

Franklin-Randall PTO Board Meeting
3/11/25 5:30pm
Randall Elementary School LMC
1802 Regent St, Madison WI 53726

Attendees: Mickey Willis, Caitlin Voegelé, Lisa Hawk, Ashley Russell, Sarah Levin, John Wallace, Samip Kothari, Kemper Smith, Vickie Eiden, Anne Reis, Ashley Check, Brian Schneirow, Marissa Burack, Kate Freedman.

Online: Emily Powers.

Call to order: 5:33pm

Minutes: Lisa motions to approve, Vickie seconds, motion carries.

Principal Updates – John Wallace:

- It's glorious to be back
- Recap of 3rd and 4th grade concerts
- 5th graders collaborating on a literacy project
- 3rd grad field trip to Vitense
- Getting into testing and end of year reviews
- Staff allocation for next year: Randall is adding a section in 5th and getting additional special education support

Principal Updates – Emily Powers:

- 100th day of school celebrations
- Read Your Heart Out celebration – invited many new families to come in and share the joy & love of reading, as well as community leaders, family members and staff family members
- Looking to next year – 1st grade will increase to 6 sections, 2nd grade will increase to 5 sections, more student services allocation (social work, psychologist), and will increase special education allocation

Discussion on Randall staff allocation – changes are due to combination of population and needs. At Randall next year, 6th grade math will be taught in person to the group by a 5th grade teacher. In previous years, would have instructional coach and AL teacher oversee. Currently, 4th grade is largest of the grades at Randall, so next year there will be less pull out, hoping to have more instruction within the classroom.

Upcoming Events – Caitlin:

- **Super Science Sunday – 3/16**
Samip – All good to go, around 10 people exhibiting, making a map to pass out.
Could use a few more volunteers on clean up.
- **CANCELLED - Game Day**
Don't have a lead coordinator, will table for next year.
- **Children's Museum** event was great and will do again next year

- **End of Year Picnic** – June 9th, 5:30-7 @ Brittingham Park

Mr. Moffat's band is booked

Will not be a PEG fundraiser this year, so no food available for sale

Will pass out freeze pops and ice cream sandwiches

We should communicate that there will not be food, bring your own picnic

Will need volunteers to hand out treats, line control, and freeze the pops

BEP/IEP/Teacher Support – Marissa Burack:

- Parent initiated discussion on BEP (Behavior Education Plan) and how to support teachers
- Marissa has been volunteering in a 5k and 1st grade classroom weekly
- Trying to learn about BEP (which has been around since 2014) – what is going well, are the improvements that will be helpful to school, teachers, etc
- Wants to know how to support teachers in the classroom with kid energy, kids plugging ears due to disruptive behavior, disruptions in hallway, kids struggling with distractions, etc

Emily Powers:

- Avenues of advocacy for increasingly complex needs of students – reach out to teachers & principal with concerns
- Needs have changed and increased rapidly since Covid, system has not been able to adapt at the same speed
- Has been working with associate superintendent Dr. Ebbe – has been a great partner
- There are limitations around what staff can share about specific situations
- There are a variety of district level support staff the school can request/partner with to problem solve and seek out additional resources (within and beyond MMSD) when student needs are out of their skill set.
- Has had great experience with additional support teams coming in, observing environments to make them safer and more inclusive, problem solving solutions, and can reach out to other resources in the community.
- Every situation is unique and there are many staff working together to support the complex needs of students. Schools are thoughtful & mindful about supporting student needs. Sometimes there are 2-5 people across both schools on a student's "team" to support them.
- Having part time staffing is a limitation – social worker is only in 3 days a week, etc
- Budget is the challenge – there are a lot of priorities and needs in a lot of schools. They try to be fair and equitable across the district and it must be incredibly challenging to make these decisions.

John Wallace:

- Things are different than they were years ago and staff is called on to do things differently.
- People come in and see many dysregulated kids and want to see consequences, but this is a punishment mindset. District works on restorative approach. Relationships are not enabling, there are guidance and counter choices for students. "Warm demanders" help students learn and modify behaviors.
- This has been and continues to be an incredible challenge across the district and nation.
- Have been bringing in people who have been effective bringing about change in similar systems.
- Can't be person specific and involves teams of people. A child can not have one go-to person – that's a failed system. There is a lot of relationship building with children and families and

they are seeing results.

