

Eau Claire Board of Education Minutes

Monday, March 14, 2016

Generated by Patrice Iverson

Members present

Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, and Chue Xiong

1. REGULAR MEETING - CALL TO ORDER

Following the Pledge of Allegiance, President Spindler 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

Ryan Rudock spoke about Board Policy 411 – Equal Educational Opportunities. He felt this was a sensitive issue with students. He urged the Board to make sure policy changes not only protect the minority, but the majority of the student body. He believes that as some policies are changed, it can open doors to other consequences that aren't intentional.

Alvin Kohlhepp also spoke about Board Policy 411. He believes the policy will imperil the welfare and safety of students. He said there is no legislation that says that gender neutral bathrooms are required, and he feared that would become the reality in Eau Claire. He felt it gave the superintendent latitude to create rules and regulations, compliance procedures and reporting requirements. He asked the Board to consider an alternative policy that would protect the rights of all students, and he shared a sample policy.

John Jordan asked the Board the following questions to consider: What specifically does transgender behavior/sensitivity mean? What is the basis for decisions the Board has made on those kinds of things? If this is what is right, what difference does this make in the future? If not, what about that?

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Dr. Hardebeck reviewed the upcoming Board of Education events.

She also recognized the following groups/individuals:

The Memorial Boys' Hockey team won the Wisconsin Hockey Coaches Association's Academic State Champion Award with a collective team GPA of 3.74.

The North Girls' Golf team received the Golf Coaches Association of Wisconsin's Academic All State Honorable Mention with a collective team GPA of 3.805.

The Big Rivers Conference published the list of student athletes who earned Academic All-Conference honors for the first semester. The qualifications for this honor include:

- Student athletes who are a junior or senior in a BRC school
- Must have lettered in at least one sport during the fall or winter seasons this year
- Must have a semester GPA of 3.5 or higher at the conclusion of the 1st semester

There were 211 students in the ECASD who received this honor for the first semester.

As announced at the last meeting, two ECASD students have been named 2016 Coca-Cola Scholars. Memorial students Jason Lin and William Jang were in attendance and were recognized. They are two of 150 students who were determined to best exemplify superior leadership and dedication to their community from a pool of more than 87,000 initial applicants from across the country. They will both receive a \$20,000 scholarship to the college or university of their choice and travel to Atlanta at the end of March for their Scholars Weekend.

3.2 Board President's Report

President Spindler reminded everyone of the upcoming April 5th election. There are five candidates for four open seats: Carolyn Barstad, Chris Hambuch-Boyle, Aaron Harder, Jennifer Fager and Rich Spindler.

President Spindler encouraged Board members to sign up for the 2016 WASB Summit Leadership Institute which will be held in Green Bay on July 16.

4. STUDENT REPRESENTATIVE REPORT

Memorial student representative Jason Lin shared an update on events taking place at Memorial.

Emily Surges was not present due to a school choir concert.

5. OTHER REPORTS

5.1 Board Committee Reports

Policy & Governance reviewed Policies 411, 480 and 222 and all are being brought forward for Board consideration tonight. The committee also looked at policies that will be considered in the future pertaining to finances as well as Policy 185 -- Board Committees.

The Budget Development Committee discussed proposals for the community survey. It also talked about updates from the Compensation Committees. They briefly discussed building rentals and received materials to study for that.

The Demographic Trends Committee discussed the District's facility needs and went through a list of different proposals and other ideas. They looked at the pros/cons and came up with some short and long term solutions. They will hone in on that at their next meeting.

The Charter/Choice Committee received four submissions for Stage 1: Imagination Narrative. Two of them moved forward to Step 2: Innovation Zone Dialogue. Two will remain at Step 1 for now as more information is gathered. The group is starting to define Step 3: Innovation Zone Proposal at this time. Staff are doing a presentation at the Innovative Schools Network Conference in April 2016.

5.2 Legislative Update

Chris Hambuch-Boyle said that WASB Board of Directors set the WASB's legislative agenda annually. The legislative agenda aims to set out priorities for how WASB's Government Relations team will allocate its time and energy. Ms. Hambuch-Boyle encouraged the Board to consider drafting a resolution(s) for the WASB Delegate Assembly next year related to some of the concerns about school funding and the budget.

