

**Meeting:** Family Advisory Council

**Date:** December 3, 2019

**Time:** 7:00pm

**Location:** Administration Building, Room 137

**Attendees:**

<input checked="" type="checkbox"/> Audrey Andrews	<input type="checkbox"/> Jana Armstrong	<input checked="" type="checkbox"/> Carl Bacon	<input checked="" type="checkbox"/> Brook Berg	<input type="checkbox"/> Rory Borsheim
<input type="checkbox"/> Christine Brown	<input checked="" type="checkbox"/> Brooke Cairns	<input type="checkbox"/> Kristine Casto	<input checked="" type="checkbox"/> Erica Christensen	<input checked="" type="checkbox"/> Nicole Faude
<input type="checkbox"/> Samantha Forehand	<input checked="" type="checkbox"/> Traci France	<input checked="" type="checkbox"/> Rob Geske	<input checked="" type="checkbox"/> Tom Giffey	<input type="checkbox"/> Mark Goings
<input checked="" type="checkbox"/> Gail Hanson Brenner	<input checked="" type="checkbox"/> Dr. Hardebeck	<input type="checkbox"/> Anne Hartman	<input type="checkbox"/> Darren Hollenbeck	<input type="checkbox"/> Megan Holmen
<input checked="" type="checkbox"/> Holli Jacobson	<input checked="" type="checkbox"/> Julia Johnson	<input type="checkbox"/> Barb Kainz	<input type="checkbox"/> Bev Karnitz	<input type="checkbox"/> Dana Lieble
<input type="checkbox"/> Heather Market-Sullivan	<input checked="" type="checkbox"/> Lucie McGee	<input checked="" type="checkbox"/> Jenna Murphy	<input checked="" type="checkbox"/> Omar Parks	<input checked="" type="checkbox"/> Shannyn Pinkert
<input checked="" type="checkbox"/> Patty Pladsen	<input type="checkbox"/> Joshua Pond	<input type="checkbox"/> Shana Schmidt	<input checked="" type="checkbox"/> Jason Schmitz	<input checked="" type="checkbox"/> Melissa Sterling
<input checked="" type="checkbox"/> Sarah Szymanski	<input type="checkbox"/> Michael Tvaruzka	<input type="checkbox"/> Emily Willems	<input type="checkbox"/> Lori Wright	

**Guests:** Jim Schmitt, Jeff Jackson, Briana Smit, Sarah Lynch, Crystal Ruzicka, Reanna Goodman

**Notes:** Meta Miske

**1. Welcome and News from Schools – Jenna Murphy**

- Meeting called to order at 7:00 by Vice Chair Rob Geske. He invited members to share good news.
  - Montessori’s charter school contract is up for renewal and was discussed at last night’s Board meeting; proposed changes include 4K bussing to increase diversity. Principal Todd Johnson announced his retirement.
  - Memorial had five students in the Macy’s Thanksgivings day parade for the 6<sup>th</sup> year in a row.
- Housekeeping – at end of October meeting, Erica Christensen approached Rob interested in the vice-chair role. He would entertain a motion to allow that change. Motion by Carl Bacon, second by Shannyn Pinkert. Passed by unanimous voice of approval.

**2. Permission Slips to Parents – Michael Tvaruzka – HOLD until next meeting**

**3. Innovation – Teaching & Learning Department**

- Jim Schmitt said his team would provide updates on five different programs.
- **Dual Immersion**
  - Sarah Lynch, Longfellow principal said the concept is that the students composition is half native Spanish speakers and half native English speakers. Children learn everything in two languages. The current commitment from the Board is for K-5. This is the first year so there is only kindergarten. Next year will be K and 1. The program is open to all students in the District.
  - Brianna Smit, EL Coordinator said the idea was brought forward by a UWEC staff member and an interested Board member. They toured a program in Appleton to see the idea in action and then created a committee which included employees, community members, parents, and members of el

Centro de Conexion. They presented to the School Board many times to get the program approved in phases.

