now seems to be a good time to restart. These examples of Shorewoodians positively impacting the world around them are inspiring to all of us. This encourages current students and showcases Shorewood’s excellence for others considering a move (or return) to the District.
- Given the current housing market, and since Shorewood is a community with a significant renter population without school-aged children, the District should consider co-developing a community task force with the Village to see how they can work together to encourage and support the purchase of owner-occupied duplexes and other properties to attract families with prospective students.

### Other Considerations Potentially Impacting Enrollment

An important question that continually needs to be addressed is, “What does excellence look like for each student?” Excellence or success can look very different for each child. That is what makes education so challenging and why talented teachers who identify and help nurture the skills of each child

are so important. There are multiple ways that the District highlights excellence currently and yet, these areas can continually be strengthened. The following are “food for thought” as the District evaluates how to address enrollment by meeting the needs of all current students, while striving to regain and attract others:

- Does the Authentic Learning Showcase need to be revised in a way that better explains its value to ALL families? How does every student benefit from this?
- The showcase will attract the families whose kids participate in specific authentic learning activities, such as the motorcycle build course, Project Lead the Way, New Horizons Charter School among others. How can the District better communicate the value to those not already involved?
- How do we provide opportunities for “learning by doing” to take some pressure off testing results? Kids who learn by doing may never be able to take tests well. If they learn by doing, will they perform better on testing because they understand the material? How can we include or better support a trade pathway, prepare others for college, and meet or exceed state testing requirements?
- Can authentic and experiential learning that happens in the classroom be highlighted more robustly if Shorewood is going to continue to focus on them? Shouldn’t all efforts be made to highlight the amazing activities and projects that are happening in the District, particularly at the High School when families may become more disconnected from the classroom activities once their kids move to the High School? Can any of the activities be videotaped for distribution and/or posted for public viewing by those researching whether Shorewood is a fit for them? Would funding be needed, and if so, how much? What distribution model would be most effective to educate our community and prospective new Shorewoodians?
- How can the District ensure that the EL certification efforts at Lake Bluff result in full certification soon, so the District can advertise this more consistently?
- The District is in year 2 of the equity work using the ICS Equity Model for guidance. It is expected that this will have a tremendously positive impact on the educational experience and development of all students and adults at Shorewood schools. The work aligns with goals to strengthen student confidence and to encourage and support their dreams no matter the path they walk. For this to be successful and ultimately help enrollment, the district needs to continue to expand efforts to share the progress with the community. The upcoming ICS community workshops being offered a second time is a great example. (Invitation to participate can be found [here](#).) Furthermore, a consistent messaging program that highlights progress while also acknowledging hurdles that District admin, teachers and most importantly students are facing can only help. This messaging must be consistent and come from building and teacher leadership; it cannot only come from district administration.
- In the pursuit of excellence, how can dialogue happen publicly in productive and transparent ways without the risk of violating legal and/or personal privacy requirements while still being able to have open but perhaps tough debates. The March 31, 2022, Key communicators discussion is a good example of having dialogue in an open format addressing a focused topic. The following are some of the comments and ideas put forth by various attendees:

- One of the first things parents looking to move to a new community notice about a school is how it looks as they drive by or approach it for a visit. Can the District make some seemingly simple improvements to landscaping? It should be noted that the efforts of several Atwater parents have resulted in a landscaping proposal for Atwater that was circulated during the meeting.
- There should be a more concerted focus on keeping the families we have in the District.
- The District should more proactively address the idea being circulated that District academics are not rigorous so that more families do not leave based on information from sources like social media rather than from the District directly. Is this a topic for a Key Communicators session or other group meeting?
- The District should adopt a focused communications strategy that identifies the key messages of each communication and integrates how that communication fits into the mission statement of the District. The Mission statement of the School District is “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.” Every communication sent that is about the activities of the school should highlight one of the five aspects of the mission.
- Shorewood provides high quality academics, arts, AND athletics. A number of students receive scholarships to participate in D1 sports in college after graduation.
- In the mission statement, the focus is on the education of the whole child. Should the District engage in discussions focused on how extracurriculars complement classroom learning?
- The District should increase the accessibility of information to interested parties by linking to and sourcing information on the District web site.
- The District should establish relationships with local and regional real estate agents to understand what other information realtors need to promote the schools to families who are relocating to the area.



