

**OFFICIAL PROCEEDINGS OF THE REGULAR MEETING OF THE
BOARD OF EDUCATION, EAU CLAIRE, WISCONSIN, JANUARY 18, 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: Bollinger, Craig, Duax, Faanes, Johnson, Shiel, and Wogahn. Absent: None. Student Representatives Marcus Liddell and Brittany Landorf were also 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 discuss the executive administrative assistant annuities; 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

No one signed up to address the Board.

BOARD/ADMINISTRATIVE REPORTS

Superintendent's Report

Superintendent Heilmann explained why the district chose not to pursue Race to the Top funds. He said that even the Governor's office admitted that the likelihood of Wisconsin qualifying for these national funds was a long shot. The turnaround time between the release of information and the deadline was about one month, which was hardly enough time to do an in-depth analysis of needs. Dr. Heilmann said the additional bureaucracy that comes with the receipt of federal dollars is significant as witnessed with ARRA dollars. He said that many of the priority items in the state plan would have very little value to the ECASD. Several states have decided not to participate in the program. Wisconsin has decided to apply knowing that the competition will be intense and that the one school district most closely meeting the eligibility requirements would be the

Milwaukee Public Schools. Accepting the Race to the Top funds at the state level will increase the state deficit in the 2011-2013 biennium, which is not a good thing for school districts. Accepting these funds at the local school district level creates a funding cliff when the funding runs out. He said that all schools in the district are making Adequate Yearly Progress (AYP) and the state's plan overview focused on schools that have NOT made AYP. Dr. Heilmann said the ECASD is already involved in the development of a long-term plan to meet the needs of our students—the Transformational Readiness Standards.

Communication to Superintendent/Board President

Carol Craig shared a document from Teri Piper-Thompson which captured the discussions from the last “Board with Your Coffee” meeting. The next session will be held on February 5th at 8 am at the Acoustic Café.

The Clear Vision Eau Claire education group, led by Terry Sheridan and Dave Morley, identified a need for schools to connect with their neighborhood and community at large. Through donations, the group has coordinated book give-away events for first and second grader in the public and parochial schools. Board members were asked to sign up for various book distribution events.

Student Representative Report

Brittany Landorf invited Board members to attend a State of the School meeting at Memorial on March 8th at 7 pm. Memorial students will be hosting the event. The purpose is to educate the student body, teachers and community members on what goes on at School Board meetings so they have a better idea of how the Board makes decisions. Board members were asked to attend and share a brief summary of their responsibilities.

President Craig said that the Policy & Governance Committee was charged with looking at an initiative to allow advertising in the schools. The student representatives agreed to survey secondary school students about the issue. The same questions were asked at each school. Brittany Landorf said 1,489 students took the survey at Memorial, DeLong and South schools. When students were asked if they would be in favor of having advertising prominently displayed in their school, 73.8% said yes; 21.3% said no; and 5% had no preference. For the manner in which they would prefer advertising presented, 30% said announcements; 40% posters; and about 15% in each of the categories of jerseys, equipment, and computer screens. 57% of the students said they would rather have control over the advertising process.

Marcus Liddell shared the results from North. There were 1,113 students who completed the survey. 69% said they would be in favor of having advertising displayed in school; 31% said no to that question. Students favored posters (78%); announcements (43%); computer screens (32%); jerseys (23%); and

equipment (21%). 62% preferred having some control over the advertising process; 22% didn't want control; and 15% had no preference. Marcus also asked for comments from students and he shared those with the Board. Brittany also received comments and she said she would email those to the Board.

Other Reports

State of the Schools Report – Sam Davey School

Sam Davey Principal Kevin Mahoney shared information about their school. Sam Davey is celebrating its 60th year. Mr. Mahoney shared the specific work being done by teachers and students in the area of math, which supports their mission and benefits every student in their preparation for the secondary level and readiness for their education after high school.

The schools' focus is to promote critical thinking in a variety of academic and social settings. Davey has a Site Council, comprised of teachers and parents, which meets to study student achievement and school improvement. The analysis of the council found that students are stronger in the content of math (such as number operations, geometry, measurement, statistics and algebra) but not as strong in the process of math. The school's learning goal pushes students to a deeper understanding of math and meeting the expectations of the state standard of math processes.

Sam Davey has steadily improved achievement in reading, writing and math. Students have been consistently strong in science and social studies on state tests. Staff believes that all behavior serves a purpose and that is to meet a basic need. They use positive language to remind, redirect, and reinforce children without relying on threats or rewards.

