

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

May 30, 2019

Submitted by Director Paula Phillips

CALL TO ORDER AND ROLL CALL

Chair Larry McAdoo called the monthly meeting of the Title I District Advisory Council to order at 6:09 p.m. on Thursday, April 4, 2019, in the auditorium of the MPS Central Services Building, 5225 W. Vliet Street, Milwaukee, Wisconsin.

- PresentLarry McAdoo, Chairperson
Valerie Lambrecht, Vice Chairperson
Jenni Hofschulte, Corresponding Secretary
Tracey Dent, Sergeant at Arms
Carrianna Johnson, Member at Large
- Absent.....Terry Longo, Parliamentarian
Sir Victor Bryant, Member at Large
- Vacant.....Recording Secretary
Member at Large

51 family and community members, representing 41 Schools, were also in attendance.

POSITIVE NOTES

Vice Chair Valerie Lambrecht solicited positive notes from the members

(1) Nadiya Groves, from Milwaukee French Immersion, reported that her school’s PTA had hosted a lively and well-attended science festival on March 28. Her daughter had enjoyed a variety of experimental and hands-on activities. It was a beautiful testament of how community volunteers, parents, and partners such as the Urban Ecology Center and businesses who care can come together for a great cause and lasting impressions.

(2) Julie Norton, from Milwaukee German Immersion, report that, on March 29, the school had held a successful Math Night. Approximately 200 participants played math games. The PTA also won a Google grant. The school will be hosting an internet safety night in May, and Google is providing a laptop to be given away at the end of the night.

(3) Karina Brown, from Milwaukee Spanish Immersion, reported that the students did an excellent job with the festival. Every class did a great job with their performance. The teachers even got together and performed. The teachers and parents partnered well to make the festival a huge success.

(4) Robert Perron, from Allen-Field, reported that the school had received Kohls Cares grants to allow K5 students to go to the Betty Brinn museum and 4th-grade students to visit the Milwaukee Public Museum. Also, the 5th-graders started a community service project to clean their communities.

(5) Lyn Shaw, from MacDowell, reported that the Milwaukee Board of School Directors hadaccepted the Montessori Strategic Plan.

(6) Erica Prokop, from Garland, reported that Garland staff and families had facilitated a successful “Digital Families Safety Event” on March 28 with a grant from Facebook and the national PTA. Also, the superhero spring fling took off on Friday, May 3, from 4:30 until 7:30 p.m. at Garland school. All were welcome to the Garland Open House. There were games, concessions, face paint, temporary henna tattoos, cake, candy, walk, and an auction.

(7) Carrie Bickerstaff, from Zablocki, reported that the school had held a “winter walk to school” event on March 11. 43 Children checked in to get free winter hats. This event was sponsored by the

Wisconsin Bike Federation to encourage higher attendance and wellness. Zablocki hopes to start a walking school bus soon.

(8) Javier Cornejo, from Bayview High School, reported that the school's Rube Goldberg Team had won an award at the Rube Goldberg competition last weekend for "Riskiest Machine." The Red Cat Robotics Team fared well at the competition last weekend and is gaining momentum for placement in the next few years. The Red Cat racecar was to compete on May 13 and 14 at Road America in Union Grove. Finally, the Captain Lance P. Sijan Memorial Tour was to come to Bayview High School on May 4. The Tour will raise money for a memorial scholarship in memory of Captain Sijan, a 1960 graduate of BVHS who was killed in action during the Vietnam War in 1968 while serving as an Air Force pilot.

NEW BUSINESS

EXTENDED LEARNING OPPORTUNITIES

(1) The Family and Community Engagement Associate introduced the personnel from the office of Extended Learning Opportunities, Sandra Schroeder, Jaqueline Meifert, and Chad Gordon. Jaqueline Meifert gave a presentation on the extended-learning opportunities programs offered to Milwaukee families. Elementary, middle-, and high-school programs include academics, social/emotional development, and careers.

(2) High-school programs focus on credit recovery for current high-school students who are behind in credits and credit acceleration for 8th-grade students who wish to enter high schools with credits already completed. Summer Academy includes GED Option #2, competency-based internships, and service learning. The Summer Academy is offered in June and July at Hamilton, Rufus, MHS, Mondays-Fridays, 8:30 a.m.-12:30 p.m. M-cards are provided.

(3) The middle-school programming, which includes an eighth-grade promotional program and credit acceleration, is offered in June and July at MHS, Mondays-Fridays, 8:30 a.m.-12:30 p.m.

(4) The elementary curriculum, which attempts to engage children and keep their brains moving, focuses on math and literacy, with an increased emphasis on project-based learning and art integration. Summer enrichment camps collaborate with community partners to provide a variety of camps. The June session, which includes transportation, will be at Congress, while the July session will be offered at 18 sites and three supersites. ESL and special education services are available.

