

Eau Claire Board of Education
Monday, July 18, 2016

Generated by Patrice Iverson

Members present

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

Member absent

Aaron Harder

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

John Jungbluth, co-president of Memorial Choir Boosters, invited Board members to attend WinterFest on February 4th. It will be the 25th annual show choir competition with over 1,000 students participating. He was thankful that Memorial administration selected a good hire for the choral music position, but he believes the program and ensembles that exist are designed for two FTE's.

Jim Karker said he was concerned about significant cuts made to Memorial's choir program. He feels the program has suffered by having five music teachers in the last eight years. He felt that it was unreasonable to shift the work load onto a single teacher and asked the Board to consider reinstating two choir teachers.

Carol Craig gave an update on Register and Vote Eau Claire (RAVE). She said that in January 2016 the Board passed a resolution in favor of RAVE which allowed a group of volunteers to work in various high schools to register students. She said the program has been extremely successful, and over 400 citizens were registered in Eau Claire County. Of those 400, 255 were students in our high schools. RAVE hopes to get Board support again in the fall to assist citizens with registering for the November election.

Dr. Craig felt that partnerships with the community would be critical in passing a referendum. She said with the state's funding formula, staff and administrators are trying to do more with fewer resources. She believes the community is ready to pass a referendum.

Tammy Schmitz was pleased to report that she took part in Camp Invention, which promotes an opportunity for inventive young minds to use imagination in ways they don't normally do in the classroom. She said the program was possible because of

the partnership with the school district. She said it was a great program and there was a waiting list of 75 kids. They would like to expand the program next year.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Dr. Hardebeck shared a calendar of upcoming events for the Board.

She shared a number of written reports that administration is required to give the Board annually. The Board also received information regarding the student engagement survey.

Dr. Hardebeck thanked the Board for allowing her to attend the annual meeting of the Urban Superintendent's Association. She said the theme of the conference was about innovation and change. The role that public education plays in preserving our freedom kept coming up. She noted that 90% of kids in the United States attend public schools, and without strengthening our public schools, we may be risking our freedom.

3.2 Board President's Report

President Hambuch-Boyle said that several Board members attended the recent WASB Summer Leadership Institute Training. Topics that were covered were fundamentals of Wisconsin school finance; legal and policy-making duties of Wisconsin School Boards; effective Board-Superintendent teams; engagement, equity, and excellence; managing processes; legislative update and visioning.

A meeting was held with Representative Kathy Bernier. She was not aware that Eau Claire receives \$357 below the state average per pupil and how that contributes to our deficit and need for referendum. She shared some ideas about what she could discuss in Madison about this.

Meetings have taken place with area legislators to discuss the District's budget and the state's funding formula. To date meetings with Terry Moulton and Kathy Bernier have been completed. Kathleen Vinehout is scheduled for the end of July and meetings will be scheduled with Dana Wachs and Warren Petryk.

Superintendents, Board Presidents and Vice Presidents from Eau Claire, Chippewa Falls and Altoona have been meeting consistently to strategize on ways to expand the economic impact of public schools as we continue down the road to fixing public school funding.

State Superintendent Tony Evers will be in the Western Region of Wisconsin to talk about his Fair Funding Formula. Everyone is invited to attend.

4. OTHER REPORTS

4.1 Board Committee Reports

The Joint Commission on Shared Services met on June 30th and reviewed the dashboard and where the group is at with shared services. Kathryn Duax was elected as Vice Chair of the group.

The Demographic Trends & Facilities Council met on June 16th and will meet again on July 21st. New committee nominees will be approved by the Board. There was an amazing response from community members to serve. The District will start a Citizen Resource Bank so people can be connected with groups as needed. At the last meeting the group discussed McKinley and looked at renovation cost estimates, blue prints and line items.

Policy & Governance met and discussed embedding human trafficking into Policy 454. They asked for input from the administrative team and it will be brought back in August to continue to work on it. The committee also worked on Policy 447.3 - Suspension and Expulsion and hope to bring it back for Board approval on August 1st or 15th.

4.2 Legislative Update

Joe Luginbill thanked Jodi Emerson from Fierce Freedom and Ben Fredrick from the Eau Claire Police Department for their assistance in revising Board Policy 454 to add information on human trafficking.

Recent information from the state shows that more than half of districts in the state will receive an increase in general aid in 2016-17; 260 districts will receive more aid, while 162 will receive less aid. He said it was important to note that the amount a district receives doesn't affect how a district can spend. That is controlled by the state imposed revenue limit. The District will continue to work on fair funding in the state.

