

Parent Advisory Council Meeting Minutes October 3, 2017

Present:

Jean Kindrick, South	Rory Borsheim, Manz	BJ Kays, North & Northstar
Michael Tvaruzka, Putnam Heights	David Schafer, Longfellow	Chris Hambuch-Boyle, Board
Hayley Schultz, Manz	Kristine Casto, Lakeshore	Pakou Thao, Longfellow
Peppermint Granberg, Memorial	Shannyn Pinkert, Sherman	Mark Goings, Teacher Rep.
Jennifer Thompson, North	Janice Moe, South	Brittany Hattrem, Montessori
Andrea Eastwold, Locust Lane	Sarah Szymanski, Montessori	Megan Holmen, Roosevelt
Anne Hartman, Memorial	Mary Ann Hardebeck, ECASD	

The meeting was called to order by Superintendent Mary Ann Hardebeck.

All present introduced themselves, told how many years they have served on the council, and indicated where their children attend school in the Eau Claire Area School District.

The meeting then moved to the Reorganizational portion of the meeting – Election of Officers.

For President, there was one nomination, Shannyn Pinkert. She was elected by all those present unanimously.

For Vice President, there was one nomination, Anne Hartman. She was elected by all those present unanimously.

For Secretary, there was one nomination, David Schafer. He was elected by all those present unanimously.

Due to time constraints, President Pinkert and Superintendent Hardebeck decided to skip the sharing of news from local schools.

Carol Craig, Dave Morley, Patty Horecki, and Gail Halmstad started the portion of the agenda related to the Coalition for Civic Engagement Forum. Chris Hambuch-Boyle, Eau Claire School Board President, was also listed on the agenda to participate. However, Carol Craig announced it was decided that she wouldn't participate to ensure all PAC members would feel free to express their opinions openly.

The discussion was facilitated by the National Issues Forum Institute, which is part of the Kettering Foundation. The purpose of the meeting was to discuss the mission of public schools in the 21st century across the country. All comments collected will be anonymized and sent to the National Issues Forum Institute. The ground rules were then laid out around the discussion. There would be 9 minutes spent discussing the benefits and then 9 minutes spent discussing the barriers and drawbacks of three unique mission statements for 21st century schools.

Carol Craig then handed out the sheet, attached at the end of these minutes, with key facts to help spur thoughts about the upcoming discussion. She then went around the room and asked for feedback from the council as to which facts resonated with them. Facts 4, 5, 7, 8, 10, 11, 12, 18, 19, 21 and 23 were all cited.

The council then moved on to the public deliberation of the three different proposed mission statements.

1. Should Public Schools Prepare Students for the Workforce?

Benefits:

- Financial security for families.
- Learn trade or technical skills.
- Help fill job openings currently left vacant by the skills gap.
- Allow for post-secondary success.
- Create a gateway to success and a career path.
- Learn life skills and accountability.
- Greater security for the national economy.
- Greater parental satisfaction.
- Allow for a clear end result that is very goal oriented.
- Ability to afford to go to college.

Drawbacks/Barriers:

- Children don't know what they want to be early in life.
- Limit exploration.
- Segregate populations and limit diversity.
- Limits exposure to unique opportunities.
- Potentially eliminate humanitarian opportunities.
- Very narrow focused education.
- Force people to settle.
- Hidden talents may never be discovered.
- Labor and Business and Industry may have an outside influence over education.
- Limited skillset and capabilities of current teachers. Schools we need to be completely reinvented.
- Students may be tracked.

2. Should Public Schools Prepare Students to Be Engaged and Responsible Citizens?

Benefits:

- All children exposed to the democratic process.
- Equity for all students to be exposed to democracy, regardless of home situation.
- Greater understanding of government process.
- Cultivate student interests and interest participating in their local communities.
- Community awareness.
- Teach communication skills.
- Help instill civility and have a greater appreciation for all views.
- Students will be more comfortable discussing issues and current events.
- Reembrace the purpose behind why public schools were initially formed.

