

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

October 31, 2019

Submitted by Submitted by Director Paula Phillips

**Meeting of the District Advisory Council
Thursday, June 6, 2019
MPS Central Services Building**

(The DAC does not meet during the summer)

**WELCOME AND INTRODUCTION OF THE EXECUTIVE
COMMITTEE**

- (1) Chairperson Larry McAdoo called the meeting to order and introduced the Executive Committee.
- (2) There were 34 family and community representatives representing 30 schools present for the meeting.

POSITIVE NOTES

Sargent at Arms, Tracy Dent, solicited positive notes from the group.

- (1) Tracey Dent shared a positive note that School Board Director Phillips is representing the DAC well by putting forth an anti-bullying resolution based upon recommendations that the DAC membership had given her. Mr. Dent invited Director Philips to the floor to address the group. Director Phillips shared how much she has enjoyed working with the DAC and that she was eager to agree with serving as the Milwaukee Board of School Directors' representative next school year. Director Phillips expressed her desire for the DAC to grow in size and as a voice for families.
- (2) Mr. Dent also shared information about the Milwaukee Youth Expo held on Saturday June 22 at North Division High School.

NEW BUSINESS

FUND MY FUTURE MILWAUKEE

In lieu of Ashely Edgerson, who was unable to be present at the meeting, Kevin Curley shared updates about the children's savings accounts.

- (1) Fund My Future Milwaukee is a college savings account program for all K5 students. K-5 students' accounts will get a seed deposit of \$25 into an EdVest 529 Omnibus Account that the students can use to help fund their secondary educations when they graduate from high school. All K5 students will receive seed money in 2019/20 school year. In addition to the seed money, there will be additional opportunities to earn deposits as incentives for reaching certain goals.
- (2) The program was started because children with savings accounts are three times more likely to attend college than those without.
- (3) Mr. Curley then introduced Jim DiUlio, College Saving Director for the Wisconsin Department of Finance, who offered some additional context to the program.
 1. The goal of the program is to help create something positive for students to do which will encourage them more strongly toward secondary education.
 2. Other school districts are doing similar programs.

3. Not all families can save money, and this helps.
4. Incentives might be based on reading scores or attendance, but this has not been determined yet.
5. EdVest accounts are growing in popularity as a way for families to save.
6. The money will be tax-free as long as it is used for education or apprenticeships.
7. When in place, Fund My Future Milwaukee will be one of the largest children's savings programs in the state.
8. Many community resources and partners will be involved.

(4) Mr. DiUlio then answered questions about how money goes into the account and how accounts will work in general.

1. The amount of money that students can earn or receive depends on fundraising.
2. Parents cannot deposit directly into the account, but separate accounts can be had side by side in which parents can deposit funds.
3. The money needs to be used within five years after graduation from high school.

Q: *How are the incentives determined?*

A: They aren't being disclosed yet.

Q: *How is fundraising being done?*

A: It will be done by businesses and community partners who are already working with the program.

Q: *Do parents have a say in how the money is invested?*

A: The money, which is managed by EdVest and TIAA, will not be invested in the stock market because the stock market is too volatile. Instead, It will be invested in bond accounts that are guaranteed a certain rate of return. There will be full disclosure given to the parents about where the money is invested. Parents will be given a report with their statements.

VACANCIES ON THE EXECUTIVE COMMITTEE IN THE COMING SCHOOL YEAR

Communications Secretary, Jenni Hofschulte, talked about the upcoming vacancies on the Executive Committee for 2019-20 School Year.

(1) Nominations for chairman, recording secretary, sargent at arms, and members at large (two positions) are due in October.

(2) Position descriptions are on the nomination form included in attendees' materials.

RECOGNITION FOR PERFECT ATTENDANCE AT DAC'S MEETINGS

Jenni Hofschulte recognized the DAC members who have had perfect attendance. These members each received a gift bag from the MPS Department of Strategic Partnerships and Customer Service.

DONATION OF MILWAUKEE BREWERS' TICKETS

Kevin Curley announced that 20 pairs of Brewers tickets had been donated to the DAC. An email will be sent to the DAC membership with instructions on how they can reserve a pair of tickets. Tickets will be made available on a "First come-first served" basis.

BREAKOUT DISCUSSIONS ON MPS SCHOOL SAFETY GRANT AND TRAUMA-SENSITIVE SCHOOLS

The assembled meeting participants were dismissed into smaller discussion groups separated by the grade levels of the schools which they were representing. Each group was tasked with discussing the same three questions which had been given to them last month.

Question 1: After learning what it means to be a trauma-sensitive school, what have you observed in our schools that you believe to be trauma-sensitive?

