

Eau Claire School Board Minutes

Monday, October 22, 2018

Generated by Patti Iverson

Members present

Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Laurie Klinkhammer, Joe Luginbill, Eric D Torres

1. REGULAR MEETING - CALL TO ORDER

Following the Pledge of Allegiance, President Luginbill 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

Kevin Kochanski lives seven blocks from Roosevelt Elementary and has two children who go to school there. He said it has been a phenomenal school, and he is so grateful that his kids can walk and ride their bikes to school. They use the playground there, the ice rink, and they play basketball and soccer there. He urged the Board to keep the school open, as he felt that having a neighborhood school is a vital part of the kids' education. He believes the neighborhood will be expanding due to new developments and the 'turn over' to younger families. He hoped the Board would think long-term and expand the school as opposed to busing 300 kids and increasing class sizes in other schools.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Dr. Hardebeck shared the upcoming schedule of events for the School Board.

3.2 Board President's Report

President Luginbill encouraged people to visit his blog on the District website under the Board of Education tab.

4. STUDENT REPRESENTATIVE REPORT

Gwen Heywood said Memorial had their bimonthly ACP meeting in their home rooms. She said they talked about financial literacy. Gwen talked to Principal Kohlhepp about improving financial awareness scholarships and to look at other scholarship options such as National Merit Scholarship. She said it is important that students take the PSAT.

Abby Green talked about opening other options for students, especially about taking the SAT. She would also like more scholarship options to be included on the website for students to review.

5. OTHER REPORTS

5.1 School Board Committee Reports

The LEAP Committee met and are continuing to work on revisions to the policy. They hope to have something for the Policy & Governance Committee to review soon. Once the policy is updated, the committee will work on some of its procedures so there is a firm plan in place for teacher-led initiatives.

The Policy & Governance Committee have brought three policy revisions to the Board that will be shared during the Committee Report.

5.2 Legislative Update

Legislative Liaison Eric Torres did not have an update.

6. CONSENT RESOLUTION AGENDA

Motion by Aaron Harder, second by Lori Bica, to approve the following consent resolution items:

- Minutes of October 8, 2018
- Minutes of Closed Session - October 8, 2018
- Human Resources - Employment Report
- Payment of all bills in the amount of \$7,447,132.02 and net payroll in the amount of \$3,733,332.42 for the period of September 1, 2018 through September 30, 2018.
- Gifts in the amount of \$22,974.63 for the period of September 1, 2018 through September 30, 2018.
- Final Approval of School Board Budget Priorities

Motion carried

Yes: Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Laurie Klinkhammer, Joe Luginbill, Eric D Torres

7. INDIVIDUALLY CONSIDERED RESOLUTION(S)

7.1 Approve Recommended 2018-19 Budget

Abby Johnson, Executive Director of Business Services, said that state statutes require school districts to have an adopted budget by November 1st each year. She said the budget hearing will be held on October 29, 2018 at 5:30 p.m. with adoption of the 2018-19 budget to follow. Ms. Johnson said the 2018-19 recommended budget was shared with the Board on October 8, 2018.

Ms. Johnson explained that 78 cents of every dollar included in the budget goes towards salary and fringe benefits; 16 cents for contracted services; 4 cents for supplies; 1 cent for capital equipment; and 1 cent for insurance, debt and other.

The preliminary operating budget revenue went up 1.5% and the expenses went up 2.7%. The projected deficit is \$3,338,755. The levy is projected to go down \$1.4 million as the result of an increase in state aid of \$4.6 million; \$2 million of that was for additional revenue received per student.

The preliminary operating expense summary shows an increase of \$3.9 million from 2017-18 to 2018-19. A large portion of that is in salary and fringe benefits.

There was an increase in purchased services of \$354,707, a decrease of \$169,854 for general contracted substitute costs, and an increase of \$79,456 for contracted substitutes for special education.

Ms. Johnson said that in 2017-18 the District used \$1.6 million of the operating fund balance. This brought the percentage of Fund 10 expenditures to 19.5%. The preliminary deficit for 2018-19 is \$3.3 million, which would bring that percentage to 16.5%. The auditors have strongly recommended that this percentage not go below 20% as it affects the District's bond rating and interest rates for borrowing.

Ms. Johnson said there was an increase of \$4.5 million in salary and fringes from 2017-18 to the 2018-19 preliminary budget. More than \$3.7 million was added to the budget for 2018-19 for salary and fringes. This includes cumulative CPI increase, level movement, and additional FTE costs. Ms. Johnson said the District must look at this area as the District has cut in all other categories.

