

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

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January 25, 2018

Submitted by Director Paula Phillips

### Report on the Meeting of the Executive Committee of the MPS Title I District Advisory Council (DAC) December 7, 2017

#### ROLL CALL

Larry McAdoo, Chairperson .....	Present
Maria Ortiz, Vice Chairperson .....	Present
Jenni Hofschulte, Recording Secretary .....	Present
Demetria Anderson, Communications Secretary .....	Present
Terry Longo, Parliamentarian .....	Present
Tracey Dent, Sergeant at Arms .....	Present
Valeria Lambrecht, Member at Large .....	Present
Diana Veloz, Member at Large.....	Present
Member at Large .....	Vacant

#### DAC MEMBERS' RESPONSIBILITIES

The DAC's school representatives are responsible for gathering information from the meetings, taking it back to their schools for feedback, and then bringing back families' voices to the next meeting of the DAC. How and when the information is shared and the feedback collected is determined by individual schools.

#### UNFINISHED BUSINESS: LONG-RANGE FACILITIES MASTER PLAN — SMALL-GROUP DISCUSSION

#### **Question 1: What are the most important physical aspects of your child's school?**

##### *Group 1*

- Comfort level for students is a big consideration: There is not consistent heat in every classroom, and there is no air-conditioning during hot months.
- Physical size of the classrooms need to be expanded to accommodate the amount of students.
- There is lack of designated spaces for the specials (music, art, etc.) and a lack of space for afterschool programing.
- Many parents want the environments to be more stimulating — e.g.,new fresh and brighter paint, more natural light, perhaps less fluorescent lighting.

##### *Group 2*

- The building needs to be more handicapped-accessible for those who can't do stairs. Any building without elevators should include a stair- or chair-lift.

- Some schools need to be more secure, especially on the 1<sup>st</sup> floor, where windows are too accessible and it is too easy for someone to get into the building. Perhaps install screens on the windows for more security.
- Do away with the dividers in the schools. It's an eyesore to see dividers splitting classes. There should be permanent walls in the building.
- There should be more usable space for the school to use in order to host large events. Some schools are too small, and we have to have too many events to accommodate all the families. There are a lot of unused spaces/rooms in our building. The use of space needs to be more efficient.
- More space is needed in the classroom to accommodate the growing number of students. Some classrooms are too small for students and do not have enough space for furniture or supplies.
- Will air-conditioning be installed? The schools are very hot in the spring and summer months. Especially in the older buildings, it gets really hot and uncomfortable. I try to dress my child appropriately to stay cool in the summer while in the building, but he still complains it's too hot to concentrate when it's really hot in the school.
- What are the options for keeping schools and students cool?

### *Group 3*

- Wedgewood-has many broken toilets; gym needs major updates; and bathrooms need total updates.
- Update cool air in common spaces for large groups.
- Gyms at K-5 locations are serving K-8 populations, which is not right — they're not big enough.
- Special ed Rooms need appropriate furniture and fixed equipment.
- MHSA needs new stairs.
- At Bruce, the wheelchair ramp works only occasionally, and people have to carry wheel chairs up seven stairs.
- At Holmes, the elevator gets stuck with children and parents in it.
- At MFIS, the elevator has been broken for two months in a three-story building.

### *Group 4*

- Doors, windows don't open
- Unsafe drop-off zones
- Classroom cleanliness issues
- Overcrowding
- Air quality, air-flow, No or low ventilation
- Too hot, too humid
- Space distribution
- Floors, vinyl, asbestos

## Question 2: Are there program spaces that are either missing or inadequate in schools

### *Group 1*

- Band and other specials are often held in hallways.
- Teachers are teaching some classes from mobile carts because of a lack of designated spaces.
- There is a lack of dedicated STEM Space in high schools.
- There is a lack of physical activity spaces such as playing fields and field houses.
- Playgrounds at schools are often just wide-open concrete or pavement lots.
- There is a lack of office spaces in which to meet with staff in private.
- Not every school has a parent center.
- We need to limit the use of multipurpose rooms.

