

**(ATTACHMENT 1) REPORTS OF BOARD DELEGATES**

**REPORT OF THE BOARD’S DELEGATE TO THE  
TITLE I DISTRICT ADVISORY COUNCIL (DAC)**

---

March 28, 2019

Submitted by Director Paula Phillips

**CALL TO ORDER AND ROLL CALL**

---

Valerie Lambrecht called the monthly meeting of the District Advisory Council to order at 6:11 p.m. on Thursday, February 7, 2019.

- Present..... Valerie Lambrecht, Vice Chairperson  
Jenni Hofschulte, Corresponding Secretary  
Terry Longo, Parliamentarian  
Tracey Dent, Sergeant at Arms  
Sir Victor Bryant, Member at Large
- Absent and Excused ..... Larry McAdoo, Chairperson  
Carrienna Johnson, Member at Large
- Vacant ..... Recording Secretary, Member at Large
- Others Present ..... 46 family and community representing 39 schools  
10 Staff  
56 Total adult participants

**POSITIVE NOTES**

---

The following positive notes were offered by the attendees.

- (1) Pepper Butterfield from Brown Street reported that her school had an exercise class, Shje also reported that students went up in the STAR test, that students do mindfulness every day, and that the school has the FAST program
- (2) Kia Green from Wedgewood her school had 97/1% successful completion of its community project (by 8<sup>th</sup>-grade students) under the leadership of our guidance counselor, Mr. Buschman. The school also implemented “Wisdom Wednesday” to aid and to prepare for testing. Doing has increased test participation to 98.5% for the Wisconsin Forward Exam. This initiative’s success was due to Ms. Sobek, the assistant principal; to Mr. Pitsch, the SST; and to all of the teaching staff.
- (3) Makenya Jefferson from Brown Street reported that the school’s 4<sup>th</sup>-graders had taken a trip to see a performance called “We Are the Drums” and also went to Discovery World.
- (4) Soreena Khader from Garland reported that Garland was hosting its first-ever family craft night on February 7. Anticipated turnout was at least 125 school-aged participants. Staff, students, and families are excited about this new event.
- (5) Melody Lawrence from Lowell reported that her school was excited that each classroom has a paraprofessional to assist teachers in many different ways.

**NEW BUSINESS**

---

**TRAINING REGARDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS**

Jenni Hofschulte gave a presentation, prepared by advocacy group Parents for Public Schools, on working with the Milwaukee Board of School Directors. The presentation covered the nine elected board members and displayed maps of their districts. Ms Hofschulte talked about the meetings and sub-committee meetings of the board and explained how to testify at meetings of the Board and how to submit comments to the Board through email. The presentation stressed the overall importance of public participation in the Board’s proceedings.

Member Kate Delutio asked how DAC items were being addressed by the Board. Director Paula Phillips answered that she works to ensure the perspectives she hears from the DAC are being considered by the Board and district.

Director Phillips asked for feedback on a way to update the DAC without taking up time at its monthly meetings. An email update was offered as a suggestion, to which Director Phillips said she would be open to.

A few members commented on needing a training for working with the School Engagement Councils at the school level. Kevin Curley, from the FACE team, said that he would work with the Executive Committee on preparing a future training.

## UNFINISHED BUSINESS

### SMALL-GROUP DISCUSSIONS AROUND STUDENTS' MENTAL HEALTH SUPPORTS

Kevin Curley dismissed the participants into discussion groups separated by school type.

#### *Captured Notes from K-5 Discussion Group*

- Q: How does supporting mental health and wellness influence students' learning outcomes?
- a. If a child's mental health is impacting learning, these mental health concerns may be treated.
  - b. Sometimes mental health may limit concentration, but also may lead to creativity.
  - c. Mood can impact a student's learning and also that of other children.
  - d. Mental health behaviors can impact the environment — for example, by causing disruptions.
  - e. It could affect student/teacher relationships.
  - f. Students also might have concerns about their family members, mental health, which could be a distraction.
  - g. Bullying and being made fun of need to be addressed.
  - h. One parent mentioned that her son with autism is having trouble at school expressing himself and is also learning negative behaviors that he brings home. She is not sure how to address this.

Q: What excites you or concerns you about the options available to support students' mental health and wellness?

#### Excites

- a. Excited that the district has resources that are vast and being used for mental health
- b. Community schools partnership gives Zablocki many additional resources

#### Concerns

- a. Not knowing what resources are and how to access them. Can we make a grid that lists resources for different types of mental health concerns and include it in IEPs, websites, and a mental health packet?
- b. Most parents don't use website to find out information about mental health options
- c. Are social workers only responding to issues ,instead of being proactive?
- d. We need culturally-relevant resources — there are 13 different languages at my school
- e. Social workers don't have a lot of time at the schools

Q: What considerations should be made as we continue to strengthen current efforts and to identify new resources to fill gaps?