Last year President Obama instituted the President's Task Force on 21st Century Policing. Mr. Luginbill asked that the District review its use of school resource officers, examine policies and practices, collect information to monitor disciplinary referrals and look at early intervention and restorative strategies to minimize students being placed in the Juvenile Justice System.

A meeting is being scheduled with Rep. Kathy Bernier and a representative from DPI to discuss possible solutions for the funding formula.

5. CONSENT RESOLUTION AGENDA

Motion by Joe Luginbill, second by Kathryn P Duax, to approve the following consent resolution agenda items:

- Minutes of June 20, 2016

- Gifts in the amount of \$50,943.21 for the period of June 1, 2016 through June 30, 2016
- Payment of all bills in the amount of \$8,969,858.36 and net payroll in the amount of \$3,317,821.20 for the period of June 1, 2016 through June 30, 2016.
- Human Resources - Employment Report
- Additional Notice Requirements & Actions for School Districts Due to 2015
- Approval of AGR Contract - Conversion from SAGE Contract

Motion carried

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

6. INDIVIDUALLY CONSIDERED RESOLUTION(S)

6.1 Board Committee Assignments

Motion by Charles Vue, second by Joe Luginbill, to approve Board Committee Assignments as presented.

Motion carried

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

7. ADJOURN TO COMMITTEE/WORK SESSION

8. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

8.1 Family Climate Survey

Michelle Radtke, Director of Assessment, shared results of the 2015-16 family survey. She said the topics covered were academic preparation, student support, school leadership, family engagement, safety and behavior, school operations and school calendar. She noted that the results do not reflect a random sampling and should not be generalized to all parents. The results were reflections and opinions of those who participated.

There was a decline in the number of parents who completed the survey. In 2014-15 there were 2,314 parents who completed the survey, while in 2015-16 there were 2,123 participants.

Ms. Radtke said that it is the goal of the District to achieve 80% or more on the overall perception of educational quality and that was exceeded by 84% of parents giving a grade of A or B to their child's school.

Families reported that they receive their information about the District via email (84%), school newsletter (73%), their child (67%), District newsletter (53%), District website (45%), friends/family (30%), Facebook (19%), television (9%),

radio (5%), newspaper (5%) and Twitter (2).

The following key findings were determined:

- The number of respondents who rated the overall educational quality of their child's school as an A increased 5% from 2014-15.
- The majority of respondents (91%) rated their schools as safe.
- The majority of respondents (92%) feel welcome at their child's school.
- The majority of respondents (88%) are satisfied with the new school calendar.
- The majority of respondents (67%) agree the principal advocates for my school, our district, and public education.
- The majority of respondents (62%) agree the principal is fair and consistent when enforcing school rules.
- The majority of respondents (58%) do not know how district funds are distributed among schools.
- The majority of respondents (41%) feel welcome to use facilities at my child's school.

Ms. Radtke said that common themes showed that parents want more rigorous and challenging curriculum at all levels; timely feedback to students about their progress during the school year; more information about how they can help their children at home; more information on how to use ECASD facilities; a need to increase after-school access to school facilities such as libraries, computers, gyms, tracks and/or swimming pools; improving the quality of school lunch; increasing diversity among staff; providing more opportunities to communicate with school principals and providing training for principals on conflict management.

Public Comments

Megan Snow noted that with 2100 responses, that is approximately 25% of the parents.

Carol Craig also mentioned that the Board doesn't know how 75% of the parents who didn't respond feel. She was concerned that some families are not able to communicate their opinions. Ms. Radtke stated that they are always looking for ways to get more respondents.

John Jungbluth said that getting this feedback from families is important. He asked that a 'save' button be incorporated so that if you can't finish the survey in one sitting, you won't lose all your answers.

Joe Luginbill asked that the District work on strategies to target those families living

in poverty. Dani Claesges will be contacted to help those parents complete the survey in the future.

Ms. Radtke explained how the family survey is aligned with collaboration, academic achievement, high quality staff, and community involvement. Many coincide with the Strategic Plan. Board members asked Ms. Radtke to develop a correlation chart so that the District can align everything with goals and indicators.

8.2 Superintendent Update on Goals Aligned with Strategic Plan

Dr. Hardebeck discussed how her goals relate to the Board's goal of the Strategic Plan.

The Board's first goal of educating the whole child using multiple measures aligns with the Superintendent's goal to focus instruction across schools within a whole child approach, preparing all kids for post-secondary success (PSS) so that they are college and career ready, closing achievement gaps and having graduates recognize behaviors characteristic of successful adults. Academic indicators for PSS have focused on 3rd grade reading, 8th grade math, and ACT scores. She shared the District's progress in each of these areas.