It is anticipated that there will be \$5.6 million spent on referendum costs; the same as in 2017-18.

A question was raised about pursuing a line of credit. Ms. Johnson said it is an option she has been actively exploring and more information will be shared with the Board in the future.

There were concerns expressed by several Board members about using the fund balance to bring the budget out of deficit. They said that dipping into that fund every year is not sustainable. The percentages impact the District's ability to borrow and its bond rating. The work of the newly-formed Revenue Committee may generate more revenue, but that will take some time to develop. It was noted that there are many things impacting the budget that need to be considered such as students open enrolling out of the District, discussions regarding a Spanish Immersion School or Little Red Nature Center, and LEAP proposals. Board members were encouraged to think of systemic things that could be instituted in the short term to help with budget issues in addition to the long-term, big picture items that could impact the budget.

Motion by Aaron Harder, second by Joe Luginbill, to approve the recommended 2018-19 Budget as presented.

Motion carried

Yes: Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Laurie Klinkhammer, Joe Luginbill, Eric D Torres

7.2 Planning for Listening Sessions for Recommendation Made by Demographic Trends & Facility Planning Committee

Kim Koller, Executive Director of Administration, said she and Phil Lyons shared the recommendation of the Demographic Trends & Facility Planning Committee at the last meeting. Option 1 would develop a plan for repurposing Roosevelt to a 4K center, propose/reestablish the elementary boundaries to accomplish that goal, and address capacity issues at the southside elementary schools. This option had a proposed cost of \$17.5 million to \$21 million. Option 2 would smooth the capacity issues at Roosevelt, Locust Lane, and Longfellow and develop a facility plan for Roosevelt as an elementary school; reestablish elementary boundaries to meet guidelines; develop a separate plan for dealing with capacity at Prairie Ridge; and address capacity issues at the southside elementary schools. The cost for this option was estimated at \$46 million to \$51.9 million. Based on the study and cost options presented, the committee recommended Option 1.

Ms. Koller said they are looking for Board direction as far as next steps including whether there should be listening sessions and if so, what they would look like; if the sessions should include information on both options; if the proposed new boundaries be included or if they should wait to develop the boundaries until after the Board makes a decision; if they should maintain the current middle school boundaries or maintain the current middle school feeder schools; and if an architectural study should be completed.

Board members shared their thoughts on next steps. There was agreement to hold listening sessions and to include presentations on both Option 1 and Option 2. The sessions would include presentations regarding maintaining current middle school boundaries or maintaining current middle school feeder schools and would also include proposed new boundary outlines for both options. It was decided that for purposes of the listening session, the in-house architectural studies that have already been completed would be used and presented. The listening sessions will be recorded, and it was suggested that an email be created like what was done for OPEB (OPEB@ecasd.us) for people to provide feedback or ask questions. It was also recommended that on-site child care be provided at each session.

A question was raised about having different categories presented at different sessions. It was suggested that the Family Advisory Council see a draft proposal of what the listening sessions would include at their November 6th meeting and to have FAC give feedback on the draft. Administration and the Demo Trends Committee could then figure out if it is more feasible to split the topics into categories at different sessions.

It was felt that these sessions should be educational in nature. They can inform participants about the consequences of the current challenges when it comes to student equity, the impact on the social/emotional needs of students, transportation, feeder schools, the resources for solutions, etc. The sessions should elevate the role of those attending from telling the Board how special Roosevelt is to one of making suggestions for alternative solutions to address the challenges the Board is facing and if there are additional considerations for the Board to consider. This will help the Board get what they need from the sessions and give parents the opportunity to give tangible, useful feedback.

It was noted that thoughts about a proposed Spanish Immersion School or the Little Red Nature Center should be included in any boundary considerations. It was added that the District should be in contact with the city and county to work together when discussing potential developments.

No action was taken by the Board. Rather, there was agreement to solicit feedback from the Family Advisory Council with regards to listening sessions at its November 6, 2018 meeting. Information will be shared with the Board on November 19, 2018 and they will be asked to approve the format as an individually considered resolution. Board members will receive information in the November 16, 2018 Friday Letter from the Superintendent.

8. ADJOURN TO COMMITTEE

9. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

9.1 Opening of Schools & Equity Report

Members of the Executive Team presented the 2018 Opening of Schools Report. ECASD is the eighth largest school district in Wisconsin, currently serves 11,319 students, and employs over 1,400 staff members.