- Conversations at Randall are different than Franklin. Kids know they are safe, we love them, but we're serious about the work we do and have high expectations. Move away from being reactive to being proactive.
- Kids coming and going throughout the year – try to rock the boat a bit more as they test the system.

BEP – Emily Powers:

- Restorative justice approach – restoring relationships and making sure harm is repaired, mess is cleaned up, logical consequences.
- Focus on learning, coaching, re-teaching behavior
- School-family partnerships to support students – have families in to help avoid big outbursts, be proactive to avoid larger outbursts that impact other students. Many parents don't want that for their child. Our job to work together as family school team to figure out best ways to support students while they're at school
- Progressive discipline framework – as behaviors are repeated with frequency or more intense, it “levels up” with responses, 4 is the highest level and involves physical harm to staff or students. In this case, they would look at a family conference, see how to adjust student's day to get ahead of dysregulation to maintain regulation for the student and classmates
- Protections in place for students with disabilities (IDEA act) re: “discipline” and removal – a lot of guidance that needs to be adhered to. Make sure students have access to instruction, modifications & accommodations. Very strict protocol – can get in trouble if they don't follow. Make sure they match behavior with support to aim for regulation throughout learning part of day.

Question: is there any training material or classes around this? For volunteers?

- As part of the process there are specific trainings that have been revised.
- Includes general foundations for what MMSD schools are about.
- Not sure how in depth it goes with BEP.
- Sometimes district leaders will come to school board and share data and strategies.
- As a school grounded in restorative justice framework from the beginning of school year, they set classroom agreements and decide what happens if the agreement is broken.
- Provide resources to practice strategies to support student and honor the integrity and humanity of the students.

Question – how aware are students of results and this approach prior to incidents?

- Schools hold circles to process conflicts or event that took place and how students feel about event. Give students a voice and allow them to listen.
- The design of morning meetings helps to increase sense of belonging.
- They hear the language and see the actions regularly.
- Non-violent crisis intervention training that guides resolutions and directs expectations to children.
- At Randall staff are still students of restorative justice, not masters. Still learning about circles and practice them as staff.
- Circles are often reactive to process things that happen to give students voice and opportunity for shared experience. Build relationships and trust with the students.

IEP Timelines and process:

- Require evidence and interventions prior to initiating evaluations – when they identify a student with special needs, it changes their civil rights. The label and identification will follow them throughout their life and can be further marginalizing for students. Consult with experts in partnership with family before starting evaluation process.
- Done on very tight timelines (due to IDEA, federal law) – once evaluation starts there is a tight timeline, includes observations, interviews, assessments scoring metrics, assessments. Limited staffing can be a barrier to having an expedited evaluation and when it is expedited, it may not be the best evaluation possible.
- Goal is to create a very individualized plan to address needs in appropriate manner.
- Reality is that when someone qualifies or a new student joins with identified disability, there is not a bullpen of people waiting, so it often requires the team to come together to realign and reconfigure schedules.
- This has been done at least 10 times this year based on new students, changing needs, changing academic needs, safety issues, etc.

Question on increased allocation for support staffing next year:

- Franklin received 20% increase for next year. Working on figuring out how to increase their time next year.
- Randall did not receive the increased support.

Question: One of the first goals of BEP is increase the feeling of safety for family, students, staff – are there any metrics on staff safety over the years?

- Staff climate survey is used to monitor how staff is feeling on a variety of topics: facilities, instruction, cleanliness, safety, etc.
- Principals review info every year.
- In general, Franklin data ebbs and flows based on needs of students. If it's sent during a challenging time, survey results reflect this – staff are worried about colleagues.
- When moving past challenging times, staff data will reflect more positively. It's a toe dip in time.
- Franklin staff are really open with Emily – they know they can come to Emily if feeling unsafe. She is there to step in and problem solve if someone is feeling physically and emotionally unsafe.
- At Randall, staff is currently more concerned about their safety, peers, students than they have been in the past and it's valid – there have been more incidents.
- Working together on how to problem solve as a team to prevent future events.
- Many staff members Randall are worried about students physically and emotionally, including with the child who is struggling.
- Number of frustrated staff feel ineffective in meeting needs of students they want to help, not just protecting students.

