

# **Eau Claire Board of Education Minutes**

## **Monday, October 19, 2015**

*Generated by Patrice Iverson*

### **Members present**

Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, and Chue Xiong

## **1. REGULAR MEETING - CALL TO ORDER**

Following the Pledge of Allegiance, President Spindler called the meeting to order at 7 p.m. Board Secretary Patti Iverson confirmed that the meeting had been properly noticed and was in compliance with the Open Meeting Law.

## **2. PUBLIC FORUM**

No one signed up to address the Board.

## **3. BOARD/ADMINISTRATIVE REPORTS**

### **3.1 Superintendent's Report**

Superintendent Hardebeck reviewed the Board's calendar of upcoming events.

Dr. Hardebeck shared the biography for Dan Van De Water, Executive Director of Business Services, who will be retiring at the end of October. She thanked him for his exemplary service to the District. Mr. Van De Water said he appreciated the opportunity to work with the District.

### **3.2 Board President's Report**

President Spindler said that three community forums have been scheduled: October 22<sup>nd</sup> at 7 pm at South; October 27<sup>th</sup> at 7:30 pm at Northstar and October 29<sup>th</sup> at 7 pm at DeLong.

Board members received a Board Development Tool and access number. It is aligned with *Key Works of School Boards* and is designed to get Board member input into how the Board's work is aligned with Key Works. President Spindler asked Board members to complete the tool by the end of November.

Three Board members attended the WASB Regional Meeting last week: Joe Luginbill, Chris Hambuch-Boyle and Rich Spindler. NSBA convention is in April in Boston. The WASB convention is January 20-22, 2016.

#### **4. STUDENT REPRESENTATIVE REPORT**

Jason Lin discussed events going on at Memorial. He also discussed some needs expressed to him by teachers regarding class sizes, needed facility work, outdated equipment and getting extra independent studies classes.

#### **5. OTHER REPORTS**

##### **5.1 Board Committee Reports**

The Budget Development Committee shared a timeline that the committee set for future meetings about the budget and possible referendum.

The Policy & Governance Committee agreed to bring Policies 154, 460 and 731.1 forward to the entire Board for discussion and a possible first reading. It also approved by a 2-1 vote to have the President appoint a chair for the committee. The committee will look at Policies 221 and 222 to make sure they are aligned to the Employee Handbook. In addition, they will look at the need to revise Policies 224, 225 and 133 at the next meeting.

The Demographic Trends Committee will meet on November 3<sup>rd</sup>.

##### **5.2 Legislative Update**

Chris Hambuch-Boyle said the results of a WASB meeting on policy implications of the state budget has been posted online. There are many non-fiscal items in the budget, which impacts what the District does with policies that drives the Board, state and country.

She also shared information about proposed legislation that would designate rest rooms and changing rooms for exclusive use of by gender. There is also a proposal for changing how districts could go to referendum by regulating the times of the year to April and November. Districts could only go to referendum every two years.

Hearings will be taking place regarding the elimination of the Government Accountability Board and replacing it with an appointed board. They will also discuss weakening the process of being able to doing John Doe investigations.

#### **6. CONSENT RESOLUTION AGENDA**

Motion by Joe Luginbill, second by Chris Hambuch-Boyle, to approve the following consent resolution items:

- Approval of Minutes of Board Meeting - October 5, 2015
- Gifts in the amount of \$15,058.68 for the period of September 1, 2015 through September 30, 2015.

Final Resolution: Motion carried.

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong.

## **7. INDIVIDUALLY CONSIDERED RESOLUTION(S)**

### **7.1 Minutes of Closed Session**

Motion by Chue Xiong, second by Kathryn P Duax to approve the minutes of closed session of October 5, 2015.

Final Resolution: Motion carried.

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong.

Abstain: Wendy Sue Johnson.

### **7.2 Human Resources - Employment Report**

Motion by Joe Luginbill, second by Chris Hambuch-Boyle to approve the Human Resources/Employment Report for October 19, 2015.

Final Resolution: Motion carried.

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Chue Xiong.

Abstain: Charles Vue.

Superintendent Hardebeck introduced the three new directors who were approved in the Employment Report: Michelle Radtke - Director of Assessment, Kaying Xiong - Director of Student Services, and James Martin - Director of Technology. She reviewed their biographies and welcomed them into these new leadership roles.

### **7.3 Payment of Bills & Net Payroll**

Motion by Kathryn P Duax, second by Charles Vue, that the Board of Education approve payment of all bills in the amount of \$7,087,163.19 and net payroll in the amount of \$3,180,051.31 for the period of September 1, 2015 through September 30, 2015.

