

**OFFICIAL PROCEEDINGS OF THE REGULAR MEETING OF THE  
BOARD OF EDUCATION, EAU CLAIRE, WISCONSIN, JANUARY 4, 2010  
PRESIDENT CRAIG PRESIDING**

Following the Pledge of Allegiance, President Craig called the meeting to order at 7:00 pm. Secretary Patti Iverson confirmed that the meeting was properly noticed and was in compliance with the open meeting law.

Roll call was taken and the following commissioners were present: Craig, Duax, Faanes, Johnson, Shiel, and Wogahn. Absent: Bollinger. Student Representative Marcus Liddell was present; Brittany Landorf was not present.

**NOTICE OF CLOSED SESSION**

President Craig announced that the Board would go into closed session following the committee meeting under 19.85 (1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility to review administrative contracts, 19.85 (1)(e) to deliberate or negotiate the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session, and 19.85 (1)(g) to confer with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

**PUBLIC FORUM**

ECAE President Ron Martin invited Board Members and administrators to attend the monthly Professional Development Seminar on January 13, 2010, at the Administration Building. A light meal will be served at 4:30 pm and three sessions will begin at 5 pm: Response to Intervention, Secondary Gradebook Using Skyward, and SRI Reading Assessment.

Peter Chumas said he is on the Athlete Input Committee of Special Olympics and he expressed concerns about the use of the word 'retarded.' He discussed a campaign called, "Spread the Word to End the Word." He encouraged Board members and the community to go to the website [R-word.org](http://R-word.org) to pledge support to eliminate the demeaning use of the r-word.

Mr. Chumas also urged the Board to consider moving fifth graders into the middle schools to utilize the schools most effectively.

**BOARD/ADMINISTRATIVE REPORTS**

## Superintendent's Report

Superintendent Heilmann said the *Milwaukee Journal Sentinel* reported that Wisconsin lags behind most states in accessing "Race to the Top" federal funds. A public hearing is scheduled on January 5<sup>th</sup> regarding two bills. One bill would give the Milwaukee mayor the power to head Milwaukee Public Schools and another bill would give the State Superintendent more authority to turn around low-performing schools. It is unclear whether the state legislature will vote on either bill prior to the January 19<sup>th</sup> deadline for first-round grant applications.

Tim Boettcher and members of the Realityworks Team recently donated curriculum and technology materials designed to train young people to say 'no' to tobacco and peer pressure to smoke. This \$114,412 donation serves as a great example of the value of community collaborations.

The second "Board with Your Coffee" community dialogue will be held on Friday, January 8<sup>th</sup>, at Acoustic Café from 8 to 9 am. Dr. Heilmann said that based on feedback received, he is looking at an alternative time for those people whose work schedules do not permit them to attend.

Chris Hambuch Boyle is inviting US Secretary of Education Arne Duncan to attend the ECAE Legislative Banquet on March 8, 2010. Mr. Duncan has expressed interest in the district's collaborative efforts to raise awareness of the devastating impacts that the state revenue controls continue to have on the ECASD and other Wisconsin school districts.

## Student Representative Report

Marcus Liddell said that because Brittany Landorf was not able to attend the meeting because she was ill, they will share the data on the survey given to students at both high schools regarding advertising in the schools at the next meeting.

## Other Reports

### **State of the Schools Report – Northstar Middle School**

Northstar Principal Michelle Golden shared demographic information about Northstar. There are 544 students enrolled there, 13% of the population receive special services, 5% are English Language Learners, and 33% are eligible for free/reduced meals.

Northstar staff have a goal for 2009-10 to implement Positive Behavior Supports and Interventions (PBIS) for all students so that the school culture is safe and conducive to learning. They are measuring this by analyzing a variety of data including: attendance, grades, WKCE scores, student survey, incidences of

respect policy violations, office referral data, etc. The leadership team will review the data in January and April 2010.

Ms. Golden explained that PBIS is a proactive systems approach to deliver social culture for all students which will help to achieve social, emotional and academic success. It is a system and problem solving process to build capacity within a building so that more effort and energy can be focused on academic instruction. It is a data driven decision-making framework that brings academic and behavioral instruction into alignment. She showed several graphics reflecting how this model helps students and families. There are three tiers of services which help determine how students can receive the resources they need to be successful.