- Estimated costs never really materialized. The largest anticipated cost was transportation, but Student-Transit was able to connect students to current routes to minimize costs. They would've needed a teacher and materials somewhere in the district; it just looked a bit different for this classroom.
- They will remain in "implementation mode" until they have K-5 in 2024-2025.
- Research has shown the academic success of dual immersion programs with students outperforming their peers in an English only setting regardless of the second language involved. This also provided an opportunity to serve students who've been historically underserved.
- Reanna Goodman, Dual Immersion K teacher said her classroom looks nearly the same as all the other kindergarten classrooms except time is divided 50/50 in each language. Typically, they speak Spanish in the morning and English in the afternoon. All literacy aspects are delivered in Spanish. There are a lot of visual supports offered which she is starting to remove as students have learned routines. At the beginning of the program they focus on making sure students are listening and understanding. Students are slowly starting to interact and speak their new language to adults. The parents are very proactive and supportive at home.
- Jim said parents can now apply for the lottery for the 2020-2021 incoming kindergarten class. The lottery is in February and there are informational sessions coming up. The first-grade teacher for next year has already been hired and is getting to know the students. Longfellow itself has changed, there's bilingual signs now, the staff is excited and involved.
- Q: 70 applied for this year – how many are in the class?
  - A: There are spots for 12 native English speakers and 12 native Spanish speakers. They only have 9 native Spanish speakers now. Studies show they can add native Spanish-speaking students at any time to fill gaps but can only add native English speakers through first semester of first grade due to brain development. There were not as many native-Spanish speakers applying and there were issues with splitting families. Once the program is more established, they feel more Spanish-speaking families will be interested.
- Q: How much have you emulated Appleton's program? When can you start assessing if our program is as successful?
  - A: Appleton and Menasha both have a 2-way program which means native speakers of both languages which the District went with. They also visited a 1-way program in Winona which was only native-English speakers. They don't typically see the benefits of bilingual learning until about 3<sup>rd</sup> grade. They currently assess the students in English and Spanish. At the end of the year they will look at their data and readjust and will likely give an update to the Board in the spring.
- **Youth Apprenticeship**
  - The program hit a low spot a few years ago so Teaching & Learning worked with partners to rejuvenate the program. Enrollment in the program increased 36% in the last year. Youth Apprenticeship is governed by the Department of Workforce Development. Jim shared a video.
  - Youth Apprenticeships require partnering with a CESA or some other consortium model. This year ECASD partnered with the Chamber of Commerce. Students must apply for the apprenticeship like a job. Teachers are important in facilitating the process and following up on the job site. There's a skill checklist to be completed. 34 students are in the program right now. They hope to see the number to increase and believe the Chamber's sponsorship will help the program grow.
  - The program usually involves juniors and seniors and ranges from culinary hospitality to engineering to manufacturing to healthcare and more.

- Q: Are there many students who want to do this but aren't selected?
  - A: Sometimes there are many students trying to fill a small number of spots, and sometimes there's an absence of interest. Youth apprentices must put in 450 hours of employed paid time at minimum wage or higher over the course of the year (8-9 hours a week.) Sometimes they reverse engineer with a job a student is already in and turn it in to an apprenticeship which was the case for a student already working in an autobody shop who has become an apprentice there. The parent, District, student, and employer all work together to make the apprenticeship successful.
- Q: Does it replace any curriculum?
  - A: It can sometimes; it's an elective credit. Students get paid, get experience, and get a transcribed credit. Some students do it as a 7<sup>th</sup> period release credit, some do it in the evening.
- **CVTC**
  - There's a 3-way program with CVTC, the Chamber, and ECASD called Work Ready Communities which involves CVTC classes taught by ECASD or CVTC. These are college level courses at a younger age. This gives students a taste of the experience while they are still at home and have a larger support structure in place. It helps students work towards college independence by making it a gradual process instead of a leap. One program option allows students to begin their freshman year of high school and have a 2-year Business management degree by the time they graduate. They already have students interested in the program for next year and it's of no cost to the families. The District estimates there's \$1.75M+ in credits going with each graduating class. In addition to the credit jump, students may save a year or more in travel costs, tuition, books, and more at the college level.
  - Jim shared a video. He said only 20% of the cost at public institutions are covered by the State and 80% by the student. By helping students determine interests sooner, we can reduce student debt.
- **Summer School**
  - The District has been constantly trying to reinvent summer school. It started as 1,800 students and is now over 8,000. Families will see the summer planning guide around February 17. The District keeps finding new partners to work with to create new opportunities for students.
  - Two years ago, they ran a registration fair to remove barriers for families who may not feel comfortable going through the guide and enrolling in courses. Last year the fair exploded, and this year will be at North High to better accommodate all the families.
  - Summer School has been a model for the District in how to grow programs. The District sometimes takes heat for not being innovative enough, but we start small and quiet, and gather data. We figure out who is succeeding, who's not, and determine how to improve. Summer School small with just a few partners, we worked out the kinks, then grew and grew. Families love that it's in short bursts, and that there is food and transportation. We focus on offering opportunities for students to stay busy all day with a highly qualified adult. The biggest limitation is finding adults to run programs because there must be a DPI licensed teacher present. Jim shared a video.
  - Q: What if you have an expert in a field – is there a way to partner them with a DPI licensed instructor or have them fast track to a license?
    - A: Yes, the District partners with youth-serving non-profits so they take experts in those areas, and partner them with a licensed teacher to provide the curriculum. For example, they have an expert in coding and a licensed teacher offering a coding course at the library.
- **Acres for Joy**
  - This is a school year and summer program that was initiated by Dianna Zeegers, former South Principal. Crystal Ruzicka and Jeff Jackson are carrying on and growing the program.

