

**Eau Claire Board of Education**  
**Monday, September 26, 2016**

*Generated by Patrice Iverson*

**Members present**

Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

**1. WORK SESSION**

**1.1 Referendum Planning**

The group discussed the outreach events that are included on a GoogleDoc. There have been over 25 community events held during September. Charles Vue talked about scheduling a special information session for our Hmong and Spanish-speaking communities. He will work on getting something scheduled. Charles encouraged the District to utilize the services of Blia Schwahn to connect with Hmong families and invite them to the information sessions. He suggested that Blia follow up with families with a phone call after the letter is sent to them inviting them to the sessions. Kathryn Duax volunteered to work on making contacts with the Hispanic community.

New endorsement cards were created. Board members can carry these with them and hand out to people interested in endorsing the referendum. A full page ad will be placed in the paper with all of the names listed.

The group reviewed Board talking points related to referendum presentations.

The Work Session adjourned at 6:50 p.m.

**2. 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.

**3. PUBLIC FORUM**

Dan Wilson spoke on behalf of ECAE as the Labor and Relations Chair. He thanked the Board for reviewing the Appeals Process. He asked that the Board consider keeping the last call for credits earned by June 30<sup>th</sup>, but extending the deadline for turning in transcripts.

Wendy Sue Johnson spoke about the Start Time Study. She said on March 14, 2016 the Board adopted the timeline with two amendments. She noted that the decision would be delayed until after the referendum. She asked that the timeline that was adopted be added to the website. She also encouraged the Board,

particularly new Board members, to review the research, which is found on the District website under the Teaching & Learning Department. She said that Altoona and Chippewa school districts have made a change in start times and she felt they would be a great resource for the Board.

President Hambuch-Boyle announced that the Committee Report on the Start Time Committee had been postponed.

John Jungbluth, co-president of Memorial Choir Booster Club said the choir is back in full swing with the new director doing a terrific job. They have been working with Principal Kohlhepp to give her the support she needs. He noted that the AP Music Theory class at Memorial is full to capacity and that theater had to add a third section. He said that the arts are important to students so the Board needs to make sure the program is delivered at a high level.

Tiffany Leighton Giffey is a speech therapist in the District, and is one of the employees in the "glitch group." She said when she received confirmation of her new salary adjustment, she found out she was being lowered to Level A with a master's degree. She worked in the District for five years but has nine years of experience. She said there was a new hire that she has been mentoring that is receiving more compensation than she is. She hoped the Board could find a way to demonstrate that she has experience and value.

Jenae Werner taught art for five years in another district and has now taught in ECASD for five years. She was given three years of experience when she came to the District. With the new schedule she is now at the first level with a master's degree. She said that as an experienced teacher, she has more responsibility than a first year teacher does. She shared some of those responsibilities including developing the art budget, ordering supplies, planning professional development, etc. She said she was placed back to the first level as if she were a new teacher. She is hoping the problem can be addressed in the appeals process. She noted that HR told her that first year teachers are still given three years of experience coming into the district. She had previously been granted three years of experience, but said that was taken away.

Matt Kulasiewicz is a history teacher at South and is part of the "glitch group." He is entering his 18th year of dedicated service to the District. When the District froze salaries, he was frozen at 9 years of experience, and he realized this was to keep the District operating. He noted that during the freeze, he had a colleague who made \$6,000 more than he did. This person started a few years before he did, worked part time, but moved on the schedule for years of experience. In the meantime, this person changed teaching assignments and came to Matt for resources. Now with the transition, this person is making \$7,000 more than he is. This equates to someone making \$100,000 more over their career doing the same job with the same hours of experience. He asked that the Board give him the right to appeal for fairness purposes.

## **4. BOARD/ADMINISTRATIVE REPORTS**

### **4.1 Superintendent's Report**

Dr. Hardebeck shared the Board's calendar of upcoming events.