(5) Extended school-year programming (ESY), which is for students with IEPs, is available only with a referral from the child's IEP team.

(6) Bridge programs are designed to help students make transitions from elementary into middle school and from middle school into high school.

(7) MPS offers several exciting enrichment camps and Summer Adventures. Please visit www.mpsmke.com/elo and click on "enrichment camps."

(8) Registration for Summer Academy is all paper, not online.

Audience Questions

Q: What is capacity?

A: We will make room. Any kids that want to come will have a space.

Q: If the budget is limited, how can it be expanded?

A: The best way to increase the budget is to increase participation by families.

Feedback Questions

Ms. Meifert directed members to read the informational handout and explained the feedback questions for the DAC's May discussion groups.

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

2. What might stop you from sending your child to Summer Academy?
3. Where did you learn about summer programming options (Summer Academy, enrichment camps, etc.)?

UNFINISHED BUSINESS

SCHOOL NUTRITION SERVICES BREAKOUT DISCUSSIONS

The meeting broke up into discussion groups for the School Nutrition Services. All groups were asked the same questions.

Question 1: Each lunch includes five meal components options. Are your children eating all meal component's offered at lunch? Do your children eat the fruits and vegetables offered at lunch?

Feedback and questions from the Auditorium

- a. My child is not offered all five meal options, so it's hard to answer that question.
- b. Since the freshman students eat first, the other students get something different because they run out of what was on the original menu.
- c. K-4 students get the same portion as the older kids. Sometimes it too much.
- d. Who is overseeing the options of what the portions and meal parts are for the students?
- e. Is there an audit that happens to make sure students at differentials schools are getting accurate quantities?
- f. All lot of the foods get thrown out by the students because they are not eaten.
- g. Social media has captured students showing that they eat packaged foods. For weekend meals.
- h. Apples are too big for little kids to eat. Instead, we can cut it into slices and share which would reduce the children from throwing them out,
- i. Is there a rule against cutting the food size or portion down at the schools?
- j. Are there apple slicers at the schools? Cutting fruit makes it more likely to be eaten.
- k. Is there fresh fruit available for students?
- l. Wasted food and too much being thrown out. Can they give this or leftovers to students rather than throw it out?
- m. Have sharing tables for food not eaten
- n. High schools want whole food and fresh salad bars and healthy options
- o. Add choices of fruits on the menu kids can have options of the type of fruits they can eat
- p. Slice fruits so that smaller kids can handle it.

Feedback and questions from room 210/211

- a. My child eats everything that is served at meals
- b. Concerns: limited time to eat the lunch, transition time to lunches too long, kids eat favorite items first, students eat carbs first, too much sugar content, raw turnips not appealing, (perhaps sugar snaps?) sugar content is a concern, chocolate milk has a high sugar content, freshness of food, some of the food is mixed together and not separated by compartments.

- c. Recommendations: Community school gardens where children can eat vegetables they grow.
- d. Questions: Why are some lunches pre-packed? Why do some schools have a “hot table” lunch?

Feedback and questions from room 103

- a. My child drinks chocolate milk and not regular milk.
- b. At the Academy of Accelerated Learning, much of the fruits and vegetables are wasted because children are not eating them
- c. Can we send the unused food home for children who need it? Similar to what was done in South Bend, Indiana.
- d. Many of the families raised their hands when asked are they concerned with food waste.
- e. Sometimes children don't take the fruits because they are unripe. (i.e. green bananas)
- f. Children want sweeter fruits like grapes and oranges.
- g. Children don't like some of the prepackaged foods because the quality is inconsistent.
- h. Riley School wants more almond milk.
- i. Fruit should also be brought to the classroom.
- j. The breakfast options need to offer more fruits and vegetables and less sugary cereal.
- k. Schools should offer hot breakfast more and with more protein.
- l. Teachers are concerned about the high sugar content at breakfast. Kids are “crashing” and unable to focus
- m. Teachers are also concerned about how much instructional time kids are losing because of breakfast in the classroom.
- n. When the school does “Breakfast for lunch” the meal is too sugary.
- o. Can schools elect to get hot lunch instead of prepackaged lunch?
- p. There are too much plastic and waste generated because of the prepackaged lunches
- q. K4 students get the same portion as the 8th graders. This leads to lots of waste because K4's don't eat as much.
- r. Kids take the food they don't want because they are required to get the desert that is offered.

Question 2

MPS is committed to meeting medically-required special dietary needs. What concerns or barriers exist for families in submitting fully completed Special Dietary Needs forms? How could this process be made easier for families?

