

Eau Claire School Board
Monday, March 26, 2018
Generated by Patti Iverson

Members present: Kathryn P Duax, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

Absent: Chris Hambuch-Boyle

1. REGULAR MEETING - CALL TO ORDER

Following the Pledge of Allegiance, Vice President Duax 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

Mark Goings spoke about the modifications to the Employee Handbook regarding the Board having the right to collect any moneys related to professional development of the teacher acquired in the time-period of nine months preceding any resignation. He asked that this be discussed in more detail so that staff doesn't feel they would be penalized if they participate in professional development and then must resign for various reasons.

Dan Wilson spoke about the insurance bid that was approved by the Board on March 5, 2018. He had some concerns about the process for involving staff in bringing a plan forward. He did not feel staff were involved as they have been in the past to explore all options to reduce costs across the board for a health plan. He said that the increase in deductibles without a 50/50 bridge coverage could result in greater costs for staff.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Superintendent Hardebeck reviewed the Board's calendar of upcoming events.

Dr. Hardebeck shared a video produced by North's adaptive music teacher, Shauna Eilts, which highlighted the work done by the students to put on their Colorful Symphony performance.

Dr. Hardebeck made the following statement regarding the recent threat at Memorial High School:

Four students – 3 males and 1 female – all 15 years old – were apparently planning an alleged attack at Memorial High School through the Facebook Messenger social media application. This app is a private instant messaging application that allows individuals to converse with another person or groups of other people. Through a group message that spanned several days, there were

discussions regarding the date a shooting would take place, specific statements related to their plan, and photographs of fire arms. According to the Eau Claire Police Department, the guns in the photographs were real, and the students had access to them.

School administrators learned of the messages from a parent of a student who was aware of the messages. The administrators at Memorial immediately contacted police.

Working together, school administrators and police investigated during spring break and took legal action with the students. The students are not in school at Memorial. Police report that the students no longer have access to the weapons. At this point, it is a police matter.

It is important for everyone in the community to know that we take all threats seriously. We rely on the Eau Claire Police Department to advise and assist in helping us to confront threats and to maintain the safety of students and staff.

As in other recent incidents, we learned of this latest threat through a student who thought something was suspicious and told an adult who then passed the information on to those with the authority to investigate it. We are grateful to this family for reaching out. It takes courage to come forward.

We have since learned that other students may have known about the messages and did not report them. This behavior is just as disturbing as hearing about the threats themselves. We can only ask ourselves what might have happened had someone failed to speak up.

We are asking all families and all in the community to help us. Please continue to talk with your children about being alert to anything that seems out of the ordinary or suspicious to them – whether it is about what is going on at school or with other students.

Let students know that it is okay and important for them to talk with a trusted adult about what they are seeing at school – that they share responsibility with us to keep themselves and others safe from harm. It has been my experience that students who are considering violent action almost always confide in others about their intentions. Sometimes those confidences are shared as a cry for help. Sometimes they are shared as a way to threaten others and to spread fear. At other times, the sharing is meant to be a joke.

It is critical that students understand the consequences they might face when they make threats – in any way or for any purpose- to other students or to the school.

In the short term, making threats can result in arrest, expulsion from school, and/or even imprisonment. In the long term, students may forfeit their opportunity to complete their education, may not be eligible to hold certain jobs, or even lose their right to vote. It is critical that students understand that making a

threat is nothing to play with or to joke about, and I expect staff to continue to emphasize these points with students.

We want families and staff to know that if their children/students are afraid to go to school or are showing signs of distress, such as sleeplessness, lack of appetite, acting out, or sadness, that they can contact their principals for advice and support. We want to know our students' concerns so that we can provide support to help them be healthy and safe.

We are communicating to families that they should feel free to contact me personally if they have ideas, concerns, or questions to share. I encourage staff to reach out to me if they wish.

As a community, we are in this together. We are deeply grateful for the help, advice, and communication that we have received from the police department, our staff, our families, and especially from our students. Keeping our students and staff safe is a team effort. We must remain vigilant and alert!

3.2 Board President's Report

Vice President Duax shared President Hambuch-Boyle's President's Report. She gave an update on the 97th Annual State Education Convention.

The ECASD School Board is presently on the governance journey and will be working within its Policy and Governance Committee to tie down all the moving parts into a consistent way of doing business. Along with the completion of the School Board Handbook, new members coming on the Board should find the transition quite easy and accommodating. Hard work on this will take place over the next several months. The Board's recent self-evaluation pointed in this direction as well.