The UW system has hired a legislative staffer to oversee the creation of independent charter schools in Madison and Milwaukee. The newly created Office of Educational Opportunity will have the ability to bypass local school boards and directly authorize new independent charter schools in districts with more than 25,000 students. The funding model for these new independent charters (known as 2X charters) roughly aligns with the public school open enrollment program model.

6. CONSENT RESOLUTION AGENDA

Motion by Kathryn P Duax, seconded by Chue Xiong, to approve the following consent resolution agenda items:

- Minutes of February 29, 2016
- Financial Report - February 2016
- Budget Adjustments - February 2016
- Human Resources - Employment Report for March 14, 2016

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

Superintendent Hardebeck introduced Kevin Thompson and shared a biography of his work history. Kevin was welcomed as the new assistant principal at Memorial.

7. INDIVIDUALLY CONSIDERED RESOLUTION(S)

7.1 Gifts in February 2016

Wendy Sue Johnson said she still hasn't gotten information on how the District is creating equity in our schools with regards to gifts. Kathryn Duax said she would ask for an upcoming agenda item to talk about this. She was glad to accept gifts but also felt there should be equity.

Motion by Joe Luginbill, second by Chue Xiong, to approve gifts in the amount of \$17,451.25 for the period of February 1, 2016 through February 29, 2016.

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

No: Wendy Sue Johnson

7.2 Payment of all Bills and Payroll

Motion by Kathryn P Duax, second by Charles Vue, that the Board of Education approve payment of all bills in the amount of \$ 3,992,157.18 and net payroll in the amount of \$ 3,122,244.76 for the period of February 1, 2016 through February 29, 2016.

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

7.3 Possible Ratification of the 2015-16 ECAE Master Agreement

Motion by Joe Luginbill, second by Kathryn P Duax, to ratify the 2015-16 Master Agreement between the Eau Claire Area School District and the Eau Claire Association of Educators with a base wage increase of 1.62% distributed as a fixed dollar salary increase of \$574 across the board paid retroactively to July 1, 2015.

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

7.4 Timeline for Start Time Decision

James Martin, Director of Technology and member of the Start Time Committee, shared a revised draft timeline for the start time change that reflected questions the Board had at its February 29, 2016 meeting. This included an administrative summary on the topic, information on the effects of the proposal on 3-5 year olds and information that would tie the start time proposal to the newly-adopted Strategic Plan for District priorities. A webpage has been created that gives additional information and a summary of research related to the impact and planning of a start time change. Superintendent Hardebeck asked that this timeline be linked from the home page of the District website.

Chris Hambuch-Boyle wanted to receive additional research with regards to the impact of changing start times with the younger students ages 3-5.

Motion by Joe Luginbill, second by Chue Xiong, to approve timeline for start time decision.

Motion by Wendy Sue Johnson, second by Chris Hambuch-Boyle, to amend timeline for March 2018 by keeping the first bullet and then deleting the second bullet under Board Action. Another row would be added for March 2019 with a full report being given to the Board at which time the Board would review its commitment to this initiative and either continue with the initiative (perhaps with modifications) or direct leadership to revert back to previous start times.

Amendment carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

Motion by Wendy Sue Johnson, second by Chris Hambuch-Boyle, to amend timeline for April 2018 to say, "Based on Board action, ECASD leadership continues to adjust and improve implementation for 2018-2019 school year." Another row would be added for April 2019 that would say "Based on Board action, ECASD leadership either continues to adjust and improve implementation for the 2018-2019 school year or begins a plan to revert back to the 2016-2017 school year start times."

Amendment carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

Final Resolution: Original motion with two amendments carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Wendy Sue Johnson, Joe Luginbill, Richard Spindler, Charles Vue, Chue Xiong

8. ADJOURN TO COMMITTEE

9. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

9.1 Discussion & Possible First Reading of Policy 411 - Equal Educational Opportunities

Joe Luginbill said the committee recommended adding the words "gender identity or gender expression" under the list of protected classes in the nondiscrimination statement. The committee felt that by adding gender identity and gender expression as protected classes, there wouldn't be issues of inequities or inequalities.