Northstar has met Adequate Yearly Progress for the last several years and WKCE scores show high percentages of students in the proficient and advanced categories and are above the state averages in all areas. To maintain high academic expectations staff have team meetings where teachers talk about specific students and how they can intervene if they are struggling. Collaboration time is held once a week to talk about how kids are doing on assessments. Ms. Golden shared diagrams of 'scatter plots' that show specific students who are scoring at the basic or minimal levels and how this data is used to help these diverse learners.

The staff will focus on finding/creating interventions for students who struggle, keeping students in the classroom, and teaching students what appropriate behavior looks like.

In November Northstar students were given a survey. Students felt the biggest behavior issues at their school were swearing, name calling, and disrespect to each other and these matters usually take place in the hallways. Behavior management data showed that February is the month when most discipline issues take place, followed by October. Seventh graders account for 50% of the matters.

Ms. Golden discussed several of the special events students and staff participate in including "Mix It Up at Lunch Day," Penny's for Patients, Northstar Giving Tree, Special Olympics Polar Plunge, and National Join Hands Day. There are many outstanding community partnerships that have been established. The PTSA is also very instrumental in providing funding and volunteering for events.

**Policy and Governance Committee** -- No report was given.

**Budget Development Committee** -- No report was given.

## **CONSENT RESOLUTION AGENDA**

Board members asked to pull Resolution 6 from the consent agenda.

Com. Wogahn moved, seconded by Com. Shiel, to approve the consent resolution agenda consisting of the following items:

- ◆ The minutes of Board meeting of December 21, 2009, as mailed.
- ◆ The minutes of closed session of December 21, 2009, as mailed.
- ◆ The matters of employment of January 4, 2010, as presented.
- ◆ 2009-2011 Bilateral Agreement Between the Eau Claire Schools Classified Staff Federation, Local 4018 and the Eau Claire Area School District Board of Education
- ◆ Bids for Central Office Gymnasium Grant-Funded Project

Consent resolution agenda items approved by unanimous roll call vote.

## **INDIVIDUALLY CONSIDERED RESOLUTIONS**

### Resolution #6 – Head Start Grant

President Craig reminded the Board that the Head Start grant is a renewal grant and not a new grant.

Com. Wogahn moved, seconded by Com. Shiel, to approve the Head Start Grant. Carried by unanimous roll call vote.

Regular meeting adjourned.

Submitted by Patti Iverson, Board Secretary

**COMMITTEE MEETING  
BOARD OF EDUCATION – EAU CLAIRE, WISCONSIN  
JANUARY 4, 2010**

1. Call to Order – Regular Committee Meeting

Members present: Craig, Duax, Faanes, Johnson, Shiel, and Wogahn (Wogahn left between 8:10 & 9:45 pm). Absent: Bollinger. Student Representative Marcus Liddell was present; Brittany Landorf was not present.

2. Committee Reports/Items for Discussion

A. Update from the *Demographic Trends & Facility Planning Advisory Council*

Tim Leibham recognized the members of the Demographic Trends & Facility Planning Advisory Council: Ken Faanes, Wendy Sue Johnson, Ron Martin, Kathy Clark, Ben Nemitz, Kathy Attermeier, Mike Falch, and Tom Pulse. Technical Support members include Ron Heilmann, Larry Sommerfeld, Charlie Kramer, and Kris Dimock.

Mr. Leibham said that when looking at possible solutions, the council asked if solving a problem in one area would cause a problem in another area. They also discussed what would need to be done to make solutions work and noted that they must be long-term solutions. The council used the guiding principles that were originally established to assist them in forming recommendations.

The Council examined the feasibility of relocating the McKinley Charter School as a cost saving measure. The Council determined that the educational programs at McKinley are not intensely classroom dependent and shared, leased or cooped space may be available at some point in the future. There is no alternative location identified at this time. Space for the McKinley programs should be independent of, or separated from, another school. The Council felt that although Little Red is vacant, it would be twice as large as would be necessary for the current McKinley programs. Because of projected enrollment increases at the elementary level, that building may be necessary as a possible elementary site in the future. Little Red is not on the city bus route, which would be an important consideration for the McKinley program. Not all eligible students would have access to McKinley if relocated to the Little Red site. Transportation costs could be excessive. The Council said that a relocation of the charter school should include input and review by

the McKinley Charter Board. The Council did not favor relocating the McKinley Charter School at this time; however, it did state that the Board should consider looking at possible space in the future that is more economical if sites become available.

The five-year maintenance budget for McKinley is \$86,800, which would cover cyclical things like windows, parking lot repairs, etc. There are no major improvements needed at McKinley at this time. It was also noted that to renovate the two upper floors at the District Office it would be a minimum of \$13 million.