Kim Koller, Executive Director of Administration, said the District is challenged with increasing expectations and dwindling resources. It finds it must prove that it is a high performing school district that features academic achievement and social/emotional development, which requires a student centered/whole child focus with a wide range of course offerings, co-curricular programs, athletics, and clubs and activities. This brings added value and added cost to the District at a time when schools are operating under revenue caps, a funding formula, vouchers, and required support for private and parochial schools that has not kept pace with the District's development. The District is facing those challenges with gusto.

Enrollments continue to grow in the District at a faster rate than projected. The actual number of 4K-grade 12 students enrolled on the September 2018 count date was 11,319. The Applied Population Laboratory projected an enrollment of 11,276.

Over the past five years, our schools reflect the demographic changes of the community and have become more diverse. Since 2014-15 there has been a 7

percent increase in the number of students in the sub-groups of students qualifying for free and reduce lunch, minority students, English language learners, and students with disabilities. Students reflect educational programming promoted at the state level that allows families a choice and voice in their children's education plan. Approximately 3 percent of students who live in Eau Claire attend a school outside their neighborhood through alternate school requests. Of the total enrollment of 11,319, 3% or 369 students who live within ECASD boundaries attend a school outside their neighborhood school. Approximately 8 percent of our students come from the 4K program.

The District takes the responsibility of keeping its student safe seriously. During the summer of 2018, secure entrances were updated at five schools and new fire alarm systems were installed in two schools. The District's emphasis on safety and the priority of partnering with the community is reflected in Policy 445. This policy reflects the District's partnership with the Eau Claire Police Department to have a coordinated and unified response to crisis situations and to build meaningful and positive relationships with our students. The District also partners with churches, community centers, businesses, and educational facilities so kids have a safe place to go if the District feels its schools are threatened.

The District was awarded over \$1 million to enhance the safety and security of its schools. This money will ensure that all schools meet minimum standards in safety and security and focus on violence prevention. Staff will be trained in digital threats and adolescent mental health.

The District partners with Student Transit to provide safe and reliable transportation for students. There are 379 routes each day staffed by more than 100 combined drivers and monitors. The District also partners with ECPD to provide support for the adult and student crossing guards.

Jim Schmitt, Executive Director of Teaching and Learning, talked about academic programming in the District. Over the past year a group developed a Multi-Level System of Support (MLSS) that will meet the needs of all students when strategically implemented. This framework will help the District identify priorities for implementation at the District level (Strategic Plan) and at the school level (SIP). This framework will guide the work of District staff. There will be a full rollout of the MLSS framework next school year in all schools.

The District is working to equip staff and students with skills and strategies to attend to their social/emotional needs. Some of that work includes continuing school-based mental health services, trauma sensitive schools training for all staff, youth mental health first aid training, mindfulness training at Memorial, and Social Emotional Learning Committee work.

Mr. Schmitt said that all schools have identified school wide and classroom expectations according to the PBIS framework. Staff teach these expectations in the classroom. The work has resulted in a decrease in the suspension rates.

The District has been intentional about embedding culturally responsive practices into all literacy briefs. They are designed to increase student engagement and participation in culturally responsive ways. The District has also implemented Academic and Career Planning, which builds on the premise that students need to have strong 21st century skills. It focuses on building relationships with others and networking as a way to support students and their goals.

Mr. Schmitt reviewed the five-year WSAS reading trends. The District exceeds state averages and reflects patterns in the state. The District English Language Arts system review indicated areas where growth is needed including consistency in ELA curriculum across sites, horizontal and vertical alignment, and unit plans aligned to the Common Core State Standards. The Literacy Team identified essential standards for writing and language. A structure for PreK-12 professional development was developed addressing writing strategies for all instructional staff. Data will be collected so staff can make informed decisions. During this school year the Literacy Team will identify essential reading standards and build professional development for staff.

Mr. Schmitt said students consistently exceed the state averages and reflect state trends on the ASPIRE and WSAS exams. The District's ACT composite scores exceed the state and national scores. The ACT WorkKeys is an increasingly important indicator. The District is working with the Chamber of Commerce to have Eau Claire become the first certified Work-Ready Community in Wisconsin. The District has continued working to increase the number of students who take and pass the Advanced Placement Courses. The number of students earning post-secondary credits has increased each year. Last year 82.3 percent earned these credits and the goal this year is for 85 percent.

