

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

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January 24, 2019

Submitted by Director Paula Phillips

### CALL TO ORDER

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The meeting of the District Advisory Council was called to order by Chairman Larry MacAdoo at 6:03 p.m. on Thursday, December 6, 2018, in the Central Services Cafeteria.

Members of 68 families and the community, representing 58 schools, signed in, and an additional 13 staff members participated in the meeting.

The Chairman announced vacancies on the Executive Board for Recording Secretary and Member at large and asked interested members to contact him for possible appointment.

### NEW BUSINESS

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Kevin Curley introduced Vickie Brown-Gurley, who is serving as the interim Senior Director of Curriculum and Instruction. Ms. Brown-Gurley presented information on the Ambitious Instruction Plan that the district has begun to roll out this fall. Ms. Brown-Gurley emphasized that plan is tied directly to the Five Priorities for Success and has three main goals

- Goal 1: Reading: All students will read at grade level;
- Goal 2: Writing: The district will provide students with “authentic writing opportunities” and will emphasize culturally-responsive instruction;
- Goal 3: Math: All students, starting in kindergarten, will be prepared for success in algebra.

Ms. Brown-Gurley introduced questions that will be the focus of small-group discussion items in January and solicited some initial responses to the questions:

1. How can MPS improve the academic achievement of our students?

*Responses from attendees*

- No textbooks come home, so it is difficult for families to know what their students are working on.
- Better training and implementation for staff to deal with behavioral plans, including using functional behavior assessments
- Enhance communication between staff and parents to support students
- We need to create smaller class sizes.

Ms. Brown-Gurley noted that, in the past, smaller class sizes didn't improve academic outcomes.

2. What can MPS do to learn more about the cultures of our schools?

*Responses from attendees*

- Students should acquire a second language
- The district's Multi-language Multi-cultural Advisory Council
- MPS should be focusing on recruiting staff to mirror the cultures and races of the students.

Ms. Brown-Gurley noted some of the district's efforts to improve staff diversity, including pursuing alternative certifications for qualified individuals who may not have studied education in college. One of the challenges is that education programs are not attracting minority undergrads.

3. What do teachers need to hear to meet the needs of all students?

*Responses from attendees*

- Listen effectively and take action

No further responses were taken because of the time limit

4. How can MPS improve communication and collaboration with parents?

No responses on question 4 were taken because of time

Ms. Brown-Gurley concluded by laying out the implementation roadmap for Fall 2018 so far:

- October: Building a culture of math through the use of the Wisconsin state standards
- November: Student engagement
- December: Use of instructional technology to enhance academic outcomes.

## POSITIVE NOTES

In the interest of time, the chair and vice chair elected to skip verbal submissions of positive notes and directed the meeting's attendees to submit written positive notes. The following Positive Notes were submitted in writing:

1. Irene Hernandez from Hayes Bilingual — *En mi Escuela en el mes de diciembre, se hace una Ravi store. Para toos los estudiantes. Es comprar un juguete con sus ravis se ganan durant las horas de clases. Los padres donan juguetes.*
2. Linda Smith from Grantosa Drive — We had an active-shooter situation today. The school as a whole did tremendously well, with no incidents.
3. Lucina Hernandez from Kagel — I would like to share that Kagel School will have a book fair on December 12. The students are very excited to receive new books.
4. Rolkiesha Price from Barack Obama School — We have a wonderful principal. She works hard every day for the education of the students ,and she is there for the parents with concerns. We have afterschool activities — “Bring it to bling it” on Monday and Wednesdays.
5. Rod Boyce from Clement Ave — Annually Clement Ave puts on a school play. Numerous staff and students participate. This includes play practices and costume design, as well as set building and design. The school's PTO puts on a silent auction. The funds raised from the auction pay for all supplies and materials. One of the shows is a dinner theatre. The community really comes together and donates many goods and services to provide this opportunity for families.
6. Erica Prokop from Garland — Garland's parents will host an arts-and-craft night for the families. 7<sup>th</sup>- and 8<sup>th</sup>-graders are preparing for a spring trip to Washington, DC.
7. Soreena Khader from Garland — Teachers at Garland are welcoming diversity in their classrooms by starting the day by saying “good morning” in different languages. Some of those languages are those of their students, while others are totally different languages [from those of] their students.
8. Terry Longo from Longfellow — 1) Held a dinner for parents and student last Friday, and Santa was present. 2) Working on bridging north and south side. 3) The student ambassadors disclosed a problem within the school and [provided] a solution.

9. Annie Crocket from Sherman — The school had a workshop for parents and the community on parenting “the love and logic” way.
10. Joyce Davenport from Hamilton — We will be having a Christmas potluck with children, parents, and staff. There will be a door prize and a meeting for idea sharing. Hamilton is doing so many positive things to educate children. Ms. Franklin and staff really listen to us.
11. Robert Perron from Allen Field — A meeting with a foreign exchange student from South Korea who shared how he learned to speak English well if not better than *[sic]*. Their curriculum from grade school included instruction in French, German, and English as well as their own native language.
12. LeCrystal Griffin from Brown St. Academy — We’ve had more parents volunteering and participating in school events than the school has seen in years. As the Parent Coordinator, I have truly enjoyed building relationships with the students and their families on a more personal level.
13. Pepper Butterfick from Brown St. Academy — I love Brown Street — they help the kids feel like they are at home to help them learn more, and they help the families, not only the kids.

