

## **Eau Claire Board of Education Minutes Monday, November 16, 2015**

*Submitted by Patti 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**

Amy Carlson Sather and two of her colleagues at Northstar were present to show how their staff is committed to creating an environment with a growth mindset that allows students to flourish academically and socially/emotionally.

Michelle Olson teaches English language learners and co-teaches English 8. She said they are creating meaningful partnerships with families and the community with culturally relevant events such as their annual EL Family Reading Night and the Hmong New Year celebration. They are helping students understand the importance of diversity and being respectful and inclusive of everyone. Staff would like to expand these programs with more resources.

Paula Tracy, 7th grade English at Northstar, talked about ways they have expanded learning for students with disabilities as well as students in general education. She said that a co-teaching model leads to greater post-secondary success for kids, and she would like to see more co-teaching. She feels it is a good alternative as class sizes increase.

Ms. Carlson-Sather said they are very passionate about service learning and the impact on students at Northstar. She shared their "ISM" project, which allows students to pick an 'ism' they are passionate about and to create a project to express their beliefs. Many of the staff go above and beyond to help kids meet their full potential and to help them accept and celebrate differences. Staff would like to expand some of these special projects but would need financial resources. They asked that the Board consider a

growth mindset for students, staff and the community as it considers a referendum.

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

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

Dr. Hardebeck reviewed the upcoming Board of Education events. She recognized Boy Scouts Troop 36 who were present. The boys are working on their citizenship badge.

Dr. Hardebeck recognized the following teams and individuals:

- Memorial won the 2015 Division 1 State Girls Cross Country Title. Aubrey Roberts was the Division 1 over-all individual champion. The Memorial girls' tennis team competed in the state meet and Katherine Lindsey placed sixth overall. North had a participant in both the state girls' golf competition and in the cross country meet.
- Four members of Memorial's girls' golf team and four members of the North's girls' golf team received Academic All-State honors.
- The Big Rivers Conference honored North High's football and boys' soccer teams and Memorial's boys' cross country team with the 2015 Fall Season BRC Sportsmanship Awards.
- Memorial's football team made the level 3 playoffs, which was the first time since 1987.

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

President Spindler said the Board received a thank you card from Dan Van De Water.

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

Jason Lin shared an update on activities and events taking place at Memorial.

### **5. OTHER REPORTS**

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

Kathryn Duax said the Policy & Governance (P & G) Committee met and reviewed the first draft of Policy 332- Innovation Zones. The Charter/Choice Committee will take feedback given by the Board and bring a revised policy back at the December 7<sup>th</sup> P & G meeting. The committee agreed to bring Policy 225 - Evaluation of Superintendent forward for Board consideration. The committee began drafting Policy 133 – Board Vacancies and will bring it

back to P & G on December 7<sup>th</sup>. It will be cross-referenced to Policy 165 - Code of Conduct. On December 7<sup>th</sup> the committee will discuss new policies 447.11, 342.7 and 342.8 in addition to existing Policy 343.2 - Class Sizes.

Joe Luginbill said the Demographic Trends Committee met on November 3<sup>rd</sup> and reviewed the committee's charge. They discussed equity issues and will continue looking at that topic in the future. Homeless Program Coordinator Dani Claesges presented statistics dating back five years for the homeless program and talked about that program. At the next meeting on December 10<sup>th</sup>, the committee will look at district attendance areas, building capacities, boundaries and facility needs at Prairie Ridge, Roosevelt and McKinley.

## **5.2 Legislative Update**

Chris Hambuch-Boyle said that the state government issued its Annual Fiscal Report. Wisconsin closed its books with a general fund surplus of \$135.6 million. Spending from the state's general fund increased by 5.6% in 2014-15. For comparison purposes, in the last fiscal year prior to the recession, state K-12 school aids totaled \$5.34 billion.

WASB drafted a sample resolution for Boards to consider regarding Assembly Bill 481/Senate Bill 355 that would limit when districts can hold referendums. Chris Hambuch-Boyle shared that with the Board.