Kay Marks, Executive Director of Human Resources, said that high quality staff and class sizes were identified as priority areas by the Board in the school budget. She gave an overview of the demographics of staff members. There are 872 teachers (808.3 FTEs) in the District with bachelor's degrees and just over 50% who also have their masters. There are 32 who are National Board Certified Teachers. Ms. Marks shared the professional staff count and teaching experience at each building by level. With regards to support staff, there are 276.9 FTEs. She reviewed the number of support staff District-wide and the FTE count by building.

Information was shared that indicated which schools have staff with ethnicity/race other than white. Ms. Marks said the District continues to focus its hiring practices on recruiting staff of color so that it mirrors the student body.

Ms. Marks reviewed the staffing process, which she shared with the Board in May 2018. Class sizes were adjusted to meet the guidelines, some staff were unassigned so were reassigned throughout the District, and vacant positions were filled from retirements or resignations. A reserve of 12.9 FTE was created so that when additional student needs were identified, that reserve could be depleted rather than needing to add to the budget for unanticipated student needs. Those reserves were used for 3.0 FTE in class size reductions, 2.0 FTE for special

education, 1.0 FTE for the ELL program, 2.5 FTE for Title I resource teacher, 2.0 FTE for coach/interventionist, 1.0 FTE for early learning special education, 1.0 FTE for early learning, and .04 FTE for middle school math. These needs used the entire 12.9 FTE held in reserves. Just prior to the school year starting, it was evident that there were additional needs—some due to class sizes and some due to student needs. Consequently, 1.0 FTE teacher was added at DeLong in sixth grade and 1.0 FTE kindergarten teacher was added at Robbins due to increased enrollment. In addition, there were 19 special education assistant positions needed with most of the positions needed as the result of students' IEPs. The District also experienced an increase in the number of students being served whose first language is not English. Additional staff was needed as follows: bilingual education assistant (1.25 FTE), early learning head start classroom assistant (1.0 FTE), general school assistant (1.375 FTE), health care assistant (.875 FTE), and sign language interpreter (.875 FTE).

Ms. Marks reviewed the five-year professional staff turnover rate and the rationale given for those who leave the District. Rationale given for the resignations included retirement, resignations with no reason stated, accepting a position in another district, staying home with family, and relocating.

A variety of strategies have been continued or initiated in support of recruiting and maintaining highly qualified staff. The school year calendar was created to allow staff more opportunities for training and collaboration. The mentor program has also been used for recruiting as it allows new staff to be successful in their careers. Diversity in hiring has become a focal point and various steps have been taken to increase diversity in staff employed by the District. Maintaining a level of health, wellness, and safety for employees is a key part in attracting and retaining high quality staff. The District also has a supervisor/manager training program to support employees new to middle level management positions. A large part of what makes ECASD stand out is its ability to provide employees a voice through surveys, building improvement committees, holistic committee, employee relations committee, etc. Employee benefits are also attractive, which includes health insurance, a near site clinic, defined contribution HRA, long term disability, and the District-wide sick leave donation bank. Ms. Marks also shared information on recruitment initiatives.

The Board thanked the Executive Team for a comprehensive report.

9.2 Discussion and Possible First Reading of Policy 831 - Tobacco and Vaping-Free Zones on School Property and Events

The Board shared a first reading of Policy 831 – Tobacco and Vaping-Free Zones on School Property and Events.

Purpose

The ECASD School Board recognizes that the use of tobacco products and vaping devices are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The

Board is acutely aware of the serious health risks associated with the use of tobacco products and vaping devices, both to users and non-users. The Board embraces its obligation to promote positive role models in schools, and to provide an environment for learning and working that is safe, healthy, and free from unwanted smoke and tobacco use for the students, staff, and visitors.

It shall be a violation of this policy for any student of ECASD to possess, consume, display, or sell any tobacco products, tobacco-related devices, or vaping devices at any time on school property or at off-campus, school-sponsored events. It shall be a violation of this policy for any staff, administrator, Board member, or visitor of ECASD to consume, display, or sell any tobacco products, tobacco-related devices, or vaping devices at any time on school property or at off-campus, school-sponsored events.

Definitions

- *The term “any time” means during normal school and non-school hours.*
- *The term “vaping device” means any oral device that provides a vapor of liquid nicotine, and/or other substance, and the use or inhalation of which simulates smoking, including, e-cigarettes, e-cigars, e-pipes, e-hookahs, or devices under any other product name or descriptor.*
- *The term “school property” means all property under control of the school district, whether owned, rented, or leased including but not limited to all vehicles.*
- *The term “tobacco product” means any product containing, made, or derived from tobacco that are intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means. Including but not limited to, cigarettes, cigars, little cigars, dry snuff, moist snuff/chewing tobacco, and snus.*
- *The term “tobacco-related devices” means ashtrays, cigarette papers or pipes for smoking or any components, parts, or accessories of vaping devices, including cartridges.*

Enforcement

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of both tobacco-users and non-users. All individuals on school premises including students, staff, administrators, Board members, and visitors share in the responsibility for adhering to and enforcing this policy.