Dr. Hardebeck shared progress monitoring timelines to show when tests are given as well as progress monitoring for things like culturally relevant teaching practices, early learning DECA, K-5 social and emotional learning targets assessed each trimester on report cards, targeted audience for BASC and BESS; district-wide School-Wide Information System (SWIS) to track PBIS, the student engagement survey and the senior exit survey.

A list of District initiatives for Teaching and Learning programming improvements was also shared.

The Board's second goal is to create a collaborative, intentional and engaging culture using research-based practices to promote student learning. Dr. Hardebeck's goal is to align resources and staff functions with the District's Strategic Plan to encourage high performance and support to schools through a respectful, positive, district culture centered on research-based principles of teaching and learning. She said the role of the principal has changed from that of an operational manager to one of being an instructional leader. There has been a lot of professional development in that area to move student achievement along. Principal meetings have been used to give principals an opportunity to review data together, have trainings together and to plan together. Dr. Hardebeck shared an artifact for the Strategic Plan's crosswalk to the Systems Assessment. She also reviewed the consensus process used by District teams to find common ground around leadership of PLC's. Each building team developed their norms.

The Strategic Plan has been communicated through District Updates, at PAC and PTA meetings, and the Board has talked to community groups while sharing information about the referendum. Dr. Hardebeck has been looking at models to

determine how to govern and monitor the Strategic Plan as well as implement it.

The Board's third goal to strengthen connections with the community to support students aligns with the Superintendent's goal to help the Board be effective by developing productive, collaborative relationships with the Board, families, staff and the broader community to promote public confidence in the District's efforts to serve its students.

Dr. Hardebeck said that a District Communication Committee was formed in April 2016. A communication plan is being created utilizing a needs assessment, ideal state of the District and a gap analysis.

Dr. Hardebeck said her report was about progress in terms of addressing goals, and quite a bit of progress has been made. She is using the District Communication Committee as a pilot to put a small work group together and then report back to the Executive Team to see how it works.

8.3 Presentation on the L.E.A.P. Committee Recommendation for Sam Davey STEM Innovation Zone

Principal William Giese and several Sam Davey staff members were present to share the L.E.A.P. Committee's recommendation for Sam Davey's STEM Innovation Zone Proposal, called In-TECH-Great. They noted that two years ago their student engagement results on the survey weren't where they wanted them to be. In order to improve student engagement, they wanted a program that infused educational technology as well as technology education.

Teachers shared how they are working to integrate technology to engage and empower students in their classrooms. They are able to use this innovation zone to offer students experiences that will engage them and take them to a new level. It has also allowed students to be engaged in the design and engineering process.

Some staff noted that they were hesitant to use iPads in the beginning, but as they learned to work with them and received training, it redefined how they used technology in their classroom. They said that student feedback has been very positive.

The In-TECH-Great proposal is for six years, and there is full staff support. Staff will receive professional development on technology integration and implementation as well as technology education and the engineering design process.

Staff will go to area businesses to establish a partnership to support the program. Those partnerships would help staff and businesses learn from each other in terms of educational technology and the engineering design process.

Mr. Giese said that staff believe that hands on and minds on learning will positively affect behaviors in the classrooms.

The Board agreed to bring this proposal back on the consent resolution agenda at the next meeting.

8.4 Discussion & Possible First Reading of Policy 225 - Evaluation of Superintendent

Joe Luginbill shared a first reading of Policy 225 – Evaluation of Superintendent:

The evaluation of the Superintendent shall be conducted under objective procedures and standards. The evaluation shall be based on the Superintendent's job description as well as the attainment of progress of the annual goals and objectives set forth by the Board of Education's on-going Strategic Planning Process, and criteria identified in the approved evaluation document.

- 1. The Board shall identify and approve a timeline for the formal evaluation to review the performance of the Superintendent on an annual basis. The following dates will be included: a date for the Superintendent goal setting and adoption of goals in February, a date for an interim progress report from the Superintendent in July, and a date for the formal evaluation to be completed in December.*
- 2. The Board shall approve the evaluation document which will include a defined rating system, a space for written comments and a list of the annual goals. This will serve as a worksheet for the Board's composite evaluation.*
- 3. A 360-degree evaluation tool shall be used as input into the Superintendent evaluation process. Using the information contained in that tool, the Superintendent and Board shall identify leadership goals. The Board and Superintendent shall decide which groups will be surveyed and define the questions of the survey.*
- 4. The Superintendent shall submit a self-evaluation that addresses the performance standards in the job description and the annual goals. This shall be presented as a formal report to the Board of Education.*
- 5. Each Board member shall have the opportunity to complete a review of the Superintendent based on the criteria established under this Policy. The Board shall consider individual Board member reviews and shall discuss and complete the Board's evaluation of the Superintendent in closed session. The Board's final written evaluation of the Superintendent shall be presented to the Superintendent.*
- 6. The Board's final evaluation should be signed by the Board President and attested by the Board Clerk and shall be filed in the Human Resources Office, with the Superintendent and with the Board Clerk.*

After the policy was read, it was noted that there may be a more updated version of the policy that was brought forward from Policy & Governance. The committee will review this at their August 1, 2016 meeting and bring that version forward.

