

**OFFICIAL PROCEEDINGS OF THE REGULAR MEETING OF THE
BOARD OF EDUCATION, EAU CLAIRE, WISCONSIN, NOVEMBER 21, 2011
PRESIDENT CRAIG PRESIDING**

Following the Pledge of Allegiance, President Craig called the meeting to order at 7:00 pm. Secretary Patti Iverson confirmed that the meeting was properly noticed and was in compliance with the open meeting law.

Roll call was taken and the following commissioners were present: Craig, Cummins, Duax, Janke, Johnson, and Wogahn. Absent: Faanes. Student Representatives Joe Luginbill and Amal Javaid were also present.

NOTICE OF CLOSED SESSION

President Craig announced that the Board would go into closed session following the committee meeting under 19.85 (1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and 19.85 (1)(g) to confer with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved to discuss the disallowance of a claim.

PUBLIC FORUM

Richard Spindler felt the mission statement should focus on post-secondary readiness (PSR). He did not feel PSR means offering as many programs as possible to students but should include giving students a deep understanding where they can analyze, synthesize and become independent learners. He felt that increasing the number of courses that teachers have to teach is counter to improving the quality of learning and does not allow teachers to provide deep learning. Core curriculum standards are coming. Consider that in implementing those. Heard not offering electives will hurt chances for college. Challenge that thinking. Not seen evidence. Would prefer student taught something deeply and knows how to learn on their own. Offer fewer courses, provide incentives for more in depth learning opportunities and provide study halls. Can provide electives in creative ways.

BOARD/ADMINISTRATIVE REPORTS

Superintendent's Report

Superintendent Heilmann – making impact on students. Ron Kind was at Northstar to promote veterans history project. Thanked students for letters he received giving input. Picture of third graders – Elk's Club and area businesses provide every third grader with a dictionary. AT*T pioneers helped distribute them.

Future employee handbook timelines – see futures. April 12 possible action on ECASD handbook.

Filling HR director timelines—posted Nov 7 and open until January 6. ID possible candidates January 13, tentative dates for 1st interview January 24-27. Tentative date for 2nd interview January 30. If feel have finalist, would ID successful candidate 2/03/12.

Carol—do we anticipate would start following summer? Would like them to come on board sooner. Would like by April. But would work with those with contract.

Wish safe and family centered holidays we hope that all students and families

Talk to Jill about kids in hall.

Communication to Superintendent/Board President

Student Representative Report

Joe Luginbill said Wisconsin primary date has been moved up. EC will be city candidates will look at and visit. Asked students how they felt about it. Set up survey last week and given to senior English classes. North Obama won with 54% and Cain 29%. Memorial Obama won and Ron Paul had 13% of votes.

Think if my sophomore and junior if only constrained to 6 wouldn't have French, jazz band.

Had parents ask about the school's position on political platforms. Encourage educators to promote critical thinking but not advocate for one candidate.

Getting feedback for school hours and wondering about retakes for final policy. Stay tune for release on that and provide clarification. Carol- not board policy but administrative recommendation.

Other Reports

Policy and Governance Committee

Will meet with DLT again soon.

Budget Development Committee

We will be rescheduling that committee meeting.

Report from Clerk of Board. December 1 is first day to pick up papers from Brent of Dan VDW to circulate and run for Board. In by January 3, 2012. Election on April 3 and term begins April 23, 2012. Two members incumbent; Duax and Johnson.

CONSENT RESOLUTION AGENDA

Com. Wogahn moved, seconded by Com. Duax, to approve the consent resolution agenda consisting of the following items:

- ◆ The minutes of Board meeting of November 7, 2011 as mailed.
- ◆ The minutes of closed session of November 7, 2011, as mailed.
- ◆ The gifts in the amount of \$10,341.71 for the period October 1, 2011, through October 31, 2011, as presented.
- ◆ The financial report as presented.
- ◆ The matters of employment of November 21, 2011, as presented.

Consent resolution agenda items approved by unanimous roll call vote.

INDIVIDUALLY CONSIDERED RESOLUTIONS

Resolution #6 – Payment of Bills and Payroll

Com. Wogahn moved, seconded by Com. Cummins, to approve the payment of all bills in the amount of \$6,504,234.79 and net payroll in the amount of \$3,010,222.21 for the period October 1, 2011, through October 31, 2011, as presented. Carried by unanimous roll call vote.

Regular meeting adjourned.