Dr. Hardebeck announced that the District recently received notification that six of Memorial students were recognized as National Merit Semi-finalists. This was a larger number than the District has had in some time. About 1.6 million juniors in more than 22,000 high schools entered the 2017 National Merit Scholarship Program by taking the 2015 Preliminary SAT/National Merit Scholarship Qualifying Test. There are approximately 16,000 semifinalists in the National Merit Scholarship Program nationwide. These high school seniors now have an opportunity to continue in the competition for some 7,500 National Merit Scholarships worth about \$33 million that will be offered next spring. She recognized the following seniors: Ben Gochanour, Carrie Kemmet, Brooke Rothamer, Carolyn Schmitz, Ken Tana and Elias Wojahn.

Superintendent Hardebeck reported that a golf outing was held at Wild Ridge to support the Homeless Program. There were major sponsors in the community that participated with many donations received. Over \$37,000 was raised. Dr. Hardebeck thanked those who helped to give our kids a much-needed step up.

### **4.2 Board President's Report**

President Hambuch-Boyle reported that in October 2016, Clear Vision Eau Claire will convene a Poverty Summit, which is a citizen-led, multi-year, and multi-generational public engagement and problem solving project to identify and take action on critical community issues related to poverty and income insecurity in Eau Claire County.

Concerns about living wage jobs, the rate of poverty, underemployment, and the related debilitating personal impacts on households with children were cited as major concerns in the 2015 Eau Claire City Comprehensive Plan. Poverty and income insecurity has also been identified as a significant concern by the Eau Claire Area School District, Eau Claire County, United Way of the Greater Chippewa Valley, and the City/County Health Department Healthy Communities initiative.

Ms. Hambuch-Boyle showed the Board the new Z-Pass that is being used by Student Transit at Prairie Ridge. The Z-Pass is connected directly to the Zonar GPS system so when each card is swiped, they know exactly where the bus and child is.

Ms. Hambuch-Boyle has attended many community events recently and has shared information about the referendum.

Several Board members participated in the Regional WASB Workshop last week. Charles Vue was awarded his Level 1 participation pin and certificate. Chris Hambuch-Boyle was awarded her Level 3 participation pin and certificate.

## **5. STUDENT REPRESENTATIVE REPORT**

Ryan Cramer reported that he did a sample survey with students at North regarding school start times. He said that students were split on whether they supported making a change or not. Those that wanted the change, gave their desire for more sleep as the primary reason. Those who did not want the times changed, cited extra-curricular activities and after-school jobs. The Student Council is preparing for an event to get eligible students registered to vote.

Angela Arnholt commended the six Memorial students who were named National Merit Semi-Finalists. She shared activities going on at school to prepare for homecoming. Students were happy to see new plaques in the building that has room numbers and tells what the classroom is. Over 100 students have volunteered to work with the Red Cross to hold a blood drive. Memorial is also working to get eligible students registered to vote.

## **6. OTHER REPORTS**

### **6.1 Board Committee Reports**

The Budget Development Committee reviewed the steps that were approved previously by the Board for the compensation transition process. They discussed several questions raised including what the hire date means, when the last day to turn in credits should be, and whether the Board wants to recognize that if funds are available in the future, that compensation should be considered. Employees have until September 30, 2016 to turn in transcripts to qualify for moving from a bachelor's degree to a master's degree.

Policy & Governance are bringing policies 454 and 420 to the Board for final consideration. Policy 447 is also on the agenda for discussion and a possible first reading. There are a number of other policies that the committee is sending to executive team members to get their feedback. The group will review the entire Policy Quick Check from WASB at its next meeting.

The Demographic Trends & Facilities Committee met at Roosevelt to look at the results of the architectural study. They talked about options that were provided. There will be another meeting on October 20th where they will decide on a recommendation to bring to the Board in November. They will also look at district-wide enrollments at that meeting.

The LEAP Committee decided to reschedule showing the *Race to Nowhere* documentary until after the referendum so there is no interference with the referendum information sessions. The committee also talked about its structure and how to get another secondary member on the committee. They reviewed innovation proposals that are at the information stage.

