

Multicultural Family Advisory Committee Goals Established for 2017/18

- **Identify the “minority” minority cultures served by WD7.**

- a. See Handout
- b. 32 Languages Spoken by the Families in our School District
- c. Race
 - i. Hispanic 562
 - ii. White 450
 - iii. Asian 53
 - iv. African American 29
 - v. Two or More Races 23
- d. Languages
 - i. Spanish 433
 - ii. English 362
 - iii. Polish 215
 - iv. Urdu 27

- **Provide training for staff to build understanding of these cultures.**

- a. **ECEC** - No formal training, more individually based by classroom population. If time permits next year, the staff will read the book *Multicultural Teaching in the Early Childhood Classroom* about cultures and their differences as well as take a quiz about their perceptions. I am hoping with the new Mental Health position this could be done also.
- b. **Oakbrook** - Staff have been updated on this goal, through the home visit program many staff members have gained an inside perspective of some of the various cultures we serve. "Salsa Dancing" book study was offered once again, however no one from OB participated.
- c. **Westview** - Mr. Buttimer reached out to DarusSalam Foundation in attempt provide staff with training to create a better understanding of students/families who are Muslim. This organization applauded the idea but said that they did not have anyone available to provide a training for WV staff. Also reached out to local mosque in Wood Dale via email and did not get a response.
- d. **Junior High** - ELL Training with Dr. Amy Heineke from Loyola University - covered equity issues, cultural differences & the impact culture has on academic background.

- **Explore establishing a “school culture” orientation program for parents who come from different cultures.**

- a. **ECEC** - Planning this be done next year for an evening program or during an orientation session during our Parent Orientation Day.
- b. **Oakbrook** - Staff have provided Dual Language parent information night that is presented in both English & Spanish languages. Parents who speak another language also attend, as they enroll their students in the program. Classes were offered through the district to aide our Spanish speaking community at the District Office (ESL & Citizenship through College of DuPage). Staff have offered several night programs at OB where all parents can attend to socialize with one another.
- c. **Westview** - No specific action taken. We struggle to get parents from any culture to be involved in any way that requires them to physically be present in the school. Mr. Buttimer sometimes make follow up phone calls to parents of new students to check on how the transition has gone 1-2 weeks after they begin. He would like to establish a regular protocol of doing this to ensure

new students are connected with friends socially, and their parents have the information they need to be involved, such as teacher contact information, information that can be found on the website, invitation to follow Westview on Twitter, upcoming PTO events/meetings, upcoming conferences, presentations, fairs, or other relevant events. Mrs. Garcia and Mr. Buttner plan to work on this during the summer.

- d. **Junior High** - Current students and parents of various cultural backgrounds will be available at the regular orientation days to support new families. They will talk to the new parents in their native language to bridge cultural barriers and hopefully provide ongoing support (Spanish, Polish & Urdu)
- ***Begin a multicultural program designed to develop a deeper understanding of the various cultures of our community. Integrate school, home, families and community in the learning activities.***
 - a. **ECEC** - Program offers multiple opportunities to have families come together for parent events and in class project culminations, family days and so on.
 - b. **Oakbrook** - The Building Leadership Team is discussing this topic in greater detail to try and bridge these great cultures within our community in Wood Dale by offering some after hours programming.
 - c. **Westview** - The Family Engagement Committee has actually taken a different approach. Rather than explicitly developing a deeper understanding of the various cultures of the community, they have hosted several programs that were designed to be fun, welcoming, and stress-free for families of various cultures/languages to participate, so that everyone felt included and welcome to participate. Rather than being concerned about fees, language barriers, or lack of context/background knowledge which are sometimes referenced as reasons for families not participating, the Westview staff has been eager to get families interacting with each other more frequently in low-stakes situations such as YWCA Presentation on Sexual Abuse Prevention, Tim Hannig Family Night, Family Bingo, Buddy up w/Wildcat, and the upcoming community service opportunity at Feed My Starving Children.
 - d. **Junior High** - English Language Arts classes have begun to change some of the literature they use to teach about different cultures (House on Mango Street - 8th grade & Refugee - Short stories about Vietnamese refugee growing up in San Francisco - 7th grade) Ms. Hasse has systematically increased the LMC book collection to include more culturally diverse literature. These books are also featured to increase interest in students reading them.