### *Group 2*

- I think it would be better if there can be space for a real lunchroom and a café, because our school uses the gym as a multipurpose room and even as an auditorium.
- There is no storage space for students to put their things, such as instruments, book bags, clothes, etc.
- Can they build some additional rooms or space for extra storage? Sometimes kids have to store their things in the hallway, and then their things go missing.
- Middle schools should have lockers for students. My kid carries her heavy book bag around all day. I am afraid she will have back problems in the future because of this heavy book bag.
- We would like to have a real gym, not a gym/lunch room/auditorium.
- Can they build an extension instead of having a gym on the 3<sup>rd</sup> floor?
- Sometimes we have to turn families away because there is not enough room for them. The school building or space we have for events is not big enough for all parents to attend at the same time.
- There needs to be space to have a shop (wood, metal) or home-economics space. There used to be a classroom for shop classes and home economics in every middle school.
- The idea of washers and dryers was good, but there needs to be a dedicated room or space as a laundry room.
- The music room we have at our school is not being used for music classes — the room is used for regular classes. I would like to see more music classes in our school, instead of once a week or two.
- We have a lot of unused and empty classrooms and space in our building that are not being used for programming.

### *Group 3*

- Auer Ave-needs an art room.

- H.A.S. has no orchestra room, inadequate space for large productions, only one room for certain arts, and two for others.
- Audubon is a middle/high school and has no bleachers — parents are standing to watch varsity sports.
- Fairview — only 1/5 of schools fit in the auditorium; art and music are sharing one room
- Honey creek has no art space at all — everything is on a cart.
- Westside, Bruce, and Auer-have no librarian at ALL.
- Fairview’s reading groups are in hallways and closets.
- Riley, with multiple different functioning schools in one building, is hard to manage.

**Group 4**

- The gym is used for lunch rooms (concerns of areal bacteria).
- The gym and auditorium are in the same space.
- Multipurpose entrances.
- No dedicated space for music and arts.
- Building-space allocations.
- How can we finance a facilities master plan when the district always says there is no money?

**Question 3: Are there safety issues at the school?**

**Group 1**

- There were lots of concerns about loading and unloading of buses.
  - o There needs to be more crossing guards.
  - o There needs to be one street for loading and unloading children.
  - o Parents who pick up children should pick them up away from where buses are being loaded.
  - o More traffic-slowing measures such as speed bumps.
- We need to do more water testing for lead and to replace old lead pipes.
- There is a lack of handicapped-accessible parking or designated spaces.
- Worried about overcrowded classes and hallways being a danger in emergencies such as a fire or active shooter.
- Tile floors are too slippery during winter, especially in older schools.
- Make sure there are adequate first-aid kits available.
- There should be more lighting outside the schools to prevent crime.
- Some buildings have entrances that are not secure.
- Open classes at River trail are problematic.

### **Group 2**

- Our city streets are not safe. The intersection and high-traffic volume causes problems with students trying to cross over.
- Adding a four-way stop in the intersection will help traffic slow down.
- Cars are going over the speed limit.
- Cars will not obey the crossing guard; sometimes cars will drive around the crossing guard and nearly hit students.
- Drivers are driving too fast down the street and around the school, especially before and after school hours.
- Need to have a dedicated parent drop-off zone so transporting kids and transiting kids in the school building will be safer. *(All agreed with this idea.)*
- Design a street at the school that is only for parents to drop off their children. *(More than half of the room agreed with this statement.)*
- Need more signage around the school to warn drivers about school safety.
- Add a designated bus zone for buses to drop off kids at schools.
- Add security cameras at all school entrances. Some doors are not covered, and students sometimes will let people who do not go to the school inside. This is very scary!
- More security and secure parking lot.
- Shooting around the schools, especially in the warm-weather days, is a concern.

### **Group 3**

- Auer Ave School — Crossing guards are on Burleigh but not on Auer Ave., and more kids are coming from that direction. Unsafe intersection.
- Drop off on Warnimount Ave. is also dangerous. Generally schools need help with better management of pick-up/drop-off zones. Traffic studies are needed.
- Schools need logistical help with drop-off zones, bus drop-off vs. car drop-off areas.
- Bruce has problems with drop-off zones.
- Audubon — carpet is bunching up, causing a tripping hazard.
- Fighting in schools — not enough consequences.

### **Group 4**

- More safety personnel needed.
- Drop-off/pick-up issues.
- Signage.
- Universal pick-up/drop-off times (systematic).
- Coordinate with the City of Milwaukee to clean the streets before students start their day.
- Safety outside of the schools, but on premises.

- Fences needed for schools that share space with forests or parks.
- More safety personnel on playgrounds.
- Security guards, security cameras.
- Lead paint, water quality.
- Cameras & audio inside schools and classrooms.