On May 21 from 1:00 to 6:00 p.m. the Blue Ribbon Commission on Public School Funding will hold a hearing at CESA 11 in Turtle Lake. Anyone interested in testifying should let President Hambuch-Boyle know.

In 1971 the National Association for the Education of Young Children, established the Week of the Young Child recognizing that the early childhood years (birth through age 8) lay the foundation for children's success in school and later in life. It is a time to plan how we – as citizens of a community, of a state, and of a nation – will better meet the needs of all young children and their families. This year it is April 16-20th. There will be opportunities all during the month of April that will highlight our amazing Early Childhood community.

Vice President Duax stated that there are seven candidates running for four open School Board seats on the April 3, 2018 election. The WASB will sponsor a session for new board members on April 17th in Durand. It has been a tradition that as many Board members that can make it attend and support new Board members.

4. STUDENT REPRESENTATIVE REPORT

Lauren Priem highlighted the success of the national student walk out. There was a strong community presence and the students appreciated that support. Lauren thanked students, administrators, and the police department for handling a very real threat posed for Memorial. She said she supported the letter being drafted by the Board on school safety. She encouraged students to continue to report suspicious or concerning behaviors. Lauren said she was excited to see the Academic Recognition System Policy on the agenda for review.

Ryan Cramer said student reps would like to tackle the teacher evaluation plan that has been brought up in the past. He said as a student rep he feels strongly about the topic of student safety and hopes to have some designated time to have an open dialog with teachers and students on the topic. He felt students should hear about the potential ramifications for students making threats that Dr. Hardebeck shared.

5. OTHER REPORTS

5.1 School Board Committee Reports

The Budget Development Committee has continued its discussion on OPEB. The committee plans to share a presentation on this topic with the full Board at its April 16 meeting.

LEAP finalized a proposed action plan for moving forward. The committee has been reviewing LEAP's role in the District at a high level. The Executive Team was provided copies of the proposed action plan and LEAP would like to meet with them to receive feedback on the plan. The committee hopes to present its recommendations and options for moving forward to the Board on April 16.

Policy & Governance has had several meetings to discuss revisions to Policy 445 – Law Enforcement Officials and School Resource Officers. It will be shared with the Board later in the meeting. The committee also discussed revisions to the Facility Rental Conditions of Use Agreement. At an upcoming meeting the committee will talk about the discipline and positive behavior interventions policy and review policies and protocols on school entrances.

5.2 Legislative Update

Joe Luginbill, Legislative Liaison, said that Congress approved a \$1.3 trillion federal spending bill that funds the federal government for the remainder of the 2018 budget year. Of note to school districts is an increase in funding for student mental health for a grant program that schools can use for violence prevention, counseling, and crisis management. The legislation also creates a new federal grant program for school safety.

Governor Walker signed a package of school safety provisions into law which includes a \$100 million grant program for schools to pay for things including safety-related facility upgrades, staff training, new mandates for school safety plans, and reporting mechanisms for school staff who hear students making threats of violence to report it to law enforcement.

The Senate removed language from the Governor's original proposal about funding for armed guards in schools, provisions requiring schools to inform parents about incidents of bullying within 48 hours, and a provision to clarify the state's pupil records law regarding the sharing of school surveillance video with law enforcement agencies.

The March for Our Lives events were led by students, survivors, and community members across the country. Many ECASD students were involved in these marches.

6. CONSENT RESOLUTION AGENDA

Motion by Lori Bica, second by Aaron Harder, to approve the following Consent Resolution Agenda Items:

- Minutes of February 21, 2018
- Minutes of Closed Session - February 21, 2018
- Minutes of March 5, 2018
- Minutes of Closed Session - March 5, 2018
- February 2018 Financial Report
- Gifts in the amount of \$19,862.75 for the period of February 1, 2018 through February 28, 2018.
- Payment of all bills in the amount of \$8,028,380.05 and net payroll in the amount of \$3,596,074.87 for the period of February 1, 2018 through February 28, 2018
- Human Resources - Employment Report
- Substitute Employee Contract
- 2018-19 Dental Insurance Rates
- Referendum Project Bids
- Five Year Capital Plan Bid

Motion carried

Yes: Kathryn P Duax, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

Dr. Hardebeck highlighted Rob Modjeski who will be moving from his position as principal at Northwoods to a third-grade teacher at Putnam Heights. She highlighted his career and said he is returning to his first love—teaching. Dr. Hardebeck said that Rob has a true heart for kids and is dedicated to his profession.