Since May 2015 when this topic was first discussed, staff have attended training and have done research on the topic. Joe Luginbill said the current practice in our District is if a student identifies as transgender, the staff work with the student's counselor, parents, and staff in the school to make reasonable accommodations for

that student. He noted that some districts have adopted policies that allow students to use restrooms for the gender they identify with. The committee did not want to go that route but to build on the District's current practice. A single stall bathroom could be an accommodation that is made for a transgender student for privacy and safety, which would not impact other students.

Dr. Hardebeck said that DPI is developing guidelines for districts related to this but they have not been finalized yet. She said administration would not develop rules until those guidelines are in place.

Board members shared a first reading of Policy 411 – Equal Educational Opportunities:

The Board of Education endorses the principle of equal educational opportunity. It is the policy of the Board of Education to maintain an educational environment that supports the inclusion, safety and privacy of all students:

- 1. No person shall be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, physical, mental, emotional or learning disability, or sexual orientation, gender identity or gender expression. In determining qualifications for participation, all students shall be judged against the same pre-determined qualifying standards in a manner that is fair and objective.*
- 2. Barrier-free access to school facilities shall be provided to the extent that no student with disabilities is denied an opportunity to participate in a district program available to students without disabilities.*
- 3. Reasonable efforts shall be made to identify unserved handicapped/disabled students of this district eligible for special education and/or related services. Each identified student shall be provided with a free and appropriate public education, including a program of educationally-related services deemed essential for the educational success of that student. Such a program of special education services shall be provided in the least restrictive environment and in barrier-free facilities. To the maximum extent appropriate to the student's handicap/disability, a handicapped/disabled student shall be placed in an educational setting with non-handicapped/disabled or less severely handicapped/disabled students.*
- 4. Children of homeless individuals and unaccompanied youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and unaccompanied youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by District personnel.*

Students may be considered handicapped or disabled under this policy even if they are not covered by the District's special education policies.

The Superintendent of Schools shall be responsible for the administration of this policy and shall have the authority to develop and monitor appropriate and effective rules and regulations, compliance procedures, and reporting requirements. Reports regarding the effectiveness of this policy will be submitted periodically to the Board of Education by the Superintendent of Schools.

There was agreement to bring this back to the Board at the next meeting as a consent resolution item.

9.2 Discussion & Possible First Reading of Policy 222 - Administrative Contracts

The language in Policy 222 was out of date due to the fact that there is no longer an Administrators' Agreement. The committee looked at WASB sample language and adapted it to meet the needs of our District.

Board members shared a first reading of Policy 222 - Administrative Contracts:

This policy applies to all positions of employment in the District for which the employee and the School Board will execute an administrator contract under state law, including the Superintendent. Within this policy, such positions of employment and the individuals holding such positions shall be referred to as "administrators."

To the extent required by state law, no administrator may be employed or dismissed except by a majority vote of the full membership of the Board (at least 4 votes). The Board and each administrator employed by the Board will mutually execute a written employment contract. However, the Board shall not enter into an employment contract with any administrator for any period of time for which the individual is already under a contract of employment with another school board.

The maximum term, renewal, nonrenewal, and possible extension of each administrator contract shall be governed by applicable state law, by the discretionary decisions of the Board permitted by state law, and by the rights and obligations that are established within the contract itself. The Board shall formally approve (or reject) any proposed modification to, or the termination of, any administrator contract.

The Board shall establish the salary and other compensation of the administrators who are employed by the District. The Board's ability to individualize certain aspects of administrator contracts, including certain aspects of the structure and levels of an administrator's benefits and total compensation, is limited by various state and federal laws. Further, not all terms and conditions of an administrator's employment are contractual. To the extent consistent with state and federal law, such non-contractual terms and conditions of employment remain subject to the managerial discretion of the Board and the Superintendent at all times.

