

## **Eau Claire School Board Minutes**

**Monday, June 3, 2019**

Generated by Patti Iverson

### **Members present**

Lori Bica, Aaron Harder, Joe Luginbill, Charles Vue, Tim Nordin

### **Members absent**

Laurie Klinkhammer, Eric Torres

## **1. REGULAR MEETING - CALL TO ORDER**

Following the Pledge of Allegiance, Vice President Lori Bica 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**

Nancy Brenner works at Sam Davey, and she said they have a strong PBIS program where they teach students that mistakes can be made but tomorrow is new day. They focus on fairness. She feels that the teachers, parents, and students at Sam Davey have not been treated fairly. She asked Board members to visit the school and talk to staff about the good things happening at their school, to hear their voices, and listen with the respect and fairness they deserve.

Sara O'Mara has been a Sam Davey parent for several years. She said it is a safe and welcoming school with amazing educators. She said students have been shaken by recent events and left with questions. She feels being open and honest is the best way to ensure that there is no confusion and misunderstanding. She asked the Board to reassure anxious students and parents that their school will be fully functioning soon.

Alicia Ruenger is the mother of three kids who attend the ECASD at Northstar and Northwoods. Due to unique circumstances, they moved out of ECASD into Altoona. A deciding factor in making the move was that her children could remain at their schools through open enrollment. After moving, they learned the elementary students would be relocated to Locust Lane. She is very concerned about her daughter making this transition to a new school for one year and then to go back to another new school for middle school. She asked the Board to reconsider the process for approval and denial of open enrollment requests.

Sarah Hendrick thanked the Demographic Trends Committee for the work they did. She was concerned that a functional space has not been found for the 4K program and the impact that potential state decisions could have on making 4K an all-day program. She questioned whether the recommended solution for boundary changes for seven schools was necessary as it will affect over 250 students.

Kelly Hendrickson said she sent the Board a new proposal to consider which would change the boundary from Roosevelt to Sherman with a transition plan that would allow students currently attending Roosevelt to remain at that school until after fifth grade. She said enrollments at Roosevelt would be at 90% and would stay that way until the 2020-21 school year when all incoming students in the identified area would attend Sherman and any new developments would also begin at Sherman. Her proposal would shift a small section of families to Sherman, would bring Lakeshore to 84% capacity, and would allow space at Locust Lane for 4K. She said the proposal to shift boundaries for 285 students doesn't address where these students will go to middle school, whether siblings will be allowed to stay at the same middle schools, or the need for more space for 4K. She asked if the public would pass a referendum for a new 4K building or renovation at Prairie Ridge knowing there are many empty classrooms available at Locust Lane. She said that seven listening sessions were held with many participants giving feedback, but the committee's recommendation hadn't changed since the listening sessions.

Justin Hendrickson said feedback was given by parents and community members at the listening sessions and no modifications were made to the Demographic Trends proposal. He said he is angry that no suggestions were taken into consideration.

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

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

Dr. Hardebeck reviewed the Board's calendar of events.

Dr. Hardebeck introduced Jerry Shea, President of Market & Johnson. She said the District nominated Jerry for the 2018-19 WASDA Bert Grover Child Advocacy recognition. Jerry has been a strong advocate for the District and its students and has demonstrated himself to be a generous and thoughtful member of the community. Dr. Hardebeck said he has led Market & Johnson in partnering with the school district in several ways. He was instrumental in

establishing Market & Johnson as a host site for Youth Apprenticeship students and has supported many facility projects throughout the District by providing expertise and incredible service. She thanked Jerry for his strong support of the District.

Dr. Hardebeck recognized Longfellow Elementary School principal Sarah Fisher and her staff for receiving the Department of Public Instruction's Title I School of Recognition "Beating the Odds" Award. She said it is their fourteenth time receiving this award and tenth year in a row! Those schools beating the odds are in the top 25% of high-poverty schools in the state and have above-average student achievement in reading and math! She congratulated Longfellow for this distinction!