7. INDIVIDUALLY CONSIDERED RESOLUTION(S)

7.1 Employee Handbook Modifications

Based on comments made in the Public Forum, there was a suggestion to take the Employee Handbook Modifications back to the ERC to review the points that were shared.

Motion by Aaron Harder, second by Joe Luginbill, to bring the 2017-18 Employee Handbook Modifications back to the ERC.

Motion carried

Yes: Kathryn P Duax, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

7.2 Letter to Parents on School Safety

It was suggested that a tab be created on the District website specifically for safety. It could be used as a repository for resources for students, parents, and teachers. The Communication Committee can work on this.

The School Board discussed the letter, and some edits were made.

Motion by Joe Luginbill, second by Eric D Torres, to approve the letter that will be sent to parents regarding school safety.

Motion carried

Yes: Kathryn P Duax, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

8. ADJOURN TO COMMITTEE

9. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

9.1 Bi-Annual Communication Plan Status Report

Jim Schmitt, Executive Director of Teaching & Learning, gave a report on the District's communication plan. This work aligns with partnerships with families and the community. Strategic Priority 5.1 is to develop a District-wide communication plan that assures all communications are streamlined, timely, and transparent.

Since the last update, the committee has been developing consistent branding by revising the communication plan with two major goal areas; approving a RFP for a branding manual; ordering mission, vision, and slogan signs for all buildings in the District; and finalizing the design for office signs. The committee also finished a second video production for Academic & Career Planning; implemented the #ECASDInspires initiative; created a Canvas course for principals, building secretaries, and partnership coordinators; and updated the District logo as well as Flynn Elementary School's logo.

Mr. Schmitt said that new processes have been developed to support a marketing youth apprentice for the committee and for advertising for enrollment and summer school. Site level meetings are held with principals, building secretaries, and partnership coordinators; the onboarding process has been updated; the District has participated in public events; a website review was conducted; and policies and rules have been reviewed and brought to Policy & Governance for consideration. In addition, the District Update format has been revised, the SharePoint intranet project has been developed, a webpage was created for the boundary change, and website work has taken place to comply with the American's with Disabilities Act.

Next steps for the committee including completing the brand manual, rolling out new videos and logos, and transitioning leadership of the committee to the Executive Director of Administration. The committee will continue to reinforce trainings and continue site level support, develop communication tools, review and revise communication-related policies, and work on reinforcing the brand.

9.2 Elementary Standards-Based Grading

Michelle Radtke, Director of Assessment, said that standards-based grades have been used at the elementary level in the District since 1999. In grades four and five, teachers have been assigning standards-based grades in conjunction with letter grades. The District continues to be committed to standards-based grading at the elementary level; however, teachers and families have expressed concerns with assigning both standards-based and letter grades.

Ms. Radtke explained that standards-based grades are based on learning outcomes and performance standards. Those standards are criterion or proficiency-based. The grading system separates achievement from effort and behavior and emphasizes the most recent evidence of learning when grading. Grades should reflect a student's progress toward the end of year expectation/standard and should be based on individual achievement. The effort, participation, attitude, and other behaviors of a student are reported in the Behaviors of Lifelong Learners section.

Colleen Miner, principal at Lakeshore Elementary, said that a work group of administrators reviewed research on letter grades and made a recommendation on how to move forward. A group of teachers and administrators reviewed the data and made a recommendation. Feedback was received from teachers, administrators, and parents. The committee will also collect feedback from the Parent Advisory Council and School Board.

Michelle Radtke shared the results of a survey that was sent to fourth and fifth grade teachers. The survey showed that 83% of those teachers felt that standards-based grades give a more accurate picture of what students know and can do rather than traditional letter grades. There were 73% who supported having only standards-based grades and removing letter grades, which meant that 27% did not agree with that. They looked at all respondents to determine how professional development could be provided to assist them.

The committee recommended that starting in the 2018-19 school year, standards-based grades will be used at the fourth and fifth grade levels and letter grades will be removed. This will be accompanied by professional development to support teachers in the use of standards-based academic and behavior grading.