- Crystal shared some information about herself. She said the program is designed to target students who are displaying at-risk behaviors but do not already have interventions such as an IEP to close the achievement gap and ensure success for all students. Crystal said human brains develop the same way horses' brains develop. People who've experienced trauma have a stronger fight or flight portion of the brain which causes them to exhibit behaviors uncondusive to a learning environment. The program works on teaching student's brains the right pathway to higher thinking in order to better deal with situations. Students work with horses because horses have the same experience in learning how to access the higher-thinking part of the brain as humans do. Horses also have long memories and are acutely able to sense our emotions. Students learn to regulate their own emotions for the benefit of the horse which may feel safer than doing it for their own benefit.
- Jeff Jackson is an Eau Claire native, North grad. He works at Sacred Heart as a Behavioral Health Specialist and is the medical provider at the Eau Claire Academy. His daughter Abigail developed Type I diabetes and an eating disorder which led to many hospitalizations. During a family crisis, he learned about a youth ranch connecting broken horses with broken kids. Abby then went to stay at a ranch specializing in eating disorders where she asked for a horse. Months later their family found 29 acres by going door to door asking for land for sale, bought it, built a house, and got a horse. Abby was placed in a psychiatric hospital for 10 months by the State. She eventually came home to the new house and got her horse. She passed away a week after her 18<sup>th</sup> birthday. Jeff felt a deep resolve to find purpose in her loss and chose to create Acres for Joy in her honor. It later became a 501(c3).
- The purpose of Acres for Joy is to provide a place for humans and horses to connect and to displace the pressure of the day. They have several ways for students to connect and engage through horses, goats, woodshop, and more.
- The program with ECASD started as the IGNITE summer school program which involved 8 half-days and a 48-hour camping trip focused on igniting leadership inside the student. They learn about relationships, attitudes, consequences, boundaries and barriers. By bringing students out to the ranch and out of the classroom setting, they engage students in a new way.
- After summer school, they saw such a great success, but realized they couldn't continue the momentum in the same capacity. They brainstormed how to make it a full-time experience. They worked with their SIP committee to adjust class sizes within the building to create a full-time position to directly oversee the program and act as a case manager for those students. They use the school van to transport so there are no transportation costs and they have Title IV funding to pay the ranch fees at Acres for Joy. Crystal became the fulltime "Success Coach". There is entrance and exit criteria. She serves as a mix between administrator, teacher, and counselor. She can provide an alternative learning pull out setting.
- Crystal takes students to the ranch on Wednesdays because that was the day of the week most ODR's were occurring. They call the program the Helpful Hooves program. She takes two groups of six students because that's the most she can fit in the van. In order to get in to the program, students don't need to do anything, but to stay in the program they have to pass classes, come to school (no more than 3 excused absences per quarter), no suspensions, and have less than 3 ODR's per quarter. Once in the program, students want to stay, so it motivates them to keep working hard. They work on the social emotional skills those students need to be explicitly taught such as what it looks, and sounds like to have a positive attitude. They give back to the ranch through service.
- Crystal reviewed the data to show the success. She shared a few personal stories of student success with permission from their parents. Not only are students doing well in school now in high school, they have become leaders and mentors for other at-risk students.
- All are welcome to stop by the ranch; contact Crystal ([cruzicka@ecasd.us](mailto:cruzicka@ecasd.us)) to make sure the weather has permitted students to go out and with short notice anyone can go check out the program.

- Q: You follow up on those students in high school – would you find that valuable to have a coach to follow up with them?
  - A: Crystal said she'd like to see a success coach at all three middle schools and have them all partner with the alternative education teachers at the high schools to carry the program into the high schools as well. She cannot serve all three middle schools because it's all about relationships and those students need her to be there on a regular basis. For some she's been the first consistent person for them, and they count on her.
- Dr. Hardebeck said not every program is for every kid so the District tries to find many different entry points, we start small, we monitor the data, and we grow successful programs. The challenge isn't so much the funding as it is finding the right person. The number of students who are facing significant trauma is growing – she's never seen it to the extent seen in the last 6 years, which increases the need for this kind of program. The other middle schools may choose a different program type, but we know the connections are there and the service component in this model is so essential to the success.

#### 4. Superintendent's Update

- The School Board elected Phil Lyons last night to fill the seat vacated by Joe Luginbill. He took the Oath of Office after the meeting and joins the Board tomorrow as an official member. The District was pleased to see so many people apply for the vacancy. She thinks the Board did a good job advertising and having an open and inclusive process. She also thinks there are several big topics in the district drawing interest including a referendum, post-employment benefits, and the superintendent search.
- There's been a request from a FAC member to have a roster of FAC members' names, school they represent, and e-mail addresses. To protect privacy, we are making this an Opt-In opportunity. **If you wish to be included in the FAC directory to be shared only among FAC members, please e-mail Meta: [mmiske@ecasd.us](mailto:mmiske@ecasd.us)**
- At the next meeting we'll discuss the School Calendar and the budget.
- Dr. Hardebeck wished everyone a great winter break.

Meeting adjourned at 8:34pm.

Next Meeting: Tuesday, January 7, 2020, 7:00pm, Administration Building