**Julie Harris**  
**Director Special Education & Pupil Services**  
1701 E Capitol Dr  
Shorewood, WI 53211  
(414) 963-6906  
jharris@shorewood.k12.wi.us

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Board Linkage Families of Students with Disabilities Meeting  
March 30, 2022

Those in attendance: Kelly Stackhouse, Kelsey Klawien, Julie Harris, JoAnn Sternke, Emily Berry, Andrew Frey, Cara Crafton, Danielle Sparrow, Desiree Ellison-Olheiser, Jennifer Maple, Jessica Wolfe, Kasper, Kelsey Klawien, Kim Robinson, Mary Theisen, Paige Connolly, Janet Kreilein, Paru Shah, Lisa Castagnozzi

- Desiree Ellison Olheiser - shared her experience about her child going to Richardson and how he feels disconnected from the district
- Cara Crafton - would like to know about how we plan on addressing staffing changes and be more informed at the beginning of the year, meet special education teacher ahead of time
  - Representation from special education teacher in order to have better communication between parents & spec ed teacher
  - Covid has affected this communication and relationships, need to get better at this again
  - Jennifer Maple's idea to organize a drive to help raise money for the special education teacher's materials- PTO Wishing Well List
  - The importance of maintaining special ed staff - very important to the kids & relationships

- Lisa Castagnozzi - in SHS no dedicated study hall with a supervisor, would like to see that back, JoAnn said she would talk to Tim Kenney
- Danielle Sparrow - sees a big difference with math this year, she is at a 4th grade math level as a 6th grader, as a 6th grader she is expected to do 6th grade math, what will happen in 7th grade, mom doesn't feel she will be able to do 7th grade math
- Board work over next several months will be about budget & the permanent superintendent search (this fall), there will be another ICS community ally academy
- Julie Harris - thank you to all
  - Disproportionality work - out of the SLD identification and over-identification of special education in general, now only left with OHI - such great progress!



SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood High School Library Media Center  
March 15, 2022

Board Member Participation: Paru Shah, President  
Hilary DeBlois, Vice President  
Pablo Muirhead, Clerk  
Emily Berry, Treasurer  
Ellen Eckman, Board Member  
Bobby Gronert, Student Representative  
Alexis Hu, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent  
Heather Heaviland, Director of Business Services

I. 8:03 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman AYE: 5 NAY: 0

II. 8:07 pm BOARD BUSINESS AND BOARD ACTION

A. Facilities Projects Updates, Huffman Development

III. 8:13 pm STUDENT ACHIEVEMENT

Lake Bluff MAC 3 Oak Flex Farm Project, Amy Miller and Kathleen Snider

IV. 8:41pm PUBLIC COMMENT #1

Nightingale Laing-Flaaten

4396 North Wildwood

Tia Medley and Joslyn Hegelmeyer

Shorewood Moving Forward

V. 8:50 pm BOARD BUSINESS AND BOARD ACTION, continued

B. 2022-2023 Budget Development Update, JoAnn Sternke and Heather Heaviland

D. Board Governance: Community Linkage Schedule

VI. 10:04 pm BOARD CONSENT AGENDA

Approval of Board Meeting Minutes, February 22, 2022 Closed Session and Regular Meeting Minutes, March 1, 2022 Board Meeting

MOVED by Ellen Eckman and SECONDED by Hilary DeBlois AYE: 5 NAY: 0

VII. 10:05 pm SUPERINTENDENT'S REPORT

VIII. 10:12 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of Monthly Financials and District Staffing Changes

MOVED by Pablo Muirhead and SECONDED by Hilary DeBlois

AYE: 5 NAY: 0

IX. 10:13 pm PUBLIC COMMENT #3

Ann McCullough McKaig

Shorewood Village Board President

X. 10:15 pm REVIEW OF 'TO DO' ITEMS

Key Communicators; follow up with Village of Shorewood on shared interests; Town Hall dates; Referendum contingency funds, HVAC issues and SIS completion date; state funding

XI. 10:18 pm FUTURE AGENDA ITEMS

ICS Community Ally Academy Dates; Hilary DeBlois final meeting; MPS Integration Conference on April 8