Davey staff follows the Responsive Classroom and Restitution Self-Discipline model, which increases every child's ability to manage them self and build a strong classroom and school community.

Mr. Mahoney shared information on positive programs in the school including Title 1 Dolphin Days After-School Program, the partnership with the Alliance for a Healthier Generation and the ARRA grant to raise student achievement and eliminate disparity in math and reading.

Mr. Mahoney said that Positive Behavioral Intervention Supports gives staff very specific data, which allows them to track students who may need additional interventions.

Budget Development Committee

There was no report given.

Policy and Governance Committee

The Policy and Governance Committee met with the Teaching and Learning staff about the homework policy. Input will also be received from the Parent Advisory Council. The Committee is working on the advertising and bidding policies as well.

CONSENT RESOLUTION AGENDA

Board members asked to pull Resolutions 4, 5 and 6 from the consent agenda.

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

- ◆ The minutes of Board meeting of January 4, 2010, as mailed.
- ◆ The minutes of closed session of January 4, 2010, as mailed.
- ◆ The minutes of closed session of January 7, 2010, as mailed.

Consent resolution agenda items approved by the following roll call vote: Ayes: Bollinger, Craig, Duax, Faanes, Johnson, and Shiel. (Com. Wogahn had to step out of the meeting)

INDIVIDUALLY CONSIDERED RESOLUTIONS

Resolution #4 – Budget Adjustments

Com. Bollinger moved, seconded by Com. Shiel, to approve the budget adjustments as presented. Motion carried by the following roll call vote: Ayes: Bollinger, Craig, Duax, Faanes, and Shiel. Abstained: Johnson. (Com. Wogahn had to step out of the meeting)

Resolution #5 – Gift Report

Com. Faanes moved, seconded by Com. Bollinger, that the gifts in the amount of \$35,590.24 for the period December 1, 2009, through December 31, 2009, as presented. Motion carried by the following roll call vote: Ayes: Bollinger, Craig, Duax, Faanes, and Shiel. Abstained: Johnson. (Com. Wogahn had to step out of the meeting)

Resolution #6 – Employment Report

Com. Johnson was concerned that contracts were extended out until 2012. Dr. Heilmann explained that this was in accordance with the Eau Claire Administrators' Association contract and noted that four of the administrators are still on a probationary contract and their contracts would only be extended one year.

Com. Faanes moved, seconded by Com. Duax, to approve the matters of employment of January 18, 2010, as presented. Motion carried by the following roll call vote: Ayes: Bollinger, Craig, Duax, Faanes, Shiel, and Wogahn. Nay: Johnson.

Resolution #7 – Bills Payable

Com. Wogahn moved, seconded by Com. Duax, to approve the payment of all bills in the amount of \$4,400,868.31 and net payroll in the amount of \$3,118,012.72 for the period of December 1, 2009, through December 31, 2009, as presented. Carried by the following roll call vote: Ayes: Bollinger, Craig, Duax, Shiel, and Wogahn. Abstained: Johnson and Faanes.

Regular meeting adjourned.

Submitted by Patti Iverson, Board Secretary

**COMMITTEE MEETING
BOARD OF EDUCATION – EAU CLAIRE, WISCONSIN
JANUARY 18, 2010**

1. Call to Order – Regular Committee Meeting

Members present: Bollinger, Craig, Duax, Faanes, Johnson, Shiel, and Wogahn. Absent: None. Student Representatives Brittany Landorf and Marcus Liddell were also present.

2. Committee Reports/Items for Discussion

A. Audit Report

Brock Geyen from Larson and Allen was present to share the district's 2008-09 financial audit. He distributed two documents: an Executive Audit Summary and the Annual Financial Statement. Mr. Geyen said the audit found no material weaknesses or deficiencies in internal control. There were a few minor audit adjustments made relating to reclassification and the recording of a deferred revenue balance for student balances not previously recorded. He noted that the opinion was 'qualified' because the district has not yet established an OPEB Trust Fund.

Mr. Geyen said that in 2008-09 there was revenue in excess of expenditures in the amount of \$1.5 million. Net assets increased by \$7.9 million over the prior year, and general obligation debt decreased by \$6.6 million. The total fund balance increased by \$1.7 million. The long-term debt of the district has decreased in each of last four years.

Com. Bollinger said the public should feel good knowing that the independent audit indicates the district is in good shape. He commended Janelle Marotz for her efforts as well.