Submitted by Patti Iverson, Board Secretary

**COMMITTEE MEETING
BOARD OF EDUCATION – EAU CLAIRE, WISCONSIN
NOVEMBER 21, 2011**

1. Call to Order – Committee Meeting

Board Members present: Craig, Cummins, Duax, Janke, Johnson, and Wogahn.
Absent: Faanes. Student Representatives Joe Luginbill and Amal Javaid were also present.

2. Committee Reports/Items for Discussion

A. Coming to Consensus on the Vision Statement

Shared options submitted. Faanes gave option of “prepare every student for post-graduation success.” Important to think about what words mean to the public at large and to our organization.

Have talked about life skills vs. just post-secondary.

Carol said WSB talked about vision that is unique, and says who we are.

Cummins said the options that are submitted, has this been vetted through DLT. Yes, first two were but third came from board member. Shared exec summary with DLT so they have seen these three. Have had multiple discussions about what is contained and what we would like out there.

WSJ—board has not adopted PSR as lens we will use. Think defining terms is important and if I can't chose to support it as board I don't feel compelled to hinge the rest of the votes of the board. So much impacted into this statement. We skip over all children—that is philosophical shift. Lofty goal. We haven't done that in ed system in past. Filter through which go to college. We are all students deserve opportunity to learn whether enriching, giving test until pass. Some kids that could never function at 4 year university. I think too narrow to attach all children to ps e. I see turmoil, conflict with families in my new job. Makes unrealistic. real problem is fact preparing kids for ps e. I would vote against #1, #2 is narrow too (PS readiness is one piece) personal relationships, parent skills, civic engagement, -- so many pieces to whether people function in life I can't narrow only on economic role. I like 3 but would still say adult. Prepare to be successful adults. In social and civic roles as well.

Would like ==Prepare every child for adult success. But probably go with post-graduation.

BW—liked old vision we had. Don't think excludes that. I like #3. Makes more sense. Short /sweet.

Cummins—pleased with DLT in #1. All children is critical. Paradigm shift. Post-secondary is important to me if we have kids that leave her and don't graduate. Embedding with preparation is important. Like second line. Talks about process and not end goal. Even if leave before PS. For me social/emotion pulls in WSJ concerns in terms of whole child. Maybe adding something that talks about citizenship. Instead of all children are prepared for PS education... make it post-secondary success. Success might be better word. Feel would be meaningful. Specific to what we do. It brands us. Great lens.

KD—vision and mission are different. Vision is more out there. Something we envision for children and district. These are pretty specific and would be more mission. Vision==take #3 and say prepare every child for life-long learning. First two are more specific and should be mission statements.

Bob—mission there is nothing wrong with it. Covers all the things. When we hang extra words on it it loses clarity. Vision is a little pompous but tells what we are all about.

Concerned if this is our brand that it's hard to be accountable. Has to be element of accountability. Trish—feel like DLT would be frustrated. Feel we were pretty close before and now far away.

Carol—various board members who expressed bewilderment as to if we have embraced this. Several said not comfortable yet. Ok to do this.

Tim—tend to be simple. More wordy hard to measure how we are doing. My reading and . mission is simple..what is this organization about. What is our goal/ given world as we know it, students need as many post-secondary choices as possible. We are look at options. 3 components that go into to: social/emotional element, need core academics, and aptitudes and interests. We feel that summarizes life-long learner. That can be measured. Need to say are we successful in what we are doing. WE think #1 gets close to summarizing that.

Carol—it did seem consensus was to move forward with vision that embraced PSR. If we look at #1 and said all children are prepared for post-secondary success that includes academic, social/emotional and civic skill development as well as individual aptitudes and interests.

WSJ—I heard Tim say being able to measure. Important. Not everything that can be counted, counts and not everything that -- Einstein. Aim of education must be the individual .. who see highest life problem.

Tim said we want to prepare for as many ps choices as possible has to be portion of goal. That says we are preparing kids for economic role. Respect work done.

Ken was concerned with #1 and the educational jargon.

If we added civic on there, broaden beyond career or economic task, could you move forward with that.

BW—My trend toward simplistic and broad ranging. I wouldn't put post-graduation success if want post-secondary. #1 works but issue is the second line. Would like shorter and succinct.

Cummins—if we took #3 and switched into #1 so all children are prepared for post-graduation success. That preparation includes Hear what you are saying about keeping broad—not just economic contribution. For me social/emotional piece and broadness of ps success pulls that in.

Heilmann—we could do that. When we had board forward we said to work off that sentence. That matches with second part of sentence with concept of preparing all children.

“Prepare every child for post-graduation success. That preparation includes social-emotional skill development, academics, civic skill development as well as individual aptitudes and interests.

KD—will we have mission statement? Ron--Had not had those discussions. Don't think this vision would exclude mission.

When look at psr graphic and social/emotional at heart, flip before academics

WSJ—second sentence—Trish and carol prefer but more meaning for shorter for vision. Have second sentence in mission. Carol likes #1 for accountability measures. I think those are critical but if worked in mission statement possible resolution.

WSJ—appreciate thought of social/emotional first but think philosophical difference. This says that these pieces of psr are pieces to get to post-secondary success which I have heard goes to choices of school and job training to economic role. Important to me that social/emotional development is goal of itself.

KD—you use word mission instead of vision. That would solve dilemma if put specifics in mission and more general #3 as vision) Tim—definition or

purpose of mission/vision is based on writings of Peter Siegel. Their research looked to have more defined. Current is more how we do not what. Mission is what we do. At most basic it's to educate kids of EC community. Our purpose is to educate kids. When look at vision what do we want for kids as vision for education. That includes attributes. Vision is what is outcome for kids when they leave ECASD.

3rd one hones in on what you said. Is that viable and could embrace? Tim—when we look at graduation what is graduation success? Post-secondary embraces that next step versus being successful after graduation.

Bob—took to university and asked if they looked at goals of university. Getting bogged down and simplify it.

Cummins—you have to have vision what we are about. We don't have money to do what we want to do. Have to filter that. Important to be clear where resources will go. Need 7 approvals. Carol—would be good to know which we should move forward with.

Can't give up post-secondary education. If use post-secondary success. And have mission include other factors, could we be ok with that.

Prepare every child for post-secondary success.

Bob – no KD—ok with 3. BW—like using education more than graduation. TC—yes.

Carolyn Barstad—because so many different families and future for kids that come out of EC, if I were to do “to prepare every child for happiness and success in life.” Hopefully we have given them background so they can choose to make them happy and successful in life.

Joe L—we like #3. Important to note website they want to know what we do. Keep simple is way to go.

When we endorse a vision statement, the board will make budget decisions from that vision.

We are talking about every child, not select group.

KD—on current vision is more about system and school and not students. more about institution.

Will bring back for more discussion with changes we talked about

B. Discussion of the Employee Handbook Process

September – put grievance procedure together to comply with Act 10. Working with two principals on writing process.

October – electronic staff survey re handbook. Reviewed results—staff did not want large group listening sessions. If any, have small focus groups. So initiated formation of handbook advisory committee—20 people. Continued draft writing of handbook sections.

November – handbook advisory committee formed (WSJ is on group) and will have first meeting 11/29. Update school board on handbook development on 11/21. Continue draft writing of handbook sections. Started with WASB template that has 6 sections.

December—another Handbook advisory committee to review draft of section 1. Consider modification of section 1 and continue draft writing sections 2-6.

January – present additional sections to handbook committee (2 meetings). Consider modifications to sections based on feedback from advisory committee. Present draft of section 1 to board, continue draft writing of handbook sections.

February-April – finalize handbook – deadline for completion is June 2012.

What is informing your writing now? Fred—we have WASB template and their legal opinions. We also met with administrative group in past talking about things they saw as helpful for changes in contracts, and then 3 talking about what we have seen as aspects of contract as currently exist that make sense to move forward. Final piece is feedback from board on priorities that should be looked at and examined.

WSJ—other than WASB model, as you write the sections are you laying our contracts next to it? Want to see what we are doing and then look at proposal and not just take model from WASB. Fred—first thing is looking at some issues already addressed in board policy. We have been advised to include as much in handbook in that regard. WSJ--why put in handbook what's already in policy. When we see draft I want to see what we have in contracts and what is in policy.

BW—have difficult task. Have references where getting certain sections to policies. FW—some groups are far apart in how things are done. May have to work on those parts for years to come. We could propose one way for all employees. Right now, those are wildly different. CC—what is role of committee if not to bring recommendations forward. What is charge of committee? FW—unrealistic to think we can get everybody to agree. Cc—

I assumed they would work towards consensus approach of reconciling differences. But ultimately be in charge of decision making. FW--That is close to what we are doing. Some of the technical pieces I have asked those with expertise to look at. We have current practices but not established anywhere.

KD—will you provide notes to Board on where there is disagreement?
FW—there are optional sections that are highlighted.

AT WASB they said that all discussions on it are public meetings. And must be noticed. Must be in open session.

Can we get report on December 19th of how first two meetings went?
FW—yes we could. It's on futures.

