

Meeting: Eau Claire Virtual School Governance Board

Date: 6.21.2022

Time: 4:30 P.M.

Location: ECASD District Office – Room 123B

Attendees:

Kaylynn Winegar	Robin Becker	X Jason Schmitz	X Andria Rice	
X Susan Kishel	Erik Keisler	X Shannyn Pinkert	Melissa Crisp	
Mario Medrano	Dave Oldenberg	PaSia Moua	X Andrew Seveland	
MarLee Johnson	Jim Schmitt	Keith Stearns	X Kelsey Maki	

Guests:

Laura Schlichting, Mike Johnson, Kim Koller

Notes:

1. Public Comment – Shannyn Pinkert

- No members of the public present for public comment.

2. 4.19.22 and 5.17.22 Approval of Minutes – Shannyn Pinkert

- Quorum is not met – will approve minutes at next meeting

3. Roles and Responsibilities of the ECVS Governance Board – Shannyn Pinkert

Guided by this document: [Roles and Responsibilities](#)

- Review of Mission Statement

Discussion of the Roles and Responsibilities Document

- What is the purpose/role of the ECVS Governance Board?
 - Looking for a normalized process
 - Previous roles/purpose – Building Phase – Starting the school, developing a handbook, finding a curriculum, working with ECASD to make decisions, developing a mission statement, creating a charter, etc.

Brainstorming - Now that the school is developed/running, what is the role of the governance board, both legally and culturally?

 - Stay true to mission, continue to communicate with the school principal, handle the growth of the school adequately.
 - Invite district leaders into meetings to discuss various topics.
 - How are we staying true to the ECVS Mission? Where have we strayed?
 - Principal is accountable to the Governance Board and the Executive Director.
 - Settings philosophies and implementing policies regarding the board’s operations lie within the board's operations.
- How is this the same/different than the CV Montessori School Governance Board [HERE](#) (pgs. 4 and 5)?

Similarities

 - Follow the charter
 - Follow the requirements from DPI

- Communicate with principal and direct supervisor

Differences

- ECVS is more similar to Appleton charter schools.

Helpful to speak with McKinley and Montessori school principals and board members. These boards provide principals some direction. For example, asking the principal to look for community partnerships. These are not administrative or day-to-day directives.

- Curriculum, recommendations regarding staffing, operations/affairs of virtual school lies more between the principal and the ECASD staff.

- What is the ECASD executive team’s vision for the ECVS Governance Board?

- The principal follows the governance board’s mission, vision, values, goals, and philosophy
- The principal shares data with the district and communicates the DPI requirements
- The principal’s main role is to move curriculum and instruction forward
- The board reviews the charter and makes changes to the charter as needed. The principal will share these changes with the ECASD executive board.

- What are the roles and responsibilities of the ECVS board vs the ECASD executive team and ECASD school board?

ECASD utilizes the Coherent Governance Model (2021) – there is a less active role of the executive team in this model. Operations are solely with district and building administration. Previously, a board member was part of the ECVS board, with the Coherent Governance Model, that is no longer a requirement.

- Setting philosophy
- Implementation of policies
- Curriculum
 - ECASD functions with ECVS principal having a role in these conversations with Teaching and Learning meetings.
- Recommendations regarding staffing
 - ECVS is not a school of 500 students.
 - Board would serve as a community role for hiring future principal candidates
 - The principal for the ECVS is not a 1.0 position. This means that principals are also assigned to other roles. This has impacted the hiring process of the principals of the ECVS as they share multiple roles.
 - Is a virtual school principal role comparable to a brick and mortar principal?
 - Laura collected data and this data was evaluated. This lead to additional time from a secretary and counselor to support the principal role.
 - The virtual school principal is a key role in providing feedback regarding staffing needs
 - Staff – ECVS Governance Board has not been involved in making any staffing hiring decisions within the past year.
 - Is there an opportunity for communication to the ECVS Board about new candidates prior to approval of candidates? Ask other principals of charter schools about processes.
- Operations/affairs of virtual school
 - School principal, counseling staffing, general staffing, HR, finance, SPED, executive director, academic services, student services – day to day and visionary

- What does a partnership between ECVS Governance Board and the ECASD look like?

- DPI – inform the board with reports with a charter

- Review charter and make changes to it when needed. Communicate those changes with ECASD Board.
- Elementary and secondary recognitions
- Bring awareness to ECASD board members and District leadership – invite to meetings and provide feedback
- Curricular decision vs. platform
 - These decisions impact student culture and relationships

4. School Report - Laura Schlichting

- **Enrollment**
 - 13 students pending enrollment
 - 62 new and returning students – increased from last month
 - 82 students have not given an enrollment change – these students will stay enrolled
 - Approximately 157 students as of 6.20.22
- **School Activities**
 - Graduation was on Wednesday, May 25th at DeLong Middle School
 - 12 students participated in the ceremony (18 total graduates)
 - 2 students did not graduate – 1 of these students will continue to work towards credits this summer
- **Year in Summary**
 - Attendance for these assessments was not 100%
 - In general, students either had high or low growth. Few were in the typical range. This shows that virtual schools are effective when it is a good model for the student.
 - High growth in STAR reading in 1st, 4th, and 6th grade. 100% of 1st graders that tested had high growth.
 - More students showed low growth STAR math than high growth. Math discourse and manipulatives may play a factor. Laura’s recommendation is to use math practices more effectively in a virtual setting.
 - Students varied from fall to spring, making it difficult to examine student growth on a wide scale.

