

Eau Claire Board of Education Minutes
Monday, May 15, 2017

Submitted by Patti Iverson

Members present

Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

Member absent

Charles Vue

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

Darin Kinstler asked for clarification regarding the boundary change proposal for families that have students who have started at Memorial High School and whether those with siblings coming through the system would be grandfathered into Memorial.

Bob Kron urged the Board to approve the proposed boundary changes to help balance the enrollments between high schools. He asked that the District be disciplined with inter-district requests and that action be taken in pursuit of equity regardless of the high school that students attend.

Joe Robaidek felt that some of the guiding principles of the Demographic Trends & Facility Planning Council were not being addressed in the boundary change proposal such as socio economic make-up and transportation time and costs. He was concerned that families who purchased homes in the affected area did so believing that their kids would go to Memorial. He felt that choices should be given to families with school-aged kids in that area.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Dr. Hardebeck shared a list of the upcoming School Board events.

Dr. Hardebeck welcomed and congratulated the District's Special Olympics Basketball Team that placed first in the Division 7 Special Olympics State Tournament. She introduced the Memorial students (Belle Brown, Antonio Courtney, Pablo Ocotl-Garcia, Kyle Peikert and Hunter Rustad), North students

(Chris Gravitt and Katie Gravitt) and Hunter Mohr from Altoona as well as Coach Beth Thune, Coach Tyler Smith and Volunteer Coach Meghan Weix.

The UWEC Center for Service Learning recognized the Eau Claire School Library Friends with the "2017 Service Learning Excellence Award." The School Library Friends have trained and worked alongside UWEC student volunteers in a Green Initiative that repurposes obsolete and donated educational materials, using the proceeds to support Eau Claire's school library programs and to provide literacy support to various local charities. None of this would be possible without the excellent work of dedicated community volunteers and outstanding UWEC Service Learning students. Stan Nesbit represented the group and was congratulated.

Dr. Hardebeck introduced Bev Pierson who has been accepted to a national teacher professional development workshop this summer in Annapolis, Maryland. It is called the Maury Project: Exploring the Physical Foundations of Oceanography and is through the AMS (American Meteorological Society), U.S. Naval Academy and NOAA (National Oceanographic and Atmospheric Administration). She said that a select number of teachers from around the country were chosen through an application process and Bev was one of them who will partake in this intense 12-day program. Dr. Hardebeck congratulated Bev for this outstanding accomplishment.

CVTC is pleased to announce that North and Memorial high schools were recognized with one of CVTC's Dual Credit Partnership Awards. The Partnership Award recognizes high school partners who show the strongest efforts toward growing and maintaining a variety of dual credit opportunities for their students including transcribed credits, youth options and high school academies. North and Memorial high schools were also recognized by CVTC for their commitment to transcribed credits. They received the Gold Award for having five or more transcribed credit courses in 2016-17.

3.2 Board President's Report

President Chris Hambuch-Boyle gave the following report:

1. The FFA Banquet will be held on May 25, 2017.
2. Student Transit will be holding a benefit for Karie Lantz's daughter on June 3, 2017 from 6 to 10 p.m. at Wild Ridge Golf Course. Karie was a long-time bus driver for the District who was tragically murdered. Board members were encouraged to attend this event.
3. On May 18th from 5:30 to 7:00 p.m. there will be a showing of the final episodes in the Raising of America series at the Administration Building.
4. Board members were reminded to check the GoogleDoc for the Board's community outreach opportunities.
5. Ms. Hambuch-Boyle thanked the members of the Demographic Trends and Equity committees for their hard work and dedication to the District. She said these volunteers help the Board hold itself to a high level of discussion,

deliberative dialogue and connection to the community that allows agreement and discourse with understanding.

4. STUDENT REPRESENTATIVE REPORT

Angela Arnholt thanked the Board for the opportunity to serve as the student representative from Memorial during the past school year. She said she was amazed at the work the Board does to move the District forward. She shared events that have taken place at Memorial and those coming up in the next few weeks.

