

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

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February 28, 2019

Submitted by Director Paula Phillips

**CALL TO ORDER AND ROLL CALL**

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The meeting of the Executive Committee of the Title I District Advisory Council was called to order at 6:04 p.m. on Thursday, January 3, 2019.

Present..... Valerie Lambrecht, Vice Chairperson  
Jenni Hofschulte, Corresponding Secretary  
Terry Longo, Parliamentarian  
Tracey Dent, Sergeant at Arms  
Carianna Johnson, Member at Large  
Sir Victor Bryant, Member at Large  
Larry McAdoo, Chairperson

Vacant Positions .....Recording Secretary; Member at Large

**MEETING ATTENDANCE**

- o 69 school and community attendees, representing 48 schools, were present
- o Nine staff members were present

**POSITIVE NOTES:**

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(1) Carrie Vickerstaff announced that Zablocki Community School had free applications for membership in the Betty Brinn Museum for all families, which includes transportation and parking.

(2) Terry Longo reported that H.W. Longfellow School had received a visit from Santa/Kriss Kringle with ornament-making stations.

(3) Angela Rapl reported that Ronald Wilson Reagan College Preparatory High School collected donations for Benedict Centers for women seeking safe shelter.

(4) Valerie Lambrecht announced that any child with an IEP is eligible for a free membership to Betty Brinn.

(5) Jenni Hofschulte announced the DAC’s member page on Facebook — search @DACMKE and join!

(6) Joyce Davenport shared that there are a lot of good things going on at Alexander Hamilton High School, including a Christmas celebration with all parents and all staff and some members of the community.

(7) Irene Hernandez from Hayes Bilingual School wrote, “Me gustaría compartir que en mi escuela en este mes 6 de enero se comparten clases en salones sobre los reyes magos tipo teatro con disfraces de los reyes magos. Por lo cual lo exponen los padres.”

(8) Kia Green shared that Wedgewood Park International School is consistently working to build academic and personal connections among staff, students, and the community. There is an upcoming student-versus-staff basketball game in addition to a “mad science” night that will be held during CLC on January 25 at 5:00 p.m. Additionally, Wedgewood will have three trips this year to allow students to connect with the IB curriculum: a music trip to San Diego, a trip to St. Louis, and a trip to Europe.

(9) Meolody Lawrence shared that Lowell P. Goodrich School is excited that each classroom has a paraprofessional to assist teachers in many ways.

### NEW BUSINESS

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Dene Radtke, MSW (Master of Social Work) , the MPS Manager of Specialized Services, was introduced. Ms. Radtke gave an overview of mental-health supports in MPS

- (1) Knowing that 20% of children in the US have diagnosable mental illnesses, while only one-third of them are being treated, and that 30% of students with mental health concerns drop out of high school, MPS is motivated to help our students and families connect with services.
- (2) MPS is engaged in implementing trauma-sensitive-informed classrooms in addressing the unmet needs and concerns of families and children in MPS.
- (3) MPS is engaged in looking for equitable ways in which to serve all children in each of our schools.
- (4) We have found that students who receive services experience an increase in attendance and improved learning outcomes.
- (5) The Trauma-sensitive School Model began in MPS in 2016
  - Realize
  - Recognize
  - RespondPD is being provided to all staff in the schools.
- (6) MPS is engaging in Second Step and Restorative Practices, which promote social-emotional learning, management of behaviors, healthy coping strategies, building of relationships, and resilience.
- (7) The Violence Prevention Office is looking at impacts of violence on students and staff.
- (8) 11 K5 & K8 schools have been selected for Project Prevent grants.
- (9) SAMHSA and Project AWARE
- (10) School-based mental health services
- (11) Expanding family supports
- (12) School social workers co-located at Sojourner Family Peace Center
- (13) Access to services reduces stigma by making these services part of the fabric of the school community.
- (14) Teachers are not always trained to be the first-line identifiers, but Youth Mental Health First-Aid assists teachers in recognizing.
- (15) 1,800 trained teachers, safeties, paras, community partners, and administrators.
- (16) Scaling the work takes a lot of work and collaboration.
- (17) PBIS works with Office of Violence Prevention to look at the integration of the social-emotional learning
- (18) The mindfulness program is in its second year of implementation. School counselors use the Children's Hospital of WI's grades 1-5 violence/bully prevention.
- (19) The Second Step assessment is underway to increase fidelity of implementation
- (20) 2<sup>nd</sup> Step schools should be a Tier 1 approach, with a home/school connection that increases coping mechanisms to respond to scenarios without making the situation worse.
- (21) Using Circles to Teach — Restorative practices aligning with the content.