Feedback from Room 103 – K-5 Schools

1. Mindfulness practices are being implemented at schools.
2. Garland Elementary School uses sensory mazes to help students deal with trauma. They also employ modular seating.
3. Parent coordinators are great resources and are good at dealing with trauma.
4. It is encouraging to see school safeties being able to build relationships with students.
5. The group then also gave feedback on what they thought could be improved to become more trauma-sensitive:
 - a. Trauma training needs to happen more on the buses: lots of things happen on the school bus.
 - b. More volunteers need some trauma training.
 - c. Is there a trauma-sensitivity training for families?
 - d. Perhaps training can happen through videos or quick modules.

Feedback from Room 206/208 – K-8 Schools

1. Parents do not observe trauma sensitivity, because if an incident occurs, parents only receive a robo-call with limited information.
2. Unless parents are volunteering, they are not able to see open classrooms, no more open-door policy. You must check in to observe in the school as a parent.
3. Depending on the school, parents are welcomed differently.
4. Some schools have more trauma issues than do others.
5. Principals must be welcoming to parents, to allow them to observe, to volunteer, or to help out in the building.
6. Have the paraprofessionals in the building been trained in trauma?
7. Can trauma training be done for the parents?

Feedback from Room 210/211 – Middle and High Schools

1. I see a lot of bad behaviors in schools. I think safeties are overwhelmed. I see a lot of kids in trauma and experiencing trauma. What happens when a student is behaving poorly in schools or even throws a computer and breaks it? How do safeties handle that child?
2. A fight between two students at a school was really bad, and safeties were busy trying to control the fight. Do safeties engage the parents when something like this happens? There was a parent trying to help her student and incited the fight. When do safeties get involved with parents?
3. It seems that safeties allows troubled students to act out rather than intervene because it's normal and seen as acceptable behavior. How does MPS change this to not be recognized as normal?

4. How will the money awarded will be used to help improve safety?
5. If we are going to help change the behavior in the students, we need some type of mentoring,
6. Who is going to provide the help?
7. Who will provide training to safeties to help with what is needed to improve behaviors of students?
8. Why do safeties have lunch at the same time as do students? Especially when most of the incidents happen during lunch time?
9. What percentage of the students cause the problems in the schools?
10. Where is the treatment for the students with disabilities? Schools are not meeting the needs of students with disabilities.
11. Why is there a different standard for students with IEPs vs students without disabilities?
12. Will the monies be used for mental health and trauma-related intervention services?
13. Suspensions should be rationale, because students are getting away without consequences.
14. Are staff required to take CPI training?
15. Important staff development should be mandatory.

Question 2: What is the best way to involve families in the trauma-sensitive schools and school-safety-related work in our schools?

Feedback from Room 103 – K-5 Schools

1. The “Parent Cafes” used at schools such as Lloyd Barbee Montessori are wonderful at engaging parents.
2. Volunteers need to be used more.
3. MPS needs to make our environments more safe and welcoming so that parents want to get involved.
4. MPS shouldn’t forget about extended families.
5. There should be an understanding that all children experience trauma.

Feedback from Room 206/208 – K-8 Schools

1. There should be training opportunities for families.
2. Schools should be welcoming to families such as by establishing a community within the school that is welcoming.
3. Parents must be involved more whenever possible.
4. Schools must be more specific when addressing disciplinary concerns.
5. Schools must offer strategies to families to help children perform better in the classroom.
6. Different approaches should be used for parents who are working.
7. The PTA could host an informational night for parents on what to look for in regard to trauma.
8. Informal parent groups can have a space to talk about issues in the school.
9. How can we get more parents engaged in participating in these school engagement councils? The meetings are typically held during the daytime, when parents are working. The district needs to allow schools to have evening meetings and meetings on Saturday.
10. Schools are being broken into.

11. Change the current systems because they are not working.
12. School administration should go to the schools and talk to parents.
13. Having engaged teachers is important, and teachers need to have the resources to be engaged.
14. There must be constant ongoing communication with parents, including positive phone calls.

Feedback from Room 210/211 – Middle and High Schools

Question was not discussed because of a lack of time.

Question 3: What is your familiarity with safety assistants in the school building and the role they play?

Feedback from Room 103 – K-5 Schools

1. One parent, who had known nothing about them before the informational item was introduced, has heard only great things since asking around.
2. One parent shared that the safeties seem to be neutral and non-judgmental.
3. Many parents expressed that the K-5 buildings need more safeties for both the children and adults in the building.
4. One parent expressed her concern that K-5 schools could be the target of shootings such as the one that occurred at Sandy Hook Elementary School in Newton, CT.
5. It was noted that safeties are really important to help children transition to class and that their presence helps kids.
6. a question was asked about how safeties are assigned. Which schools get safeties and why?
7. Safeties should be in K-5 schools more because safeties are important to help kids.

Feedback from Room 206/208 – K-8 Schools

1. Some schools have no safety assistants.
2. Some schools have fabulous safety assistants.

Feedback from Room 210/211 – Middle and High Schools

The question was not discussed specifically due to a lack of time; however, parents addressed many of their observations about school safeties in their responses to questions one.

ADJOURNMENT

The meeting was adjourned from the breakout rooms.

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