## **6.2 Legislative Update**

Joe Luginbill reported that state agencies submitted their 2017-19 budget requests to Governor Scott Walker recently. The governor's office will now use those requests to shape the budget proposal that Gov. Walker will unveil in February. These agency "asks" also show public school leaders where the major competing interests are for scarce general purpose revenues (GPR) among other things. Overall, agencies are seeking roughly \$700 million more in GPR over the base given to build their budget requests. This figure does not include the Department of Public Instruction requests related to school aids. Those requests, likely to total in the hundreds of millions, will be made in early November after general aid allocations to school districts are certified.

Superintendent Evers delivered his State of Education Address two weeks ago. Three items that he stressed were providing resources to students that reflect the need to increase equity and close achievement gaps, building the educator workforce so every student has a teacher who is well trained and well compensated, and paying for schools in a way that avoids mounting inequalities.

Early voting started today in the City of Eau Claire. You can vote at City Hall during regular business hours with proof of voter identification.

## **7. CONSENT RESOLUTION AGENDA**

Motion by Kathryn P Duax, second by Jennifer Fager, to approve the following consent resolution items:

- Minutes of September 12, 2016
- Minutes of Closed Session - September 12, 2016
- 2015-2016 Budget Adjustments
- Gifts in the amount of \$15,406.29 for the period of August 1, 2016 through August 31, 2016
- Payment of all bills in the amount of \$4,807,111.40 and net payroll in the amount of \$2,860,838.33 for the period of August 1, 2016 through August 31, 2016.
- Human Resources - Employment Report of September 26, 2016
- Revisions to Policy 420 - School Admission & Placement
- Revisions to Policy 454 - Identifying and Reporting Student Abuse, Neglect, and Trafficking
- Adopt More Kids Drug Free Month Resolution

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

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

### **8.1 Appeals Process**

Motion by Joe Luginbill, second by Charles Vue, to approve Appeals Process as presented.

Abby Johnson, Executive Director of Business Services, explained that modifications to the Appeals Process were discussed in the recent Budget Development Committee. The committee recommended that the section entitled, "What Cannot be Appealed" be deleted. In addition, they agreed that an employee's hire date would be the date the employee actually started working, not when the Board approved it. It was suggested that the language Step 2 be changed to read, "Grant one additional level to all employees working prior to July 1, 2012."

The timeline for the Appeals Process was also modified. Employees who want to appeal must complete and submit the necessary paperwork by October 21, 2016. The decision of the Appeals Committee will be communicated in writing to employees no later than November 18, 2016.

There was discussion about having a separate process to allow employees to have a chance to say they feel they were treated unfairly. Perhaps a 'fairness survey' could be completed. This would give the Board an aggregate sense of the categories that issues fall under and the Board could determine what could be taken into consideration for future compensation. There would be no assurances given to employees, but it would give them a chance to be heard.

Ms. Johnson noted that many of the issues being raised were because employees weren't granted a separation level. The Board had originally looked at three different levels (those hired prior to 2012, those hired prior to 2008, and those hired prior to 2004). The costs kept getting higher and higher, and at some point the Board had to decide what it could afford and what would allow the schedule to be sustainable. Ultimately, the Board decided it could only afford granting separation to those hired prior to 2012.

Ms. Johnson asked for guidance regarding the Increment Study that was to be addressed this year. Given that the Board will be providing employees an opportunity to bring forward issues related to fairness in the Compensation Study, the discussions on increments may need to be delayed. She said that increments are in place for 2016-17 but the goal was to have a new model beginning in July 2017. The Board felt it was important to put the necessary time into the compensation structure. Although the increment issue is important, the compensation structure would be the top priority.

Motion by Aaron Harder, second by Jennifer Fager, to amend Appeals Process language as follows: Step 2: Grant one additional level to all employees **working prior to July 1, 2012.**

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

Motion by Kathryn P Duax, second by Aaron Harder, to amend Last Call for Credits included in the Appeals Process as follows: Credits completed by June 30, 2016 are allowed to be included in the transition formula and must be turned in as soon as possible or by October 21, 2016 at the latest.

