

Eau Claire School Board
Monday, September 11, 2017
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Members present

Kathryn P Duax, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue, Eric Torres, Lori Bica

1. REGULAR MEETING - CALL TO ORDER

Following the Pledge of Allegiance, President Hambuch-Boyle 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

Jessica Smith said she submitted an email to Board members on behalf of many families in the area affected by the boundary change. They were asking for the Board to consider compromises for the transition timeline.

Molly Barnes shared concerns about having her children attending two different high schools. She currently has a child at Memorial and one in middle school who would now be in the North attendance area.

Wendy Sue Johnson said that other than those students attending Montessori, everyone is assigned the school they attend. They don't have a choice. She noted that by previous Board action, students who are open enrolled in the District were grandfathered to stay on the path they enrolled in. She suggested that the Board rethink that decision and change it when the boundary change transition occurs. She urged the Board to move forward with the recommendation for the implementation to take place with current eighth graders. She felt that delaying the decision would undermine the recommendation and would have no effect on equity. The committee assumed that families with siblings already enrolled at Memorial could use the alternate school request process to keep the family at that school.

Jean Kindrick from Sylvan Learning explained that they have been accepted to complete an online grant that could benefit ECASD students by providing additional enrichment and remediation. Sarah French from the Eau Claire Public Schools Foundation and Dave Oldenberg from ECASD have been assisting with the process. Their proposal is for an after-school math club, called Math Minds, for students who are disadvantaged or homeless. People are encouraged to vote online for the project as the cause with the most votes at the end of the month receives the funding.

Jill Robaidek said that parents who have spoken about wanting their kids to go to Memorial are not against North or what it has to offer. She believes that switching students who had planned to go to Memorial to North when those students are in middle school, is not fair. She asked the Board to consider the perspective of

families that have shared concerns during the listening sessions and make some compromises.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Dr. Hardebeck reviewed the upcoming School Board events.

Dr. Hardebeck recognized Randi Stanley, the technology integration teacher at South Middle School, who was the recipient of a \$2,500 grant from Farmers Insurance. Nancy Stang from Farmers Insurance was also present. Ms. Stanley entered a contest as part of Farmers Insurance's "Thank America's Teachers Program" and won as a result of having family and friends vote for her proposal. A demo of the Ozobot Evo, educational coding robots, was shared by two South students. The grant will pay for these robots.

Jen Peck, a Montessori teacher, has been accepted as a Project Lead the Way Master Teacher. She submitted a proposal to present at their national conference and it was accepted. They pay for her airfare, lodging, and food. Jen will be presenting how to incorporate PLTW in a multi-aged elementary classroom. PLTW says their elementary program has not been used in this type of a setting and they're very interested how she's accomplished this approach. She also taught one of their summer courses for their certification program. Dr. Hardebeck congratulated Jen.

WASB has a business honor roll and districts were asked to nominate up to five business partners to be recognized. The District has nominated Plank Enterprises, Mayo Clinic Health System, Royal Credit Union, Xcel Energy, and Marshfield Clinic.

The Ninth Annual Border Battle Golf Scramble will be held on September 18th at Wildridge Golf Course. This scramble benefits the ECASD homeless program.

3.2 Board President's Report

President Hambuch-Boyle shared the timeline of the events that took place the morning of September 11, 2001. The Board observed a moment of silence reflecting on that horrific day.

Chris Hambuch-Boyle said she attended a day of Conscious Discipline training with staff at Prairie Ridge. The focus was on self-regulation not only in children but in ourselves. She also attended a forum in Wisconsin Rapids about the voucher

program. She handed out the resolution the Board passed on the voucher transparency bill to those in attendance.

The "Road to Referendum" documentary created by Steve Betchkal and staff at CVCTV and produced by Omni Associates--Carol Craig is up for a Northwest Emmy. The winner will be announced in October.

The 2017 WASB Legislative Advocacy Conference will take place on November 4, 2017 in Stevens Point. Anyone interested in attending should contact Patti Iverson.

4. STUDENT REPRESENTATIVE REPORT

Kathryn Duax introduced Lauren Priem who will be the school board student representative from Memorial this year. Joe Luginbill introduced Ryan Cramer who will again be the student representative from North.

Lauren reported that things are in full swing at Memorial. She said she is happy to serve as Memorial's student representative.

Ryan said he is excited to be back for another year, and he will continue to give updates on North students.

5. OTHER REPORTS

5.1 School Board Committee Reports

There were no committee reports.

5.2 Legislative Update

Mr. Luginbill reported that the Joint Finance Council has approved all K-12 education provisions of the state budget. It will head to the State Assembly for a floor vote and then the Senate soon after that. After it is passed, the Governor can use veto pens to make changes. The legislature can override any veto with a two-thirds majority.

6. CONSENT RESOLUTION AGENDA

Motion by Kathryn P Duax, second by Aaron Harder, to approve the following Consent Resolution Agenda Items:

- Minutes of August 21, 2017
- Human Resources - Employment Report

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

7. INDIVIDUALLY CONSIDERED RESOLUTION(S)

Education for Employment Plan

Motion by Joe Luginbill, second by Eric D Torres, to approve the Education for Employment Plan.