Drawbacks/Barriers:

- One person's ideas may be forced on others.
- Make sure instructors are not biased.
- Home-based discussions may push back on the process.
- Potential to lead more socialistic ideals.
- Inability to agree on complicated issues which will lead to a very weak implementation at school.
- Ground rules have changed.

3. Should Public Schools Help Students Discover and Develop Their Talent and Potential?

Benefits:

- Lead to more life satisfaction as adults.
- Minimize frustrations as adults.
- Lead to more entrepreneurial personalities.
- Increased school interest and motivation.
- Better attendance at school.
- Increased student engagement and interest.
- Appreciation of differences and diversities of talents.
- Increased self-worth, self-esteem and self-affirmation.

- More passion promotes more robust growth, on both a micro and macro-economic level.
- Allow students to excel beyond school.
- Schools will become more multi-dimensional.
- Less focus and emphasis on standardized testing.
- Allow for different evaluation methods.
- Develop talents students didn't know they had.

Barriers/Drawbacks:

- Requires a significant increase in school funding.
- What age would this be started at? How would we be able to retool schools to allow for this?
- How would talents be identified?
- Depending on talent selected, this could be a significant barrier to employment.
- Staffing schools and developing curriculum would be a major challenge.
- Curriculum would not necessarily be student-center driven.
- Accessing resources may be a challenge.
- There may not be enough time from students to develop talents.
- Individual instruction would need to be developed for each student.
- May miss developing talents they didn't know they had.
- May not acquire academic skills needed to pursue talents.

After this discussion was completed, the council discussed common values of all three statements. The identified common values between the three were equity, economic security, success, skill development, diversity, purpose, opportunity, contribution and happiness.

Carol Craig then explained to the group she would gather all comments and present a recap at a future meeting. A survey was then handed out to the group to rate different thoughts about the materials discussed. The surveys were all gathered and will be compiled and sent to the Kettering Foundation for analysis with other school districts from across the country.

Discussion around the Superintendent's updates and announcements was skipped due to time constraints and will be presented at the following meeting.

The meeting was adjourned at 9 p.m. by President Pinkert.

The next meeting is scheduled for Tuesday, November 7th at 7 p.m. at the Administration Building, 500 Main Street, Eau Claire, WI.

Submitted by David Schafer, Secretary

Coalition for Civic Engagement- Public Education

— 21st Century — MISSION OF PUBLIC SCHOOLS

All children living in the United States have the right to a free and appropriate public education. The Constitution requires that all kids be given equal educational opportunity no matter what their race, ethnic background, religion, or sex, or whether they are rich or poor, citizen or non-citizen. Even if you are in this country illegally, you have the right to go to public school. ¹

1.3 Million students drop out of high school every year ²

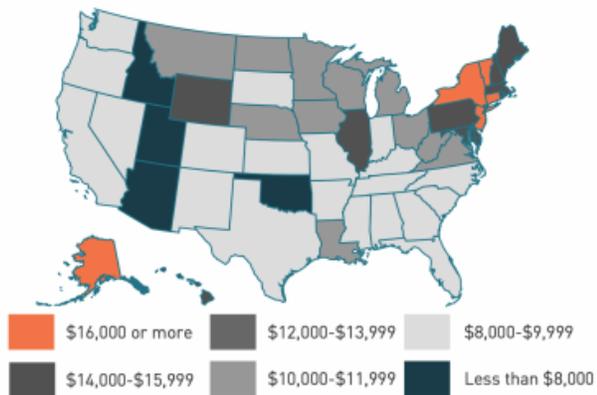
3rd Suicide is the 3rd leading cause in death for ages 10-24 ³

50% Of students 14 and older with a mental illness drop out of school ⁴

1.6 Million children in the United States are homeless ⁵

90% Of jobs require high school diplomas ⁶

Annual State Spending per Pupil ⁷



Annual cost of incarceration per inmate: \$31,286 ⁸

Personal development is the process of striving to be the best that you can be in order to reach and realize your full potential... These behaviors include: Maintain the curiosity, attention and wonder you had as a child, Be open-minded and try new things, Be honest and be willing to risk unpopularity if you disagree with others, Use your intelligence and work hard at whatever you do, Find out who you are, what you want and what's important to you, Don't be afraid to open yourself up to new experiences, Take responsibility for your life and your actions. ⁹