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

Motion by Joe Luginbill, second by Charles Vue, to approve appeals process as presented with two amendments.

Final Resolution: Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

Motion by Aaron Harder, second by Joe Luginbill, that the Board would like a way of collecting data with concerns heard from employees and use that information to inform the Board so that any future decisions can be made. The Board will let staff know that the Board is intending to give them a channel to voice concerns starting on December 1, 2016. The window will close for staff to do so in early January and a report will be brought back to the Board in early February.

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

### **8.3 Letters About Referendum to Print Media**

Letters were drafted regarding the referendum to send out to print media. There were some edits suggested. Jennifer Fager, Kathryn Duax and Aaron Harder agreed to work on the documents to revise them. This will be brought back to the Board at the next meeting for consideration.

Motion by Jennifer Fager, second by Joe Luginbill, to table motion and bring revisions back to the October 3, 2016 Board Meeting.

Motion carried

Yes: Carolyn Barstad, Kathryn P Duax, Jennifer Fager, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Charles Vue

## **9. ADJOURN TO COMMITTEE**

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

## **10.1 Discussion & Possible First Reading of Policy 447 - Student Discipline and Positive Behavior Interventions**

Board Members shared a first reading of Policy 447 - Student Discipline and Positive Behavior Interventions:

*The School Board recognizes its statutory obligations in addressing any student who, through actions, behavior, dress, appearance, or presence, disrupts the educational process or follows a course of conduct which may reasonably be anticipated to become disruptive of the educational process. This should be done in a manner that protects the rights of that student, and protects the rights of other school students, their families, and staff to learn and to teach in a safe and positive environment. The School Board recognizes the importance of maintaining proper order and discipline in district schools, holding students accountable for their actions, and pursuing full compliance with School Board policies and school rules.*

*School Boards are to manage the governance of the School District, which includes instituting rules pertaining to student conduct. The School Board directs the Superintendent and building principals, when appropriate, to utilize disciplinary strategies that keep students in school while maintaining a safe and positive environment for student learning.*

*All school employees share the responsibility for developing appropriate behavior in students. This responsibility includes consistent enforcement of established rules and appropriate modeling and example.*

*The School Board recognizes the importance of reasonable discipline in allowing the school to discharge its primary responsibility in allowing students to realize their potential for growth. The School Board desires to have teachers proceed in administering discipline with the assurance that they shall have the support of the school administration and School Board. The School Board charges the administration with the responsibility for developing guidelines for the proper administration of reasonable discipline. The following statements are offered as guides in developing administrative regulations:*

- 1. The purpose of disciplinary procedures is to provide limits and controls on student behavior in a manner that creates an atmosphere where teachers may teach and students may learn.*
- 2. Disciplinary procedures should provide for fair, consistent, and reasonable treatment of students who deviate from acceptable standards of conduct.*
- 3. Student disciplinary measures shall be consistent with School Board policy, applicable laws, and the constitutional rights to due process of the law.*
- 4. School employees shall be expected to take whatever steps are reasonable and proper in maintaining discipline.*
- 5. The School District shall establish policy in accordance with the law for using physical force to restrain students or control student behavior in order to protect the safety of students, school personnel or others, to protect property, and/or to act in self-defense.*

*School employees have the responsibility and authority to take such steps as are reasonable and proper to maintain discipline considering all the circumstances of a situation including age, size, intelligence, and rights of the student.*

*The School District shall not discriminate in standards of rules of behavior, including student harassment, on the basis of sex, race, national origin, ancestry, creed, pregnancy, religion, color, handicap, marital or parental status, sexual orientation, gender identity or gender expression, or physical, mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established procedures.*

### **Suspension**

*A suspension is a necessary tool to maintain order as well as a valuable educational device. In-school suspensions are encouraged as an alternative to out-of-school suspensions. The following procedures shall be followed for all students; however, administrators shall consider the offense and its relationship to an identified student's protected class, if any, in making a suspension decision.*