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

Resolution Regarding Voucher Transparency Bill to Bring Forward to the WASB Delegate Assembly

Motion by Kathryn P Duax, second by Aaron Harder, to amend WASB Resolution Section 2.70, Private School Aids, as presented.

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

8. ADJOURN TO COMMITTEE

9. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

9.1 Review Feedback from Listening Sessions on Boundary Change & Discuss Options for Implementation of Transition Timeline

Ms. Abby Johnson, Executive Director of Business Services, said there would be 52 students affected by the boundary change if implemented in 2018-19. Of those students, 16 would have siblings who are concurrently enrolled and could ask for an alternate school request. That would leave 36 students who would have to switch to North. It is estimated that it will take four to five years to get to the targeted 100 student difference in enrollment.

Board members reflected on the feedback, shared their thoughts, and asked questions about the implementation timeline. It was noted that administration and Student Transit felt that if a decision to implement the change in 2018-19 was made, there would be enough time to handle the logistics of the change.

Several Board members said they were sympathetic to the concerns expressed by parents at the Listening Sessions regarding delaying the decision to allow students time to adjust, additional transportation time and costs by parents, recognizing those students who have participated in feeder sports for Memorial, and allowing siblings to attend the same high school as their older siblings, among other things. There was also acknowledgment of the concerns of the parents from North who would like equity in class offerings. It was noted that the Board is responsible for all 11,200 students and must decide what is in the best interest of all students.

Board members said that administration would need to work with parents during this time as well as students. Some felt that much of the way students handle the transition will come down to the willingness and ability of parents to handle it appropriately. A letter received from a parent in the affected area was shared. She told of the positive ways they are helping their daughter be prepared for the change and noted that she would be a trailblazer for the change with younger kids looking to her to answer their questions.

Reflecting on comments received by the Board, it was suggested that the Board make decisions on the following items at the next meeting:

- 1) Whether to accept the recommendation from the Demographic Trends and Facility Planning Committee to implement the boundary change timeline effective with the 2018-19 school year.
- 2) Whether to allow students currently attending Memorial to stay there.
- 3) Whether to permit students in the affected area to attend Memorial through the alternate school request process if they have an older sibling already attending Memorial.
- 4) Whether the timeline for open enrolled students should be changed to follow the boundary change timeline.

From a student's perspective, Ryan Cramer said that when he entered North as a freshman, he didn't know what was ahead but that the Link Crew was very helpful. Students at North get the same information as freshmen get at Memorial. He added that whether freshmen are coming from DeLong or Northstar, they will receive the same assistance.

The Board said it is committed to working with families during the transition to make it easier for students and their families. Administration was asked to work on a transition plan once a decision is made, which will involve tours, meetings with students, etc. It was suggested that a committee could be formed at North to get input into what parents might want to see for transition activities.

Board members said that if parents feel there are specific concerns that haven't been addressed, they should email the Board or provide that information in the Public Forum portion of the next meeting.

9.2 Innovation Zones Update

Andy Brown and Ali McMahon, advisors of Northstar's Arctic Zone, along with two students and two parents were present to share information on this personalized project-based innovation zone that began a year ago.

The teachers explained that project-based learning allows a student to determine when, where and how they learn best. It gives the students an opportunity for deeper learning, which creates a culture of inquiry. They said that in one year they have seen an increase in engagement. Ninety percent of the students chose to

remain for year two and a third of the sixth grade families want to participate. There are 40 students on a waiting list.

Northstar students Hannah and Lydia shared a typical day in the life of a student in the Arctic Zone including BERG time for reading and writing, STEM block, humanities, art/music/physical education and chill time. Students can work on Passion Projects or online programs to learn social studies, math and science. They said that Passion Projects are a big part of Arctic Zone. It's a way for students to learn, share, and create things they love or are passionate about related to a particular theme. Each project that is created can be linked to a standard--science, math, speaking, listening, social studies and writing. The students hoped that the Arctic Zone could be expanded.

Two parents shared very positive feedback on the benefits they have witnessed for their children who attend the Arctic Zone. They are excited about what they are learning and that they can move at their own pace. They are curious, interested and motivated. Their children are learning and practicing daily self-management skills. One mother said that her child has never been more invested or engaged in learning and that the environment is very geared to the needs of the whole child. She thanked the District for being so progressive. Both parents asked that it be expanded so other children can see the same success and even suggested that it be extended to the high school level.

9.3 Middle School Programming and School Improvement Plans

The three middle school principals (Dianna Zeegers, South; Tim O'Reilly, DeLong; and Tim Skutley, Northstar) were present to talk about middle school programming and their School Improvement Plans (SIP).

South staff engage in the process of school improvement to drive innovation as they use data to show what is working well and what issues they need to work on. Ms. Zeegers said that many students are finding success; however, some needs are not being met. Staff looked at what is interfering with those students' capacity to succeed. South uses AVID (Advancement Via Individual Determination) to identify needs and use proven strategies that work for all children to develop and learn. The Writing, Inquiry, Collaboration, Organization and Reading (WICOR) model helps teachers deliver the best possible strategies in a consistent fashion. Ms. Zeegers explained how the use of AVID would be implemented as part of a three-year plan.