Superintendent Hardebeck announced that DeLong participated in the 2019 Wisconsin Mathematics Council contest. There were 60 teams with 480 student participants. DeLong placed first in the Class AA division. Ryne Hull received a perfect score and was named First Team All-State. All state first team members were William Sylvester, Cage Dettbarn, Ed McGee, and Andrew Nemitz. Paxton Bush, Ting Ting Yang, and Ethan Knutson were named Second Team All-State. DeLong has come in first place in seven of the last eight years. Karyn Wajda is the eighth-grade math teacher, and Michelle Johnson is the gifted and talented coordinator. Dr. Hardebeck congratulated these students and their teachers.

North High students participated in the 2019 High School State Mathematics Contest sponsored by The Wisconsin Mathematics Council. Their team took second in the large school division, and Nicole Samuelson was named to the All-State First Team for her performance (only 8 individuals are selected for this team). Team members included Brady France, Asher Jewell, Ethan Johnson, Samantha Lang, Payton Obryckii, Nicole Samuelson, Nathan Stremcha, and Eliza Weigel. Their math team advisor is Paul Haslow. Dr. Hardebeck congratulated these students and Mr. Haslow.

Dr. Hardebeck said the graduation ceremonies at North and Memorial were wonderful and this week McKinley will have its graduation ceremony for students in the competency program. She thanked the staff and families for their support as another cohort graduates.

Dr. Hardebeck and Vice President Bica honored Patti Iverson who will be retiring after 33 years in the position of Administrative Assistant to the Superintendent and Board Secretary.

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

Vice President Bica thanked staff for the respect and care they give our students and families. She said there is no other profession that gives so selflessly. She congratulated the graduates and said the Board would love to hear from them as they go on to college and careers.

## **4. STUDENT REPRESENTATIVE REPORT**

### **4.1 Introduce 2019-20 Student Representatives**

Joe Luginbill said it's always a pleasure to interview and help select the Student Representatives to the Board. He said the students have so much passion for school and are very involved and ambitious. He appreciates the voice of the Student Reps and the perspectives they share.

Mr. Luginbill introduced the 2019-20 Student Representatives to the Board: Johnny Xiong and Morgan Priem. He shared information about them and said he looks forward to working with them next school year.

## **5. OTHER REPORTS**

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

The Budget Development Committee met and discussed the work of the Employee Engagement Group for OPEB.

### **5.2 Legislative Update**

Legislative Liaison Tim Nordin said on March 23, 2019 the GOP members of the budget writing Joint Finance Council passed an omnibus motion on K-12 education. State funding for K-12 education will be increased by approximately \$500 million in the next two years. The per pupil increases to revenue limits and per pupil categorical aid equates to spendable increases of \$200 the first year and \$204 per student the second year. He reviewed the implications of the funding noting that it was considerably less than what the Governor had requested. He urged those concerned about public education to contact their legislators and ask them to commit more fully to supporting public schools.

## **6. CONSENT RESOLUTION AGENDA**

Motion by Aaron Harder, second by Charles Vue, to approve the following consent resolution items:

- Minutes of Closed Session - May 6, 2019

- Minutes of May 20, 2019
- Minutes of Closed Session - May 20, 2019
- Human Resources - Employment Report
- 2019-20 Open Enrollment Applications
- Approve 2019-20 Employee Handbook Modifications
- Adopt New Policy 886 - District and Tribal Communication and Collaboration
- Revisions to Policy 332 - Learning Environments and Partnerships (LEAP) Zones

Motion carried

Yes: Lori Bica, Aaron Harder, Joe Luginbill, Charles Vue, Tim Nordin

## **7. INDIVIDUALLY CONSIDERED RESOLUTION(S)**

### **7.1 Human Resources - Employment Report - June 3, 2019**

Motion by Tim Nordin, second by Aaron Harder, to approve Human Resources – Employment Report for June 3, 2019.