## **6. CONSENT RESOLUTION AGENDA**

Motion by Wendy Sue Johnson, second by Chue Xiong, to approve the following Consent Resolution Agenda Items:

- Minutes of November 2, 2015
- Financial Report - October 2015
- Gifts in the amount of \$64,300.65 for the period of October 1, 2015 through October 31, 2015
- Human Resources--Employment Report
- Revisions to Policy 655.1 - Activity Passes

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)**

### **2015-16 Student Transit Contract Amendment for Revenue Limit**

Motion by Wendy Sue Johnson, second by Charles Vue, that the Board of Education approve the transportation contract amendment between the Eau

Claire School District and Student Transit - Eau Claire, Inc. for the period July 1, 2015 through June 30, 2018.

Final Resolution: Motion carried

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

### **Payment of all Bills and Payroll**

Motion by Wendy Sue Johnson, second by Chris Hambuch-Boyle, that the Board of Education approve payment of all bills in the amount of \$6,429,037.80 and net payroll in the amount of \$4,919,253.57 for the period of October 1, 2015 through October 31, 2015.

Final Resolution: Motion carried

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

### **Resolution Authorizing Temporary Borrowing in the Amount Not to Exceed \$ 7,000,000 Pursuant to Section 67.12(8)(A)(1), WIS. STATS.**

Motion by Kathryn P Duax, second by Joe Luginbill, that the Board of Education award the sale of a tax and revenue anticipation note in the amount of \$7,000,000 for the period November 20, 2015 through August 26, 2016 at a net interest rate of 0.6478% to R.W. Baird & Co. Incorporated.

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**

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

#### **9.1 Assessment Tools for Key Works Accountability**

Included in the Board's *Key Works Guide Book*, there are several questions that are recommended for the Board to ask staff and the superintendent related to the Board's interest and obligation to monitor student results and accountability.

Michelle Radtke, Director of Assessment, provided answers to the following questions from the *Key Works Guide Book*.

### **Question 1: Do we have an information system that provides adequate data for accountability?**

There are four types of data: Achievement Data, Perception Data, Program Data and Demographic Data. There are systems in place for all of this data including Skyward, DecisionEd, WISEdash, Forecast 5, K12 Insight Surveys, focus groups, feedback loops, ECERS, School-Wide Implementation Review, SWISS and BusinessPLUS.

### **Question 2 - How do staff and students learn what is expected of them?**

There are state standards for English Language Arts and Mathematics as well as Advanced Placement Curricula, Project Lead the Way Curricula, and local curriculum documents.

Schools create four goals for their School Improvement Plans and develop action plan steps. School Learning Objectives are reflective of the building goals.

The primary way to communicate expectations of staff and students is through Professional Learning Communities. This ensures that students learn within a culture of collaboration that is focused on results. Michelle shared examples of a culture of collaboration and ways that students learn what is expected of them.

### **Question 3 -- How is success or failure assessed?**

Students use formative, interim and summative assessments and grades to determine if they have been successful or not in the classroom. Teachers and parents use test scores and grades to gauge a student's academic strengths and areas for future growth. Communities rely on test scores as an indicator of the quality of their educational system, and state and federal lawmakers use test scores to determine whether public schools are performing at an acceptable level.

Ms. Radtke showed an example of a building's goal and action plan. The data are tracked in the data warehouse.

### **Question 4 -- What are the system's rewards and consequences for success and failure?**

Ms. Radtke said that students who succeed have greater access to opportunities in the future, and those who meet key indicators are on track

for graduation from high school. Staff evaluations are linked to accountability measures, and they use student achievement data to make decisions and to set instructional priorities. Students who fail require interventions. Ms. Radtke showed the system that ECASD has adopted that helps with those interventions.

### **Question 5 -- How do student achievement results factor into staff evaluation?**

Teachers must review student data to identify an area or areas of academic need and then set a goal based on the data. Teachers monitor progress throughout the year. At the end of the school year, teachers review their goal status with their supervisor and use the results to inform future areas of growth for the instructor.

Ms. Radtke said the ECASD has data systems in place which continue to develop. The road map for what is expected of staff and students is becoming clearer through use of school improvement goals, action plan items, professional learning communities and learning targets. The District has the tools in place to measure the success of the school system towards continuous improvement. Student achievement results are used in discussions with principals and staff to help both students and staff grow.

The Board discussed looking at standards for social and emotional characteristics. In addition, evidence for more systemic measures such as project learning, real world learning, etc., should be shown. These measures show that some students learn in other ways and that is part of the District's learning culture. There are also ways to positively measure protected factors in students.

Mr. Schmitt was asked if the staff engagement data could be broken down by school or level with a more thematic approach. He replied that because of the smaller number of individual responses, that would not be possible. However, there will be follow-up focus groups with staff and some of those things will come out at that time.

## **9.2 Wisconsin State Civics Test Graduation Requirement**

Jim Schmitt, Executive Director of Teaching & Learning, said that part of Act 55 requires that any student graduating from a Wisconsin High School must take the new Wisconsin State Civics Test in order to graduate. The questions are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship. The pupil must correctly answer at least 60 of those questions. Those students with an IEP don't have to pass it to graduate. Students may retake the exam an unlimited amount of times.

Carrie Carlson, North's Social Studies Chair, and Emilee McHorney, Memorial's Social Studies Chair, explained the new requirements. Districts can determine the format of the test and when to administer it. There are no state funds to administer the test and DPI is not involved in procurement, grading or gathering of test scores. A record will be kept in Skyward to monitor this as a graduation requirement, and passing the test will appear on the student's transcript. It was noted that both schools have already administered at least one exam and 93% of students scored 60% or higher.

Administration was asked to calculate how much staff time, instructional time and paper costs would be for this test.

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

Kathryn Duax shared a first reading of Policy 460 - Student Scholarships and Awards.

*Students in the District shall be informed annually of any available scholarships and awards.*

*Literature concerning available scholarships and awards shall be available through the guidance office, posted in the appropriate school building and online.*

*The District will select nominees and alternates for the Wisconsin Academic Excellence Higher Education Scholarship and the Wisconsin Technical Excellence Higher Education Scholarship in accordance with established procedures for those awards. Criteria for school district awards and scholarships shall be developed consistent with school district goals and objectives.*

*The District shall not unlawfully discriminate in the acceptance or administration of awards, gifts, bequests, scholarships or other aids, benefits or services to students – including those from private agencies, organizations or persons -- on the basis of sex, race, national origin, ancestry, creed, color, handicap, pregnancy, marital or parental status, sexual orientation, gender identity or gender expression, or physical, mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established procedures. Accordingly, any scholarship or award granted by, administered by, or advertised/promoted by the District shall be in compliance with the above-stated policy of nondiscrimination.*

This item will come forward on the Consent Agenda during the December 7, 2015 meeting.

#### **9.4 Discussion & Possible First Reading of Policy 840 - Gifts to the Eau Claire Area School District**

Rich Spindler shared the first reading of Policy 840 - Gifts to the Eau Claire Area School District

*The Board may accept and use or reject all or part of a gift of money or property for a purpose deemed by the Board to be consistent with the mission, values, and goals of the District.*

*All gifts shall become the sole property of the District to be used at the discretion of the Board, unless otherwise specified in the gift.*

*The District shall not unlawfully discriminate in the acceptance or administration of gifts, bequests, benefits or services to students – including those from private agencies, organizations or persons -- on the basis of sex, race, national origin, ancestry, creed, color, handicap, pregnancy, marital or parental status, sexual orientation, gender identity or gender expression, or physical, mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established procedures.*

This item will come forward on the Consent Agenda during the December 7, 2015 meeting.

#### **9.5 – Discussion & Possible First Reading of Policy 154 – Board Self Evaluation**

There was discussion about aligning this policy to Policy 150 – Board Responsibilities and Duties. The Board also talked about the statement that the Board do its self-evaluation on a separate night from a regular meeting. It was suggested that it wouldn't necessarily have to be a separate Board meeting. This policy will be brought back to the Policy & Governance Committee for further review.

#### **9.6 Discussion & Possible First Reading of Policy 225 - Evaluation of the Superintendent**

This policy revision includes where the evaluation would be filed and who gets copies of it. Rich Spindler said that Attorney Kirk Strang provided additional feedback about the evaluation of the superintendent policy from a legal perspective. Other questions were posed such as who should sign the evaluation? The president or the whole Board? What is the process for the



evaluation becoming a public record? The policy should reference specific state statutes that make the evaluation a public record.

This policy will be brought back to the Policy & Governance Committee for further review.