If the Board has approved an administrator's employment and the terms and conditions of the individual's administrator contract, and provided that all applicable contingencies have been satisfied, then the Superintendent may execute any administrator's employment contract, other than his/her own, on behalf of the Board. The full Board shall execute the contracts of the Superintendent and Executive Directors. The Board President and Clerk, or such other Board officers as may be alternatively designated by the Board, shall execute any other administrator's Board-approved contract.

If any administrator does not continuously hold a license (or a permit or provisional license) that is required by his/her employment contract, or if he/she is otherwise not legally eligible to hold the position identified in his/her contract, then (1) he/she shall be considered to be in material breach of the contract which may lead to termination; and/or (2) the contract may be deemed void by operation of law. Each administrator who is required to be licensed (i.e., certified) by law, or as a condition of employment established by the District, is expected to provide a copy of his/her current license to the Human Resources Office and remain licensed in good standing, including knowing the expiration date of his/her license and meeting the requirements for maintenance/renewal in a timely manner.

There was agreement to bring this back to the Board at the next meeting as a consent resolution item.

9.3 Discussion & Possible First Reading of Policy 458 - School Wellness

The Policy & Governance Committee worked with Sue Brown, Director of Food and Nutrition, to draft Policy 458 – School Wellness. Previously, this policy was numbered 480 but it was suggested that it be changed to Policy 458 to comport with the WASB policy chart. Some Board members expressed concerns with the length of the policy. Some felt it was too detailed and that perhaps some of the language should be in administrative rules. The Policy & Governance Committee discussed this as well and Sue Brown said that the USDA specified that it be approved as policy. Ms. Brown said the template came from the DPI website and it was also similar to the WASB recommended language.

Mr. Luginbill found language from USDA online that said this basic district-level wellness policy meets the minimum standards for local policy implementation and best practice standards.

The committee will follow up on the requirements of this policy and determine if some of it could be taken out of policy and moved to administrative rules.

Dr. Hardebeck said the Board could entertain a first reading and if it is determined that all of the language isn't necessary, adjustments could be made.

Board members shared a first reading of Policy 458 - School Wellness.

The Eau Claire Area School District (ECASD) is committed to the optimal development of every student. The ECASD believes that for students to have the opportunity to achieve personal,

academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. This policy outlines the ECASD's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

School Meals

The ECASD is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams added trans-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. Local produce will be purchased through the ECASD prime vendor when available and the feasibility of additional local produce purchases will be explored. All schools within the ECASD participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All schools within the ECASD are committed to offering school meals through the NSLP and SBP programs.

- All school meals are accessible to all students.
- The ECASD offers reimbursable school meals that meet USDA nutrition standards and reflect student preferences.
- Drinking water will be available to all students throughout the school day and throughout every school campus, including during mealtimes.
- All school nutrition program staff will meet or exceed hiring and annual continuing education requirements in the USDA professional standards for child nutrition professionals.

Other Food Available at School

Any groups or organizations selling food items outside of the school meal programs (i.e., "competitive" foods and beverages) will be strongly encouraged to sell items which meet the USDA Smart Snacks in School nutrition standards at a minimum, but will follow the Department of Public Instruction's guidance to allow up to two fundraiser exemptions per student organization per school year. A fundraiser cannot exceed two weeks' time. An exempt fundraiser may sell foods that are not allowable under the smart Snacks rule, but may not compete directly with the sale of reimbursable meals.

All groups offering food on the school campus will be strongly encouraged to offer items which meet or exceed the USDA Smart Snacks in School nutrition standards. Exemptions may be allowed at the discretion of the school principal.

- The ECASD promotes a positive learning environment by providing healthy celebrations. Ideas for healthy parties and snack ideas, including non-food celebration ideas, are available at the following link:
http://healthymeals.nal.usda.gov/hsmrs/Connecticut/CT%20Healthy_Celebrations.pdf
- The ECASD supports Smart Snacks in Schools. A list of foods and beverages that meet Smart Snacks nutrition standards is available to parents and teachers by accessing the following website:

https://www.healthiergeneration.org/live_healthier/eat_healthier/alliance_product_navigator/browse_products/?product_category_id=720

- The ECASD supports using non-food rewards. A list of alternative ways to reward children is available at the following link:

<http://www.actionforhealthykids.org/storage/documents/parent-toolkit/rewardsf3a.pdf>

Nutrition Promotion

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. The ECASD will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food advertising and marketing includes, but is not limited to, the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment.