Ryan Cramer said he was honored to be chosen as North's student representative. He said it changed his view of public education. Ryan is excited to work with the Board again next year. With regards to the report from the Equity Committee, he felt that equalizing enrollments between the high schools would be the path to take if the Board is serious about correcting disparities.

Kathryn Duax introduced Lauren Priem, the new student representative from Memorial High School for the 2017-18 school year. She shared Lauren's biography and welcomed her to this new position.

Joe Luginbill said that North had several excellent candidates for the student representative position, and they selected Ryan Cramer to continue to be the representative for next year. He shared information about Ryan and commended him for speaking up on issues and providing the Board feedback and ideas.

President Hambuch-Boyle presented Angela and Ryan with a gift of appreciation for their work this year.

5. OTHER REPORTS

5.1 Board Committee Reports

The Budget Development Committee reviewed responses from the compensation letter questionnaire and put them into categories so that letters could be sent out to staff based on the different concerns. Drafts of those letters were reviewed by the committee. The group looked at the budget project plan. They spoke about the District's health insurance plan for 2017-18 with regards to the wellness requirement. This will need to be refined for married couples, and some language is being drafted for that. The committee will be discussing next steps for OPEB at an upcoming meeting.

The LEAP Committee approved a project timeline, which lays out what the group will be doing in the next two years. This was vetted through District leadership. The committee will get input from staff who may want to start or begin the process for innovation zones.

Policy & Governance has been discussing possible revisions to Policy 345.5 – Honor Students and will get feedback from department chairs and student advisors. It is the committee’s desire to ensure that any changes made to the policy would not negatively impact student opportunities for scholarships. The committee has also been discussing the topic of weighted GPA’s and will continue that discussion and obtain more information on the topic.

In May the Parent Advisory Council heard a presentation from Carol Craig about discussion groups that she and others are leading related to the 21st Century Mission of Public Schools. She will be proposing a future meeting date to discuss this topic in more detail. The committee also heard from the Demographic Trends Committee about recommendations for boundary changes. PAC provided feedback about the proposal and offered suggestions on how to share the report with the School Board.

Project SEARCH is a business advisory council that is assisting special education interns with securing job opportunities. The newly-formed Special Education Parent Teacher Association held its first meeting. The group consists of families, educators, and community members.

5.2 Legislative Update

Joe Luginbill shared information on bills circulating in the legislature dealing with pupil assessments and opting out of assessments. One bill would require that school boards annually provide parents or guardians with instructions on how to access a summary of pupil examinations that the Board must administer under state and federal law and any other examinations used to assess pupil, school or school district performance. Assembly Bill 304 would require a school board, upon request of a parent or guardian, to excuse a pupil enrolled in any grade from 3 to 12 from taking any examination required under state or federal law, except the civics test that is a requirement for high school graduation.

Mr. Luginbill said that he has drafted three potential resolutions for the Board to consider at an upcoming meeting on referendum restrictions, voucher transparency and the Leading on Lead bill.

6. CONSENT RESOLUTION AGENDA

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

- Minutes of May 1, 2017
- Minutes of Closed Session - May 1, 2017
- Financial Report - April 2017
- 2016-17 Budget Adjustments
- Gifts in the amount of \$51,684.74 for the period of April 1, 2017 through April 30, 2017

- Payment of all bills in the amount of \$4,165,772.80 and net payroll in the amount of \$3,404,701.64 for the period of April 1, 2017 through April 30, 2017
- Human Resources - Employment Report
- Five-Year Capital Project Bids
- Revise Policy 188 - Public Input at School Board and Standing Committee Meetings
- Adopt New Policy 664 - Debt Management
- Adopt New Policy 744 - Sustainability

Motion carried

Yes: Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

7. INDIVIDUALLY CONSIDERED RESOLUTION(S)

7.1 Board Committee Assignments

President Hambuch-Boyle stated that in accordance with Board Policy, the President must appoint Board Committee assignments each year. She reviewed current appointments and asked for feedback from Board members on their preferences for serving on committees.

The following assignments were recommended:

Budget Development Committee: Aaron Harder, Charles Vue, Kathryn Duax

Demographic Trends & Facility Planning Council: Jennifer Fager, Charles Vue

Joint Commission on Shared Services: Kathryn Duax, Charles Vue, Eric Torres

LEAP: Chris Hambuch-Boyle and Aaron Harder

Policy & Governance: Joe Luginbill, Eric Torres, Chris Hambuch-Boyle

Gifted/Talented Advisory Council: Kathryn Duax

Parent Advisory Council: Chris Hambuch-Boyle

Special Education Liaison: Joe Luginbill

ECASD Wellness Committee: Aaron Harder, Charles Vue

Board Legislative Liaison: Joe Luginbill

Cooperative Educational Service Agency Delegate: Jennifer Fager

Eau Claire Public Schools Foundation Board of Trustees (Ex Officio): Kathryn Duax

Head Start Policy and Governance Committee (Ex Officio): Chris Hambuch-Boyle

McKinley Charter School Governance Board (Ex Officio): Kathryn Duax

Montessori Charter School Governance Board (Ex Officio): Eric Torres

Wisconsin Association of School Board: Kathryn Duax, Delegate; Chris Hambuch-Boyle, Alternate.

WPEN: Chris Hambuch-Boyle; Charles Vue, Alternate

Motion by Joe Luginbill, second by Jennifer Fager, to accept Board Committee Assignments as presented.

Motion carried

Yes: Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

7.2 Authorization to Executive Directors

Motion by Joe Luginbill, second by Kathryn P Duax, to authorize the Executive Director of Human Resources to accept recommendations for hire; accept resignations, retirements and leave of absence and recall from layoff; and authorize the Executive Director of Business Services to approve business transactions effective June 6, 2017 through September 11, 2017.

Motion carried

Yes: Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

8. ADJOURN TO COMMITTEE

9. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

9.1 Demographic Trends & Facility Planning Council Report

Abby Johnson, Executive Director of Business Services, and Wendy Sue Johnson, Chair of the Demographic Trends & Facility Planning Council, shared recommendations made by the committee with regards to short and long-term solutions for Roosevelt Elementary and boundary changes to balance high school enrollments.

The committee is made up of 13 members consisting of school board members, citizens, business people, and representatives from the Eau Claire Association of Educators, Parent Advisory Council and Chamber of Commerce.

The committee recommended short and long-term solutions for Roosevelt Elementary School. The short-term solution was implemented this past fall which allowed flexible boundaries at Roosevelt. This seems to be working and could be a model used in the future when dealing with overcrowding at other schools. The committee recommended that flexible boundaries be used again next year at Roosevelt and proposed an option to build a new building on the same property at Roosevelt. Facility needs at South Middle School were also discussed and if a building referendum goes forward when the District's debt drops off in 2021, perhaps Roosevelt could be included in that referendum.

The committee also discussed balancing high school enrollments to deal with the disparity of about 400 more students at Memorial than North. Projections by the Applied Population Laboratory based upon the past 23 years and current enrollments show that the difference in enrollments will not change significantly.

The high schools have already taken action to address several issues caused by the differences in enrollment including offering the same courses at both high schools;

aligning the bell schedule so that students can commute to either high school or take distance learning courses; collaborating on use of full-time equivalent teacher staffing; increasing students taking AP classes and tests, college-level transcribed credits and Project Lead the Way courses; and offering comparable co-curricular opportunities. North Principal Dave Valk shared specific information on these changes.

The committee felt that elementary enrollments are currently manageable. It recommended that flexible boundary options be used for schools that reach space capacity. Sherman and Robbins were designated as overflow schools if south and west side schools needed relief. Space and enrollments will continue to be evaluated yearly by the committee.

The committee felt that a 100 student difference between high schools would be an acceptable margin. Currently Lakeshore and Sherman elementary schools both feed into DeLong Middle School and are split between Memorial and North high schools. The committee determined that District growth will likely occur south and west, not north and east. They considered how much time it would take staff and families to prepare for boundary changes as well as transportation costs, including grandfathering existing students. It was felt a year would give enough time to make a transition.

The committee recommended that all students living north and west of the Chippewa and Eau Claire rivers attend North High School, which would add 195 students to North. All students living south and east of the rivers would attend Memorial. Use of the new boundary would affect incoming freshmen students for the 2018-19 school year (current seventh graders).

The School Board thanked the committee for their thorough review of this issue and for bringing the recommendations forward. They talked about having listening sessions in the community and approving a timeline. Some Board members felt that a vote should be taken with regards to the recommendations and then listening sessions would be scheduled for the community about the transition process. Others felt there should be listening sessions before the Board votes on the recommendation. The process used for the referendum could be mirrored so people can ask questions and hear from the Board.

It was suggested that any motion made by the Board should include not only the proposal itself but the year in which the change would take effect.

Joel Robaidek felt people living in the affected areas haven't been provided any information before this time. He encouraged the Board to hear from the community before a vote is taken on the matter.

9.2 Equity Review Committee Recommendations

Josh Sterling, Chair of the Equity Review Committee for Donations, presented the recommendations from this committee. He said that the Eau Claire community is

very supportive and there is a passionate group of parents working to raise money for programs and extra-curricular activities in the schools.

The committee was tasked with looking at donations and to focus on three questions:

1. Are there inequities in the ECASD with regard to donations, and if so, what are they?
2. What is the role of the School District in terms of accepting donations and management of donations?
3. What suggestions does the committee have for the Eau Claire Public Schools Foundation (ECPSF) related to issues of equity?

Mr. Sterling shared data that looked at the amount of donations being spent per student at the high school, middle school and elementary school levels.

- There is a difference of \$2.58 being spent per student between Memorial and North.
- There is a difference of \$7.91 being spent per student between the highest middle school group of donations and the lowest group of donations.
- This is a difference of \$81.52 being spent per student between the elementary school with the highest amount of donations and the lowest amount of donations. (The committee felt that these numbers were not an accurate reflection of true dollars spent per student due to special projects that drastically raised yearly donation amounts and inaccurate reporting of donations at some schools.)

The committee found that based on the data they reviewed along with conversations with District staff about reporting of donations, there were no inequities in the ECASD with regards to donations. It was noted that special projects at schools can drastically raise yearly donation amounts and were taken into consideration when making this recommendation.

The committee also recommended that the ECASD should accept all donations in accordance with current ECASD Policy 840, and District staff should document these donations in accordance with current District policies. They added that the District should remind all staff of their responsibilities in the documentation process.

The committee recommended that external funding (excluding state and federal funding) not be utilized to secure certified, classified and non-affiliated staff without Superintendent approval.

The committee strongly suggested that the District continue to foster parent involvement with PTAs, PTOs, FACs, and/or Booster Clubs that are at each school. Along with parent involvement, it was suggested that these schools have a member of the school staff working with them to ensure that the goals align with District goals and the Strategic Plan. In addition, the committee suggested that the District

review all donations given to each school and that comparisons be done to make sure that inequities do not develop over time. High school and middle school comparisons should be done on a three-year rolling average, and elementary schools on a five-year rolling average. The committee felt it was very important that detailed records of donations and accurate records be kept.

The committee recommended that any undesignated donations that come into the ECASD should be processed through the Eau Claire Public Schools Foundation. They suggested that the Foundation and District do as much as possible to promote District needs, and that staff be encouraged to apply for grant support through ECPSF and other grant sources.