XII. 10:21 pm RECESS AND DEBRIEF

## **School Integration in Metropolitan Milwaukee: The Past, Present, and Future**

Friday, April 8, 2022 from 9:00 am to 3:30pm

Location: North Division High School, 1011 W. Center St. Milwaukee WI 53206

### AGENDA

8:30am - 9:00am	Breakfast and Registration
9:00am - 9:30am	<p>Welcome and Introductions</p> <ul style="list-style-type: none"> <li>● Robert E. Peterson, School Board President, Milwaukee Public Schools</li> <li>● Keith P. Posley, Superintendent, Milwaukee Public Schools</li> <li>● Stefan Lallinger, Senior Fellow and Director of the Bridges Collaborative, The Century Foundation</li> </ul>
9:30am - 10:30am	<p>History of Segregation in Greater Milwaukee</p> <ul style="list-style-type: none"> <li>● Reggie Jackson, Co-Founder &amp; Lead Trainer/Consultant, Nurturing Diversity Partners</li> </ul>
10:30am - 11:30am	<p>Panel: Exploring the Legacy of Chapter 220</p> <ul style="list-style-type: none"> <li>● Nicole McDowell, Former Chapter 220 Coordinator in Milwaukee and Chapter 220 Alumni, Executive Director of Engagement and Equity, Racine Public Schools</li> <li>● Rosemary Andress, Chapter 220 Alumni - NY</li> <li>● Algenon Jones, Chapter 220 Alumni</li> <li>● Brandon Hemphill, Chapter 220 Alumni</li> <li>● Christopher Thiel, Legislative Policy Manager, Milwaukee Public Schools</li> </ul>
11:30am - 11:45am	BREAK
11:45am - 12:30pm	<p>Regional Solutions to Metropolitan Segregation: Lessons from Other Areas</p> <ul style="list-style-type: none"> <li>● Milly Arbaje-Thomas, President &amp; CEO, METCO, Inc. - Metropolitan Council for Educational Opportunities</li> <li>● Gina Chirichigno, Director, NCSD</li> <li>● Genevieve Siegel-Hawley, Associate Professor, Educational Leadership, Virginia Commonwealth University</li> </ul>
12:30pm - 12:50pm	<p>The Century Foundation - Data Presentation</p> <ul style="list-style-type: none"> <li>● Lara Adekeye, Policy Associate, The Century Foundation</li> <li>● Halley Potter, Senior Fellow, The Century Foundation</li> </ul>

12:50pm-1:30pm	LUNCH
1:30pm-2:00pm	School Integration Messaging <ul style="list-style-type: none"> <li>• Halley Potter, Senior Fellow, The Century Foundation</li> </ul>
2:00pm-2:30pm	Reflections from Attendees
2:30pm-2:50pm	Small Group Collaborative Brainstorming: Opportunities for the Future
2:50pm-3:00pm	Carousel Walk Through of Ideas
3:00pm-3:25pm	Encapsulating Next Steps
3:25pm-3:30pm	Concluding Remarks



## SHOREWOOD SCHOOL BOARD

**Topic:** Superintendent's Report

**Date:** April 12, 2022

**Prepared by:** JoAnn Sternke

### **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.

### **Budget Development**

Budget balancing strategies are on the April 12 Board agenda for discussion, and this work has been a key priority in the past few weeks. I want to acknowledge the work of our Director of Business Services, Heather Heaviland, and the entire Business Services team for supporting this process. I also want to thank our principals who have spent considerable time in this work as well. We have terrific leaders here in Shorewood, and this work - as challenging as it is - is made easier due to the professionalism of this team. Departments and schools have submitted their budget requests and met with Heather and others to review needs and allocations. Heather's financial management work and administrative leadership has helped ensure this process has been thorough, thoughtful and remains on track for Board consideration and approval.

### **COVID-19 Updates**

As reported on the Tuesday, April 5th COVID-19 Dashboard, cases at Lake Bluff Elementary School exceeded 3% of the total school population (students and staff). This threshold (for each school) was outlined in our [March 1 COVID-19 protocol updates](#).

I want to commend the entire Lake Bluff staff and our students for their swift response to this increase in cases. Universal masking was implemented quickly after the school day had started, and I am very proud of our students for their cooperation and understanding around this requirement, as well as their diligence in practicing social distancing and other important COVID-19 mitigation strategies. After speaking with the North Shore Health Department concerning this outbreak, students in one classroom were moved to virtual instruction for the final two days of the week, and the facilities and building teams have coordinated mitigation efforts well. We will be reviewing case data before providing Lake Bluff families with a protocol update on Monday, April 18.

All District and school protocols are reviewed on a consistent basis, in keeping with the county risk level guidance provided by the CDC and local public health authorities. At this time, we have not moved forward with any further adjustments to masking in 4K or for children ages 2-5 enrolled in other District programs, or contact tracing protocols. Diagnostic testing remains readily available through our partnership with Summit, and we are evaluating testing requirements for upcoming events. Last week, students planning to attend the High School Prom - regardless of vaccination status - were notified that they will be required to provide a negative PCR test within three days of the event (April 23). With the wide availability of testing, this will be attainable.

We have all learned a lot over the past weeks and months, and I am confident that our protocols and teamwork will continue to provide us with the tools we need to maintain a safe learning environment as well as in-person learning as we move forward.

### **Special Education and Pupil Services**

The April 12 meeting agenda includes approval of the appointment of Nicole McDowell as Director of Special Education and Pupil Services, effective July 1, 2022. Nicole is currently the Executive Director of Engagement and Equity in the Racine Unified School District. Prior to this, she served as the Director of Family Services in the Henry County Schools in Georgia where she led a wide array of student services roles. Additionally, she has a wide variety of special education experience in Milwaukee Public Schools. She brings great experience, skill, and passion to her work. I look forward to welcoming her to our team and am confident she will be an impactful addition to our team, someone who will serve our students so very well.