Melissa Greer, fourth grade teacher at Putnam Heights, shared the timeline of implementation of the recommendation. Teachers in grades kindergarten through six will receive a communication about the removal of letter grades in April. The section in the Teacher Handbook about reporting to families of elementary children will also be updated at that time. During the summer of 2018 staff will be provided professional development on standards-based grading and on behaviors of lifelong learners. A rubric/checklist for these behaviors will also be created this summer. In June, September, October, and November families will receive a communication about the change. The rubrics for science and social studies will be refined during the 2018-19 school year.

Board members shared positive comments about the change.

9.3 Discussion and Possible First Reading of Policy 445 - Law Enforcement Officials and School Resource Officers

Joe Luginbill said that the District has had a long-standing partnership with the Eau Claire Police Department to provide School Resource Officers (SROs) for the schools. Policy 445 hadn't been revised since 2000 so a sub-committee was formed to get feedback from stakeholders and community organizations including the Eau Claire Police Department, principals, students, Parent Advisory Council, ACLU, United Bridges, members of JONAH, the sheriff's department, public defenders' office, and Department of Justice. A public forum was also held on March 12 to get feedback from the community. Matt Rokus and Andy Wiese from the police department worked very closely with the Policy & Governance Committee and were in attendance.

A first reading of Policy 445 – Law Enforcement Officials and School Resource Officers was shared:

The Eau Claire Area School District recognizes the following values and governing principles which guide this Board policy:

- *Public education is essential to the well-being of individuals, families, and communities.*
- *For students to access and assimilate a public education, they must feel safe at school.*
- *Clearly defined roles, responsibilities, reporting protocol, decision-making processes, and resource allocations are essential.*
- *School Resource Officers play a key role in establishing positive supports for students and families; the SRO is a trusted member of staff. Students who are facing behavioral challenges or engaged in minor criminal activity are most likely to benefit from positive behavioral interventions and supports (in accordance with Policy 447), access to adults*

who mentor and guide them, and additional counseling and/or supports rather than arrest and/or exclusion from school.

- It is essential that both parties are able to distinguish between disciplinary misconduct, which is handled by school administrators and staff, and illegal conduct, which may be handled by law enforcement.*
- When possible, the Board supports a restorative approach to discipline that involves all parties in the process of settling the offense. Restorative practices involve the victim(s), offender(s), and the community in search of solutions that promote repair, reconciliation, and reassurance.*
- Meaningful engagement of all stakeholder groups – including students, families, and educators from diverse backgrounds – is essential to school safety, collaborative cultures, and positive school climate.*

Definitions

Interview: Questioning of an individual by a police officer related to a criminal investigation.

Non-custodial interview: Questioning by a police officer of a student who is not detained and not expected to be detained. A student shall be advised that he/she is not detained, does not have to talk if he/she does not wish, and can leave any time he/she wishes.

Custodial interview: Questioning by a police officer of a student who is detained by police officers. A student shall be informed of his/her Constitutional rights by the investigating officer(s) and these rights shall be given full consideration by the investigating officer(s).

Child rights: Rights conferred on a minor by the Constitution of the United States, the Wisconsin Constitution, state and federal statutes, and by confirming court decisions and precedents. As a matter of law, parents/guardians, school administrators, and other third parties can neither waive nor assert a child's rights. The minor can, however, waive or assert those rights at any time.

Police officer and law enforcement officer: All officers of the federal, state, and local governments charged with the duty and authority for law enforcement and the conducting of official investigations in connection therewith.

School Resource Officer (SRO): School Resource Officers support and facilitate the educational process by providing a safe and secure environment through building and establishing meaningful relationships with students, staff, and families. SROs proactively interact with the school community to ensure the enforcement of city and state laws; preservation of public order; protection of life; and prevention, detection, or investigation of crime. SROs work effectively with students, families, school personnel, and community agencies to support safe teaching and learning in the schools in accordance with ECASD and Eau Claire Police Department policies. While authorized to act independent of School District policy in response to criminal conduct or an immediate threat, the SRO is not typically the primary responder or investigator of disciplinary investigations or behavioral issues that arise on a school campus or at a school-sponsored event.

Law Enforcement Officials in the Schools

The District recognizes that collaboration between law enforcement agencies and the District is necessary for the protection of students and employees, for maintaining a safe environment in District schools, and for safeguarding all school property. At the same time, the District recognizes its responsibility to protect the educational process and to provide for the concerns of parents/guardians regarding the welfare and rights of their children.

