

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

June 27, 2019

Submitted by Director Paula Phillips

**Meeting of the District Advisory Council
Thursday, May 2, 2019**

CALL TO ORDER AND ROLL CALL

Chair Larry McAdoo called the meeting to order at 6:06 PM in the Auditorium of the MPS Central Services Building, 5225 W. Vliet Street, Milwaukee, Wisconsin.

Present..... Tracey Dent, Sergeant at Arms
Jenni Hofschulte, Corresponding Secretary
Carrieanna Johnson, Member at Large
Terry Longo, Parliamentarian
Larry McAdoo, Chairperson

Absent/Excused Sir Victor Bryant, Member at Large
Valerie Lambrecht, Vice Chairperson

Vacant Recording Secretary
Member at Large

49 family and community members, representing 32 schools, were present at the meeting.

POSITIVE NOTES

Tracey Dent solicited positive notes about schools from the meeting’s attendees.

(1) Erma Major from Hawthorn Elementary stated that she had attended Browning School’s parent training, and it was fantastic. The training was called the “Special Education Leadership Institute.”

(2) Krista Griffin from Brown Street Academy reported that the school had had a “Bring a Loved One to School Day,” which included the school’s math specialist’s having given homework tips. 40 parents attended the event.

(3) Robin Cianciola from the Academy of Accelerated Learning reported that, on the next Wednesday, the (International Bachelorette) IB students will present their IB projects about solving community or global issues.

(4) Tracy Dent, the DAC’s Sergeant at Arms, reported that the DAC’s Executive Committee has joined forces with the City of Milwaukee, Alderman Stamper, and Kaylen Haywood to organize the first-ever Milwaukee Youth Expo. The event will feature workshops that include “Knowing Your Rights” and safety topics for ages 10-18. It is a free event, but registration will be required.

(5) Javier and Vickie Cornejo from Bay View High School reported that

- (a) the school’s race car would be competing at Road America on May 13-14, and that they were sure that Bay View was the only MPS school in this competition;
- (b) Bay View is growing its athletic offerings and now has a co-ed golf team;
- (c) Bay View’s ProStart students had won the MPS ice cream challenge and that their flavor will be featured at Purple Door Ice Cream Shop in Walker’s Point; and
- (d) the Rube Goldberg Team won an award for the “Riskiest Design” at the annual competition.

Report of the Board's Delegate to the Title I District Advisory Council (DAC)

(6) Nadiyah Groves from Milwaukee French Immersion School stated that it had been so inspiring to see the diversity in parental representation on her daughter's class trip to Cloud 9 — the children really do enjoy their parents' involvement.

(7) Cydney Zollicoffer from Green Bay Avenue School reported that Green Bay Avenue School had hosted a successful career day for its students. Various individuals from different careers came to speak to the students. This was followed by a job and resource fair for the community and parents.

(8) Carrie Bickerstaff from Zablocki Community School reported that the school's fourth-graders planted 30 trees for Arbor Day at a local park.

(9) Gwendolyn Williams from Parkview Elementary announced that Parkview would be having a career day for its 3rd- through 5th-grade students on May 9.

(10) Robert Peron from Allen-Field School reported that Allen-Field School is one of five schools presented with plans for the Green Schools Consortium's schoolyard-enhancement program. The plans include trees and shrubs, along with reconstruction of the playground, with wooden equipment to replace the plastic apparatus currently in place.

(11) Erica Prokop from Garland School announced that the school would hold its "Spring Fling" 24th Annual Open House on May 3. The event would include a carnival, auction, opportunity baskets, henna tattoos, face painting, games, cake and candy, and concessions. Proceeds will be used by the PTA to give \$250 per grade level for the field trips.

NEW BUSINESS

MPS SCHOOL SAFETY GRANT AND TRAUMA SENSITIVE SCHOOLS

Kevin Curley introduced the Informational topic, MPS School Safety Grant and Trauma-sensitive Schools and Pamela Hansen, school social worker from the Violence Prevention Team, and Anthony Jacobs, safety technician I from the Department of School Safety. Pamela Hansen introduced herself and presented first.

(1) MPS recently has been awarded four million federal dollars from the Wisconsin Dept of Justice. The grant will pay for physical security upgrades and trauma-sensitive training for staff.

(2) All youth-serving MPS staff already have had and will continue to have trauma training.

(3) Trauma-sensitive schools are competent in the "Four Rs":

- (a) realize what trauma is;
- (b) recognize when someone is experiencing trauma;
- (c) respond by providing support and services;
- (d) resist re-traumatizing our students by knowing traumatic triggers.