School Board members thanked the committee for its work. The recommendations will be considered by the Board at a future meeting.

9.3 2017-18 Employee Handbook Modifications

Kay Marks, Executive Director of Human Resources, said that on an annual basis administration brings forward modifications of the Employee Handbook. The majority of the changes were brought to the Board in the fall; however, this year there were some additional modifications to bring forward. Ms. Marks reviewed those modifications. She said that the Employee Relations Committee will continue to work on items shared by the Policy & Governance Committee and will likely have additional modifications in the fall.

The Board was comfortable moving forward with these modifications and they will be brought back to the next meeting for approval.

9.4 Discussion & Possible First Reading of Policy 366 - School Counseling Program

The School Board shared a first reading of revisions to Policy 366 - School Counseling Program:

The School District shall maintain a school counseling program which will serve all students to help them with academic, personal/social, emotional, and career development. A comprehensive and sequential program of developmentally-based guidance and counseling services shall be maintained in grades kindergarten through 12 in the District. (For information on PreK programming, see reference below.) The broad program components shall include a school counseling curriculum, individual student planning services, responsive services, and system support services (e.g., planned opportunities for professional development, consultation, and collaboration).

School counseling services shall be planned and provided by District counselors in conjunction with supervising administrators and other licensed staff. Staff members involved in planning these services shall involve and seek the input of students, parents and guardians, and other community members or entities, as appropriate, whose perspectives and insights will help to improve the District's programs and services.

The general goals and functions of the District's school counseling program shall be to assist:

1. Academic Development and Planning, including the following:

- *Standard A:* Assist students to acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span.
- *Standard B:* Assist students to develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.
- *Standard C:* Assist students to understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

2. Personal/Social/Emotional Development, including the following:

- *Standard D:* Assist students to acquire the knowledge, attitudes, and interpersonal skills to understand themselves, and to appreciate the diverse backgrounds and experiences of others.
- *Standard E:* Assist students to demonstrate effective decision-making, problem-solving, and goal-setting skills.
- *Standard F:* Assist students to understand and to use safety and wellness skills.

3. Career Development and Planning, including the following:

- *Standard G:* Assist students to acquire the self-knowledge necessary to make informed career decisions.
- *Standard H:* Assist students to understand the relationship between educational achievement and career development.
- *Standard I:* Assist students to employ career management strategies to achieve future career success and satisfaction.

The Eau Claire Area School District shall not discriminate in the methods, practices, and materials used for evaluating students on the basis of sex, race, religion, color, national origin, ancestry, immigration status, creed, pregnancy, marital or parental status, physical, mental, emotional or learning disability, or sexual orientation, gender identity or gender expression. Discrimination complaints shall be processed in accordance with established complaint procedures.

The School Board agreed to bring this policy forward to next available meeting.

9.5 Discussion & Possible First Reading of New Policy 411.4 - Ensuring the Educational Stability of Children in Out-of-Home Care (Foster Care)

The School Board shared a first reading of new Policy 411.4 - Ensuring the Educational Stability of Children in Out-of-Home Care (Foster Care):

The Eau Claire Area School District shall collaborate with the area county and tribal child welfare agency in ensuring the educational stability of children in out-of-home care (foster care). "Foster care" refers to 24-hour substitute care for children placed away from their parents and guardians and for whom the child welfare agency has placement and care responsibility. This

includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. To the extent required under applicable law, a child in foster care under this policy also includes children who an appropriate child welfare agency indicates are awaiting a foster care placement.

Children in foster care shall have equal access to the same free, appropriate public education as provided to other children in the District. They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including educational services for which the children meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs.

The Director of Student Services has primary administrative-level oversight of the District's services for children who are in foster care. He/she, or a qualified administrative-level designee, shall be responsible for (1) providing any required assurances to applicable state and federal agencies that the District is complying with applicable state and federal requirements related to ensuring the educational stability of children in foster care; and (2) reasonably monitoring compliance with such assurances.