Visitors

Visitors who are observed violating this policy shall be asked to comply with this policy. If the visitor fails to comply with the request, his or her violation of the policy may be referred to the building principal or other School District supervisory personnel available. The supervisor shall make a decision on further action that may include a directive to leave school property. Repeated violation may result in a recommendation to the Superintendent to prohibit the individual from entering School District property for a specified period of time. If he or she refuses to leave, the police may be called.

The Board agreed to bring this forward on the next consent resolution agenda.

9.3 Discussion and Possible First Reading of Policy 811.1 - Family Engagement

A first reading of Policy 811.1 was shared. These proposed revisions were needed due to requirements of the "Every Student Succeeds Act." It was recommended that the name of the policy be changed from Parent Participation in the Schools to Family Engagement.

The Eau Claire Area School District will engage families in two-way and meaningful communication addressing student well-being and achievement by ensuring that family members:

- *play an integral role in assisting their child's learning,*
- *are encouraged to be actively involved in their child's education, and*
- *are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees, to assist in the education of their child.*

In alignment with Section 1116(a)(2) of Every Student Succeeds Act (ESSA), the Eau Claire Area School District agrees to:

- *Engage families in the joint planning and development of the District's Title I plan through representation on the District ESSA team.*
- *Engage families in an Annual Local Review of the Title I Program and use the results of the Annual Review to address any identified barriers to family participation; to meet the needs of families to help their children learn, and to identify successful family engagement strategies.*
- *Operate the Family Advisory Council (FAC) to help review this policy and provide a formal mechanism for families to give feedback to the Board and administration. The FAC shall strive to reflect the demographics of students served by the District and include at least one family representative from each District school.*
- *Engage families in developing, implementing, and reviewing School-Family Compacts. A School-Family Compact is a written agreement between the school and the families of children enrolled in schools participating in Title I, Part A programs that identifies the activities that the families, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the School-Family Compact outlines the activities that the families, school staff, and students will undertake to build and develop a partnership to help the children achieve to the state's high academic standards. Family events are arranged by the District to facilitate the completion of these compacts.*
- *Engage families in planning and developing effective family engagement activities.*

- *Build capacity for school/family engagement by:*
 - *providing family members with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators,*
 - *providing materials, resources, and training to help families work with their children to improve social and emotional development and academic achievement,*
 - *implementing a two-way communication system with families that provides information in clear and understandable terms, and surveys families for feedback about District programming,*
 - *collaborating with business leaders and community organizations to offer opportunities for family-school engagement,*
 - *coordinating family engagement activities with other federal, state, and local programs, including preschool, after school programs, home visiting, etc.*

The Board agreed to bring this forward at the next meeting for formal approval.

9.4 Discussion and Possible First Reading of Policy 447.1 - Staff Use of Physical Force/Restraint and Seclusion

The Board shared a first reading of the new section on Discussion and Interpretation in Policy 447.1.

Discussion and Interpretation

The Eau Claire Area School District uses positive behavioral strategies, supports and interventions to create and maintain a safe, caring, and respectful environment for students and staff. Using positive behavioral strategies, supports, and interventions as part of a comprehensive crisis prevention and intervention plan, can defuse challenging and disruptive behavior before an incident escalates to a crisis situation. These prevention and early intervention strategies emphasize nonphysical, disengagement methods for preventing or managing disruptive behavior. Physical restraints are only to be used as a last resort when an individual becomes an immediate danger to self or others.

All staff should be aware of the recommended disengagement supports and strategies and physical restraints to prevent and respond to disruptive behavior. All teaching, administrative, and support staff who serve students with Individual Education Plans are required to have District approved training in positive behavioral strategies, supports, and interventions.

The Board agreed to bring this forward on the next consent agenda.

10. REQUEST FOR FUTURE AGENDA ITEMS

There were no requests for future agenda items.

11. ADJOURN

Motion by Chris Hambuch-Boyle, second by Aaron Harder, to adjourn the meeting.
The motion carried by unanimous voice vote.

The meeting adjourned at 9:38 p.m.