(4) Ms. Hansen shared that, At MPS, at least 60% of our student experience traumatic events prior to age 16, and what MPS is doing to respond to this statistic. (a) The "Trauma-sensitive School" series of training modules were created by the Office of Violence Prevention two-and-a-half years ago. School social workers and psychologists facilitate the training modules, which consist of video as well as an interactive exercises and discussion. There are currently 12 modules, and the number is increasing. Any new hires start at module 1 and proceed to new modules after completing a "check-for-understanding" quiz.

(5) Ms. Hansen talked about new initiatives that were implemented in the 2018-19 school year.

- (a) mindfulness training, which encourages staff to be present and focused on the moment without judgment;
- (b) restorative practices, which provide a continuum of tools to build, to maintain, and to repair trusting relationships in the school;
- (c) Social Emotional Learning (SEL), which focuses on managing emotions, setting goals, and fostering positive relationships; and

- (d) Staff wellbeing, which is taking care of our staff and ensuring they are taking care of themselves so that they can best serve our children.
- (6) Ms. Hansen shared some tips on how families can be trauma-sensitive:
 - (a) Be understanding: Trauma is individual, and children may respond in any number of ways, many of which you may not have seen before. Your child may not have control over his or her behavior because the terror/fear has made him/her feel out of control, which is what is driving the behavior.
 - (b) Be patient: Trauma ruins a child's sense of safety; therefore, some of the behaviors that a child exhibits could be that child's way of regaining control over his/her safety and may help him/her to feel powerful again. *Do not force a child to change or stop until you have consulted with a trauma specialist/therapist.*
 - (c) Be nurturing: No matter the age, all traumatic situations require a lot of nurturing. Your child may need extra attention. He/she may want to withdraw for a while, or may want to be a little clingier. Try to place fewer demands on the child.
 - (d) Keep it simple: A child who has experienced trauma may have a difficult time focusing and concentrating. Such children have trouble remembering the simplest things.
 - (e) Normalize: Let your child know that his/her reactions are not unusual following a traumatic experience.
- (7) Mr. Jacobs then presented on the role of school safety assistants. He explained that his role is to supervise the training of school-based safety assistants: He develops training for safety and staff, including de-escalation, professionalism, ethics, AED/first aid, resilience, diversity, inherent bias training, employee assistance, and more.
 - (a) Safety assistants are team members — they are not the security guards or police officers.
 - (b) Safety assistants are assistants to the principal — They help the principals carry out their functions.
 - (c) They are trained to foster an environment focused on CWSS — Care, Welfare, Safety, and Security.
 - (d) Only one module of 10 is focused on putting a hold on a student.
 - (e) Wisconsin Statutes, Section 18.31, gives safety staff permission to intervene physically when they that feel the safety of themselves, staff, and students is in danger.
- (8) Mr. Jacobs explained the emergency codes used in buildings.
- (9) The presenters took questions from the audience.

Question: Do safeties only intervene with the children?

Answer: If a person is posing a threat to harm himself or others, it is the role of the safety to stop that person. The number-one thing we stress to our safety assistants is *building relationships*. The majority of our SAs have mastered skills in building relationships.

Question: Why is it that some schools have no safety assistants in them at all?

Answer: We do not have the numbers. We have a goal to have a safety assistant in every school, but we have trouble finding qualified candidates. We need manpower in our middle and high schools. Elementary schools have historically been viewed as low-risk.

Question: How do you recruit safety assistants?

Answer: Go to the MPS jobs portal to see posted positions that are open.

Question: How do you address safety assistants who are on their phones and not paying attention to the situation?

Answer: If you see something, you have to say something. Please contact our office and let us know if you have a concern about how the safety assistants are behaving.

Mr. Jacobs showed "Red Booklet" and explained that this is the emergency handbook. It tells our staff exactly what to do in every situation. Our SAs practice the codes.

Green: No Threat.

Yellow: In class, stay where you are. We are on alert. Possible danger. Lock the doors, continue as usual.

Red: All doors locked, no one gets in or out of the building, and all classrooms have been locked..

Not just in schools — we have a plan and guidelines for many situations, an exhaustive list of scenarios, and all have studied the Red Book.

Question: Were you aware that safety assistants can take a class through the Milwaukee Police Department that is 12 weeks long and meets one day each of those weeks?

Answer: Yes. I think some of our safeties have participated in that training.

Question: For schools that do not have a safety assistant, who fills that role?

Answer: Other staff in the building, and we do have a floating safety as well.

Question: Are we using the ALICE [Alert, Lockdown, Inform, Counter, Evacuate] training in MPS?

Answer: I believe some schools are using the ALICE training.

Question: How is the \$4M being allocated?

