

Eau Claire School Board
Monday, July 24, 2017
Generated by Patti Iverson

Members present

Kathryn P Duax, Chris Hambuch-Boyle, Joe Luginbill, Charles Vue

Members absent

Lori Bica, Aaron Harder, Eric Torres

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

No one signed up to address the Board.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Dr. Hardebeck said that School Board meetings in August will be held on the 7th and 21st.

Dr. Hardebeck was pleased to give special recognition to the employees at Great Lakes who provided a grant for the District's homeless program in the amount of \$25,000. Representatives from Great Lakes and the homeless program were present. Dr. Hardebeck said the grant is so inspiring because it is directed towards students who have been homeless by supporting them with transition costs as they move from high school to college. The concept is to help as many of the District's homeless students stay in the area to attend CVTC and UWEC.

Dr. Hardebeck, along with Connie Biedron from Altoona and Mark Gobler from Regis, presented to the Chamber of Commerce's Eggs and Issues group about the state of PreK-12 education. They talked about priorities, challenges and what these districts are doing to prepare the workforce.

Dr. Hardebeck attended the Summer Institute for Urban Superintendents of America. She highlighted several of the sessions she attended noting it was a great conference.

DPI is in the process of revising once again the requirements for accountability for the State Report Card with the focus area of closing the gap.

4.2 Board President's Report

President Hambuch-Boyle, Vice President Duax, Superintendent Hardebeck and Secretary Iverson met regarding the development of a School Board Handbook. Additional meetings have been scheduled.

Board members will be asked about possible dates for a Board Retreat to work on Board governance. An orientation for Eric Torres and Lori Bica will also be scheduled.

President Hambuch-Boyle will be meeting weekly with Superintendent Hardebeck to touch base on things.

Board members were asked to put the Opening of Schools Event on their calendars for August 28th in the afternoon.

5. OTHER REPORTS

5.1 School Board Committee Reports

The L.E.A.P. Committee has been reviewing some imagination narratives that have been submitted. The DPI has created a Schools of Innovation Initiative.

Policy & Governance discussed the Human Growth & Development policy, reviewed feedback from Teaching & Learning about the proposed academic recognition system and class rank policies, and discussed the School Resource Officers policy and the MOU with the Police Department.

The Public Schools Foundation held a retreat at UWEC. Robin Callahan, Executive Director of the National School Foundation Association, facilitated the event. The group considered three topics: financial stability, Trustee engagement and its image in the community. They chose what they thought were their top priorities and challenges for the coming year.

The Wisconsin Public Education Network has a summit coming up on August 9. President Hambuch-Boyle and two community members will be participating.

5.2 Legislative Update

Joe Luginbill explained why there has been a delay in passing the Governor's budget proposal. The majority in the state senate and assembly are far apart regarding transportation funding and tax cuts. The state has emerged as a potential site for a major manufacturing company out of Taiwan. It would require infrastructure or tax incentives in the budget.

Mr. Luginbill noted that there has been recent legislation proposed pertaining to vouchers. One would increase the family income eligibility level so a pupil could

participate in the statewide voucher program with a family income of less than 220 percent of the federal poverty level rather than less than 185 percent of FPL under current law. Another proposal would allow private schools participating in a voucher program to establish an online education program. A similar change is proposed to allow private schools participating in the special needs voucher program to establish virtual education programs.

Mr. Luginbill talked about the impact of the potential repeal of the Affordable Care Act. There are many students who receive Medicaid services to address their special needs under IDEA. This could mean fewer health services for things like physicals and mental health supports in schools.

Chris Hambuch-Boyle noted that the school districts of Holmen and Merrill contacted her so they could also draft resolutions for the taxpayer voucher transparency and referendum restriction bills. Their Boards will be voting on those resolutions this evening.

6. CONSENT RESOLUTION AGENDA

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

- Minutes of June 19, 2017
- Minutes of June 26, 2017
- Minutes of Closed Session of June 26, 2017
- Gifts in the amount of \$53,664.82 for the period of June 1, 2017 through June 30, 2017
- Payment of all bills in the amount of \$7,503,375.13 and net payroll in the amount of \$3,439,453.10 for the period of June 1, 2017 through June 30, 2017.
- Human Resources - Employment Report
- Additional Notice Requirements & Actions for School Districts Due to 2015 Wisconsin Act 55 (2015-2017 State Budget)

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Joe Luginbill, Charles Vue

Dr. Hardebeck shared the biography of Joel Dimock who will be the new principal at Sherman.

7. ADJOURN TO COMMITTEE

8. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

8.1 Mentor Report

Dave Oldenberg, Director of Academic Services, said that research indicates that one of the most effective use of school dollars is to train staff. When districts can retain staff and provide training for them, there is a direct correlation to student achievement.

Mr. Oldenberg shared data regarding the ECASD's teacher mentor program. This program is tied to the Strategic Priorities 4.1 and 4.3 for high quality staff.

The incentives for veteran staff to participate in the Mentor Program include investing in the profession, developing leaderships skills, receiving additional compensation and release time.

Any veteran District staff member can be a mentor if they have successfully completed the District-approved mentorship training; are recommended, selected and approved by the administrative team based on the teaching and leadership skills displayed and observed; and have agreed to abide by the expectations stated as mentor responsibilities.

