



2022-23 Chancellor’s Parent Advisory Board
December 15, 2022
Meeting Notes

Agenda:

Time	Agenda Item
6:00-6:10pm	Welcome, SEL Activity, Agenda and Community Norms
6:10-6:20pm	Member Spotlights
6:20-6:50pm	Updates with Chancellor Ferebee, Q&A, Open Mic
6:50-7:30pm	<p>Breakout Groups</p> <ol style="list-style-type: none"> <p><u>DCPS Becoming- Mike Lamb (Deputy Chief, Learning and Development Sciences)</u></p> <p><i>DCPS is on journey towards becoming a whole child-centered, antiracist school system—DCPS Becoming. This means we are applying the science of learning and development and our racial equity lens to every policy, system, and practice at the district and school levels to unlock the potential of every child. In this session, you will hear the vision for DCPS Becoming and get an opportunity to offer feedback about what feels most compelling, what questions you may have, and where we should focus in the months and years ahead.</i></p> <p><u>Transition curriculum and work-based learning programs- Ashlie Roney (Director, Postsecondary Transition)</u></p> <p><i>Transition planning is the process that students receiving Special Education services and their families use to think about life after high school, to identify desired outcomes, and to plan school and community-based experiences that are designed to facilitate acquisition of the knowledge and skills required to achieve their goals.</i></p> <p><i>In this session, families will learn about:</i></p> <ul style="list-style-type: none"> <i>Transition Planning in DCPS, for students with IEPs, ages 13 and up</i> <i>Career Readiness experiences for students with disabilities</i> <i>Supported Decision-Making</i>



Family engagement is widely regarded as a key factor in students' post-school outcomes. We welcome your input on ways a collaborative relationship can be maximized in the transition planning process to foster student efficacy.

3. DCPS Redesign- Connie Parham (Director, Innovation & Design)

Learn more about DCPS high schools' work to transform the student experience through our partnership with the XQ Institute. Hear directly from high school communities currently engaged Redesign to learn about their experiences, new school vision, and the new opportunities available for students and staff as a result. Share input and feedback about the ideal engagement and empowerment of high school and feeder school parents in the Redesign process.

Board Members in Attendance:

Name	Ward	School Community	In Attendance
Dionne McAdoo	1	McKinley Tech HS, Coolidge HS Seaton ES	X
Eyana Carballo	1	Hardy MS	X
Brett Rodgers	1	Tubman ES	X
Jacob Aladejobi	1	Cleveland ES	X
Ilaria Bangara	2	Mann ES	X
Sarah Murtaza	2	Hyde-Addison ES	
Lisa Consoldane	2	School Without Walls HS	X
Larissa Camilleri	2	Hyde-Addison ES Hardy MS	
Maria Augustina Motto Murua	3	Mann ES	X
Matthew Cook	3	Hearst ES	Scheduling Conflict
Sarah Poehlman	3	Janney ES	X
Ramya Vivekanandan	3	Oyster-Adams Bilingual	X
William Rumsey	4	Shepherd ES	X
Hilary Daniel	4	La Salle-Backus ES	Withdrew from board



Kishanna Harley	4	Duke Ellington School of the Arts Whittier ES	
Patricia Balestra	4	Lafayette ES Deal MS	X
New Member Zaid Gebrekidan	4	Powell ES	X
Taita Kitt	5	Deal MS Dunbar HS	Withdrew from board
Corina Leguizamon	5	CHEC Dunbar HS	X
Ernestine Miles	5	Banneker Academic HS	
Dorina Bekoe	5	Deal MS	
Elinor (Nellie) Jaikaran	6	School Within School at Gooding	X
Selah Alexander	6	Van Ness ES	
Maurice Heath	6	Amidon Bowen ES	X
Rebecca McGeehan	6	Maury ES Eliot-Hine MS	Scheduling Conflict
William Young	7	Bard Early College School	Withdrew from board
Ralph Jackson	7	Randle Highlands ES	Withdrew from board
Demetria Dinkins	7	Nalle ES	X
Shakuwra Camphor	7	Houston ES	X
Deitra Flemming	8	Ballou HS	X
Brandi Reese	8	Garfield ES	X
Katrice Purdie	8	Deal MS	X
New Member Laqurila Fitzhugh	8	Kramer MS	

DCPS Staff in Attendance:

- Chancellor Lewis D. Ferebee
- Sarah Parker – Engagement and Partnerships, Interim Officer
- Mike Lamb – Learning and Development Science, Deputy Chief
- Ashlie Roney – Postsecondary Transition, Director
- Connie Parham – Innovation and Design, Director