Nutrition Education

The ECASD aims to teach, model, encourage, and support healthy eating by students. Nutrition education is designed to provide students with the knowledge and skills necessary to promote and protect their health and wellness.

- Nutrition education will include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, and school gardens.
- Nutrition education will be included in the health curriculum so that instruction is sequential and follows the National and Wisconsin Model Academic Standards for Nutrition. Nutrition education will also be integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects.
- The ECASD teaches students nutrition education using scientifically-based, up-to-date nutrition information consistent with the Dietary Guidelines for Americans. The ECASD will include in the health education curriculum the following essential topics on healthy eating:
 - Food guidance from MyPlate
 - Reading and using USDA's food labels
 - Balancing food intake and physical activity
 - Social influences on healthy eating, including media, family, peers, and culture
 - How to find valid information or services related to nutrition and dietary behavior

- *Resisting peer pressure related to unhealthy dietary choices and behavior*
- *Influencing, supporting, or advocating for others' healthy dietary behavior*

Physical Education

The ECASD will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students will be provided equal opportunity to participate in physical education classes.

- *All ECASD students will participate in physical education that meets or exceeds state standards.*
 - *All ECASD elementary students in each grade will receive physical education for at least an average of 60 minutes per week throughout the school year.*
 - *All ECASD middle school students will receive physical education in one grade level. Classes are 45-55 minutes in length and will meet every other day for the entire school year.*
 - *All District high school students will receive 3 semesters of physical education prior to graduation. Classes are 45-55 minutes long and will meet every day for 1 semester.*
- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.*
- *All physical education classes in ECASD are taught by licensed teachers who are certified or endorsed to teach physical education.*
- *Specially designed physical education programs and/or modifications are made in order for all students to participate in physical education, regardless of their abilities or limitations.*

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. Schools will offer students a variety of physical activity opportunities that are in addition to, and not as a substitute for, physical education.

- *All elementary schools will offer at least 20 minutes of recess on all or most days during the year.*
 - *Outdoor recess will be offered when weather is feasible for outdoor play.*
 - *Active recess programming will be utilized to create universal participation by offering multiple activities at recess; designate different areas of play throughout the playground; provide equipment to decrease congestion on play structures; and provide group games, led by staff.*
 - *In the event that the school or ECASD must conduct indoor recess, teachers and staff promote physical activity for students, to the extent practicable.*
- *The ECASD recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times.*
- *The ECASD offers opportunities (e.g., including activity clubs, open gym, intramurals and varsity sports) for students to participate in physical activity before and/or after the school day.*

- *The ECASD will support active transport to and from school, such as walking or biking.*

Other Activities that Promote Student Wellness

The ECASD will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The ECASD will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

- *The District will continue relationships with its community partners, including our local hospitals, Security Health, UW-Extension, and ReaLiving in support of this wellness policy implementation.*
- *The ECASD will promote to parents/caregivers, families, and the community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be invited to participate in school-sponsored events and will receive information about health promotion.*
- *The ECASD promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management.*
- *When feasible, the ECASD will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors for themselves and in the classroom and school.*

Policy Monitoring/Implementation

The ECASD will convene a ECASD wellness committee that meets at least annually to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of wellness.

- *The wellness committee membership will represent all school levels (elementary and secondary schools) and may include (to the extent possible): parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff, and mental health and social services staff); school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); agriculture professionals such as co-op members and/or farmers and the general public. The ECASD will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the ECASD in meeting wellness goals.*
- *The ECASD will actively notify households/families of the availability of the annual report through the ECASD newsletter and website.*
- *The wellness committee will update or modify the wellness policy based on the results of the annual progress reports, and/or as ECASD priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years.*

There was agreement to bring this back to the Board at the next meeting as an individually considered resolution noting that amendments may be made at that time if the Board so desires.