- 1. A student may be suspended for failure to comply with school rules (such rules may be made either by the School Board, the administration, or a principal or teacher properly designated by the district administration), or for conduct by the student while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, or for conduct by the student while not at school or while not under the supervision of a school authority which endangers the property, health, or safety of others at school or under the supervision of a school authority, or endangers the property, health, or safety of any employee or school board member of the school district in which the student is enrolled, or for knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives. The administrator or his/her designee must determine that the student is guilty of noncompliance with school rules or the conduct charged and his/her suspension must be reasonably justified in order to suspend such student.*
- 2. The student must be advised of the reason(s) for the proposed suspension before suspension begins.*
- 3. Prompt notice and reasons for the in-school/out-of-school suspension must be given in writing to the parents or guardian of a suspended minor student.*
- 4. An out-of-school suspension may not be for more than five school days unless a notice of expulsion has been sent under § 120.13(1)(c), Wis. Stats. The IEP team for the student shall reconvene the IEP to review next steps in the case of a suspension of ten or more days. The case manager shall be responsible for reconvening the team.*
- 5. The suspended student or his/her parent or guardian may, within five school days following the commencement of the suspension, request a conference with the Superintendent or his/her designee who, in the case of an out-of-school suspension, must be someone other than a principal, administrator, or teacher in the suspended student's building.*

6. *If the administrator or his/her designee finds that the suspension was unfair, unjust, or inappropriate, given the nature of the alleged offense, then reference to the suspension must be expunged from the student's school records.*
7. *Such decision must be made by the administrator or designee within 15 days of the conference.*
8. *The parent or guardian of a suspended student with an IEP, Section 504 Plan, or other protected designations may request a determination as to whether the conduct is attributable to their student's situation and, if so, whether a change in educational programming may be warranted. Such meetings, if decreed necessary by the appropriate parties, shall be held as soon after the request as is practical.*
9. *The suspended student must be allowed the opportunity to make up any course work and take quarterly, semester, or grading period exams missed during the suspension period.*
10. *A building principal may offer a student an opportunity to voluntarily participate in a particular support program or intervention activity as an alternative to suspension or as an alternative to serving the full suspension period.*

### ***Expulsions and Positive Behavior Interventions***

*Recognizing that student expulsion from school shall be considered the last resort, building principals may recommend to the Superintendent of Schools, or his/her designee, the expulsion of students. The Superintendent shall then bring the expulsion to the full School Board for consideration. The School Board shall hold a hearing prior to expulsion of a student. The requirements of §120.13, Wis. Stats., must be met and due process provided.*

*The School Board supports positive, evidence-based alternatives to expulsion, with the goal that:*

1. *Students shall learn to accept responsibility, repair the harm their actions caused, recognize their role in maintaining a safe school environment, build upon their personal relationships in the school, and contribute as a positive member of their school and of the community as a whole.*
2. *An improved sense of community shall significantly decrease the need for suspensions, expulsions, and time that students are excluded from instruction due to behavior infractions.*

*As an additional strategy, the School District shall incorporate restorative practices as part of Tier 3 of Positive Behavioral Intervention and Supports (PBIS) for extended suspension or home/community instruction.*

### ***Alternative to Expulsion Education Program and Incident Review Panel***

*Consistent with the School Board's direction to utilize the disciplinary strategies that keep students in school while maintaining a safe and positive environment for student learning, the District has developed a process that handles conflict and misbehavior in a way that allows students and staff to actively make amends and repair harm. Pursuant to that process, the*

Superintendent of Schools, or his/her designee, shall convene an Incident Review Panel (IRP) to evaluate each expulsion recommendation. The IRP shall consist of the Executive Director of Administration, Director of Student Services, high school principals, the student's building principal (if different), and others as determined by the Superintendent. The parent(s)/guardian(s) shall be included in a secondary meeting of the IRP, and auxiliary support shall be provided as needed. The IRP shall make the following determinations:

1. The situation does not meet the expulsion criteria and the student returns to school immediately or at the conclusion of a suspension;
2. The situation does meet the criteria specified for expulsion. If the situation does not involve a firearm, which requires an expulsion hearing, the student and/or his/her family is offered an Alternative to Expulsion Education Program (AEEP). The maximum duration and number of hours spent per week on the AEEP shall be established by the student's IRP to most appropriately meet their needs.

If the student admits to the misconduct and the student and his/her family agree, in writing, to waive his/her right to an expulsion hearing, the student may be placed on an AEEP. Such instruction shall be offered as a program modification. If the Superintendent, or his/her designee, agrees with the program modification and placement, the student shall be removed from school on a voluntary basis and placed on home instruction for an appropriate period of time deemed by the IRP.

If the student does not admit to the actions or the student and his/her family disagree with the AEEP, an expulsion hearing shall be held before the School Board.

Any referred student and his/her parent(s)/guardian(s) shall be provided with a written notice of their local, state, and federal Rights and Responsibilities.

If the School Board is satisfied that the interests of the school requires the student's expulsion, the School Board may expel a student from school whenever it finds the student guilty of noncompliance with District rules or policies; or that a student knowingly conveyed a threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; or finds that the student engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health, or safety of others; or that a student while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health, or safety of others at school or under the supervision of a school authority; or finds that a student endangered the property, health, or safety of any School District employee or School Board member of the School District in which the student is enrolled. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

In addition, the School Board may expel a student who is at least 16 years old if the School Board finds that the student repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority.

The School Board shall expel for not less than one year a student who possesses a firearm while at school or under the supervision of a school authority. 18 U.S.C. 921(a)(3) defines

"firearm" as: (a) any weapon (including a starter gun) which shall or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. The School Board may modify this expulsion requirement on a case-by-case basis, provided that any such modification is documented in writing and in compliance with other School Board policies. In situations involving other weapons violations under this policy, the student shall be referred for potential disciplinary action, up to and including possible expulsion from school.

No student shall be expelled unless the behavior(s) precipitating the expulsion action has been demonstrated to be behavior(s) not caused by an identified or suspected disability. An IEP staffing shall be conducted prior to an expulsion hearing to assure that the behavior(s) is not a manifestation of the student's disability and/or to determine if an alternative placement is necessary. The educational services provided to students with a Section 504 Plan shall, without any deviation, be duly provided consistent with all applicable legal requirements. The School Board may also provide continued educational services to expelled students during the term of their expulsion as deemed reasonable and appropriate.

The District reserves the right to deny enrollment of a student who is serving the term of his/her expulsion from another school district. The final decision shall be reviewed and approved by the Superintendent of Schools. If a student who has been expelled from Eau Claire seeks to enroll in another school district during the term of his/her expulsion, upon request, the District shall provide the requesting school district a copy of the expulsion findings and order, a written explanation of the reasons why the student was expelled, and the length of the term of the expulsion.

The School Board may specify conditions in a student's expulsion order that would allow the student to be reinstated to school early before the end of the term of his/her expulsion. The early reinstatement condition(s) shall be related to the reason(s) for the expulsion and shall be enforced in accordance with state law requirements.

### **Accountability Reporting**

The District shall report Student Discipline and Positive Behavior Interventions as required by the Department of Public Instruction. This information shall include:

1. Baseline data on the current expulsion and AEEP rates, anonymous and broken down by subgroups.
2. Recommendations on the specific actions and funding necessary to improve District services and support needed to meet the strategic goals.

This will be brought forward for a vote at the next Board meeting.

### **10.2 Compensation Plan Document Language Modifications**

Abby Johnson shared proposed language modifications to the Compensation Plan Document. It was suggested that the length of service language be changed as

follows: *The employee must have begun employment prior to January 1, and have had at least six (6) months of consecutive service in that fiscal year and have completed the contract year in an active employee status to be eligible for level advancement.*

The Board agreed to bring this forward on the consent agenda at the next meeting.

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

## **12. ADJOURN**

Motion by Jennifer Fager, second by Charles Vue, to adjourn committee meeting.  
Motion carried by unanimous voice vote.

Meeting adjourned at 9:10 p.m.