The Director of Student Services shall serve as the District's primary point of contact for the education of children in foster care, and be the primary liaison for the representatives of child welfare agencies who also have responsibility for ensuring the educational stability of children in foster care.

The Director of Student Services shall work with administrators and other District personnel to periodically review existing policies, procedures, practices, and data to identify and develop proposals to remedy and remove barriers that children in foster care may face in the school enrollment and admission processes, in regularly attending school, in accessing applicable support services in accessing academic programs, academic activities, or extracurricular activities, or in receiving appropriate credit for prior academic work.

The School Board agreed to bring this policy forward to next available meeting.

9.6 Discussion & Possible First Reading of Policy 425 - Education of Homeless Children and Youth

The School Board shared a first reading of revisions to Policy 425 - Education of Homeless Children and Youth:

The Eau Claire Area School District ensures that homeless children and youth have equal access to educational programs provided to other children and youth.

They shall be provided the services and have access to the programs and activities that are offered to other children attending District schools, including transportation services, educational services for which the children/youth meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners), gifted and talented programming, career and technical education programs and school nutrition programs. No homeless child or

youth shall be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The McKinney-Vento Homeless Assistance Act defines “homeless children and youth” as individuals who lack a fixed, regular and adequate nighttime residence

The term includes, but is not limited to, children and unaccompanied youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; living in motels, hotels or campgrounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or living in cars, parks, public spaces, abandoned buildings, substandard housing, bus stations or similar settings.

The Director of Student Services has primary administrative-level oversight of the District’s services for homeless children and youth. He/she, or a qualified administrative-level designee, shall be responsible for (1) providing any required assurances to applicable state and federal agencies that the District is complying with applicable state and federal requirements related to the education of homeless children and youth; and (2) reasonably monitoring compliance with such assurances.

The Homeless Coordinator shall serve as the District’s liaison for homeless children and youth. The District’s Homeless Coordinator will work with administrators and other District personnel to periodically review existing policies, procedures, practices and data to identify and develop proposals to remedy and remove barriers that homeless children and youth may face in the school enrollment and admission processes, in regularly attending school, in accessing applicable support services, academic programs, academic activities, or extracurricular activities or in receiving appropriate credit for prior academic work.

The School Board agreed to bring this policy forward to next available meeting.

9.7 Discussion & Possible First Reading of Policy 347 - Student Records

The School Board shared a first reading of revisions to Policy 347 - Student Records:

Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District.

The Superintendent shall have primary responsibility for ensuring that District employees and other school officials who are authorized to create, collect, maintain, use, provide access to, or destroy student records understand their duties and responsibilities as defined by applicable law, School Board policy and District procedures (including the specific confidentiality and maintenance requirements applicable to various categories of student records and other personally-identifiable records concerning students). It is essential for all District officials, employees, and agents to understand that the legal requirements and the District expectations surrounding the confidentiality of protected student records, including the limitations on disclosure of certain records and information, generally apply not only to the actual record(s) (in whatever form), but also to any verbal exchanges which improperly disclose the content of confidential records.

Student record notices shall be published annually in accordance with state and federal law.

The School Board agreed to bring this policy forward to next available meeting.

9.8 Discussion & Possible First Reading of New Policy 347.1 - Student Directory Data

The School Board shared a first reading of new Policy 347.1 - Student Directory Data:

In accordance with the District's designation and written notice of student directory data, the District may disclose a student's directory data to any person unless the student's parents or guardians (or adult student, if applicable) has notified the District, in writing, that any or all of the student's directory data shall not be disclosed. If an appropriate party exercises a valid opt out under this policy, then the District shall not disclose the directory data covered by the opt-out decision unless (1) an appropriate party provides advance written consent for the disclosure; or (2) the District determines that there is a separate and otherwise applicable exception to the confidentiality of the records that permits or requires such disclosure.