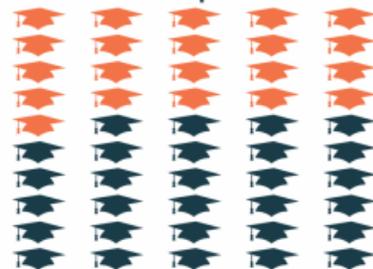
The United States could save \$18.5 billion in annual crime costs if the high school male graduation rate increased by 5 percentage points ¹⁰

Incarceration rate for select countries: (Prisoners per 100,000 population) ¹¹

- United Kingdom- 90
- Sweden- 60
- South Africa- 292
- Mexico- 212
- France- 100
- Italy- 86
- China- 165
- United States- 698

Students who drop out of school in the United States are more likely to be unemployed, homeless, receiving welfare and incarcerated. A four-year study in San Francisco found that 94 percent of young murder victims were high school dropouts. ¹²

In 2012, only 21 states in the US required students to attend high school until they are 18 or earn their diploma ¹³



Citizens who voted in in the 2012 Presidential Election¹⁴



U.S. turnout of eligible voters in 2012 was 53.6%. This is based on 129.1 million votes cast for president and an estimated voting-age population of just under 241 million people. Often voter turnout is reported based on registered voters, not number of eligible voters. In 2012 this means only 29% of eligible voters actually voted for the president in office; 71% either did not vote or voted against the president in office.¹⁵

As of 2011, America was the only free-market OECD (Organization for Economic Cooperation and Development) country where the current generation was less educated than the previous one.¹⁶

ETS study offers new insight in that it compared U.S. millennials—those between the ages of 16 and 34—with their international colleagues in roughly two dozen countries. The analysis found that more than half of U.S. millennials lack proficiency when it comes to applying reading and math skills at the workplace.¹⁷

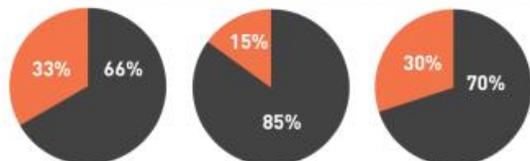
After World War II, the United States had the #1 high school graduation rate in the world. Today, we have dropped to #22 among 27 industrialized nations.¹⁸

Wisconsin has cut state investment in K-12 schools by 15.3% since 2008, a deeper cut than 43 other states, according to a report released by the Center on Budget and Policy Priorities, a non-partisan policy research organization.¹⁹

Multiple Intelligence Model- Taps into students' intrinsic levels of motivation through natural talents, thus helping teachers construct self-motivating educational experiences and ones which help promote the concept of flow in the classroom.²⁰

A reduction in civic involvement is widely noted as a trend of the last 10 years. While more youth are volunteering, largely due to community service requirements for high school graduation and college admissions, voting participation, interest in social concerns, and interest in public affairs have all declined.²¹

America has millions of jobs openings -- more than any point since 2000. On the surface, that's a good thing. It means employers are hiring and the economy is growing. Deeper down though, a high number of job openings raises red flags because it means companies aren't finding the right people to fill the jobs. It signals a persistent problem in America's economy: the skills gap.²²



2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare.²³

85% of all juveniles who interface with the juvenile court system are functionally illiterate.²⁴

Over 70% of America's inmates cannot read above a 4th grade level.²⁵

In total, 6,899,000 adults were under correctional supervision (probation, parole, jail, or prison) in 2013 – about 2.8% of adults (1 in 35) in the U.S. resident population. In addition, there were 54,148 juveniles in juvenile detention in 2013.²⁶

25% of India's population with the highest IQs is greater than the total population of the United States; translation: India has more 'honors' kids than America has kids.²⁷



Critical thinking involves logical thinking and reasoning, including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing.

Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, and forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence.²⁸

School funding decisions are one of the sleeper civil rights issues of our time...The evidence from across the country is clear and compelling: Our nation must dramatically change the way that educational resources are distributed so that there is true equity in America's classrooms.³⁰

All sources available on attached sheet