- (22) Anti-bullying
- (23) Mindfulness
- (24) Social & Emotional Learning (SEL)
  - Restorative Practices
  - Second Step
- (25) School Community Partnership for Mental Health (SCPMH)
  - 26 schools are participating with the community-based health partners.
  - Referrals by MPS staff have always happened — having services on site and in partnership reduces the barriers to access.
  - All newsletters and documents are available under the Family link on the MPS homepage: <http://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Violence-Prevention.htm>
  - Sustaining the work
  - Onboarding for new staff, right out of the gate
  - Capacity building: our school social workers and psychologists are the facilitators, and all of the staff were sharing the same information. School-based staff, who know their communities best, need to be consulted
  - SEL/RP Champions in each building are the go-to persons supported by the Office of Violence Preventions
  - Alignment of professional development
  - Coordinated School Health Teams — psych, gym, social workers, school nutrition, etc.
  - 37% of students aged 16 or older drop out of school.

### QUESTIONS TO MS. RADTKE

- Q: If a child is referred, what services are offered to the family?
  - A: It is on a case-by-case basis, offering a menu of supports for the short-term or long-term, as needed and identified by care partners
- Q: How long a timeframe do you support the families?
  - A: Every student and family comes with risk factors and resilience factors. The levels of support are delivered to match the needs of each child, family. Their resources and mechanisms for coping are variable, and some families need long-term supports. Unique by family and student — the idea of self determination
- Q: What are the efforts to expand services?
  - A: From four schools to 26, and now four more schools. These partnerships are close-knit with the partner agencies. Grants and private dollars help support the partners for services that may or may not be billable. Reliant on funding to expand the work.
- Q: Details about the referral process for the programs?
  - A: The PBIS process is multi-tiered: Tier 1 is for all children, building resiliency for all students; Tier 2 services could be group work to help with stage 1 practices; and Tier 3 internal mental-health services from agencies to surround the students to meet their needs.

### UNFINISHED BUSINESS

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Meeting participants broke out into small group discussion based on the grade levels of their schools.

#### CAPTURED DISCUSSION NOTES FROM K-8 DISCUSSION ROOM

**(1) How can MPS improve the academic achievement of our students?**

- Too much time is being spent on standardized testing, taking away from the true learning of inquisitive minds
- The math curriculum is too word-problem based, and parents have difficulty helping students
- Common Core standards — what's at stake? Are our sights set too lofty?
- Is the curriculum developmentally appropriate?
- Data show improvement from Common Core — more students are going to college, proficiency?
- MPS to provide adequate classrooms to improve academic achievement (academically appropriate spaces, facilities). Better facilities are needed.
- Partnering with the City of Milwaukee for improving facilities, non-restricted funds. MPS afraid of negative press, instead of welcoming help from other entities.
- Practice tests to help students prepare for testing.
- Grade advancement without demonstrating academic proficiency, partnering with college students, e.g., college tutors.
- Individualized learning for students, differentiation instruction.
- Smaller class sizes can make an impact on improving student outcomes
- More teacher time spent for instruction and lesson planning rather than non-teaching activities (busy-work)
- Are students part of the conversation or providing input for improving student outcomes?
- Look at what's working with high-performing schools and replicate that to other schools, structured discipline, college pathways, positive mindset, high expectations.

**(2) What can MPS do to learn more about the culture of our students?**

- Honoring school diversity and families from many cultures, celebrations, events, etc.
- Cultural competence from educators
- Do we know who we are busing, transportation resources, specialty schools' availability for families in their local neighborhood
- Staff diversity is needed at schools
- Provide surveys to students for soliciting input from the students perspective on important issues.
- Teacher to incorporate cultural awareness/competence for students as part of class instruction.
- Encourage students to take the lead or support the planning of hosting a cultural event at the school.

**(3) What do you think teachers need to learn to better meet the needs of all students?**

- What is the approach on how teachers are meeting needs of students, the how?
- Miseducation on history, unlearning bad history

- Adaptability of teachers to teach students
- Relationship building with students, rapport. Fine line between rapport building and prodding for information.

**(4) How can MPS improve communication and collaboration with parents?**

- Eliminate the red tape
- Many good initiatives from various departments through the district, however they're segmented and seem independent of each other.
- Follow through is important
- Offering events that are not at the school and offering transportation for families.
- School level, district level, from administrators do you really want to understand parents?
- School Engagement Councils SEC and District Advisory Councils (DAC) that have actual decision-making power. At charter schools' parents can serve on a board that makes decisions vs only offering input.
- Teaching parents to understand the new math, offer classes for parents to learn the new math so they can support student learning at home.

