



# District Parent Advisory Council (DPAC)



## Snapshot Meeting Minutes and Action Items

Date: 09/26/2016

Time: 6pm

Place: N5-092

Convener: Superintendent

Facilitator: Lynnea Atlas-Ingebretson

Attendees: Eudet Balina, Sarah, Keith, Brian, Hodan, Ahmed, Superintendent Graff, Bao Her

### Outcomes and Decision Method

Review Agenda	Approved
<p>Meeting the Superintendent</p> <ul style="list-style-type: none"> <li>- Parents were education and often worked on Native American communities and Alaskan Native communities.</li> <li>- Childhood moving between South Dakota, Alaska, and Minnesota.</li> <li>- Graduated from high school in Minnesota.</li> <li>- When back to Alaska to finish higher education and stayed for 29 years</li> <li>- Common Themes From Meetings with Communities so far:               <ul style="list-style-type: none"> <li>o That expectation for achievement from the schools are not what the communities want to be.                   <ul style="list-style-type: none"> <li>▪ There should be three questions parents should ask when they are hearing something from their students teacher:                       <ul style="list-style-type: none"> <li>• Does what I am hearing accurately reflect what I think of my student?</li> <li>• What are you doing as a teacher or as a school to help my child improve their results? There should be a specific response from the teacher about what they (the teacher or school) can do if the child needs more challenge or if they are struggling to help them catch up.</li> <li>• What can I do to help my child improve or excel? This can also be done prior to there being a conference and need to be proactive in offering support and partnership.</li> </ul> </li> </ul> </li> <li>o Want to advocate for my child and be heard.</li> <li>o Communication needs to be improved, lack of translation or interpretation, and 668.2300 line.</li> <li>o Discrimination of students of color and American Indian students and disparities.</li> </ul> </li> <li>- Connecting with families, communicate better, supporting them, we need some fast corrections and technical solutions and needs some more adaptive solutions that take more time and shift culture.</li> <li>- Put practices in place that are research and evidence based for students who are excelling and students who need more support</li> <li>- How do we change the culture of MPS and address the challenges we have known about for a long time? What is going to be different and how will it become different?               <ul style="list-style-type: none"> <li>o What we say we are doing and what we are doing are two different things.</li> <li>o Creating a new system and culture of accountability                   <ul style="list-style-type: none"> <li>▪ You can create short term change but to create lasting change culture needs to be shifted.</li> </ul> </li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ A sustained stability over time around our culture.</li> </ul> </li> <li>○ There are systemic issues with transportation that we are looking at now and correcting so that we don't have to go through this in futures years including issues with public transit use, late buses, length of time to get a bus route, how we communicate about it.</li> </ul>	
<p>Thoughts from the room:</p> <ul style="list-style-type: none"> <li>- We know what has been wrong for a while; what will be different?</li> <li>- Addressing the disparities with a cultural lens</li> <li>- Keep the measures that are working</li> <li>- Refine the measures of success to meet the students where they are</li> <li>- The value of tests needs to be managed</li> <li>- Data beyond the tests</li> <li>- Working with Go Cards and Metro Transit to support the parents and students best use practices and concerns and when there are problems on the bus and that isn't going well. We (parents) don't have control over the buses and concerns about danger.</li> </ul> <p><b>Idea around Human Capital: Questions for the future:</b></p> <ul style="list-style-type: none"> <li>- How many employees?</li> <li>- How many are making 6 figures?</li> <li>- How many first year teachers and connect to the loan forgiveness for teachers?</li> <li>- Turnover rate for employs – Teachers, Principals, and Social workers</li> <li>- Exit interview practice and requirements</li> <li>- Cost saving on MTC</li> </ul> <p><b>Idea:</b></p> <ul style="list-style-type: none"> <li>- To have a voice and present information to the board.</li> <li>- Met Council 2040 plan we should know about that and inform.</li> <li>- Correct the message that the curriculum and practice has been short not our students.</li> </ul>	
<p><a href="http://www.mpls.k12.mn.us/referendum2016">http://www.mpls.k12.mn.us/referendum2016</a>  <a href="https://www.facebook.com/Yes4MPLSKids/">https://www.facebook.com/Yes4MPLSKids/</a></p>	
<p>Goals:</p> <ul style="list-style-type: none"> <li>- Identify different groups that can present around concerns.</li> <li>- Changes to the Acceleration 2020 in October</li> <li>- Budget Process – Priority Based Budget</li> <li>- Development of the Capital Investment plan</li> <li>- Curriculum Adoption</li> <li>- Pesticide Notice in grass</li> <li>- Shredded tires and the report from EPA about the toxins they contain</li> </ul>	
<p>Membership</p>	

# National Resources

MTSS is an evidence-based practice used throughout the country. Below are resources your school may find helpful during implementation of an MTSS framework.

[National Center on Intensive Instruction \(NCII\)](#)

[RTI Action Network](#)

[Intervention Central](#)

[Center on Instruction](#)

[Florida Center for Reading Research \(FCRR\)](#)

[Iowa Reading Research Center \(IRRC\)](#)

[Vaugh Gross Center](#)

Other State's MTSS Supports:

- [Michigan](#)
- [Florida](#)
- [Pennsylvania](#)

## Outcomes – Agenda

Agenda Item	Action