All new staff are asked to participate in a two-year mentor program. Professional educators may be opted out of the second year of the program by their principal if they have come in with much experience or have met the proficiencies imbedded in the program.

There are four half-day modules offered in a blended format. Staff members are compensated \$50 for each completed module. There is a monthly collaboration between the mentors/mentees, and they have the option of using two half days (sub/release) during the month where they can meet or eight hours beyond contract time (\$100 stipend), whichever meets their needs best.

Mark Goings said that although there is a cost to the program, it will ultimately save the District money. If the District can onboard appropriately, students will succeed.

It was suggested that persons of color get the most appropriate support so they stay with the District. Kay Marks said that they continue to work to recruit persons of color. Quality onboarding support helps to keep all staff in the District.

8.3 Student Engagement Survey Results

Jim Schmitt, Executive Director of Teaching & Learning, gave an update on the student engagement survey conducted by *K12 Insight*. This information also included comparisons using national benchmarking data.

The survey is given to students in grades 5-12 in March/April with about 95% participation rate, which is exceptional. The results of the survey guide School Improvement Planning in the buildings.

Student engagement is the connection students have with their school and their studies. It is divided into cognitive engagement and social and emotional engagement. This aligns to the Strategic Plan for academic achievement, student social and emotional growth, and partnerships with families and communities.

Mr. Schmitt explained that student engagement measures have been shown to correlate positively with achievement and negatively with the likelihood of dropping out of schools. Engaged students are more likely to earn better grades and perform well on standardized tests.

While completing the survey, students self-report using a 4-point frequency scale: rarely or never, seldom, often, and almost always.

The cognitive and social/emotional engagement scores have remained steady over the past three years, with increasing academic expectations. The ECASD scores are above national benchmarks except in the area of future aspirations, which will be a focus of Academic and Career Planning work. Social and emotional engagement continues to be a strength for students, and cognitive engagement continues to be the greatest District challenge. Black and American Indian students' engagement scores are below the District average.

The survey results will be shared with building and District leadership teams. Each building will continue to refine School Improvement Plans in the area of student engagement and to embed Culturally Responsive Practices and Academic and Career Planning into professional development, focusing on academic vocabulary and academic literacy for cognitive engagement and classroom management, and learning environment for social and emotional engagement.

8.4 Superintendent's Interim Progress Report

Superintendent Hardebeck shared her Interim Progress Report. She said that her goals are the Board's goals. She provided an update on where she and the leadership team are with implementing those goals and shared how they look at priorities, challenges and the status of the Strategic Plan.

Dr. Hardebeck said by focusing on the development of the whole child, the District seeks to prepare all students to live creative, fulfilling and responsible lives. The District wants to make sure each child develops those characteristics of successful adults so they can focus on the rigorous academic program and nurture the social/emotional needs while developing collaborative cultures using research-based practices. The District needs to keep high quality staff in front of students and how it retains them is important.

Dr. Hardebeck explained that, like other school districts, ECASD is challenged by increasing expectations as dwindling resources decrease. Public schools are in an environment of competition, and there is fierce competition in the public sector for funds for public education, transportation, health care, etc. All school districts in Wisconsin aren't funded equally and are limited in what they can spend by revenue

caps that were set 25 years ago. Last year ECASD was \$418 in spending per pupil below the state average. With the passage of the referendum, the District is still \$30 below the state average per student. The District's budget contributes about \$1.5 million to private and parochial schools for things like transportation, special education, Title 1, and preschool. Funding vouchers costs the District an additional \$500,000 to \$750,000 per year. These financial situations create real challenges in terms of compensation for staff and services provided for students.

Dr. Hardebeck reviewed the actions and performance measures to address its goals along with the desired outcomes for each priority area. (See PowerPoint for details.)

The District's satisfaction ratings among parents is very high, with 84% of families saying they were satisfied or very satisfied when surveyed. This compares to the national rating of 54%. In terms of comparing school report cards with the ten largest districts in the state as well as those districts that have a UW campus in their city, ECASD leads the way with accountability ratings.

The District's composite ACT score is 21.2 as compared to 20.3 in the state and 20.8 in the nation. ECASD is in the top three in the largest districts in the state for Advanced Placement pass and participation rates. The District's six-year graduation rate of 94.4% ranks on the top of the ten largest school districts in the state. Much of that success can be attributed to the program at McKinley.

Dr. Hardebeck shared that for 2016-17 graduates, they earned 861.25 total credits for post-secondary institutions whether at CVTC, advanced placement, or youth options. This has saved students \$1.75 million in tuition relief.

9. REQUEST FOR FUTURE AGENDA ITEMS

President Hambuch-Boyle said there is a new education reporter for the *Leader Telegram*. She welcomed Lauren French who has worked at the *Leader* for two years.

There were no requests for future agenda items.

10. ADJOURN

Motion by Joe Luginbill, second by Kathryn P Duax, to adjourn meeting.

Motion carried

Yes: Kathryn P Duax, Chris Hambuch-Boyle, Joe Luginbill, Charles Vue

Meeting adjourned at 8:52 p.m.