Law enforcement officials may be called to the school when District officials have reason to believe that unlawful conduct may have occurred; in situations that threaten the safety of students, employees, and/or the public; or when the expertise of law enforcement is required, for example, to conduct a search for suspected weapons possession. In these situations, law enforcement and School District officials shall work together to conduct necessary investigation efforts, including conducting student interviews in accordance with Board policy and established procedures. Law enforcement-initiated student interviews in investigations concerning conduct not related to school shall generally not be conducted on school premises, except as provided in this policy, in the case of emergencies, including a belief that a student has information regarding imminent or ongoing criminal activity requiring immediate contact, or as specifically required by law including consistent with the terms of any judicially issued warrant.

School Resource Officer (SRO)

Selection of SROs

Working with the Eau Claire Police Department, building principals, one parent/guardian, and an executive team member shall be involved in identifying the knowledge, skill, and disposition criteria for SRO candidates and in the selection of new School Resource Officers.

Training of SROs

The ECASD shall work with the ECPD to provide opportunities for any new School Resource Officer to go through training on the following topics.

- *Knowledge of Eau Claire Community core values and District strategic plan, mission, and vision*
- *Child and adolescent development*
- *Ability to interact appropriately with students at all levels*
- *Cultural competency, implicit bias, i.e race/ethnicity, immigration status, LGBTQ status, socio-economic status*
- *Knowledge of federal and state disability, anti-discrimination, and special education laws*
- *Knowledge of ECASD reporting, including seclusion and restraint policies*
- *Knowledge of positive behavioral supports, strategies, and interventions*
- *Knowledge of student rights, confidentiality, and privacy*
- *Knowledge of trauma informed practices*
- *Training in de-escalation techniques and Nonviolent Crisis Intervention (NVCi)*
- *The responsibilities of SROs/law enforcement as told by them and shared with school administrators*

- *School-based mental health awareness*

The School District shall identify resources available to SROs and school staff, some of which may be from state and national organizations that facilitate professional development opportunities.

SRO Access to Student Records

A SRO must contact a building administrator in order to obtain access to student records, which are not law enforcement unit records, maintained by the school. Student records include a student's attendance and contact information. Student grades shall not be made available to SROs under any circumstance. A SRO who seeks to access pupil records, aside from the officer's agency's own law enforcement unit records, may be provided access only as permitted by law and only after providing certification in writing to a school official that any records provided will not be further disseminated by the SRO.

SRO Interviews

It is the role of school administration to investigate school-based issues and to determine when the assistance of the SRO is appropriate. SROs shall not act as a school disciplinarian. Disciplining students is a responsibility of school personnel in accordance with Policy 447 – Student Discipline and Positive Behavior Interventions. School administrators may request the assistance of the SRO in an investigation and consult the SROs in the event the administrator has reason to believe a circumstance exists that negatively impacts the school and/or learning environment.

In the event that law enforcement officials and/or SROs intend to interview a student on school premises during the school day, the officer shall confer with the building principal or designee, unless an emergency circumstance arises where there is risk of harm to the health or safety of the student or others. If this occurs, the law enforcement official and/or SRO shall notify the principal or designee as soon as practicable. In consultation with the SRO, a school administrator may attend student interviews when necessary and appropriate. If a student is interviewed by law enforcement officials without a parent/guardian or administrator present, the principal or designee shall explain the circumstances for this and place it in the student's file. If a request for a student interview is denied by the building principal or designee, they shall state the reason for such denial. Law enforcement officials and/or SROs may request review of that decision by the Superintendent.

SRO Accommodations for Students

The SRO may work with an interpreter service to accommodate students who speak English as a second language and/or students with disabilities.

Notification of Parents/Guardians Prior to Interview

Prior to any interview of a student who is the victim, witness, or complainant (except in case of an abuse situation, or if the student is believed to have information relative to an imminent threat or criminal activity), the SRO or principal shall attempt to contact the parent/guardian. Unless otherwise requested by the officer, the principal (or in the principal's absence their designee), may sit in on the interview. If contacted, a student's parent/guardian may be permitted to attend

the interview at the discretion of the principal. There may be situations where parents/guardians are not permitted to attend such interviews where law enforcement and the principal believe this would impair the investigation.

Interviews of Students in Schools Related to Abuse and Neglect

Any contact with parents/guardians in an abuse or neglect case shall be made by Human Services or law enforcement officials.