The District designates the following data elements from student records as "directory data:"

- Student's name
- Recorded images of the student that are not being maintained by the District for a separate purpose as a behavioral record
- Student's school/grade level
- Degrees and awards received by the student
- Student's participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The name of the school most recently previously attended by the student
- Student's dates of attendance (not including daily attendance records)

The District's designation and use of directory data is further defined and limited as follows:

1. Pursuant to a state law requirement, unless the student's parents or guardians (or adult student, if applicable) has notified the District of his/her objection to such a disclosure of the student's directory data, the District shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under section 46.215, 46.22 or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the School District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.
2. Although a student's address and telephone number are not designated as student directory data under this District policy, the District is nonetheless required by law to release a high school student's name, home address and telephone number to military recruiters and institutions of higher education, upon their request, unless the student or the student's parents or guardians, as applicable, have notified the District that such information shall not be released without prior written consent. The District shall notify adult students and parents and guardians of high school students under the age of 18 of their right to opt out of such disclosures. Requests for student contact information under this paragraph include requests from any technical college district for the contact information of students who may be graduating from high school in the current school year.

Directory Data Notice and Opt-Out Decisions

Upon a student's initial enrollment and registration in the District, upon re-enrollment following a gap in enrollment, and annually thereafter for continuing students, the District shall provide parents, guardians and adult students with notice of the District's designation of student directory data, opt-out rights, and opt-out procedures. The notice shall be provided via publication in the Parent/Student Handbook & Directory, the District's Back to School Newsletter, and shall also be made available through the District website.

Parents and guardians of students who are newly enrolled or re-enrolling after a gap in enrollment (or an enrolling or re-enrolling adult student, if applicable) shall be provided with a copy of the District's directory data notice and shall have 14 days to inform the school, in writing, that all or any part of the student's directory data may not be released without prior consent. During any such 14-day period, the District shall avoid the release of student directory data under this policy. Annually, the District also administers a 14-day non-disclosure period coinciding with the beginning of each school year. During this annual period, the parents or guardians of a continuing student (or an adult continuing student) may make or adjust directory data opt-out decisions.

Regarding decisions to opt out from the school's disclosure of all or any part of the directory data under this policy:

1. Using procedures established by the administration, parents or guardians (or adult student, if applicable) may make, modify or withdraw an opt-out decision regarding directory data at any time, but should allow for a reasonable period of time for such a decision to be processed.
2. Unless the District issues notice to parents, guardians, or an adult student stating that a new opt-out decision is required (in which case a 14-day non-disclosure period shall again apply), an opt-out decision from the disclosure of directory data under this policy shall remain in effect until it is modified or withdrawn by an appropriate party.

The School Board agreed to bring this policy forward to next available meeting.

9.9 Discussion & Possible First Reading of Policy 311 - Academic Freedom

The School Board shared a first reading of revisions to Policy 311 - Academic Freedom:

Academic freedom is essential to the purpose of the Eau Claire Area School District and shall continue to be upheld by the School Board.

Educators shall be protected from unreasonable restraint when presenting information and ideas that aid in student growth. The education of youth in a democratic society requires that students have the opportunity to learn from a variety of sources and viewpoints. By studying multiple perspectives, students learn to formulate and express their own views.

To that end, the educator maintains discretion in selecting materials and methods, so long as the materials support the District curriculum for the course and methods reflect best practices in instruction. To support all learners, educators have the independence to respond to classroom

questions and shall promote objectivity and clearly delineate between factual evidence and their own opinions.

Academic freedom must be exercised within the ethical responsibilities of the teaching profession. These responsibilities are reflected in the following procedures:

1. Principals shall ensure that the District curricula are followed.
2. Educators shall notify the Principal, prior to instruction, of lesson plans that include topics which are controversial relative to community norms.
3. When controversial topics arise spontaneously in the classroom, educators shall inform the Principal of such an occurrence in a timely manner.
4. Discussion of controversial issues shall always take into consideration a concern for the welfare, growth, and development of the whole child.