I also want to acknowledge Julie Harris's work during this transition. She has continued to push key projects to completion and to leverage our systems work to benefit students, staff and families. In addition to aligning Special Education, Student Support and other District services with federal Civil Rights requirements, Julie and her team have made immense progress in terms of District disproportionality identification.

Shorewood was first identified by the Wisconsin Department of Public Instruction (DPI) as disproportionate in the 2019-20 school year (based on 2018-19 data), in three categories where overidentification of Black students in special education were reported. During the 2019-20 school year, a Continuous Improvement Plan (CIP) was submitted and approved by DPI as part

of the required monitoring process. Implementation of the activities identified in our Continuous Improvement Plan have resulted in steady progress over the past two years (and in a pandemic). Enough progress has been made in the Specific Learning Disability category to eliminate the disproportionate identification. Based on overall progress, it is predicted that the District will no longer be identified as disproportionate in the next year or two, as we continue to employ systems change and the CIP developed for this need. This is outstanding, and I am grateful to Julie and her team for this effort.

Finally, the District has received approximately \$32,000 through the Get Kids Ahead (GKA) Initiative, a DPI program that helps improve or expand mental-health related educational programming, training and staff support. This is a one-time grant, and Julie will be working with colleagues and building teams to maximize existing programming through use of these funds. Students' emotional well-being is a priority for us, so the mental-health focus of the grant is well timed.

### **District and School Updates**

I am pleased to share that a series of four ICS Community Ally Academy sessions will be held virtually from 6-8:30 pm on May 25, June 29, July 20 and August 1. We hope that the virtual format will allow more people to participate in all of these sessions, which mirror the reflective and collaborative approach to equity District faculty and staff have been integrating into our schools over the past year. An RSVP form has been shared through the Village Manager's memo, and posted on the District website. School newsletters and other communications will also provide details about participating.

Preparations for the District Open House on April 28 (4-6 pm) are also underway. The high school and both elementary schools will be open during this time, and students and staff will provide tours and activities. In addition to student families and residents, we have invited our alumni, members of the business community, the Village Manager's Office, and supporters of the District to attend. We welcome Board and community members to share Open House information with family members, neighbors and colleagues who may be interested in seeing our facilities improvements and getting to know the District again after two years of construction and COVID-related limitations.

In addition to the High School Prom, a number of other annual events are coming up in the weeks ahead. The Class of 2022 will graduate on Sunday, June 5, and I will host a reception for six colleagues who will retire from the District at the end of this school on Tuesday, June 7. We encourage colleagues, parents and students to attend this celebration of staff members who have served in the District as educators, professionals and valued colleagues.

Amanda Jamerson will serve as our Summer School Principal, and I am thrilled she will serve in this role. Due to construction at Shorewood Intermediate School, summer school activities and some summer programs managed by the Recreation and Community Services Department will be held at Atwater. Student registration for Summer School is open until May 15.

Our School Perceptions surveys of students, staff, parents and community members are underway, and we encourage everyone to participate. Residents will receive a postcard invitation and code to participate; my office can provide additional survey codes if another adult in the household would like to participate. The student survey will close on April 22, due to Forward testing.

And, as of April 7, we have received 518 Open Enrollment applications for a total of 66 seats available in multiple grade levels.

In this week's *Milwaukee Business Journal*, our very own Shorewood High School ranked #5 in the best high schools in the region. Well deserved honor SHS!

### **Rainbow Crew**

Finally, I want to address some community dialogue about Rainbow Crew, an optional club that provides elementary students with opportunities to learn about inclusivity. My office has received one logistical question about the club from a parent. I want to dispel any rumors that requests have been made to disband the club, and I want to reiterate that the District fully supports this and other activities that address the needs of our diverse student body. I have been touched by the outpouring of support for Rainbow Crew from students, parents and others in Shorewood, and want to assure our District community that the club will continue. I appreciate the efforts being made by the advisor, Katherine Myszewski, to communicate the club's activities to families & caregivers in advance of each monthly session. I am grateful to our advisor and to the many others who ensure that *all* of our students have the support they need and deserve, as well as the opportunity to learn how to better support each other.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** New Hire

**Date:** April 12, 2022

**Prepared by:** JoAnn Sterneke

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**Recommended action:**

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

**Recommendation(s):** Approval

**Purpose:** New Hire

**Background:**

Nicole McDowell is recommended for the position of Director of Special Education and Pupil Services to begin July 1, 2022. Nicole has 19 years of experience and currently serves as the Executive Director of Engagement and Equity for the Racine Unified School District.