Motion carried

Yes: Lori Bica, Aaron Harder, Charles Vue, Tim Nordin

Abstain: Joe Luginbill

### **7.2 Approve Demographic Trends and Facility Planning Committee Recommendation**

Kim Koller, Executive Director of Administration, and Phil Lyons, Chair of the Demographic Trends and Facility Planning Committee, reviewed the recent work of the committee. In May the Board directed a work group to look at the community proposal that was submitted. The full committee looked at that proposal at its meeting on May 16, 2019, and the recommendation was shared with the Board on May 20, 2019. It was decided that the Board would place approval of the recommendation on the agenda on June 3, 2019 as an individually considered resolution.

Mr. Lyons said the committee nearly unanimously passed a motion to bring the seven elementary schools with two-section Roosevelt recommendation for the School Board to consider. The committee recommended this be implemented in the 2020-21 school year, which would give families time to prepare for the transition.

Several Board members said they had gotten questions from families about specifics of the plan with regards to grandfathering students already attending their neighborhood schools, determining middle school boundaries with the plan, etc.

The Board talked about options for completing the Roosevelt maintenance projects. The possibility of issuing debt was explored. Dr. Hardebeck said that Abby Johnson could give the Board a report on the parameters for issuing debt and the process the Board would have to follow.

Some Board members suggested that before a vote is taken, they be provided with parameters for setting boundaries and transitioning families following the same type of guidelines that the School Board approved when the high school boundary decision was made. This could include the plan for middle school enrollment as well as grandfathering those currently enrolled and the transition plan. It was reiterated that a decision be made in the near future so families could prepare for the transition.

Motion by Joe Luginbill, second by Aaron Harder, to send the elementary boundary recommendation back to the Demographic Trends & Facility Planning Committee to mirror the outline of the Board's September 2017 high school boundary decision with regards to committee principles and follow up and to bring back on the July 22, 2019 agenda as an individually considered resolution.

Motion carried

Yes: Aaron Harder, Joe Luginbill, Charles Vue; No: Lori Bica, Tim Nordin

## **8. ADJOURN TO COMMITTEE**

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

### **9.1 Proposal to Pre-Identify and Prioritize Inclement Weather Make-up Days in 2019-20**

Kay Marks reviewed the work of the Calendar Committee related to identifying and prioritizing inclement weather days for the already approved 2019-20 school calendar. The committee was charged with increasing the amount of time built into the calendar to account for emergency school closure days. Currently the elementary schools have 9.8 extra days built in, middle schools have 3.8 extra days, and high schools have 3.06 extra days. In addition, there is one extra day built in that could be used as a make-up day on April 13, 2020.

Ms. Marks shared four different options that the Calendar Committee considered. They focused on feedback from families and colleagues about student instruction, the importance of PD/IP days, the significance of proactive communication, and the recognition of the uniqueness of last winter.

The committee recommended that the April 13, 2020 "pull back" day be maintained, May 22, 2020 be added as a "pull back" day, and June 8, 9 and 10 be added as make-up days if needed. This would result in the following emergency school closure days being 'built into' the 2019-20 calendar at each level:

- Elementary – 9.8 days built in with 5 additional days available if needed for a total of 14.8 days
- Middle – 3.8 days built in with 5 additional days available if needed for a total of 8.8 days
- High – 4.06 days built in with 5 additional days available if needed for a total of 9.06 days

It was noted that summer school would start on June 15, 2020 regardless of inclement weather make-up days because July 4, 2020 is a Saturday.

The online or hybrid options were not discussed because it was determined that there were too many barriers involved at this time to implement that type of option.

The Board agreed to bring this recommendation back to the Board for consideration at the July 22, 2019 meeting.