### CAPTURED DISCUSSIONS FROM K-5 DISCUSSION ROOM

**(1) How can MPS increase the academic achievement of our students?**

- Personalizing education — like an IEP for everyone
- More recess
- PD at each school — coaches for teachers/SSTs are too busy to help them
- More specials art, music, gym
- Technology Equity — more books
- Allow take home of books
- Take stigma out of IEP process
- Longer lunch
- More after-school activities
- Teaching students in their own learning styles
- Help parents understand the new math
- Improving social and emotional health
- Better planning, better handing down of information
- One-to-one instruction
- Everyone can benefit from more one-to-one
- Hands-on learning, experiences, our children lack experiences

**(2) What can MPS do to learn more about the cultures of our students?**

- Tell kids the truth about culture — books don't tell the whole story
- Have cultural exchanges at schools
- Staff should match ethnic makeup of students
- Encourage teachers to be interested in other cultures

- Workforce development
- Education on soft skills and expectations of the workplace for students
- Volunteer in other communities
- Incentivizing teaching for minorities to get licensed

**(3) What do you think teachers need to learn in order to better meet the needs of all students?**

- Listen to teachers who have a good understanding
- Make support for teachers
- Smaller classes
- Address poverty
- Address racism
- Disparities, bias training, culture, etc.
- Equity across the district
- Implementing typing training
- Encourage parental support
- More discipline from parents
- MPS should research how it gets feedback from parents and improve it
- Parent-to-parent Collaboration

**(4) How can MPS improve communication and collaboration with parents?**

- Webinar/stream meetings with teachers and staff
- Students are served by a team — centralize the way to communicate with whole team
- Communication is not consistent (the format)
- Class DOJO — use it more
- Use Remind App
- Use autodialer
- Develop personal relationships with teachers

### CAPTURED DISCUSSION NOTES FROM HIGH SCHOOL DISCUSSION ROOM

**(1) How can MPS increase the academic achievement of our students?**

- Make sure we understand mental health. The teachers need to understand the mental-health challenges of students.
- Class sizes need to be lower
- Teachers are stressed because of large class size
- Why isn't there a ratio of students to teachers in k-3 and k-4? In certified childcare facilities, there is a strict ratio of caregivers to children of 8:1.
- One participant shared that there are 38 students in her child's middle-school class
- There are too many expectations placed on the teachers. For example, teachers are asked to be *de facto* social workers, mental health experts, etc. Teachers should be able to focus on just teaching. This would require more wraparound supportive services in our schools.

- Hire more teachers and pay them more as well
- Locate more of the Central Office support staff in Schools
- Are substitute teachers getting training and professional development? Many subs are long-term and covering classes for months.
- Have Central Office staff sub once a month to connect with the schools they support. Bonus: It would save the district some money
- Communicate to parents what is being taught in class
- Stop tying teaching solely to computerized assessments such as STAR
- Stop the over-reliance on computerized interventions/differentiations.
- Give homework. It helps parents know what is being taught.

**(2) What can MPS do to learn more about the cultures of our students?**

- Talk to kids about the value of education and learning about the family value of education. Does the child's family value education?
- Learn about the kids' routines and family cultures
- Class sizes are too large for teachers to be able to learn about students
- Increase the recruitment of teachers of color
- Continue recruiting from Historically Black Universities/Colleges
- Tap paraprofessionals to become teachers
- Create professional pathways for teachers
- Set up peer mentoring around culture, i.e., pairing white teachers with experienced teachers of color

**(3) What do you think teachers need to learn in order to better meet the needs of all students**

- Teachers need to focus on teaching. Let's not put everything on them.
- Teachers should learn to diversify instruction to meet varying needs
- Have a support center for teachers to network and ask questions and a safe space for teachers to share struggles.
- Learn from other teachers
- Why not ask teachers what they need?
- Teachers need to learn better ways to manage mental health to reduce calling out for mental-health reasons
- As a district, we need to learn how to have hard conversations to make politically difficult decisions that may be the best for the districts as a whole. Conversations around start times, transportation, enrollment, and school closings, etc. have been hard to have even though changes need to be made.
- Can we have a time study to find out how teachers are spending their time during the day?
- Can teachers use the breakfast time for prep?

**(4) How can MPS improve communication and collaboration with parents?**

- Communication needs to be timelier so families can plan. For example, parents don't know yet if all schools will be on an early-start calendar.
- Don't do surveys for calendar changes — just make a decision.

## Report of the Board's Delegate to the Title I District Advisory Council

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- Share positive stuff about teachers
- More information about students' activities on website
- Does MPS have a communication team? We need better public relations. We only see negative information
- Invest more in communication
- Have all teachers get on the same page about communication strategies, e.g., all teachers using google classroom. Use communication tools.

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