8.5 Discussion & Possible First Reading of Policy 133 - Board Vacancies

Chris Hambuch-Boyle shared a first reading of Policy 133 - Board Vacancies:

Cause of Vacancies

Board Member Resignation: If for reasons of health, change in domicile, or any other compelling reason a Board member decides to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for this exigency/urgent need.

Resignations shall be made in writing and delivered to the Board Clerk. The resignation shall take effect at the time indicated in the written resignation, or if no time is therein indicated, then upon delivery of the resignation.

Temporary Vacancies for Military Leave

If a Board member enters the armed forces of the United States and removes himself or herself temporarily from the School District, such temporary removal shall constitute a temporary vacancy of office.

Temporary vacancies shall be filled as other vacancies are filled, except that no election need be held to fill any part of a temporary vacancy. The term of the person appointed shall not extend beyond the expiration of the term of the Board member who entered federal service. In the event the original Board member completes the federal service and returns to the District during his or her original term of office, the Board member may file with the Clerk of the District within 40 days of completing the federal service, a statement under oath that the federal service has terminated and that the Board member elects to resume office. Upon the filing of the statement, the term of the temporary Board member shall cease, and the returning Board member shall be entitled to resume the duties of the office.

Filling Vacancies

Vacancies on the School Board shall be filled in accordance with state law and in substantial compliance with the procedural guidelines outlined in this policy.

Appointment Guidelines

During the 60 days immediately following the date on which a vacancy first exists, the Board may fill the vacancy only by an appointment made by a vote of the remaining members of the Board. Any such attempt to fill the vacancy shall be consistent with the following guidelines:

- 1. Public notice of the Board vacancy shall be issued by the District Administrator. The notice shall include a deadline for applying to fill the vacancy. The deadline shall be at least 14 days after the date that the notice is first posted or published.*
- 2. Any qualified elector of the District who is interested in filling the vacancy may complete and submit the Commissioner Application to the Eau Claire Area School District as given in the application instructions. The application shall be advertised in a variety of communication mediums. All completed applications shall be provided to Board members. Applicants shall be required to give a maximum three minute statement. The Board may ask questions of the candidates but may not ask questions about how they may vote on future matters before the Board. After all candidate statements have been made, the Board shall select a candidate as follows:*

- 1) *Board members shall be given a prepared ballot with applicants' names. Board members shall vote and sign their names to the ballots. Ballots shall be collected and the votes with Board member names read aloud and tallied by the Clerk or Clerk Designee.*
- 2) *The successful applicant must receive a majority vote of all members – four votes.*
 - a. *If there are more than two applicants, a first ballot shall be taken. If no one receives a majority (four votes), then the candidates receiving the lowest number of votes shall be dropped. If there is more than one candidate with the lowest number of votes, then all shall be dropped, unless there would be only one remaining candidate. In that situation, then the vote shall be taken repeatedly until there are at least two remaining candidates after dropping those with the lowest number of votes.*
 - b. *Once a candidate or candidates have been dropped, then a vote shall be taken on the remaining candidates.*
 - c. *This elimination process shall be continued until one candidate receives at least four votes.*
 - d. *If a tie occurs between two remaining candidates, then voting shall occur two more times, for a total of three. If there is a tie on the third vote, then heads and tails shall be assigned to the two candidates and a coin shall be flipped by the Clerk or Clerk Designee to determine the appointment.*
- 3) *The person so appointed shall serve in that capacity until a successor is elected in the next School Board election.*
- 4) *A qualified elector who is selected to fill a Board vacancy shall not take office unless and until he/she has taken and filed the oath of office. The oath shall be filed on or before any date or deadline that the Board establishes for the appointee to take office. Upon taking and filing the oath, the individual will file a campaign registration statement if required to do so by law.*

Vacancies Not Filled Within 60 Days

If a vacancy has not been filled by an appointment made within 60 days of the date on which the vacancy first exists, the Board will attempt to fill the vacancy using the following procedure:

1. *If a duly-elected successor (i.e., elected at a Spring Election) will be taking office in the seat that is currently vacant within the next 60-day period that follows the initial 60-day period of the vacancy, no other appointee shall serve in the vacant seat in the interim.*
2. *If the vacancy is not filled by the duly-elected successor in office pursuant to the previous paragraph, then at a regular Board meeting held no later than 45 days after the end of the initial 60-day period of the vacancy, the Board shall attempt to appoint a qualified elector to fill the vacancy by a majority vote. If after 5 rounds of voting the Board still has been unable to fill the vacancy, then the chairperson of the meeting shall declare a deadlock and immediately call for nominations in order to break the deadlock by the random selection of a nominee.*

3. *A nominee must be a qualified elector who has submitted a sworn declaration of eligibility to fill the vacancy in question and who has not withdrawn from consideration. Each Board member who is present at the meeting may nominate, or support the nomination of, only one nominee.*
4. *Each nominee, if any, whose nomination is supported by at least 2 Board members (inclusive of the Board member who initially made the nomination) will be included in the random selection process. Any nominee selected as a result of the random process is thereby selected to fill the vacancy.*
5. *If, for any reason (including the lack of any identified potential appointee), the vacancy is still unfilled 105 days following the date on which the vacancy first existed, then the procedures listed above shall be repeated at regular Board meetings held at approximately monthly intervals until either the vacancy is filled or there are fewer than 60 days before a duly-elected successor will take office in the vacant seat.*

The Board agreed to move this policy forward to be considered on the consent agenda at the next meeting.

9. WORK SESSION

9.1 Referendum Planning

Abby Johnson, Acting Director of Business Services, reviewed the list of projects that were identified to be considered for a November referendum.

Several points were made:

- For the item on class size needs, it should be clarified that this is for required courses, not electives at the secondary level. It was also felt that something should be added to indicate that feedback was solicited from the community and class sizes were identified as a value and priority.
- The “WHY” is needed for these items. For example, why do class sizes need to be decreased? Why is technology necessary? Why does South need so much work?
- When you determine priorities, should we focus on staff and be specific about what that looks like as the cost of doing business?
- Should the Board consider one question or two?

Dr. Hardebeck said there are a couple of approaches the Board could take. It could make a list of priorities and then then see what the total impact would be. Another way would be to use what was learned from the Springsted survey to determine how much money to ask for and then go back and set priorities.

Abby Johnson shared different options for referendum questions. Several Board members preferred the hybrid option.

President Hambuch-Boyle asked if anyone in attendance wanted to share ideas or suggestions.

James Martin suggested that the Board consider starting with a recommended limit (i.e., \$95/year on a \$100,000 house) and then having gradual increases over multiple years that would compound. Taxpayers would have to build those costs into their budgets. Because it's hard to put a number on programming (using staff differently, collaboration, academics, educating the whole child), it would give the District the chance to put that total out there and give flexibility to move beyond that with innovation, parents and family. The money could be used in a methodical or reflective way.

Tim Leibham said that as the District looks at adding additional funds to investigate different learning systems, it may be possible through the innovation framework that money could be reallocated into more affective or proven strategies.

Tim O'Reilly said he feels that the District has done a good job of sharing why we are in the predicament we are in with District needs. He felt the Board made a commitment to the compensation piece, so the Board needs to determine what the community is willing to spend for the operational costs. He believes that staff is the #1 variable to student success. The Board made the commitment to the compensation system and now it needs to fund that into the future. He felt that the simpler and more direct the message is, the greater success the District will have.

Mark Goings said that as the Board looks at what the dollar amount is, it should keep in mind what the community survey results showed and how citizens supported some projects at a higher level than others.

Dr. Hardebeck asked the Board what it would need to make a decision at the August 1st meeting.

The Board asked for...

- Tax implications at various levels.
- Excel spreadsheet where you can build in what you want to accomplish.
- If the District is spending \$357 less than the state average, and if it wanted to meet the current state average, it would cost \$4 million. If we figured \$491, what quartile would that put the district in?
- Figures on the impact of voucher schools.
- A calculator that could be on the website so that taxpayers could find out what the tax impact would be on their property.

Dr. Hardebeck said her administrative team will take the Board's feedback as well as survey results to integrate priority ideas into several different options for the Board to choose.

Dr. Hardebeck announced that the Board will have an orientation session on August 22, 2016 from 4 p.m. to 7 p.m. The all staff opening of school event will take place

on August 24, 2016 at 1 p.m. and all Board members are encouraged to attend.

10. REQUEST FOR FUTURE AGENDA ITEMS

There were no requests for future agenda items.

11. ADJOURN

Motion by Jennifer Fager, second by Kathryn P Duax, to adjourn meeting.

Motion carried

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

Meeting adjourned at 10:45 p.m.