Dr. Tim O'Reilly from DeLong shared a graphic that shows how staff use their SIP to achieve post-secondary success for students. He said that relationships are the bedrock of their plan. Buildings blocks create their School Learning Objectives (SLO) and Professional Practice Goals (PPG) which increase student knowledge and skills to achieve their four major goals to increase effective use of technology, math achievement, student literacy and increased student engagement. DeLong staff use the book *Teach Like a Pirate*, which encourages and challenges staff to increase student engagement and boost creativity. Staff use content, professional and

personal passion as they teach and are given some autonomy to try new things to engage students.

Northstar Principal Tim Skutley said that staff have a School Improvement Plan every year with four goal areas. He reviewed several key projects including National History Day for 8th graders, the ISM Project for 7th graders, and allowing 6th graders to complete creative writing projects and write the school newspaper.

9.4 Collaboration Resolution Follow Up

President Hambuch-Boyle said that the Board passed a resolution called Collaborative Educational Climate in September 2016. The Board wanted to convene on a regular basis a design team made up of county birth to three and Human Services personnel, CVTC personnel and board members, UWEC personnel and board members, and school district personnel and board members for the purpose of reflecting on the design of the leadership programs, performance goals, admissions criteria, curriculum, student assessment, outcomes evaluation, financial and programmatic needs, and other areas of mutual interest to ensure that all entities are working together rather than separately in pursuance of our goals and to provide cohesive communication to our community and region relative to public education.

Dr. Hardebeck said that in passing this resolution the Board empowered and gave permission to the staff to create partnerships. Mr. Dave Oldenberg, Director of Academic Services, shared a report on the partnerships that have been created with higher education institutions for post-secondary experiences, post-secondary credits, shared resources, shared expertise, and shared efforts to educate all students. He gave examples of what the District is doing in all of these areas.

Board members talked about creating a design team and what that might look like. One of the reasons the resolution was adopted was because of a perceived lack of collaboration with these entities. While there are many partnerships taking place, it was felt there were still some gaps. Administration was asked to look at where they may see gaps and perhaps determine what a design team could target.

The topic of having residencies with UWEC was also brought up. UWEC would pay ECASD teachers to supervise their student teachers and it would lock in partnerships in terms of residencies. Administration said it could explore these types of opportunities. Mr. Schmitt noted that ECASD has been working with the Education Department at UWEC and reestablishing expectations with student teachers was a priority along with the PDP process and the mentoring program. The topic of student residencies was also on the table but they were focusing on the top three priorities first.

Dr. Hardebeck explained that there are a number of advisory boards put in place to create a structure for collaboration around certain topics. She said if the Board has a larger vision, they should provide administration feedback on how that should

take place with other stakeholders. It was suggested that this be discussed in a Work Session.

9.5 Discussion & Possible First Reading of Policy 185 - Board Committees

The Board shared a first reading of the paragraphs that were changed for Policy 185 – Board Committees:

While standing and temporary committees may make recommendations to the Board of Education, it is clearly understood that all decision-making authority rests with the Board of Education. The President of the Board shall appoint, subject to approval of the Board, standing committees, advisory committees, and other delegate/liaison assignments at a regular meeting of the Board. A comprehensive list of committee and delegate assignments shall be maintained by the Board President and periodic reports shall be given to the full Board. Each standing committee shall use Robert's Rules of Order at their discretion, take minutes of meetings and a member shall be elected chairperson by each committee at the first meeting of each year after committees are appointed by the President. Each committee shall be assigned an executive team member to serve as a liaison and advise the committee.

Demographic Trends & Facility Planning Committee: The purpose of this Committee shall be to provide at least annual recommendations to the full Board regarding demographic trends, boundary issues, capacity updates and other relevant data. This Committee shall include two Board members and others as determined by the Board of Education, the Committee and the Superintendent.

Advisory Committees:

One School Board member shall serve in an ex officio capacity for each of these Advisory Committees: Gifted/Talented Advisory Council, Parent Advisory Council, Eau Claire Public Schools Foundation, Wellness Committee, Head Start Policy and Governance Committee, McKinley Charter School Governance Board, and Montessori Charter School Governance Board.

Delegate/Liaison Appointments:

The following delegate/liaison positions shall be appointed by the School Board President for a renewable one-year term: Special Education Liaison, Board Legislative Liaison, Cooperative Educational Service Agency Delegate, Wisconsin Association of School Boards Delegate, and Wisconsin Public Education Network.

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

10. REQUEST FOR FUTURE AGENDA ITEMS

Kathryn Duax asked for a study of athletic fees.

Joe Luginbill would like more information on concussion management in the District so the Board can determine if any updates are needed.

11. ADJOURN

Motion by Charles Vue, second by Aaron Harder, to adjourn the meeting.

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

Meeting adjourned at 10:25 p.m.