Question – is there a way to share aggregated data for parent advocacy?

- Data is used to shaped both school's systems, not to get parents to advocate them.
- If we can show a need for more staff with data, they can show this with the district.
- Must demonstrate we have managed resources as effectively as possible.
- Need to be very specific where gaps are and what the needs are.
- Can move people around to fill needs.

- Data is not confidential, they can share it and they use it with the staff.

Garden Event – Anne Reis:

- Would like to hold a Spring event to allow kids to plant perennials, vegetables, annuals
- May 31 suggested as date, although it's close to other events
- Dane County storm water coalition sells plants for inexpensive cost – \$3/plant or \$12/4.
- Would be great to use funds raised in the fall to buy pollinators and will work with Terri to choose plants and have a planting party
- Can use the popcorn and cider from other event for snacks
- May 31 same day as Girls on the Run 5k (morning), could do event in the afternoon
- May do event at Bayview on a Saturday morning or afternoon earlier in May, so this date is good
- Will move forward & get sign up sheet for volunteers

Fun Run – Caitlin & Lisa:

- Franklin Fun Run – May 15
- PTO will bring water & balloons, table for PTO & playground
- Becca does sign up, will collaborate with her to get volunteers arranged
- Randall Fun Run cancelled due to planning
- It's easier to do in the fall and they will plan to do it in the fall again next year
- Did not seem to be a significant impact on PTO fundraiser
- Decided not to do first day coffees next year – too hard to organize and execute
- Could possibly do at the fun run... or the 5k playdates

Parking – Lisa & Ashley C:

- Discussion on parking giveback:
 - started in 2018 for Badger football parking – PTO donates funds from two games to two different community schools (Title 1), have been rotating through community elementary schools
 - Catalyst of getting it started was article in Wisconsin State Journal – “Madison School Parking Privilege lets the Rich get Richer.”
 - Was a long process to organize the giveback, but agreement was that PTO would relinquish some fundraising days and allow MMSD to run them, which is not what happens due to logistical challenges and there is no specific MMSD point person to work with.
 - In 2018-2019, PTO was writing checks to MMSD, but in 2021 (post-covid) started giving money directly to the schools. Some of the schools have established PTOs, some do not.
 - In looking at our budget, what we have budgeted with give back does match what it was in the past.
 - There is no formal contract or written down plan, it's vague and non specific.
 - We have the schools send 2-4 volunteers for the specific date chosen, but still need our core volunteers to run the parking. Our volunteers pack the lots and make the most money.
 - Would like to standardize the arrangement and make it clear how much should be

- budgeted annually. Could include potential concert parking or not.
- It's time to give the funds for this year – unclear how much to give
- Discussion on event parking over the summer for Camp Randall concerts.
- Discussion on what is a community school versus a Title 1 school and how the schools we give to were selected.
- Madison School Foundation discussion – do they have a grant that goes to those schools and we can donate to one place to disperse equally? Madison Schools Foundation rep coming to meet with west side PTO presidents, will discuss
- Will vote tonight on funds for this year and re-assess next year to make a plan for the future
- Forming a committee to work on the future plan: Brian, Ashley C and Kate
- John brings up concerns about “poking the bear” and recommends proceeding with caution as there may be a bias against Franklin & Randall and the community's needs have significantly changed
- Brian motions that this year, the give back is 20% of net profit to be consistent with all prior years. Anne seconds. Motion carries.
- Will keep any summer parking as a one time thing separate from football parking for this year. Will discuss a plan and vote in May.

2025-2026 Open Roles – Caitlin:

- Still recruiting for next year.
- Kate will be VP.

Vickie – Can we add to next agenda to figure out how to publicize how much we spend per student, support of Bayview, etc?

Adjourned: 7:30pm.