



EAU CLAIRE
AREA SCHOOL DISTRICT

Where Knowledge and Inspiration Meet to Create the Future

Family Advisory Council (FAC) Meeting Minutes – January 9, 2024
Administration Building – Room 123C

Representatives present (X):

Sam Davey: (X) Erica Christiansen OPEN	Flynn: Barb Nichols OPEN	Lakeshore: Brooke Hartman Amanda Roy	Locust Lane: Kari Zarecki OPEN	Longfellow: (X) Katie Sideri Alison Rogers	Manz: (X) Andrew Adams (X) Katie Burroughs
Meadowview: Sandy Blomquist Samantha Forehand	Northwoods: (X) Leslie Gorman (X) Nicole Prock	Putnam Heights: (X) Jamie Kampf (X) Rebecca Riek	Robbins: Becca Rouse OPEN	Roosevelt: Shana Schmidt (X) Lyndsay Simmons	Sherman: (X) Al Christian Julia Johnson
DeLong: Shannyn Pinkert Scott Zielski Holli Jacobson	Northstar: Brook Berg (X) Jessica Schinke Kari Zarecki	South: Audrey Andrews Linda Carlson OPEN	Memorial: Julie Dokkestul Maggie Vinopal Lucinda Kemmet OPEN	North: Nicole Everson (X) Rob Geske Shannyn Pinkert Joy Weisner	ECVS: (X) Jennifer Robbins (X) Catalino Rodriguez
McKinley Charter: (X) Susan Kishel OPEN	Montessori Charter: Anna Foiles (X) Juergen Schaupp	Special Education PTO: (X) Nicole Brynelsen (X) Susan Kishel	Hmong PTA: Caitlin Lee OPEN	District Administrator: (X) Michael Johnson	Teacher Rep: Mark Goings

Guests present: Tim Mulrain
School Board Commissioners present: NONE

Meeting was called to order at 7:05pm

Tim Mulrain, Director of Secondary Programming, presented on Grading and Reporting, as well as Accelerated Learning at the Secondary Level.

1. Grading and Reporting at a District Level
 - a. ECASD EMLSS Model drives all thinking and resource allocation.
 - i. Tier 1: Universal: Received by all students.
 - ii. Tier 2: Selective: Layered on for about 20% of students.
 - iii. Tier 3: Intensive: Additional layer for students significantly behind or advanced.
 - b. Instructional Framework
 - i. Guaranteed and Viable Curriculum - this is a work in progress as the district rewrites all courses (30 completed last year, 40-50 this year).
 - ii. Instructional Delivery.
 - iii. Professional Learning.
 - c. Summative Assessment Chart was shared and discussion followed on what data points truly indicate in terms of student success.



#ECASDinspires

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The Eau Claire Area School District is committed to non-discrimination and complies with all federal and state anti-discrimination laws for employment and student programs.



- d. ECASD Belief Statement: ECASD believes in an equitable grading and reporting system that informs students, families, and staff about a student's proficiency of grade level/content standards.
 - e. Next step is to use the philosophy of the belief statement to inform and guide practices. Task forces at each grade band will do this work with family feedback. The end result will be a product of the process - possible changes to grading or decision to keep things as is.
2. Accelerated Learning
- a. Tim and Heather Grant met after last month's meeting. Processes are being developed to address parental concerns raised.
 - b. Presented accelerated options at the secondary - accelerated math (grade acceleration or acceleration within level), cluster grouping for reading, arts [special experiences for TAG (Talented and Gifted) students, i.e. honors choir].
 - c. Students are identified for TAG through a robust system; a team evaluates multiple data points and teacher recommendations spanning several years. Cognitive achievement tests are utilized to gauge ability to learn.
 - d. District also recognizes 10% of students with special needs are "twice exceptional" (disability and high academic achievement).
 - e. Primary Points of contact for TAG.
 - i. Elementary level: instructional coaches.
 - ii. Secondary level: TAG coordinators.
 - f. Secondary Point of contact for TAG is building principal.
 - g. High school course offerings were presented including AP, Dual Credit, and Transcribed credit. In addition, career pathway data for fine arts, CTE, and world language completion were shared.
 - i. District working to communicate these offerings, as well as industry certifications and work experiences, as available to students.
 - h. Participants broke into four groups and provided feedback to the district on a series of questions to aid in the development and improvement of processes. (parent communication for subject area acceleration, parent communication regarding acceleration vs non-acceleration, parent perspective on grades, district grading philosophy).
3. Superintendent Update
- a. Mike Johnson discussed FAC purpose and the frustration expressed at the December meeting.
 - i. Key Communicators' Group purpose mirrors FAC, but members are Board selected.
 - ii. FAC provides feedback to Administration rather than to the Board.

Meeting ended at approximately 9:05pm

Respectfully submitted: Jamie Kampf, FAC Vice Chairwoman