## **9.2 English Language Arts Review - Update**

Jim Schmitt, Executive Director of Teaching & Learning, said the District's Systems Assessment and Strategic Plan called for a PreK-grade 12 vertically and horizontally articulated academic program. An external review of the District's ELA program provided feedback and recommendations. The English Language Arts (ELA) and culturally responsive practices lead teams reviewed data, processes, and the recommendations to create the ECASD Literacy Plan. There were three phases: Phase 1 – writing and language; Phase 2 – reading; and Phase 3 – speaking and listening.

The original plan was for one year for each phase. Based on feedback from staff, phase one was extended to two years at the elementary level and at least three years at the secondary level.

Mr. Schmitt explained the components for each phase. During Phase 1 they determined essential and supporting standards for writing and language, created anchor charts for each grade, provided professional development on best practices, aligned PreK-grade 12 ELA writing units, and strengthened the District's balanced assessment framework to provide multiple measures of student achievement.

shared

Phase 2 will put an emphasis on reading instruction. Students from PreK-grade 3 will learn to read with the system that helps them pronounce and read unknown words. These skills will be reinforced as students get older, and in grades 4-12 they will reinforce the foundational skills and word study as well as develop comprehension skills.

During Phase 2 literacy coaches and principals will support local implementation through ongoing coaching and building-based professional development. They will determine essential and supporting standards for foundational, literature, and information reading. Professional development and instructional planning will be provided for K-5 teachers on June 11-13, and building-based professional development will be conducted throughout the school year coordinated by literacy coaches and principals with support and coordination from the Teaching and Learning Department.

Mr. Schmitt shared the timeline for completion of District-level curriculum work during the summer and into the school year. This summer the literacy work will be done in June and August to identify essential standards, vertical progression, guidelines and grouping, and audit of resources.

Part of the work involves culturally responsive practices being embedded into the work. Culturally responsive texts and authors for classroom read-alouds and independent reading are selected and recommended. Students experience profound differences in engaging into the reading process when they see themselves in the materials.

Mr. Schmitt explained that the impact for all students is access to universal instructional, vertically aligned essential skills, literacy across all disciplines, and equitable culturally responsive practices to engage diverse learners.

The next steps in the process include the review of 2019 state assessment data for impact, including closing of gaps. Staff will continue writing implementation and professional development, and the Pre-K-grade 12 reading curriculum will be developed.

Mr. Schmitt and Vice President Bica thanked Barbara Goings and Laurie Haus for this tremendous undertaking and for their great work.

### **9.3 Discussion & Possible First Reading of New Policy 513 - Job Description and Labor Market Review**

The Board shared a first reading of new Policy 513 – Job Description and Labor Market Review:

With the development of the new Compensation Model implemented in July 2016, the salary grade for each position in the District was established based upon the job description of said position in conjunction with labor market standards. To assure that position salary grade placement remains appropriate and equitable, the District will conduct systematic reviews of both hourly and salaried positions as identified HERE.

Annually, the District will work with a compensation consultant to evaluate all salary grade placements within a given group. If adjustments are recommended based on the current labor market and position description, adjustments may take place on July 1<sup>st</sup> of the following year, pending School Board approval.

Certified job descriptions will be reviewed with evaluation of the certified salary schedule in conjunction with labor market standards. If adjustments are recommended based on the current labor market and job description, adjustments may take place on July 1<sup>st</sup> of the following year, pending School Board approval.

The reviews will occur on a five-year cycle for each identified group and shall not be subject to appeal. During the cycle year, the District will review job descriptions for each position within a given group and adjustments will be made as necessary.

The Board agreed to bring this policy back for adoption at the July 22, 2019 meeting as an individually considered item.

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

Aaron Harder said the compensation equity discussion is still open and should be brought back to the Board.

### **11. ADJOURN**

Motion by Joe Luginbill, second by Charles Vue, to adjourn meeting.

Motion carried

Yes: Lori Bica, Aaron Harder, Joe Luginbill, Charles Vue, Tim Nordin

Meeting adjourned at 9:27 p.m.