Final Resolution: Motion carried.

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong.

## **8. ADJOURN TO COMMITTEE/WORK SESSION**

## **9. COMMITTEE REPORTS/ITEMS FOR DISCUSSION**

### **9.1 Staff Engagement Survey Results**

Mr. Jim Schmitt, Executive Director of Teaching and Learning, said the District conducted the 2015 Staff Engagement Survey to understand how District staff members feel about their work relationships, how well they are valued and enjoy their work, and the degree to which they believe their voices are heard.

There were 937 participants, which was 68% of the staff. The survey measured working relationships, work environment, communication, and feedback and recognition. The overall level of engagement dropped from 85% to 70%. Mr. Schmitt reviewed the best opportunities to maintain engagement and to improve engagement. The working conditions rating dropped by 11% from the last survey.

Mr. Schmitt shared common themes for open-ended items expressed in each area as well as additional themes of significance.

Building principals and directors will share the findings of the survey with staff. Focus groups will also be held to dig deeper into the results. They will emphasize areas where the findings are inconsistent or contradictory as well as items that need further clarification of the findings. DPI's Educator Effectiveness model will be utilized to provide constructive feedback and recognition. Focus group findings will be shared with the Board.

Board members shared the following thoughts:

- There are some implications from this survey that could affect the budget and possible referendum.
- Focus group results should be shared with the Board after they are completed.
- What information would we need to thrive and not just maintain our programs?
- Can the District align priorities with the Strategic Plan in areas that are targeted for improvement?
- The teaching and learning area scored low so priority should be made in that area.
- How does the Compensation Study figure into staff dissatisfaction?
- Is the Compensation Committee discussing long-term career path issues that were raised by staff?

- It was suggested that for future surveys, staff would be able to indicate how many years they have been in the District so the Board can see the engagement rate for broken down that way.

Mark Goings said the District is in the business of relationships, and there are strong relationships. In areas that scored poorly, much have to do with the last several years and the impact on staff of Act 10 and budget constraints. Staff feel under-valued, over worked and under-appreciated; they are second-guessing their career choice. He said that staff need to know there is a chance for good news by passing a referendum so that they have hope that things are going to get better so we want them to stay. The danger of having a status quo referendum means staff that are already depressed that things aren't going to get better and could get worse.

## **9.2 Discussion & Possible First Reading of Policy 154 - Board Self-Evaluation**

There was discussion about the proposed timeline for the Board's self-evaluation in this policy. The committee said it was aligned with the superintendent's evaluation and also was suggested by WASB.

The Board also talked about the tool they would use to do the self-evaluation. It was noted that there are reflection pieces from *Key Works of School Boards* that could be used.

The Board also discussed whether doing a self-evaluation once a year was enough or if it would be better to do it semi-annually. Perhaps something could be included in the orientation in the spring.

The Board agreed to refer Policy 154 back to the committee.

## **9.3 Discussion & Possible First Reading of Policy 460 - Student Scholarships and Awards**

A question was asked about why the words "bequests or gifts" were removed from the policy. It was suggested that it may be because scholarships and awards are merit based and gifts and bequests would be given because of someone's generosity. The Board agreed to refer Policy 460 back to the committee for clarification.

It was also recommended that the committee look at adding "bequests" to Policy 840 – Gifts to the Schools.

## **9.4 Discussion & Possible First Reading of Policy 731.1 - Privacy in Locker Rooms**

Policy & Governance (P & G) brought this policy forward for Board discussion. Board members confirmed that administration would follow normal disciplinary procedures in dealing with those who violate the policy. There were also questions about whether or not this policy should include bathrooms as well as locker rooms. It was felt there may be other policies that deal with privacy in bathrooms.

Bev Christianson spoke about the District's facility use by outside groups. She said as the policy is now written, it focuses on students in these areas during the school day. She said there are community groups that use our buildings outside of normal school hours and the principals would not have responsibilities to regulate this policy with outside groups. P & G will check on that aspect of the policy.

The Board agreed that P & G should review this policy again and look at either merging it with *Policy 492 – Filming or Videotaping in the Schools*, or aligning it with that policy.

## **11. WORK SESSION**

### **11.1 Review Key Works of School Boards – Accountability**

A draft of the Strategic Plan summary was shared with the Board. Discussion ensued based on what those collective goals mean and how the District can measure accountability to those goals.