B. How Current Work on Social-Emotional Learning, Academic Learning & Programs of Study Links to the Budget

Mr. Tim Leibham was present to share how the framework for the new Transformational Readiness Standards relates to and influences the district's budget. There are 480 people involved in the initiative; 44% of them are certified staff; 20% community members, business, industry and government; 15% post-secondary institutions; 8% parents; 7% students; 6% administrators; and 1% others.

Mr. Leibham also included a draft of the Wisconsin School Administrators Alliance's State Assessment Recommendations, which reflects that a variety of educational associations endorse what the district is moving towards. The district is even going beyond that.

The Transformational Readiness Standards provide an aligned and integrated educational program for 21st century learners. You get away from credits and look at skills. This system has been proven to increase academic achievement for each student.

Mr. Leibham said that instruction and assessment will be focused on identified academic and social/emotional standards. Instructional adjustments and interventions will be based on the academic and social/emotional needs of each child. Elective courses will be organized in interdisciplinary strands called Program of Studies. These courses will focus on educational training and career awareness. Enhancements will be identified as those courses that do not fit under a Program of Study but provide educational benefit to smaller groups of students. Financial, programmatic and procedural decisions will be based on this standard rather than the popularity of a course/program.

Mr. Leibham said the Board must decide if it is committed to the goal of preparing all students for post-secondary educational opportunities. He pointed out that typically about 60% of ECASD students take the ACT. On average 52% of these students met the ACT readiness standard in math and 63% of the students met the ACT readiness standard in reading. And although the district is above the national and state averages, this is still not enough. He asked the Board to consider what this means for the student who didn't meet the ACT standard, or more importantly, for the 40% of the entire graduating class who did not take the ACT.

Mr. Leibham posed several questions and shared answers to them.

What do we want students to learn?

Social/Emotional Learning. A shared research project showed that the highest predictors of students' success include self confidence, academic related skills, and academic goals. These ranked higher than ACT scores. There are areas identified that can be used to teach kids how to learn such as work ethic, relationship building, social/personal awareness, self-reflection, asset development, growth mindset, and self/race/cultural awareness.

Program of Studies/Career Awareness. Students learn about themselves and their interests to make informed decisions about

future educational and career choices. Students understand that their education prepares them to contribute productively to the community and that education is an economic necessity. Programs of Studies are courses. There are also academic requirements needed. The district will still have the same requirements but students will need more rigor and the ability to take courses in more academic areas. Testing will be done on achieving standards not just credit attainment.

The academic enhancements are critical. They give kids the opportunity to explore and develop unique traits. Co-curricular offerings are also very important but they cost money and are often considered enhancements.

How will we know when students have learned it?

PreK-12 learning targets will be established, and identification and articulation of specific grade level learning targets in academic areas beginning with math and English language arts will be done. Once math and English are done, staff will look at social studies and science. There will also be a balanced assessment system which will indicate individual student progress at any given point in time so that staff can plan effective instruction for each student. This includes effective assessment tools that are streamlined to avoid duplication and gaps and increasing the understanding and implementation skills of staff in the areas of assessment, grading and reporting. Looking at assessment systems and data management will take resources.

What do we do when students don't learn materials?

The district currently has many interventions such as READ 180, leveled literacy intervention, SAGE, Title 1, guided resource development rooms, math resources, summer school, special education, and reading specialist interventions. These interventions are money dependent.

What will we do when students already know it?

There are also interventions for these students such as gifted education; summer school; differentiation; upper level, enriched, and advanced placement classes; and enhancements.

What if not everybody is set out for postsecondary?

Mr. Leibham said that in order to prepare all students for post-secondary readiness the district must: 1) Identify and develop social/emotional assets (skills, beliefs, awareness) which is the least money dependent of all three things; 2) Increase academic rigor and proficiency of all courses (will take interventions and courses and ability to align programs PreK-12 to have assessment system to

monitor); and 3) Identify and develop interventions for students not meeting district standards. This is significantly money dependent.

Mr. Leibham explained that social/emotional asset development, assessment/instructional methods, educational beliefs and commitment, professional reflection and learning, attitude and expectations are not money dependent. Resource allocations that are money dependent include: course/program offerings, interventions, assessment system and data management, staff development and co-curricular offerings.

When considering the budget implications, the Board will have choices to make: 1) Given no additional revenue stream, continue to cut programs without the filter of PreK -12 Transformational Readiness Standards Framework (TRSF); 2) Given no additional revenue stream, use the filter of PreK-12 TRSF to reallocate resources and provide the interventions. Some of the current programs would be reduced or eliminated; and 3) Obtain an additional revenue stream to fund the programs and interventions identified using the PreK-12 TRSF.