CC—transition person for this process to start working on this now? Direct Ron to do that. Ron—I contacted Heather and Michelle about facilitating process they would need for that. Trish—that plan had a person that was their duty and separate from search for this position. Ron—would be transition before he retires.

When we get information, give it to Board in form of what exists currently in contract or policy and this is change.

James Martin – thanks to board and admin on behalf of association. Appreciate representative group. Eager to find out what is happening and agenda. Fred-email went out with agenda for 11/29 meeting.

C. Discussion of Summer Hours Schedule

When facilities open to public. Frustrating was # of contact hours for public has shrunk. History why board went to 4 day work week in summer. Looking at potential saving and affect to day to day operations.

Charlie—started in 2005 as part of overall strategy to lower or keep energy costs flat. Decision to go district wide was based on total savings and continuity of effort. Summer school was not affected as already on four day week.

Summer utility cost per day. Took last two years electric cost and gas cost and average out. Used July for best data. Cost to resume 5 days for ten weeks is \$53,786.

At secondary schools using same premise. Savings of \$38,315 (71% of what we save district wide) CC-take current cost as exists and divide out and get per day. Already look at . Ron—is there additional cost with bring

all systems up on day five and shut down vs. letting run two hours longer four days a week. Savings gained is from not using it. If you go to five you are ramping up for 5 days but run for lesser duration. Savings isn't as great if not ramping up at all. KD—with air to shut down for 3 days and get going on Monday is more expensive than keeping even. CK—different thoughts on that. If on period of summer where rely on free cooling on Monday, then not true. Depends on heating or cooling degree days, which is measure on load placed on building. Usually cut back on set points around 15 to 20? Given not cooling to lower or heating to higher we realize savings for unoccupied.

BW—on days when closed, power consumption is much less. See cost for summer in 2002, 2003 2004 as compared to 2005, 2006 and 2007. To see what happened to overall bill. Could measure kilowatts.

Administrative building costs – think it's critical to have this building covered. Costs \$3,207 for this building. CK—more of continuity of effort. Looking at all employee groups. Without contracts we have freedom there. CK—costs are high in this building but that what was reflected. CC-kilowatt usage is what we should look at. If not significantly less. Most people come to central office to pay athletic fees and enrollment.

Should board consider at central office? KD—concern citizens can't get in here. Have house in order. No other govt agencies close down. WSJ—other than availability or energy savings?

Bob—if 5 days here, we have 12 month staff at buildings. Run 4 10 hour days at building and then mismatch with here and at buildings. Then look at weekends because we have done things on Fridays. We would be working on Saturday and Sundays.

Bob—have some idea how many need 5 days. How many citizens come on Friday?

Duax—network operations center are lower at times. Can take to critical temps but have to start systems shutting down. Jim—hot closets 85 to 90. Can't get above 100 without shutdown. Have temp sensors. At NOC at high schools we run around 70 to 75. Big core switches and servers. Run downstairs at 61 to 65 degrees. Have 15-20 minutes before hits 100 degree.

CK—we don't heat or cool upper floors. Costs here are somewhat higher on electric than other buildings. Part is due to network operations that are 24/7. We air condition there to maintain set points.

Almost all elementary have some type of program in summer. Many have offerings so open all summer.

Anything in fund 80. No. we can't.

Lacks accountability if no good reason to do it. Hours are not standardized at all. All over board. Moving back to 5 day workday for central office.

Ron work on issues to address. Extend hours so people can make down here.

BW—extended access. Move to expanded one day per week and make more accessible.

Bob—assume we are denying access. Why is Friday critical? Why can't come other days. Having extended hours would be good way to do it few nights a week.

WSJ—could spread out staff so one person here . people expect offices to be open five days a week. Look at that switch.

District kilowatt usage. See at pre-2005

Future—anticipated increase in utility costs with additional of 100,000 square feet. Modernize equipment and controls through referenda and five-year budget. Capitalize on operational solutions that have no capital expense. June 2011, Xcel Energy filed for 3.8% increase in electric rates and 6.6^ increase in gas.

3. Request for Future Agenda Items

4. Other Business

Article in Sunday paper about Dawn Marcott for make a wish foundation award. Congratulate her.

5. Motion to Adjourn Committee Meeting

Com. moved, seconded by Com. , to adjourn committee meeting. Carried by unanimous voice of acclamation.

6. Motion to go into Closed Session

Com. moved, seconded by Com., to go into closed session under 19.85 (1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and 19.85 (1)(g) to confer with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved to discuss the disallowance of a claim.

7. Meeting adjourned at pm.