- a. Resources are needed to show families how to access resources
- b. Cast a wider net and train other staff in mental health
- c. Publish resources for teachers to us
- d. We need culturally-relevant resources
- e. Students who are bused from far away are isolated sometimes because they aren't seen in the community
- f. We need to understand the home situation more
- g. Mental health needs to be a budget priority, and equity needs to be addressed.
- h. Each school should be able to determine how much social worker's time they get beyond what is allocated at Central Office.

Q: How can we continue to gather more input from families?

- a. Parent coordinators are asked to do more. Use tools such as Google Forms, newsletters that can gather school input. Get these tools to the PCs.
- b. Parent coordinators need more mental health training to supplement the social worker and school psychologist
- c. Devote more resources to meeting basic needs such as coat closets
- d. Open the door for more conversations
- e. We need more social workers and regular helping adults in the school every day.

### *Captured Notes from Combined K-5 and K-8 Discussion Group*

Q: How does supporting mental health and wellness influence students' learning outcomes?

- a. Kudos to MPS for addressing mental health issues, unless it's difficult to progress in other areas
- b. Teachers are able to teach more effectively if mental health issues are addressed
- c. We cannot continue to ignore mental health issues across the board, because of stigma, denial
- d. Principals need to be in sync with mental health efforts, school management, training on mental health

Q: What excites you or concerns you about the options available to support students' mental health and wellness?

- a. Patience is needed to deal with providing mental health services. Adequate training is needed. Educational training is not mental health training.
- b. MPS schools need full-time mental health professionals in greater abundance. Outside agencies are partnering with families. A more proactive vs reactive approach is needed. Greater depth of services needed at schools.
- c. Adequate budget is needed for mental health professionals with high case loads
- d. More responsibility has been added to teachers' plates — they need more support from qualified professionals to support mental health efforts at schools. We need our teachers to focus on teaching.
- e. Children that are victims of bullying need mental health supports.

Q: What considerations should be made as we continue to strengthen current efforts and to identify new resources to fill gaps?

- a. Addressing addiction to technology — how to achieve a balance with technology, screen time, potential to stunt mental development.
- b. Happy that MPS is more trauma-sensitive, but what is being done in situations of escalation to address these issues and mental health?
- c. Where will MPS obtain the funds to train staff and to provide resources for mental health supports? How do we address the mental health of teachers and staff?
- d. Can university students help schools in the area of mental health supports?
- e. How are students' diets and outdoor activity affecting their mental health and well-being?
- f. Student engagement, safe spaces, rapport building, trusting relationships?

Q: How can we continue to gather more input from families?

- a. Keep asking. We don't know it all. Keep soliciting input.
- b. Surveys, in school offices
- c. Have events in the neighborhood where students live (e.g., park pavilions, libraries, community spaces). Provide transportation, activities for children, food, bus tickets, build community.
- d. Write DAC contact info on agendas

#### *Captured Notes from Combined Middle-school and High-school Discussion Group*

Q: How does supporting mental health and wellness influence students' learning outcomes?

- a. If mental health concerns are not dealt with, learning cannot take place
- b. There needs be a whole-child/whole-family approach

Q: What excites you or concerns you about the options available to support students' mental health and wellness?

- a. Concerned that ideas are never put into play
- b. Concerned about feasibility — why discuss mental health if nothing can be done?
- c. Excited that therapy is being put into schools, but it should be at more schools
- d. The impact of trauma is a concern. We need to check in with students.

Q: What considerations should be made as we continue to strengthen current efforts and to identify new resources to fill gaps?

- a. We need to offer more trainings to the parent coordinators.
- b. We need to link community resources to schools (e.g., "Adopt-a-School").
- c. Engage more children's counseling agencies in the schools.
- d. School counselors and psychologist need to send out more information.
- e. Focus on basic coping skills
- f. Teachers should unlearn traditional approaches that don't work.

Q: How can we continue to gather more input from families?

- a. Ask more "why" questions to get to the root causes of issues.
- b. Teachers need to be taken more seriously.

- c. Confidentiality is not being taken seriously by adults in the building.
- d. Focus on calling to engage with families.
- e. Focus on building positive relationships.
- f. Bullying doesn't seem to be taken seriously enough.
- g. How could teachers have more access to services?

\* \* \* \* \*