Board members suggested that it be made known to the public that the district would consider possible alternative sites or shared services ideas if they become available.

The Council also reviewed the relocation of the Chippewa Valley Montessori School. It was determined that there is no current district space available or useable to house Montessori. The current site has space for possible future expansion if the early learning classrooms are relocated. The maintenance upgrade costs would be significantly less than the costs associated with a total relocation to, or renovation of, a different site.

The current site is near capacity including the early learning programs and can function as a Montessori school for the foreseeable future. The school is centrally located, which minimizes transportation time and costs for families. Little Red would not be big enough to accommodate the Montessori program and the District Office space would not work because there is no gym, cafeteria, playground, library, etc. The Council recommended that Montessori Charter School remain at the present site.

Com. Johnson pointed out that when Little Red was closed, the public saw data that showed that the district had a lot of extra space available. The new information obtained from the Applied Population Laboratory as well as Larry Sommerfeld shows an increase in elementary-aged students. It is projected the district will run out of elementary space.

Mr. Leibham noted that Montessori is the only ECASD building close to the downtown revitalization area. Because the building is centrally located and if the district wanted to utilize that space for something other than Montessori, there wouldn't be resources to purchase land in that area. He felt there could be future value for the property in the future.

When reviewing the relocation of the district's early learning classrooms to the two high schools, the Council felt that relocating those sites would cause both high schools to function at or above capacity for the foreseeable future. And although it could provide a possible short-term solution if additional classrooms were needed for early learning programming, it would not be a favorable long-term solution. There could be some efficiencies in transportation costs, but it would only free up three elementary classrooms. There is no playground space available at Memorial and renovation costs would be necessary there with less than ten years of functional use. This configuration would place stress on the educational operation and efficiencies at the high schools. The Council did not favor this move.

The Council's final recommendation at this time dealt with relocating fifth graders to the three middle schools. Given the enrollment increases at the elementary level, the three middle schools are projected to be at capacity by 2018-19. There could be considerable renovation costs to create a fifth grade 'house' in the middle schools. Also, because of the district's two certified seniority bands, (grades 1-5 in one band and grades 6-12 in another) grade five students would require separate teachers for core content areas, music, physical education, gifted/talented and ELL. Contract language would have to be changed or the grade 5 students would have to be clustered in one or two schools. Another consideration was in transportation. Current Board Policy requires PK-5 students to receive transportation to school at a distance of one mile, while 6-12 students must live at least two miles from school to receive transportation.

The Council felt this configuration would place stress on the educational operations and efficiency of the three middle schools. Renovation costs would be required at two or three schools with less than a ten-year functional use. The Council was not in favor of moving ahead with this proposal.

The Council will now begin addressing boundary issues. This includes transportation, socio-economic factors, emotional aspects, etc. Building capacity will also be addressed to determine what the reasonable number of students in classrooms should be to enable an efficient flow of school. The affects of SAGE will be discussed as well as the variances in classroom sizes. The Council will give its next report to the Board on April 5<sup>th</sup>.

B. BOE Commitment to Fund Present District Initiatives While Work on Transformational Readiness Standards Continues

Mr. Van De Water reviewed some budget facts as well as five-year budget projections. Revenue limits control 87.3% of the district's total revenue. The Legislature and Governor control 93% of the total revenues and federal grants account for 5% of total revenue. 80% of the district's budget is in salaries and benefits, and 71% of the budget is in salaries and benefits that must be negotiated. The 2009-10 budget uses \$446,327 of working capital to fill the gap between revenue and expenditures.

Mr. Van De Water shared projected revenues and expenditures for the next five years. He said there would be a range of between \$5 million and \$22 million for the gap between revenues and expenditures. Because the Board is still negotiating the contract with the ECAE, he could not give an accurate projection; 58.4% of the 2009-10 budget is in salaries and benefits with that union.

Mr. Van De Water said that given the current funding structure, no realistic combination of revenue and expenditure variables will generate sufficient revenue to offset expenditures for the foreseeable future. He said that resource allocation must be a school district priority. In the past resource allocation was based on the belief that all programs provided equal educational value, and budget reduction decisions were based on dollar volume rather than educational outcomes. In the future, resources will be allocated based on educational outcomes designed to prepare every student for post-secondary success. It is felt that while all educational services provide value, some services provide greater value than others relative to the commitment for all students to achieve post-secondary success.

Superintendent Heilmann Ron said that with past budget reductions, the district didn't focus on student outcomes and student preparedness for post-secondary success. One of the tenets of the transformational readiness standards model is that resources will be allocated based on educational outcomes designed to prepare every student for post-secondary success. The Board was asked to discuss its willingness to use working capital toward the 2010-11 budget while work continues on these standards.

Dr. Heilmann said that in order to work towards administration's goal of this model there must be Board alignment, community alignment, mission statement alignment, and recommended actions to minimize the 2010-11 budget deficit. If the Board decides it doesn't want to use



working capital for the 2010-11 budget, one of two things must happen: 1) budget reductions must be made to create a balance or 2) additional revenues will be needed to offset increased costs.

President Craig asked the Board to consider whether it wants to commit to the transformational readiness standards model, how that model might change budgets in the future, and whether the use of fund balance should be considered in the interim.

Board members felt that the outcome based delivery model made sense and agreed with the basic concept. More specific information regarding the process was asked for. For instance, who decides which outcomes are important and what gets students to those outcomes? How do you get input on those outcomes and how are priorities made?

Mr. Van De Water explained that you identify the outcomes and priorities are attached to the resources to meet those outcomes. If the Board does not seek additional resources through referendum or if a referendum fails, there will then be a road map that tells what goes and what stays to achieve the commitment of post-secondary success for each student. He added that he has really defended not using working capital to fill gaps. However, he said this approach is radically enhanced as compared to a program driven approach. If there can be measureable inputs identified that assure and prioritize those inputs that go towards preparing every student for post-secondary success and resource allocation can be prioritized on that basis, the Board should be able to develop support in the community to fill that gap with a referendum to exceed revenue limits.

Board members varied in opinion about using working capital. Some felt using working capital now was a way to give time to prepare for a referendum. Others were concerned about depleting that fund rather than making additional tough budget cuts.

Mr. Van De Water reiterated that until things change at the state level with regards to funding education, the district will be faced annually with the dilemma of fewer resources than there are needs expressed. That can be addressed in a few different ways: 1) plugging the gap with working capital until it's gone, 2) continuing to make tough budget decisions without a filter to run those through (the filter administration is suggesting is preparing each student for post-secondary education), or 3) articulating the resources that are necessary to accomplish this commitment and having the community decide whether it wishes to provide additional funding to make that

happen. If the funding is not there, at least the Board will have a blue print so that decisions can be made to fit expenditures into revenue.

The Board discussed the identification of 'enhancements.' There were thoughts about some of the social/emotional aspects of things like extra-curricular activities that may be considered enhancements to some. Superintendent Heilmann said the district leadership team has had several of the same conversations about enhancements and extra-curricular activities versus other things.

The Board asked for a more concrete outline of the process of implementing this model and asked the following questions: How will the OB study proceed and what will the model look? How will we define post-secondary success? How will teaching be different? How does taking two years of math affect the credits students need, for example? How will the OB model help determine educational priorities in a predictable manner? How will we evaluate and know the model is successful?

Marcus Liddell said he didn't have enough knowledge of the subject to speak on it specifically, but he was encouraged that the district was moving in this new direction. He hoped the model would allow budget decisions to be made based on essential needs.

Ms. Dimock said that all administrators have been engaged in work to address the transformational readiness standards model. Several groups of teachers have been involved in a variety of ways. She said this model has allowed and empowered staff to focus efforts to have a common language that helps to really think about and make choices around preparing kids for post-secondary readiness. Progress is being made on the model and actions have been identified beneath each category with timelines developed. She said that whether working capital is used or not, staff will continue with the work because of the belief that it is right thing for kids.

### 3. Request for Future Agenda Items

The Board discussed having future discussions about Transformational Readiness Standards. It was suggested that the Board receive monthly updates. It was also recommended to include future agenda items about potential timelines for a referendum. It was noted that the purchasing policy has been moved to May. Com. Shiel wondered if it should be moved up so the policy could be in place before summer bidding.

### 4. Other Business

5. Motion to Adjourn Committee Meeting

Com. Wogahn moved, seconded by Com. Duax, to adjourn committee meeting. Carried by unanimous voice of acclamation.

6. Motion to go into Closed Session

Com. Faanes moved, seconded by Com. Wogahn, to go into closed session under 19.85 (1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility to review administrative contracts, 19.85 (1)(e) to deliberate or negotiate the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session, and 19.85 (1)(g) to confer with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved. Carried by unanimous roll call vote.

7. Meeting adjourned at 10:25 pm.