Governing Law

Assuring all law enforcement contact with students is handled consistent with the students' legal rights, including constitutional protections, Wisconsin law governing custodial interview of minors, and any other legal requirements governing the interaction between law enforcement officials and juveniles is the sole responsibility of the law enforcement official.

Immigration Status

The Eau Claire Area School District and Eau Claire Police Department shall not collect or provide information regarding the immigration status of District students. SROs shall not have a role in the removal of undocumented students.

Complaints and Allegations of Misconduct by Law Enforcement Officials and SROs

The ECASD and ECPD welcomes inquiries and complaints about questionable performance, actions, policies, or procedures relating to the School Resource Officer Program. The SRO program shall set forth a simple and straightforward mechanism for any student, parent/guardian, teacher, principal, or other school administrator to submit a complaint, orally or in writing, of perceived abuses or misconduct by SROs.

- 1. Parents/guardians shall be permitted to submit a complaint in their native language in accordance with Eau Claire Police Department Policy 1008 – Personnel Complaints. The policy and complaint procedure is available online at: <http://www.ci.eau-claire.wi.us/home/showdocument?id=14766>*
- 2. Complaints to the District shall be investigated and resolved in a timely manner, and complainants shall be furnished with a written explanation of the investigation and resolution.*
- 3. If requested, the District shall provide for an independent investigation through the Wisconsin Department of Public Instruction into the allegations in the complaint.*
- 4. Where allegations of abuse or misconduct are raised, the ECASD and ECPD shall investigate and work to resolve the issue in the best interest of students and the learning environment.*
- 5. Where allegations of abuse or misconduct are substantiated, the ECASD and ECPD shall consider the appropriateness of their assignment as an SRO.*
- 6. Every student, parent, or guardian in the school system shall be informed of the complaint procedure in the Parent/Student Handbook.*
- 7. Any complaints against an Eau Claire Police Officer may be referred to the Police and Fire Commission, in accordance with Wisconsin Statute.*

Memorandum of Understanding (MOU)

The Eau Claire School District and City of Eau Claire Police Department shall maintain a Memorandum of Understanding for the School Resource Officer Program. The MOU shall be reviewed on at least an annual basis.

Accountability Reporting

With assistance from the Eau Claire Police Department and SROs, building principals shall collect, maintain, and share data as requested on the following.

- 1. Students arrested, ticketed, or otherwise receiving formal contact by a SRO or other member of law enforcement on school property. That information shall include the:
 - a. Type of offense and if the case was referred for charging.*
 - b. Name of student.*
 - c. Information on the daily interactions a SRO has with students and school staff.**
- 2. The data shall capture activities that describe what a SRO does on a typical day. This information may be used to evaluate program efficacy. Data regarding the Student Resource Officer program shall be reported annually to the School Board.*

Survey/Community Input

School and community climate surveys shall contain questions related to the SRO program.

Policy Review

This policy shall be reviewed annually by the Eau Claire Police Department and Eau Claire Area School District.

There was discussion about students who are 18 or older and whether language should be modified to accommodate those students.

Lori Bica suggested the addition of language to address anti-racism in the values and governing principles section. She shared some sample language.

The Policy & Governance Committee will review the suggested modifications at its meeting on April 2, 2018 and will share the updated policy with the Board that evening.

9.4 Discussion & Possible First Reading of Policy 345.5 - Academic Recognition System

A suggestion was made to add the words "and growth" to the first paragraph. It was also recommended that a cross reference be added to the policy that defines what post-secondary success means.

A first reading of the policy with the recommended language was shared:

It is the vision of the School Board to promote post-secondary success for all students. The School Board values academic achievement and growth and recognizes students who have excelled during their high school careers.

ECASD will construct a Laude system that honors academic achievement and growth through multiple measures. The Executive Director of Teaching and Learning will oversee the development of the ECASD Laude system and its criteria.

This policy will be brought forward at the next meeting for approval.

10. REQUEST FOR FUTURE AGENDA ITEMS

There were no requests for future agenda items.

11. ADJOURN

Motion by Joe Luginbill, second by Charles Vue, to adjourn the meeting.

Motion carried

Yes: Kathryn P Duax, Aaron Harder, Joe Luginbill, Charles Vue, Eric D Torres, Lori Bica

Meeting adjourned at 9:30 p.m.