It was expected that the Board would have to make a decision about using working capital for the 2010-11 school year at its February 15th meeting to continue alignment of financial, material and human resources to the TRSF. If working capital is not used, the Board will begin to balance the budget by mid-March.

Staff will continue to work on grade level learning targets and assessment frameworks in reading and math, programs of study, social/emotional learning targets, a district continuous improvement data retreat, sharing the readiness standards framework with parents and the community, identifying and planning for targeted staff development, and revising the supervision/evaluation process. It was anticipated that by November 2010 the PreK-12 Transformational Readiness Standards will be further defined so the Board and administration can use them to make program and budget decisions for 2011-12 including specifications of a future referendum.

A challenge comes in the enhancement areas and balancing interventions for kids who aren't even close to satisfactory levels with those more advanced students. And then there is the issue of equity. For example, you could offer fewer advanced courses to high school students and allow them to take them at the university level under Youth Options. But what if students don't have transportation and can't do that? And what things do you keep as resources diminish?

In terms of interventions and inequitable distribution, it was recommended that those interventions be given a ranking of highest impact to lowest impact. When it comes to Program of Studies, the Board should know the criteria or mechanism to use to create a filter to measure priorities.

Dr. Heilmann said it was not the intention of the district leadership team to use working capital for two consecutive years. The hope is that by November 2010 the team will have information to help the Board make much more informed budgetary decisions. With that discussion there will inevitably be talks about a referendum and this community's investment in children in the long and short term.

Mr. Leibham said he could provide a listing of the general areas of courses at the secondary level that are identified as courses that will either need to be funded through working capital or be placed on the list to be reduced.

President Craig felt the Board generally supported the concept. Additional information will be shared with the Board in the future.

President Craig suggested bringing this information to the Parent Advisory Council in February. Dr. Heilmann said the agenda has been established for February and he was concerned about the short timeframe to really get to the depth necessary for understanding.

C. Review of Preliminary Revisions to *ECASD Policy 830 – Use of School Facilities*

President Craig reviewed the preliminary revisions to *Policy 830 – Use of School Facilities*. It was hoped that the policy would recognize that district facilities belong to all citizens and that all community entities can use the facilities.

There was concern expressed by some Board members about charging for use of district facilities. The Policy & Governance Committee said that in their discussions with staff, several significant variances in costs were encountered. The purpose of the policy was to have equality and consistent costs to those using district facilities. It wasn't about increasing revenues but to level the playing field.

The committee thought it should define broad, philosophical parameters and then charge administration with coming back with rules to enforce the policy.

The second paragraph says that the Board would assess uniform rates to recover reasonable usage fees from all groups using facilities that are not directly related to school purposes. There would be a differentiation between use during regular school hours and non-school hours as well as use by school-age children and adults.

The third paragraph dealt with a district-wide reservation system that would provide fair and equitable procedures to reserve district facilities. A priority hierarchy would be developed with highest priority given to groups using the facilities for school purposes, followed by groups that provide activities for school-age children.

Board members felt the facilities should be made available to the community as much as possible, and it was suggested that there be a priority order of groups allowed to access the facilities during operating hour included in policy. A centralized registration system would be important. The Board talked about charging fees for building use but noted it would not be considered a 'revenue generator' per se. It was suggested that a sentence be added about charges not exceeding costs. The Board would approve this annually. The Board also talked about recouping direct costs when buildings are used beyond normal operating hours. Com. Bollinger said if the Board creates a fee structure for direct costs or something not to exceed direct costs, he would like priority given to organizations with greatest impact on school age children included in the policy. It was felt that individuals could use the facilities but they would be on the bottom of the priority list.

It was suggested that the reservation system would be an important part of the policy as there could be time limitations and users could only book so far in advance. Having a nominal fee may help solve some of the problems with groups blocking off large periods of time when they make reservations.

President Craig said there is a reciprocal agreement with the City of Eau Claire that was never included in policy. It appears that the quid pro quo isn't equitable. The Board asked for a list of facilities that are used by the City of Eau Claire.

3. Request for Future Agenda Items

It was requested that a discussion on the Education Foundation be added to an upcoming agenda.

4. Other Business

5. Motion to Adjourn Committee Meeting

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

6. Motion to go into Closed Session

Com. Faanes moved, seconded by Com. Duax, 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 discuss the Executive Administrative Assistant Annuities; 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 10:45 pm.