## **9.7 Discussion & Possible First Reading of Policy 230 - Administrative Team**

Joe Luginbill shared a first reading of Policy 230 - Administrative Team:

*The Administrative Team is made up of the Superintendent, Executive Director of Administration, Executive Director of Business Services, Executive Director of Human Resources, Executive Director of Teaching & Learning, Director of Academic Services, Director of Assessment, Director of Buildings & Grounds, Director of Pre-K/Early Education, Director of Food Services, Director of Special Education, Director of Student Services, Director of Technology, Principals and Assistant Principals.*

### **Superintendent as Executive Officer**

*The School Superintendent, as the executive officer of the Board of Education, is responsible for administering the school district. In executing that responsibility delegated by the Board, the Superintendent bears major responsibility for translating the Board's goals and objectives into an operating educational program.*

*School Board members are responsible for establishing policy and evaluating results and the Superintendent is responsible for the execution of those policies. As the chief professional advisor to the Board, the Superintendent should be expected to contribute his or her thinking to the Board's discussion and deliberations.*

*The Superintendent shall develop and maintain Administrative Rules and Regulations needed to carry out Board policies. These rules and detailed procedures shall constitute the administrative regulations covering the schools. Additional documents, such as student and parent handbooks, are an extension of delegated authority given to the administration by the Board. The Board will approve the Employee Handbook annually.*

### **Executive Directors and the Superintendent**

*The Superintendent may delegate portions of the daily operation of the school district to the Executive Directors.*

*The Superintendent may delegate supervision of the business affairs of the school district to the Executive Director of Business Services and the prime responsibility for personnel functions to the Executive Director of Human Resources.*

*The Superintendent may delegate duties and staff authority to the Executive Director of Teaching & Learning and the Executive Director of Administration in their respective areas.*

### **Directors**

*The Directors report to the Executive Directors and are responsible for the overall conduct, organization, direction and supervision of the programs and coordinators within their areas as designated by the Superintendent.*

### **Building Principals**

*The principal is in charge of his/her school and is responsible for the overall conduct, organization, direction and supervision of the building and of the educational program. The principal is supervised and evaluated by the Superintendent and/or the Executive Directors, as designated by the Superintendent. The principal will work collaboratively with district employees, families and students in order to carry out his/her respective duties and to help develop and provide a guaranteed and viable curriculum for all students.*

### **Assistant Principals**

*Assistant principals are vital parts of the administrative team at the middle and high school levels. The principal supervises assistant principals and may delegate authority to assistant principals in areas of school operation in order to ensure collaboration, direction, and organization of the educational program and the physical plant.*

It was noted that not all positions listed followed the same description of responsibilities. The Executive Director positions should include more information from their job descriptions rather than saying "may delegate portions of the daily operation of the school district to the Executive Directors."

This policy will be brought back to the Policy & Governance Committee for further review so that the positions align with their job descriptions.

## **9.8 Budget Committee Report on Referendum Discussion**

Chue Xiong shared a report from the Budget Development Committee. He said they met on November 9<sup>th</sup> and discussed what would happen if a referendum fails or if it passes. Administration shared what they perceive as priorities for the District and after reflecting on what was shared during the community forums, the committee identified four areas of importance: class sizes, facilities, technology and quality education which includes attracting and retaining quality staff.

With regards to facilities, given the square footage of the District, in order to keep up with industry standards it should be spending \$3.6 to \$4.2 million annually for maintenance. The District currently allocates \$1.6 million per year. This leaves a large gap in what is needed to maintain facilities appropriately. Secure entrances in several buildings would also be a priority.

Board members shared items they felt could also be part of a referendum for

the Committee to consider such as money to research whole-child data, innovation zones, compensation, co-teaching models, NBCT incubation programs, a communication plan, cost to support achievement, school-based mental health services, non-fiscal items that have been mandated, etc.

It was felt that the Compensation Committee should provide information on potential costs to attract and retain a quality staff. It was also suggested that administration determine what staff would have gotten if they had moved through the salary schedule without freezes and progressed through their careers and use that dollar amount.

The Committee will meet again on November 30<sup>th</sup>. At that time a preliminary budget list will be shared so the Committee can bring items to the full Board and the amount of the referendum can be determined.

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

Wendy Sue Johnson asked that the resolution discussed in the Legislative Report regarding placing limits on holding referendums be brought to the Board as a resolution.

Chris Hambuch-Boyle asked for information on the logistics of utilizing the District's social media, community connections and alumni to get the word out about the referendum.

## **11. OTHER BUSINESS**

There were no other matters brought before the Board.

## **12. ADJOURN**

Motion by Chris Hambuch-Boyle, second by Kathryn P Duax, to adjourn 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 9:20 p.m.