

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

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March 25, 2021

Submitted by Director Paula Phillips

**Meeting of the Milwaukee Public School District Advisory Council  
6:00 p.m., Thursday, February 4, 2021  
(Held Remotely)**

**WELCOME**

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Jenni Hofschulte, the Council's parliamentarian, welcomed all participants.

**CONSENT AGENDA**

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Ms Hofschulte introduced the Consent Agenda, which had been distributed prior to the meeting for DAC members to review. There being no corrections, the Council moved on to the next item of business.

**POSITIVE NOTES**

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Sherron Idom from Craig Montessori reported that Craig's attendance rate is in the top three of schools in the Northwest Region,, at 94%.

**PRESENTATIONS**

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**MINDFULNESS IN MPS**

Kimberly Merath and Colleen Wey explained the definitions of mindfulness in MPS and provided examples of what parents may see and hear within school buildings. Participants were guided through a mindfulness practice. Information about resources that families, staff, and students are able to access was shared.

**Questions from members:**

1. *How is Mindfulness funded, and would that funding be in jeopardy if all schools decided to fully participate in the program?*

Mindfulness is funded through the Department of Special Education Services.

2. *If parents want to know to what extent their children's schools are engaged in this program, where can they find this information?*

Each school is going to look different. Parents should check in with the teacher.

3. *Where can we find training and resources as Parent Coordinators?*

Information can be requested by emailing [mindfulness@milwaukee.k12.wi.us](mailto:mindfulness@milwaukee.k12.wi.us), Information is also available online at MConnect and the Families page, violence prevention program, mini modules, interactive posts. The module was created to help parents understand what mindfulness is all about.

4. *How does SEL (Social and Emotional Learning) relate to the sense of loss students that may be experiencing due to the abrupt transition to virtual learning?*

There is a work group looking at that. It is developing guidelines for reopening and implementing practices that are supportive of students' social and emotional well-being and that will build consistency and community for these students.

5. *How can parents measure if it's working for their children?*

Through tracking the check-in and check-out system and being aware and reflective of what is going on in the classroom and how these programs are affecting behaviors.

## DEPARTMENT OF SPECIALIZED SERVICES

Jennifer Mims-Howell and Joan Laurence presented an overview of the student supports available in the Department of Specialized Services. Ms Mims-Howell noted that the all the services that are offered in MPS to students with disabilities are coupled with all the services offered to students in MPS who are non-disabled. The Department of Specialized Services would like to hear from the DAC regarding in-person instruction for students with disabilities: On February 8, some selected students with special needs will return to three school sites in the district. Plans also include phase two beginning in April. The Department is aware that many students will take some time to transition back into the routines of school and wants to make sure that it is supporting them.

Child Find and referrals for eligibility are continuing as before, using the virtual platforms. In addition, IEPs are also being handled through virtual platforms in a timely fashion.

The special education services, including therapy, are being conducted remotely. The students are receiving support from the special ed teachers and service providers.

### Questions from members:

1. *When will parents be notified if their children with special needs can return to school? What are the expectations and how the safety of students be ensured when they enter the building for any screenings?*

Specialized Services staff are currently reaching out to the families of students with IEPs to discuss returning to school.

2. *Will students go to their own schools? How is the district transporting these students?*

Students with door-to-door busing in their IEPs will have busing set up for them to go to assigned sites.

3. *How many parents have volunteered to have their students go back, and is there sufficient staff?*

4. *Where do the students who go back to school on February 8 go once the rest of students begin coming back in April?*

They will return to their home schools.

5. *How many staff have volunteered to return?*

6. *Who will teach these classes?*

7. *Have these staff members been vaccinated?*

8. *How is the district supporting and protecting the student and staff members against the virus?*

9. *What about parents/caregivers who don't want to send their children back to school?*

There will be options for those parents to continue virtual learning.

## SUBCOMMITTEES

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### BYLAWS

#### *Special Education Arts*

Ms Hofschulte invited members who are interested in joining one of DAC's sub-committees to click on the individual link in the chat for that particular sub-committee. Interested parties were invited to attend a short meeting after the main meeting had adjourned. Additional links will be sent to members, including the meeting sign-in, the evaluation form, and a questionnaire from specialized services to give feedback.

**ADJOURNMENT**

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The meeting was adjourned at 7:19 p.m.

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