The Board used a protocol to get input from individual Board members regarding their goals.

Question 1: When you hear “accountability with respects to our goals,” what comes to mind?

- Having systems, policies and procedures in place to be sure we are accountable to our goals. Not only to staff and students, but their families and community.
- Not sure how to hold ourselves accountable. The end result must benefit the students.
- Like the idea of the whole child (student, family, and community) and having multiple measures to assess all aspects of that child's strengths and the needs that child would have along with what we would provide as a district in terms of academics.
- Feel the District has a pretty firm grasp on academic achievement but we are lacking in other measures for every other academic subject

besides reading and math and for a student's social/emotional growth. Would like that multiple measures be expanded into social/emotional and to identify what makes a successful person based on research.

- There are other accountability measures that can be taken to see if a child is adjusting and inspired to learn. We should look at defining some of those measures. If students are not inspired, they can't be excited about learning. We need to take into account the teacher's view of that child. Teachers could write comments about each student and then those would be shared with future teachers.
- Accountability is a circular process—measuring, looking at data, getting feedback and seeing what can be changed. There is interest in other academic areas besides math and reading. They should also be measured.
- The District is intentionally allocating and aligning resources. This should include academic and social/emotional growth.

Question 2 -- When you read Chapter 2 of Key Works, what was the most important idea for you to consider?

- We talk about being standard based. The common core standards are built in and early learning standards overlap. It is important that we understand that and how it contributes to the Board's goal. Extensive options are available to students. Examine relationships of standards and data and accountability. There should be an alignment of resources and that should be tied to our vision/mission so we can explain that if we go to referendum.
- We can't measure students with just proficiency standards. We should measure how they are doing against themselves and break data down to race, gender, socio-economics, etc. We are not doing enough to help kids that need the most help yet.
- The area of inputs and outputs is clear cut but it comes back to the community. Things are changing and evolving in terms of accountability. There are things we must look at as a district such as child poverty.
- The chapter forces the Board to know what we want, why we want it and what is important us. We can use self-assessment to find out if we are getting what we want.
- We should monitor results in terms of relationships, arts and talk about standards. What are our standards for things besides reading and math? How do we develop standards for those?
- Good teachers have inherent feelings and knowledge about where they think a child should be. Like that parents be included in the information. Parent/Teacher conferences are a good place to share data in a private session. Parents should be more involved and the

community can also be involved in data reporting.

Question 3 – Keeping in mind the Strategic Plan and how we might measure its implementation and impact on the student experience in the District, what one thing would you like to see incorporated into an action plan to help determine whether we as a Board are achieving our Board goal?

- It all depends on high performing, meaningful professional learning communities if that's the driver for the District, so that would be a goal--to know what that looks and feels like. If we have PLC's facilitated the way they should be, our goals and Strategic Plan is nurtured in there.
- Recognize and reward staff who are connecting with students at a higher level and have shown improvements. Having great teachers and staff who are impactful to our students.
- The Strategic Plan needs to be highly responsive for it to have sustainability into the future and meet students where they are at.
- Would like to see in the action plan things that will include resources that are consistently aligned in curriculum. The plan should include things that will take care of strong staff, strong materials to be used, continuous improvement and professional development of staff, technology and diverse resources that are research based.
- Collaboration is an important piece of this. Would like to see if there's something more we can do as a district with external inputs. Would like to address poverty, even if with limited resources.
- Rewarding teachers for continuous improvement and creating professional learning communities. Like idea of bringing community members into the school to read books or talk about government.
- We have measures to communicate academic achievement (report cards) which helps teachers to formulate how the child is progressing. Would like a plan to include a system for communicating other characteristics of successful adults.

The main points discussed by the Board included professional learning communities, rewarding staff through recognition, taking ownership of the Strategic Plan, aligning resources with the curriculum, poverty, project based learning and bringing back to multiples measures and how to report and identify meeting those other standards.

The Board discussed moving forward with Key Works and developing action plans and next steps. The notes will be used to plan a future work session on Strategic Planning. There was interest in getting comments and questions from staff in relations to the Board's discussions about multiple measures and what that means to staff.



## **12. REQUEST FOR FUTURE AGENDA ITEMS**

There were no requests for future agenda items.

## **13. OTHER BUSINESS**

There were no other matters brought before the Board.

## **14. ADJOURN**

Motion by Richard Spindler, second by Kathryn P Duax, to adjourn the meeting.

Final Resolution: Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

Meeting adjourned at 9:44 p.m.