### UNFINISHED BUSINESS – BREAKOUT DISCUSSIONS

District Discipline Manager, Pat Chatman, gave a quick refresher on the OCR Resolution Agreement, and the attendees were directed to head to their breakout discussions.

#### **CAPTURED DISCUSSION NOTES FROM 142**

- What excites you or concerns you about the MPS Resolution Agreement with the Office for Civil Rights?
  - Excited that it benefits all children in the district, but concerned that it seems to focus on grades 6-12
  - Do all schools use the same Power B.I in the same way?
  - Concerned that none of the teachers or parents (at MacDowell) knew anything about the resolution or the work groups
  - Overall, concerned that there are not enough parents who are aware of the agreement or the plan for implementation.
- What considerations should be made as we move forward in the implementation of the Resolution Agreement?
  - Will there be special training for staff at schools to implement the policy?
  - Is socio-economics considered as well as race?
  - Are teachers going to still target African American as well as Latino students through PLP notes?
  - Will there be attempts to track negative PLP notes?
  - Will there be training for staff to recognize their own biases?
  - How will the district measure bias in staff to take action against staff who are showing consistent negative bias?
  - What action is currently taken to address teachers who are biased?
  - There should be more training for teachers who show a consistent bias
  - School counselors have too many students to form personal relationships with them

- All schools should do more restorative practices
- Teacher cliques need to be broken down
- What resources do you think are needed?
  - More training in restorative practices for staff and students
  - Schools need support to enforce the cell-phone policy
  - Allow schools to come up with their own solutions to address the cell-phone policy
  - Extended family are a resource that can be tapped as well
  - More training is needed for parents
- How can we continue to gather more input?
  - Take feedback through social media
  - Use radio to reach the community
  - Families need to use their voice in the school workgroups
  - Connect resources with child-serving agencies such as SaintA and Wraparound
  - Families are concerned that there wasn't enough time at this meeting to give feedback. Need to inform parents more so they are better equipped to give feedback
  - What accountability do administrators have?

#### CAPTURED DISCUSSION NOTES FROM 136

- What excites you or concerns you about the MPS Resolution Agreement with the Office for Civil Rights?
  - It's important. The schools should be meeting. It's important to look at the culture in regard to discipline. It's exciting to know the district is making sure staff are meeting the children whom they are to assess where their needs are instead of a blanket discipline policy.
  - A concern is that the policy may not be followed. Not all schools have school workgroups that parents are invited to. Principals are not also being clear on if the student meetings are happening twice per month.
  - A concern is with transparency and communication. Members of the community should know about what is happening in the school workgroups. It doesn't seem equitable how parents were asked to be on the workgroup (or if they have been asked to be on it).
  - A concern that teachers are not documenting incidents at all schools. As a parent, it seems like teachers are avoiding writing referrals. Teachers call parents when issues happen, but it doesn't seem like referrals are being written. There is a concern about documenting behavior.
  - Schools should send home more engaging information (newsletter email) to parents to include them in on the Resolution and on the work groups.
  - AAL — The principal has worked hard to understand the process and to document all behaviors. This has led to a decrease in behaviors.
  - A concern is that it is not always the children, but it is the teachers that are the problem. The teachers are not calling home. The teachers are not all doing their jobs. The teachers need to take control of their classrooms.
- What considerations should be made as we move forward in the implementation of the Resolution Agreement?

- More transparency and communication with families about all areas of the OCR and the activities that are taking place.
- We need to reinforce the expectation at the administrative level at each school and that they are actually following the policy and having the meetings.
- We should publish the minutes of the meetings and the agenda so it is transparent. (comment from facilitator)
- We need families to know about the family handbook (the behavior grid) so that they know the consequences and the procedures for the school.
- There needs to be a universal plan to implement what is already in the PBIS plan at the school. Where are the positive acknowledgments? (Use the same language at all schools for positive reinforcements). Are all teachers reinforcing positive behaviors?
- It seems like some schools are having these hard conversations and some schools are not.
- We need to give specific action plans/steps that are related to OCR. What are the next steps?
- What resources do you think are needed?
  - More robo-calls from individual schools with positive reinforcements sent home (or more phone calls made by teachers/administration).
  - Parents want principals to do a word-of-the-day each day and send it home.
  - Each school should have its own culture, so it is effective for them. Could there be a monthly or quarterly metric system to see if they are working towards a positive culture at their school?
  - Can the anti-bullying task force combine with OCR/PBIS to make sure all efforts are put together in the school?
  - Teachers and students should do racial bias training together (this is happening at JMAC).
  - We need our parent coordinators to have more hours per day so they can be involved in staff meetings. They would feel more valued if they were full-time and felt more valued.
- How can we continue to gather more input?
  - We should host a fun night where the students play, and it is a resource environment where we can hear from parents about the climate/culture of the school.
  - At the classroom level, teachers could have the students make a holiday project and learn about the cultures of their home lives and have a cultural fair in spring (since you've learned about their culture). This would help us to be more culturally sensitive.
  - There should be a large project twice a year. It could be pot luck. We just need to bring people together to share each other's culture. A project will engage the children and their families. An idea could be to do a family tree.
  - People are sick of giving input. The families have attended meetings, have attended Community Conversations, have done surveys... they are sick of giving input. The families are ready for action.
  - We need to hold events at individual schools. Parents do not want to go to high schools if they have elementary students. Parents will give Feedback if we ask them in their own space. BUT those taking notes need to be open to listening to feedback and take action.
- Parking lot questions:

- Are schools meeting? Has a committee been selected? Reagan hasn't responded. Fairview stated that they are moving their meeting to the PBIS meeting. This is a concern because then there would not be a parent involved.
- If schools are using PLP notes, how do parents know these notes are being taken? How do parents know behavior exists?
- **CAPTURED DISCUSSION NOTES FROM ROOM 206/208**
  - What excites or concerns you about the MPS Resolution Agreement #05-14-5003?
    - Excites
      - o Potential for improvement
      - o Action Steps
      - o Bullying Campaign
    - Concerns
      - o Strategies need to also be beneficial for special needs students
      - o Resources to support this work
  - What considerations should be made as we move forward in the implementation of the Resolution Agreement?
    - Staff support, Special Ed, Funding
    - Better utilization of tier supports (Fidelity)
    - Cultural competence, understanding needs of the community, better education to combat racism
    - Is implicit bias taking place, how does this look for teachers
    - Any MPS schools closures in the future?
    - Continuing education classes on ethics & empathy for teachers?
    - Measures for progress, how will they be communicated to the community and parents
  - What resources do you think are needed?
    - Parent communication(s) progress on MPS resolution agreement
    - Support structures for implementation fidelity
    - Aggressiveness on grant opportunities
    - Working with community agencies to collaborate on OCR initiatives
    - Home visits?
    - Better training for teachers on FBA, BIP
    - Red tape on partnering with community agencies organizations, make the process easier
    - Improving communication with parents to increase parent involvement at schools
    - MPS specialty schools are excelling, MPS should look at this model for expansion
    - Culturally relevant curriculum
    - Start teaching life skills
  - How can we continue to gather community input?
    - Go outside of MPS, for example, COA community board, families that are outside of MPS

- Take into consideration transportation
- Neighborhood associations, door to door, surrounding neighbors, partnering with churches
- Social Media
- **CAPTURED DISCUSSION NOTES FROM 210/211**
  - What excites or concerns you about the MPS Resolution Agreement #05-14-5003?
    - The Resolution should be condensed to bullet points or something for a quick read of the basic information.
    - Concerned: There is always a new initiative or topic and we never hear what the outcomes are, can we focus and keep working on a few things?
    - Making sure we aren't being too lenient on kids with behavior problems because of the issues raised by PBIS
    - Concern: Bullying continues to be a huge problem, kids need more help.
    - Kids should not have to get IEPs to have mental health help and other services
    - It's exciting to see other parents getting onboard, the more families that are involved the better. But at some schools, parents won't even come for fun stuff.
    - Parents and teachers need to be aware there are more ways than just field trips to be involved. We need teachers to take a creative approach to engaging parents
    - Excites- meet me where I am at, makes me excited. But parents are still not being acknowledged when requesting certain times of days for events and ways to contact us, email and text-but I still get a flier.
    - Teachers should be making positive calls home and building good relationships with kids and families.
    - Fast worked at her school- PC
  - What considerations should be made as we move forward in the implementation of the Resolution Agreement
    - What are we doing for special education, how do we approach restraints for kids? Autistic kids and aggression.
    - Mental Health is the most important but we need to address the root causes of issues in the city.
    - How do we protect kids from violent kids, what about staff and faculty?
    - "Discipline Manager", doesn't sound very good, poor taste- better terminology, please
    - De-escalate yes, but sometimes kids are already fighting
  - What resources do you think are needed?
    - Mental Health
    - Real Psychologist available to all students
    - Grant writers
    - Actively working with mental health for all kids
    - Normalize getting mental health help by letting all kids talk to professionals, so kids who need help aren't stigmatized
    - Mindfulness is awesome

- How can we continue to gather input?
  - Churches
  - Facebook
  - Technology
  - Note- there is dissent from several in this group who are anti-Facebook
  - Connect with PC's
  - GO to Central locations, address childcare needs, food and transport to get more parent feedback.
- Discussion continued: (Not question specific)
  - Some people/faculty have not been trained to handle or deal with certain behaviors or situations. Is this being monitored? More central office staff to the schools to train people and see what is happening.
  - Zones of Regulation along with mindfulness- for behavioral self-check for students starting at K4

#### ADJOURNMENT

The meeting was adjourned from the various breakout discussion rooms by the executive committee member present in each room.

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