**Question 4: What should be the priority for MPS when planning for building and classroom improvements?**

*Group 1*

- Many parents emphasized temperature/climate control because it would lead to more comfortable learning environments.
- Many parents re-emphasized traffic safety and buses and unloading safety around the buildings.
- Schools should be consistently maintained across the district because right now there are disparities among schools and neighborhoods.
- There should be equality of school types and programs across the district so that everyone has equal access to specialty schools.
- There should be an effort to preserve unique architecture in the district.
- Schools should get all of their electrical outlets working and update the capacity for technology.
- Larger lockers for children because many schools don't want children in the hallways with back packs.
- There should be more storage spaces brought to schools.
- Some schools do not have appropriate facilities (e.g., bathrooms) for the number of the children attending them.

*Group 2*

- More performance arts space. This is a program that my kids enjoy, and they only get it once a week, if that.
- Havoc systems because the buildings are so old and dry my kids gets colds and asthma is aggravated when he can't breathe.
- SAFETY!
- Have permanent space for arts, music, math, and science classes. Some schools use room not for the right class or purpose. If you are doing science, then it should be in a science classroom.
- The general classrooms are too small. Larger space or classrooms will increase students' learning.
- ADA-compliant building and materials to accommodate students with special health needs. The door handles and restroom stalls should be easier to use.

- Add hand dyers and take out paper towels. Paper towels are not sanitary. They leave the restroom looking nasty because they are all over the restroom, and the students leave them in the toilets.
- Accessibility for special-needs students in classrooms. The classroom should allow wheelchairs to pass between desks and chairs.
- Sanitary and sanitize buildings. Some buildings look dirty!

### *Group 3*

- We need to look at classrooms — every teacher should have appropriate space.
- Middle schools have classrooms with tiny K3 bathrooms.
- Not enough space for kids to get what they need.
- Not enough equipment/materials — 43 kids in a science class sharing old books.
- Rooms are too small.
- Only one classroom per grade level — very hot and packed.
- Classrooms need space for collaborative learning.
- Need teachers' input on how rooms are set up.
- Space — Practicing sports in hallway. Students are forced to alternate space for access

### *Group 4*

- Improve MPS statistics & rates, graduation, attendance, etc.
- Quality teachers.
- Mandate parental involvement.
- Equity.
- Safety.
- Reduce class sizes.
- Room temperature.
- Take into account individual schools' needs.
- Divide resources equally among schools.
- Life-skills teaching.
- Manhood.
- Home economics.

**Question 5:** **When you think about the long-range (5-10-year) future of MPS, what do you want to see in regard to facilities (buildings and classrooms)?**

### *Group 1*

- Want to see air-conditioning for longer summer months.
- Want to see less asphalt and more green spaces outside of the schools. Want to see more trees and natural materials for playgrounds.

- Want to see consistent quality, maintenance, and class sizes across the district.
- Want to see more natural light.
- Want to see less use of multipurpose rooms and have designated spaces for gym and lunch.
- Want to see more activity spaces.
- Want to see more technical-education spaces (wood shop, maker spaces, and home economic spaces).
- Want to see more sustainable practices to reduce waste and more renewable energy.
- Want to see strategic thoughts for building use. especially the empty buildings and the overcapacity buildings.
- Want to see outdoor gardens and composting spaces.

### *Group 2*

- Vacant buildings being used or sold instead of being eyesores in the neighborhoods.
- District making money off of buildings and rent off buildings to make money to put in the schools.
- More green space. Too much blacktop. Beautification on grounds around schools for appeal.
- Get rid of unused building not being used because it costs too much money to maintain, and the money could be put to other and better use.
- Do not use the playground as a parking lot.
- More parking or lots for parking, especially in big residential districts.
- Technology more accessible for students. Free school Wi-Fi.
- Technologically advanced materials and tools and equipment to make MPS more compatible and advanced for students.
- Science labs, classroom, programs need to be upgraded. MPS seems behind when it comes to technology.
- Improve lighting in buildings and around buildings. (LED Lighting).
- Improve and offer financial literacy programs and add life-skills programs for students to learn and be prepared for real life.
- Have best practices and standards for restrooms to be sanitary and sanitized.
- Have uniform standard achievement measures at all schools. Don't have only selected schools have gifted-and-talented programs — all schools should have this option and be a district standard.

### *Group 3*

- Be mindful so that construction is not disruptive to the classrooms, Maryland was grateful to have the new addition put on, but it caused long-term disruption.
- Listen to the feedback of parents and use it.



- Modernize the buildings to the 21<sup>st</sup> Century.
- Take inventory of age and needs of the building and deal with them from oldest to newest.
- Families should have a voice in the decision to close or combine schools.
- Parents need a space in which to learn in order to help their children, especially relating to Common Core standards.
- Special education rooms need to be set up to help kids.
- CTE for older special ed kids.
- Curriculum issues with IQ, graduation, and attempting to mainstream special ed kids are a problem.