Feedback and questions from the Auditorium

- a. How long has this form been available? No one knew about it at our school. How was it getting distributed?
- b. If you don't have a child with this specific dietary need parents wouldn't pay attention to this form.

- c. A suggestion is to make it part of the yellow emergency form sent home early in the year to get more attention from parents.
- d. Do all schools have a required orientation? Perhaps the form can be shared then. Parents would have the opportunity to get this information
- e. The parents don't come into the school anyway to get the form.
- f. Some schools have a form release day when parents can get what they need at the beginning of the year.
- g. Have a back to school checklist especially for special education students. This form should be a part of that checklist.

Feedback and questions from room 210/211

- a. Parents expressed not being aware of accommodations.
- b. Barriers discussed included attaining medical documentation needed to complete the form, access to healthcare in the community, the time required to get the forms filled out, and the fact that forms need to be redone every year.

Feedback and questions from room 103

- a. My child is not getting the lactose-free milk she is supposed to get. *[Nutrition Services Personnel asked the parent to stay afterward to make sure this situation is resolved.]*
- b. The district needs to make sure the form is in all of the other languages spoken in the district.
- c. Can the form be made available online
- d. The form should be given out at the time of enrollment.
- e. Some parents might have trouble reading or understanding the form.
- f. A teacher remarked that she has never seen the form sent home.
- g. Folders home can be utilized to send the forms home.

Question 3: How would you like the information shared with you related to your children's meals?

Feedback and questions from the Auditorium

- a. Website at high school is the best way to communicate with parents.
- b. On the website, have an option to print out a calendar of events and menu
- c. Place menu on school classroom or google classroom where a link
- d. An App for smartphones
- e. How much longer is the free lunch available to all students?
- f. Have menus in the lunchroom
- g. Encourage eating fruits and vegetables
- h. Start young with introducing healthy foods to children
- i. Have children help plant a garden and they can eat from that garden. Fresh foods and veggies

Feedback and questions from room 210/211

- a. Weekly and daily communication about meals being served.
- b. Individualized and open communication is best.

- c. On the website, a picture of the meals offered and nutritional facts.
- d. View students as customer
- e. School lunches are a factor for parents choosing the right school for their child.
- f. When new items are introduced what influences them to stay on the menu?
- g. Food offerings should be integrated into the curriculum because students are more willing to try foods with some background knowledge
- h. Students should be part of the taste testing of new foods.

Feedback and questions from room 103

- a. Can teachers let families know about food intake and how much their children are eating at school?
- b. Parents want to know what their children are eating, but menus are not being sent home.
- c. There are lots of unannounced and last minute substitution and this makes children upset and makes it difficult for parents to plan
- d. Parents should be able to see nutrition information about the food their children are being served.

Question 4: How can the Department of Nutrition Services support healthful eating at home?

Feedback and questions from the Auditorium

- a. Once a month have a nutrition day.
- b. Track the five components to help get children to get excited
- c. Can we go back to using the lunch trays instead of the plastic ones?
- d. Is there a rule that the kids have to take the lunch when they don't want it?
- e. What do cooks do with food that was extra leftovers that didn't get served to students?
- f. Are there different serving sizes that are supposed to offer based on the grade levels?
- g. Is the portion differential a federal law?

Feedback and questions from room 210/211

- a. Wasted food: Can take home care packages be put together for those who need it?
- b. Replicating a pilot program for meals to go home on the weekend with students, such as what was done in Elkhart, Indiana.
- c. Offering cooking class for students and parents to gain meal preparation and nutrition skills.
- d. Teach gardening to students.
- e. Emphasis on fruits and vegetables and more plant-based foods at schools
- f. Cafeteria displays, including the food production process, and composting at schools.

Feedback and questions from room 103

- a. Collaborating with Phys-ed and Science classes to educate children about nutrition.
- b. Emphasizing that a healthy lifestyle is about more than nutrition

- c. Send home information about healthy eating in folders home — For example, the importance of choosing water over soda.
- d. Encourage parents to send fruit or healthy snacks for classroom celebrations
- e. Nutrition Services should partner with Community-Based Organizations to put on healthy eating and living events.
- f. Use social media to promote healthy eating
- g. We have to market healthier options to combat all of the marketing for unhealthy food
- h. We need to find ways to support families that live in “food deserts”.
- i. We should have more refillable water stations in schools to support healthy drinking habits
- j. Invite parents to come to lunch to learn about what their children are eating.

ADJOURNMENT

Renee Dudley offered to stay in room 103 for parents who still had questions and feedback in regard to school nutrition.

The meeting was adjourned at 7:30 PM from the breakout rooms.

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