The School Board agreed to bring this policy forward to next available meeting.

9.10 Discussion & Possible First Reading of Policy 330 - Curriculum Development & Evaluation

The School Board shared a first reading of revisions to Policy 330 - Curriculum Development & Evaluation:

The Department of Teaching and Learning, as directed by the Superintendent, facilitates the development, evaluation and communication of a guaranteed and viable Pre/K-12 curriculum based on School Board-adopted standards. In order to provide equitable learning experiences for all students, District Administrators and Principals shall assure the curriculum is delivered at all grade levels in the District.

Curriculum development and evaluation shall include the study of academic research, recommendations by experts in the field and research-based instructional strategies with materials/resources that support culturally responsive practices.

Communication of the curriculum and the evaluation of its effectiveness is a responsibility of educators and the Department of Teaching and Learning.

The School Board agreed to bring this policy forward to next available meeting.

9.11 Discussion & Possible First Reading of Policy 381 - Teaching About Controversial Issues

The School Board shared a first reading of revisions to Policy 381 - Teaching About Controversial Issues:

Educators in the Eau Claire Area School District are required to adhere to established scope and sequence documents, curriculum guides and School Board directives relative to course content. Within that framework, presentation of factual materials related to opposing sides of controversial issues of local, state, national or international importance has a valuable role in the overall instructional program.

A controversial issue is one in which there are well-known opposing views that are likely to elicit support and opposition by the school and community. The School Board supports the addition of controversial issues in the instructional program, provided the following criteria are met:

1. The issue is related to the learning targets for the curriculum.
2. The issue is developmentally appropriate for the curriculum.
3. The instruction shall promote information, concepts or strategies that are peer reviewed by accredited organizations (i.e. National Institutes of Health, National Academy of Sciences, Journal of Psychology, New England Journal of Medicine, Modern Language Association, American Psychological Association, American Academy of Political and Social Sciences, Journal of Early Childhood Research, etc.) and that are research and evidence based.
4. The instruction encourages an open debate premised on inquiry.
5. The educator shall distinguish between factual information and his/her personal opinion.

A controversial issue may be brought to the classroom by educators or students. The addition of the controversial issue shall be aligned with instruction and shall not be disruptive to the educational environment.

Principal approval is required for the addition of a controversial issue into the curriculum in the following situations:

1. Someone who is not a member of the school requests that the controversial issue be addressed.
2. The controversial issue is not related to the learning targets of the curriculum.

Parents and guardians have a right to be informed when controversial issues are presented in a course. The following procedures shall be followed to accommodate District families:

1. When the addition of a controversial issue is pre-planned (i.e. not a “teachable moment”) parents and guardians shall be informed in advance regarding controversial issues discussed in courses, either in course outlines or by special notices, and shall be afforded the opportunity to withhold the student without penalty.
2. Parents and guardians shall request, in writing, that their child be withheld from the discussion of a controversial issue.
3. Requests from parents and guardians to view materials shall be honored.

If potentially objectionable concepts or language are present in materials, alternative selections must be made available to those who object to the content

The School Board agreed to bring this policy forward to next available meeting.

10. REQUEST FOR FUTURE AGENDA ITEMS

Chris Hambuch-Boyle asked for a written report about volunteers in the schools and the process for that. She also asked about reaching out to alumni of the District and creating a distribution list for doing so.

Joe Luginbill reminded the group that Marv Lansing will be sharing the history of the Eau Claire Schools on May 16th at 7 p.m. at the Chippewa Valley Museum.

11. ADJOURN

Motion by Jennifer Fager, second by Joe Luginbill, to adjourn meeting.

Motion carried

Yes: Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

Meeting adjourned at 9:55 p.m.