

DAC Meeting Minutes
PSD Boardroom
Wednesday, May 15, 2024
6:30 – 8:30 p.m.

Present

Nikki Arensmeier	Clare Barquero	Erica Daniell	Marcy Lewis
Angela Lindquist	Kathy Mackay	Luis Montalvo	Jodi Quass
Marybeth Rigali-Oiler	Susan Sasson	Scott Schoenbauer	Michael Werner
Becky Woodcox			

Welcome and Introductions

Dwayne welcomed the committee members.

Approval of Minutes

The April 17, 2024, minutes were approved and seconded as amended.

Preview the Meeting Design – Michael Werner

Michael previewed the meeting design.

Long Range Planning Update – Dwayne Schmitz

The committee engaged in a comprehensive discussion about the May 14th Board of Education meeting, focusing on the long-range plan (LRP). The meeting served as a listening session, with the board releasing the steering committee from its duties and planning to involve staff and data to inform future decisions. While the steering committee provided scenarios, the BOE expressed the need for more information before making decisions. The theme emphasized the importance of slowing down the process and ensuring accurate information for sound decisions, highlighting concerns about unintended consequences in the scenarios if one aspect is altered. A community member addressed the BOE meeting, discussing topics such as the mill levy override, financial considerations, and fund management. The BOE is contemplating a bond to maintain and improve buildings for students and programs, but it becomes a challenging conversation without the mill levy. Some stakeholders feel that decisions are predetermined and that community input is disregarded, posing a significant hurdle for the BOE in gaining community support. The situation is marked by widespread confusion and heightened emotions, raising questions about how the BOE will navigate the emotional aspects of decision-making and ensure transparency and trust. There are concerns that putting bonds and mill levies on the ballot during a period of high inflation could result in rejection by voters.

The potential closure of neighborhood schools raises concerns about the impact on communities, including reduced walkability for children and potential decreases in property values. Neighborhood schools play a crucial role in fostering strong community bonds and improving attendance rates. Transitioning from junior high to middle school has shown positive outcomes, indicating the importance of data-driven decision-making by the Board of Education (BOE). It's essential for the BOE to have access to comprehensive enrollment data and to establish systematic plans for managing natural fluctuations in enrollment. While the steering committee has focused on consolidations and closures to

address the surplus of empty seats, there's a need to consider boundary changes and utilize visualization tools, such as the JP tool, to better understand the impact on demographics and charter schools. Additionally, clear communication with the community regarding key indicators at schools, such as enrollment levels, is crucial to maintaining transparency and trust.

The presence of empty school buildings prompts considerations for potential utilization rather than sale to charter schools. Options include leasing to organizations like the Boys and Girls Club or repurposing for Universal Pre-K, pending state clarification and budget considerations for necessary renovations. Equity concerns arise regarding programming choices for principals and free transportation availability, especially when families lack similar privileges. Clarity and planning are crucial for families amidst uncertainty, advocating for data-driven decisions over emotional ones. The Board of Education (BOE) aims to redefine success beyond financial concerns, focusing on school vibrancy and efficiency. Communicating this shift to the community amidst previous cuts and declining enrollment poses challenges. Ensuring any changes are worthwhile demands comprehensive studies and evidence for community trust and acceptance.

The conversation turned to why families choose charter schools over public schools. People opt for charter schools over public schools for various reasons, including the availability of options for earlier school years when public schools may not offer alternatives. Charter schools often boast smaller class sizes and provide students with a greater sense of voice and choice in their education, which can appeal to those who have had negative experiences in traditional public schools. Themes such as academic rigor and a sense of belonging are commonly cited as reasons for choosing charters. Some students return to public schools if they find a program that resonates with them, emphasizing the importance of programs that prepare students for the future and instill a sense of purpose. However, challenges arise, such as teachers not being adequately connected with students needing extra assistance, leading some to leave for charter schools offering better opportunities. Issues also arise with the lack of services for gifted and talented (GT) students and those with dyslexia within public school districts, prompting some families to seek alternative options. When discussing the gifted and talented program in PSD, we specifically refer to students in the 95th percentile who receive services. However, those ranking between the 80th and 94th percentiles do not receive services, which is detrimental to their educational experience. Occasionally, families with children on Individualized Education Programs (IEPs) who attend charter schools choose to switch back to public schools. This decision is often motivated by the charter schools' inability to offer the required level of services. The disparity in services means that many students in the community who require support may not receive adequate assistance. Additionally, charter schools may not cater to every learner level, focusing primarily on high-achieving students, leaving those at lower percentiles without appropriate programming.

Monitoring Report 2023/24 – Dwayne Schmitz

The committee did not get to this item.

Strategic Plan Update 2023/24 – Dwayne Schmitz

The committee did not get to this item.

DAC Recruitment & Meeting Dates 2024/25 – Dwayne Schmitz

The committee voted on six new DAC members. Dwayne will present these new members to the Board at the upcoming Board of Education meeting.

- Joe Zappa – Secondary Administration
- Ashley Barrett – DAC Co-Chair & DAB
- Michael Werner – PSD Committee Liaison
- Stephanie Cotton-Maceta – Business Community Member
- Jess Ellis Hagman – Early Childhood parent
- Erica Daniell – High school parent

Remaining Seats:

- Parent of an English Language Learner
- Parent of a middle school student

We will continue to advertise the remaining open seats. The list of open seats and application instructions are on the [District Accountability Committee website](#).

Closing

The next DAC meeting will be August 21, 2024, JSSC Boardroom, 6:30-8:30 p.m.

Adjourned

2024-25 Meeting Dates

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| • August 21, 2024 | • January 15, 2025 |
| • September 18, 2024 | • February 19, 2025 |
| • October 16, 2024 | • April 16, 2025 |
| • November 20, 2024 | • May 14, 2025 |

Parking Lot Items: