

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

May 31, 2018

Submitted by Director Paula Phillips

CALL TO ORDER AND ROLL CALL

The monthly meeting of the District Advisory Council was called to order at 6:06 PM on Thursday, April 12, 2018, in the cafeteria of the MPS Central Services Building.

PresentLarry McAdoo, Chairperson
Valerie Lambrecht, Member at Large
Diana Veloz, Member at Large
Terry Longo, Parliamentarian
Jenni Hofschulte, Recording Secretary
Maria Ortiz, Vice Chairperson
Carrieanna Johnson, Member at Large

ExcusedDemetria Anderson, Communications Secretary
Tracey Dent, Sergeant at Arms

ANNOUNCEMENTS

- (1) Translation services were offered and announced.
- (2) Executive Committee was introduced.

SCHEDULING OF MAY 2018 DAC MEETING

There was discussion regarding the May 3 meeting; of the DAC. As the Milwaukee Board of School Directors had scheduled a special meeting at the same time that DAC was scheduled to meet, the DAC's meeting had been moved to Neeskara on 57th and Galena. A parent expressed a wish to attend both the May DAC and the special school board meetings. The parents stated that parents should be attending the Board's meeting, given the importance of the budget discussions and the superintendent search. The parent requested that an alternative date for DAC meeting be selected.

Chair MacAdoo asked for a motion to move May meeting to a different date. Jenni Hofschulte moved that the meeting be rescheduled for Wednesday, May 2 at Central Services. Discussion followed regarding conflicting PTO/A meetings on that Wednesday night.

Chair MacAdoo called for a voice vote, the result of which was that the DAC's meeting would take place on May 3 at Neeskara as originally scheduled.

NEW BUSINESS

MPS ESEA (Elementary and Secondary Education Act) Plan

(1) Martha Kreitzman explained that January 2018 State approvals began and implementation planning is underway. Individual districts have started creating their plans and are now gathering input on their plans of action from schools, parents, community, etc. DAC members will take the ESEA questions back to their schools to collect feedback. What is in the plan and questions will be addressed by the May discussion groups.

- (2) MPS's ESEA representatives took questions from the audience:

Q: Will there be postcards for next month's meeting?

A: Kevin Curley apologized for lack of postcards:

Q: When will the ESEA plan have to be submitted to the state?

A: Martha Kreitzman stated that they haven't put it out officially. Once it is put out, there is an eight-week window to respond. We are trying to be proactive. We will also use additional feedback which the district has gotten this year to inform the responses.

Q: What do these different Title programs (Title 1, 2, & 3) mean?

A: Martha Kreitzman explained that the various Title programs are federal Funding strings for our schools.

- Title 1 helps students succeed, PC funding, SST funding, and schools use funds for additional teachers, supplies, and School Improvement Plans
- Title 2 funds professional development for teachers
- Title 3 funds ELL, reading, and math.

UNFINISHED BUSINESS

Attendees separated into small groups to discuss bullying-prevention practices that had been presented at the March meeting.

Parents were encouraged to attend a session in room 136 if their children were in Middle or High School. There were two sessions that were open to parents of children from al

1) What are your thoughts about current MPS efforts around bullying prevention? What do you see working or not working?

Feedback from all-grades session in room 142

- Restorative justice circles are working at Burdick
- The communication about bullying programs is not working. Parents don't know what is being done to address bullying.
- Families like the idea of training parents/staff, but the process for requesting trainings is a barrier.
- Families like the second step curriculum
- At Burdick the bullying posters are great
- Parents should be invited to learn about what's being done and how to help
- School-wide assemblies are a good idea

Feedback from all-grades session in 210/211

- The K-5 Second Step program is not reaching the kids who need it. They are not paying attention.
- Information is not really coming home
- The schools are not providing parents with information so that they can implement it at home

- Schools are not receiving feedback from families
- Schools should survey families
- Bullying is happening at recess and when kids are walking in the hallways
- Schools should target and help this kids who are bullying other kids

Feedback from middle- and high-school session in 136

- Uniform policy is pointless — doesn't make sense if people can opt in and out. It was supposed to help with bullying
- Depends on the school. Some schools are doing okay, others are struggling
- Child trauma is a factor that needs to be addressed
- Parental involvement — lack of support
- Dropout rate is effected by bullying
- Not enough parental accountability

2) Do you feel like your school is doing a good job at preventing bullying? Why or why not?

Feedback from all-grades session in room 142

- Doerfler — Parent doesn't think so. As a parent she is never informed by the school about incidences that occur. There should be a call or email at least with details and a follow-up plan.
- Burdick —Mixed —There is a lot of focus on bullying in upper grades but not enough in lower grades
- AAL —It seems to be working as there were only six incidents last year and parents were informed.
- Bayview —There needs to be a way to collect data at lower grades.
- We don't know how bullying is being addressed on the buses
- Interventions at Hawthorne aren't working. Prevention needs to start at younger grades. Family member is considering leaving MPS due to unaddressed bullying needs.
- German Immersion —More attention at the early (K4-1st) grades is needed.
- Several comments about concerns from parents often being dismissed
- Morgandale – Teachers are constrained by policy and can't control students (e.g., teachers can't restrain students)
- Several comments from parents about how bullying impacts the schools they choose

Feedback from all-grades session in 210/211

- Schools should identify bullying and define what bullying is
- Schools need to support students who are in special ed
- How do schools support ALL kids?
- From the kid's perspective, find out if there is bullying or not

- Parents need to ask more questions of their kids to find out what is happening
- Parents report bullying, but the schools do not have solutions
- Maybe schools are focusing on the bad behaviors and not implementing PBIS
- Parents should be invited in to volunteer and assist at lunch, recess, and the classroom

Feedback from middle- and high-school session in 136

- Focus on creating a positive building/community culture around bullying
- Having a voice
- There should discussions on empathy (creating community)
- Student and staff should have mandatory restorative justice classes
- Focus on intentional climate building
- Habit-forming practices—start early
- More peer mediators
- Focus on transitions from grade to grade
- More education on mental health
- Full-time social worker/psychologist is needed

3) What role do parents and families have in preventing bullying?

Feedback from all-grades session in room 142

- There needs to be a clear way for parents to report their concerns about bullying and not feel dismissed
- Parents should help students identify trusted adults at every school that they can go to
- What's done at home should support what is happening at school. There should be an alignment of messages. Schools need to focus on how to reach parents, especially those of troubled students
- Some parents aren't taking it seriously or are in denial. Some even encourage it.

Feedback from all-grades session in 210/211

- Parents should understand the MPS disciplinary rules
- Children misbehave at home to get attention and are doing the same thing in the school.
- Bullying is the result of what children see at home and in videos
- Parents and schools are too disconnected
- Parents receive only calls that are for negative behaviors. Nothing positive.

Feedback from middle-and high-school session in 136

- Education (how to treat others)
- Resources

- Reactive vs. proactive
 - Strategies on self-expression
 - Willing to listen
 - Having a voice, even when challenged
 - Creating parental groups (e.g., PTA)
 - Looking to other school staff
 - Events—family/partnership building w/ school
 - Transportation is an issue (especially for bused students)
- 4) If the DAC was going to put forth recommendations on how families can be more involved or informed about bullying prevention, what would some of those recommendations be?**

Feedback from All-grades session in room 142

- There needs to be better communication from the school with parents
- We need to promote children’s comfort level with disclosing bullying rather than internalizing what is happening to them.
- There needs to be constant messaging throughout the year and not just at the beginning of the year or during Bullying Prevention week
- Give informational workshops throughout the year
- There should be family fun events/nights to build rapport among parents
- The district should focus on proactive and restorative justice
- Have convenient places for concerned parents to go
- There should be more training for parent coordinators.
- Have a bullying team at each school and make it possible for parents to connect to it
- Have training for parents (imply the training is mandatory)
- Have homework on bullying for parents to do with their children.
- Send home incident letters. Like the practice for “lice letters”
- Informational flyers
- Dinner and breakfast programs on bullying
- Parent coordinator home visits

Feedback from middle- and high-school session in 136

- School accountability
- Steps to address concerns after school (follow-through)

- Mental health support for students
- Crucial conversations—staff, families with trauma, transparency
- Restorative justice programs at all schools

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