**Group 4**

None.

**POSITIVE NOTES**

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(1) Golda Meir — Three million dollars in college scholarships have been earned by Meir’s current seniors. College-bound students have interviewed at a variety of schools, including Harvard and Georgetown.

(2) Wedgewood — Looking forward to their Holiday Concert and a “Candy Cane Lane” throughout the school displaying decorated doors; lots of parents pitching in to decorate and donate

(3) Browning — Shout-out to the staff: Thankful for Mindfulness program. During their Donuts with Dads event, they incorporated teaching the mindfulness exercises. Great for the men to experience what is going on in the classrooms with their children. Everyone benefits from being mindful.

(4) Rufus King IB HS — Three students have earned Request Bridge Scholarships. Recommend that other parents and schools look into these scholarships.

(5) Milwaukee High School of the Arts — Excited to see the MPS and other local chess tournaments are now populated with many MPS students from schools across the city.

(6) DAC *ad hoc* committee — met with Alderperson Tony Zelinski to pass a resolution to start the City of Milwaukee’s Bullying Task Force. The Chair of the DAC’s Bullying Committee will chair this city task force.

(7) Obama — High-school students are working with engineering staff to develop life skills and to work to keep the building and grounds clean and safe for all students.

(8) Introduce yourself to your neighbor, get to know someone new — Our strength is in the diversity of our participation; together from all across the district.

**INFORMATIONAL ITEM ON THE FACILITIES MASTER  
PLANNING — WENDELL WILLIS, MPS CHIEF  
OPERATING OFFICER**

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- (1) Thanks for dealing with the room situation, which is not ideal. Thank you for being flexible.
- (2) Budget season is upon us, and the process happens year round. The budget process ends in May.

(3) We (MPS administrative team) have a strategic plan, goals, and Three Big Ideas which impact upon all 80,000 students and 10,000 staff members.

(4) We are looking at short and long-term plans — what are the priorities of our stakeholders in working with our Three Big Ideas?

(a) High level academic achievement

1. MPS has moved up a point, still “meeting few expectations,” and continues to *not* qualify to for OSPP. Increased graduation rate from 58% to 60% and other positive indicators are moving in the right direction.
2. We are in the first year of J-term out of the calendar year. Double session allowed students additional instructional time in the summer to advance. Obama had a double set of staff because so many students took part in the remediation.

(b) Increasing access to our most popular and successful programs

1. Looking to the programs which have had the most longevity and have proven to be our some of our most popular schools — bilingual, Montessori, language-immersion, etc.
2. What does a 21<sup>st</sup>-Century education look like, and where can we expand these programs while protecting their integrity?

(c) Walk-zone decrease

1. We are missing opportunities to reduce commute time and to increase access to neighborhood schools for children.
2. Walk-zone decrease would permit more students to catch the bus to their nearest schools versus opting to take a much longer bus ride to a school further from home.
3. Offering additional supports to drivers — They want to drive and need support to manage students and to make decisions with student’s health and safety needs in mind.

(5) Budget decisions must be made with a strategy and by making choices, budget mindfulness.

(6) Mr. Willis asked DAC members to be mindful of when they are thinking about concerns of school campus’s individually versus district-wide decision making. What are your considerations, and how are they different when thinking about your school or your child, or when you are thinking of the district as a whole?

(7) Questions from DAC Representatives:

(a) Smaller walk zone — Is this meant to replace the “change-of-bus” schedule concept?

Answer: Three tiers will guarantee 30-minutes or less commute-time for kids. Short-term, walk-zone adjustment will get us closer to 30 minutes or less, but not as close as three-tier would.

(b) Where is MPS at with the One Calendar proposal?

Answer: Parent and community feedback said it would be more palatable to phase it in over two years. One Calendar has not been to the School Board yet, but it will go to the Board in January.

(8) Mr. Willis went on to say that MPS is looking for the constituent input, teacher input, and community input, etc. to make sure that our goals align with the concerns and that, because the pot of money and resources isn't infinite, we are always considering the trade-offs in our decision making.

(9) Questions from DAC Representatives:

(a) Can you please clarify the timeline?

Answer: In January there will be discussion on these three items, and at the DAC, we need to hear from families and school communities about this proposal. We meet January 4 to vet our input with the DAC and then on to the Board. This allows for the priorities of the families to be reflected in the decisions made about how the budget will be allocated.

(b) Is it possible to get more information about how to draw the line connecting smaller walk zones to improved math scores?

Answer: Yes, there are additional talking points and information for these items that can be provided.

## ADJOURNMENT

The meeting adjourned at 7:39 p.m.

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