Answer: It is being used for physical things — locks, cameras, etc. — and much of the training for trauma-sensitive schools.

Question: Are additional staff members being hired? Social workers, counselors, etc.?

Answer: No. Not at this time.

UNFINISHED BUSINESS

BREAKOUT DISCUSSIONS ON SUMMER ACADEMY AND EXTENDED LEARNING OPPORTUNITIES

The meeting broke into breakout discussions on Summer Academy and extended learning opportunities. The discussions focused on three questions:

1. *What would you like to see offered in Summer Academy, off-school days, or summer months?*

a) *Questions and Responses from room 206/208*

- (1) Life skills classes are needed.
- (2) Apprenticeship opportunities and tours of local business
- (3) How is it determined where summer academies will take place who teaches them?
- (4) Offer activities on PD days — it can be difficult to find a place for children to go.
- (5) How are the camps and summer events advertised? It's hard to find information

- (6) Literacy and reading programs are needed in the schools for students who struggle. Make activities and learning more fun.
- (7) Reading in needed more for children in the summer months.
- (8) More life-skills classes such as gardening and food programs in the summer to engage students.

b) Responses from room 103: K-5 Schools

- (1) Offer more locations for programs throughout the city
- (2) Offer more hands-on field trips
- (3) Offer more arts and music programs. Especially art therapy or an "all art" camp
- (4) Offer sports camps for the major sports - soccer, basketball, baseball, etc
- (5) Offer something in the later evening hours for families to attend with children
- (6) Offer as social skills group and respite care drop off
- (7) Expand the arts at large offerings
- (8) Bring back the camp for the gifted and talented program that was offered at Zablocki
- (9) Why is the AAL program only one day a week?
- (10) How is the programming for summer programs being determined?
- (11) Programs that kids can do with their families such as family field trips, community gardening, etc.
- (12) Offer programs where kids can learn instruments or practice such as "band camp".

2. What might stop you from sending your child to Summer Academy?

a) Questions and Responses from room 206/208: Middle and High Schools

- (1) How will students get transported to the summer academy locations?
- (2) Are summer academies equipped to handle children with special needs? Where are the locations that can serve children with special needs?
- (3) Why are the start times so early in the summer? This is a barrier because kids don't want to wake up too early in the summertime.
- (4) I am concerned about heat in the summer making the buildings too hot.
- (5) I am concerned about before and after school care during the summer academy, who is providing it and are there enough slots?
- (6) Why are there No schools for all grades like a K-12 school?
- (7) The fees are too high. Are there scholarships opportunities for families?
- (8) Do we have the list of the sites available that have fees and

b) Questions and Responses from room 103: K-5 Schools

- (1) The offerings are not well advertised
- (2) There are not enough locations
- (3) Lack of transportation is a barrier
- (4) Can we do some video advertising
- (5) It is unclear what is available for every grade and need level

- (6) The pick-up and drop-off times for the programs are a barrier. It is hard for working families to be available.
- (7) Make it clear which criteria and requirements must be met for each program during registration

3. *Where did you learn about summer programming options (Summer Academy, enrichment camps, etc.)?*

a) Questions and Responses from room 206/208: Middle and High Schools

- (1) The recreation book that the rec department puts out should also have a section on summer school
- (2) Ask guidance counselors to send information home
- (3) Have summer enrichment programs for parents to attend as well.
- (4) Why only one summer "J-term" and why are the dates so far apart between the summer programs? It's hard for parents to plan for the weeks in between.
- (5) Most parents don't get the information about these programs — this is due to problems with communication.
- (6) How is the information available to parents? It's at the school, but the schools don't get it to the parents. Where else can parents go for information?
- (7) Using social media and more word of mouth and having information on display in the schools.
- (8) MPS recreation guide is a good way to inform us about the opportunities.
- (9) Work with the parent coordinators to inform families about opportunities in their area.
- (10) Have a "did you know?" guide and link parents can go to for more information.
- (11) Using school websites and other technology to get information out.
- (12) Schools should have bulletin boards

b) Questions and Responses from room 103: K-5 Schools

- (1) I learn about the programs from my kids. Get the children excited and I will hear about it
- (2) Send information through the mail
- (3) I learned about all of the offerings from the DAC
- (4) There were flyers at the school — I had a lot of questions about the information in the flyer, and the school did not know the answer
- (5) Use social media. Post videos on YouTube and Facebook.

ADJOURNMENT

The meeting was adjourned from the breakout rooms.

Note: The DAC's last meeting of the school year took place in June; therefore, your delegate will not submit any further reports until the DAC reconvenes in October 2019.

* * * * *