Middle School – utilizing Pearson

- Goal for ECVS Middle School students was 80% without Fs. This goal was not met.
 - The population of our students may have played a role in this.
- Grade 6: 58% had one or more Fs
- Grade 7: 46% had one or more Fs
- Grade 8: 35% had one or more Fs
- Total: 43% of all MS had 1 of more Fs during the 2021-22 school year

High School – utilizing Pearson

- Goal for ECVS High School students was 80% without Fs. This goal was not met.
- Grade 9: 60% had one or more Fs
- Grade 10: 68% had one or more Fs
- Grade 11: 52% had one or more Fs
- Grade 12: 47% had one or more Fs
- Total: 58% of all HS students had 1 or more Fs during 2021 – 22 school year

- Every Wednesday morning, there was a grade band meeting to review student progress, Gr. 6-12 met 2x per month, K-5 met monthly and then there was a Tier II/III meeting on the 4th week. The team utilized a spreadsheet to keep track of attendance, grades, progress, and contacts made with students and families. The ECVS secretary reached out to families if students had not logged into Pearson weekly.
- Layers of support for struggling students were put into place including class reductions, meetings, reminders on how to access Pearson tutors and accountability. We also added a certified G. 6-8 Student Achievement Specialist (SAS) for the 2nd semester. An EMLSS framework for ECVS was drafted and revised throughout the year. [System of Supports.docx](#)
- Nico Brando – Student Achievement Specialist – Impact
 - Grade 6: 3 out of the 7 students with Fs first semester had no Fs 2nd semester.
 - Grade 7: 3 of the 6 students with Fs first semester decreased their Fs, with one student earning no Fs 2nd semester.
 - Grade 8: 4 of the 7 students with Fs first semester decreased their Fs, with 2 students earning no Fs 2nd semester.
- There is no interventionist assigned to the ECVS
- Nationally virtual schools are not good at math. Math is learned socially.
- **Staffing** was a significant barrier to our student success. A 0.3 counselor for nearly 200 students and very limited administrative support made it difficult to monitor student progress and make student/family contacts in a consistent and reliable manner.
- **What we learned**
 - It is important to ensure students are accessing their classes from the start of the semester and making progress early.
 - The first 3 weeks are crucial – a full time counselor and secretary will be utilized to make these contacts early.
 - Families are not involved as they need to be in virtual settings. A contact will be made to every new family to discuss family involvement throughout the year.
- **For 2022-23, the following practices will be put into place:**
 - Contact from ECVS principal and/or counselor to each new family upon submission of enrollment request. This will be followed by the expectation that each new student passes the orientation course prior to finalizing enrollment and selecting courses.
 - Students will be required to submit at least 1 gradable assignment each of the first 3 weeks of the semester. Failure to do so may cause the student to be withdrawn from ECVS and notified of the return to resident school/district.
 - A 1.0 FTE counselor will serve ECVS, allowing for significantly more support for student success.
 - A secretary is also in place from the start of the year to allow for more efficient practices and a consistent review of student participation from the start of the year.

5. 2022-23 Student Handbook Revisions

- Updates to contact information such as address, phone number, principal, counselor, and email
- ECVS will not be affected by inclement weather
- Courses will end 5 days prior to graduation

- Prior to enrollment in ECVS, students must pass the Pearson/Seesaw orientation course. Upon completion of this requirement, enrollment will be approved.
- Students will be required to submit at least 1 gradable assignment each of the first 3 weeks of the semester.
- New ECASD Cum Laude System for graduating seniors as well as recognition of GPA with a gold cord.
- Special populations – English Learners – If a student requires services that are not available through ECVS, the ECASD may recommend enrollment in another school within the district or determine that it is necessary for the students to enroll in their district of residence to receive FAPE.
- All students are required to use an ECASD-provided device.

6. FAC Update – Jason Schmitz

- World Languages – schools are cutting languages due to low student interest and engagement

7. Future Agenda Items

There will be no ECVS Board Meeting in July.

The August meeting will be held in person.

- Public Comment
- Approval of Minutes
- School Report/FAC update
- Revisit by-laws for Governance Board
- Last 3 questions from the Roles and Responsibilities document:
 - What is an appropriate size and composition of a governance board?
 - What are the individual board members' expectations?
 - Is it necessary to meet every month?
- Pearson demonstration – both classes and orientation
- Review Board Agendas from Appleton Virtual School's website
- Connect with two Charter School's presidents (McKinley and Montessori)
- New member orientation for the ECVS Governance Board based on the charter agreement and student handbook
- Invite Montessori President to next board meeting to compare the two charter schools.