9.4 RFP for Community Survey

Abby Johnson, Acting Director of Business Services, said that a sub-committee met to review the proposals submitted for a community survey in March 8th. There were three proposals submitted from FEH Architects, School Perceptions and Springsted. The sub-committee rated the three proposals, and looked at experience, fees, qualifications, approach and schedule. The group contacted references for all three and there was unanimous consensus to recommend Springsted.

Springsted would charge \$15,938 for a 22 question survey or \$18,238 for a 27 question survey. There would be additional fees for consulting, which could be billed hourly or on a retainer not to exceed a certain dollar amount. The Springsted survey is a sampling survey that is designed to be representative of community demographics. It would be done over the phone with 400 people in the community that would emulate the types of people voting to get a better feel for what our community would support. They could do some educating with the questions and could also get feedback on what would be cut if it doesn't pass.

Springsted's timeline would be 6 to 8 weeks. They would do three site visits. They felt the preliminary draft of the survey would be ready by the end of April so survey results could be ready by the middle to end of May.

It was noted that Springsted would contact 400 people that would be representative of the District's demographics. They have a formula that they use and the goal would be to get within a 4.5% margin of error. They do not call from an 800 number. Springsted has access to public records and privately purchased data bases. Translators would be available to provide assistance.

The Board discussed the possibility of having Springsted conduct a survey and what the purpose of the survey would be. The Board felt it would be to obtain information on the community's level of knowledge of the District's financial situation and its impact on educational quality; to obtain information on the community's level of support for different options, outcomes, and consequences of a referendum; and to educate the survey respondents on the District's financial situation and educational quality.

Board members felt that Springsted could collaborate with the Budget Development Committee to design up to 27 survey questions. That committee would seek feedback from the entire Board about potential questions. The Board was comfortable bringing a resolution forward to spend up to \$18,238 for a survey. Board members should also bring back ideas to give input to the committee on what they would like in the questions and to decide if they want a Work Session to discuss the questions or to have the Budget Development Committee draft them.

Public Comment

Gwenn Nyhagen, a former educator in the District, was concerned about the cost of having an outside company give the survey, especially if the District does all the legwork with survey questions. She felt the survey could be done in-house.

Board members said that Springsted has access to phone numbers and information the District might not be able to obtain. It was also suggested that if the District were to conduct the survey, there may be some perceived bias. Board members and administration will be doing presentations throughout the community that will also take a great deal of time.

9.5 Update on Referendum Timeline

Superintendent Hardebeck shared an update on the referendum timeline. She said the District is in the "gathering feedback stage," and items highlighted in yellow have been completed. In addition, some items have been added to the timeline. She said an RFP was issued to assess community preferences and a recommendation was made by the committee reviewing those RFPs. If the Board approves going ahead with the survey on April 4th, the results should come six to eight weeks later. The Board can also decide about whether or not to utilize the consulting services.

Dr. Hardebeck reviewed the timeline and noted that the Board/administration is on schedule with everything. She encouraged the Board to determine its July meeting dates soon. It is anticipated that the Board will adopt an official referendum ballot resolution on August 15th.

Dr. Hardebeck said that finalizing the scope of the projects should come shortly after the survey results are shared and the Compensation Committee work is finalized, which should help the Board formalize the referendum question.

10. REQUEST FOR FUTURE AGENDA ITEMS

Kathryn Duax asked that the Board have a discussion on equity with gifts at all levels.

Rich Spindler asked that Policy & Governance look at policies related to suspensions and expulsions. He will send his concerns to the committee.

Mr. Spindler would also like the Board to continue making strides with its Strategic Planning effort. He talked to Mark Clay, and Mr. Clay thought the Board should develop indicators that would measure goals.

11. ADJOURN

Com. Duax moved, seconded by Com. Vue, to adjourn meeting. Carried by unanimous voice vote. Meeting adjourned at 9:15 p.m.