- Kira Rowe – Redesign XQ, Director
- William Blake – Redesign XQ, Director
- Sonya Soloway – Redesign, Manager
- Maisha Drew-Wise – Innovation and Design, Manager
- Jerry Ilar – Family and Community Supports, Manager
- Claudette Monroy – Community Engagement, Coordinator

Summary of Discussion, Questions and Comments

Chancellor's Updates

ES Report Card

- New Elementary School Report Card:
<https://www.youtube.com/watch?v=5xtcElczDfl&t=7s>
- En español: https://www.youtube.com/watch?v=vIFHz_G-uuk
- Website: <https://dcps.dc.gov/page/elementary-report-cards>

SY23-24 Enrollment Season

- For more information, visit: <https://enrolldcps.dc.gov/>
- DCPS Parent Guide: [Learn About DCPS Schools | dcpsenrollment](#)
- DCPS Parent University YouTube Channel: <https://bit.ly/puondemand>

Test to Return

- Pickup test kit between December 20-22, 2022
- Report results by January 2nd, 2023

Fall 2022 Student Meal Satisfaction Survey – Closes on December 16, 2022

- Student Meal Satisfaction Survey: <https://bit.ly/fnsfall2022survey>

Q&A and Open Mic

- We have had multiple incidents of spoiled and outdated food being served to students in the past year.
 - Food and Nutrition will be joining this space in March, and we will follow up on any reports to the team.
- Garfield doing a mid-year transition and experiencing that educators do not have enough time to pack and unpack. Can students come back a little later and have a better means for students to return to school. Transportation is becoming an issue for this new space. Who is the right person to discuss this issue?



- There is a plan for staggering the school transition into the new space. Would entertain the idea for virtual learning but interested in learning more on how internet access could impact virtual learning.
- How are we sharing information on MacArthur High School and type of programming with its opening coming up?
 - We recently announced that Principal McCray will be leading MacArthur. We will begin to engage community members on feedback and recommendations.
- Will there be additional expansion of early learning to continue the increases in enrollment at DCPS?
 - There is a plan to expand early childhood seats. We learned from Military Road Early Learning Center, there is a lot of value having PreK 3 and PreK 4 classes together. We will continue with the strategy in increasing stand-alone early learning centers outside of Stevens and Military Road.
- How does EdFest accommodate immigrant families with resources and technologies in different languages?
 - One of many opportunities to learn about enrollment at DCPS and across the district. The Welcome Center with the Language Acquisition Division works to identify needs for newly arrived and immigrant families.
 - <https://dcpsstrong.com/english-learners/>
- Is there a way for parents to learn about the expectations and concerns on interpreting the updated report card or documentation.
 - We can coordinate those conversations with the principal.

Breakout Groups

1. **DCPS Becoming- Mike Lamb (Deputy Chief, Learning and Development Sciences)**

- 5 people in attendance
- Socioemotional Learning Opener:
 - Think back to your own experience in school growing up.
 - What grade did you experience the most joy and fun in school? What made that so?
 - What teacher did you feel the strongest relationship with? What made that so?
 - What grade did you learn the most in school? What was the context around you that year?
- Presenter shared about the Historic Design of U.S. Education – Most students are average, talent is scarce (male and white), schools should be sorting mechanisms, success or failure is solely a result of merit, quality is more important than equality or equity.



- Skills exist in a potential state in all children, waiting to be activated by favorable learning conditions. Context, environment, experience, and relationships allow for students to reach their full potential.
- Discussion on images of the brain at birth, 6 years, and 14 years.
 - The brain is malleable even through adversity, as long as we provide the right context for young people to unlock their potential.
- Parts of the brain – Amygdala: Emotional Regulation and Reactivity, Hippocampus: Learning & Memory, Prefrontal Cortex: Executive Function, Self-Regulation, & Attention
- There are certain disparities due to our systems and practices not because of what the student is experiencing.
- DCPS has been recognized as the fastest improving district in the country, yet still has significant disparities for students of color, special education students, and English Language Learners.
 - Those disparities are not the result of inherent deficits in students, so we must transform our system and practices to support students furthest from opportunity so they can reach their full potential.
- Q&A:
 - How are other departments receiving this professional development and learnings, so we are not misdiagnosing students?
 - Every single school has a whole child lead.
 - I think there can be gender bias (against boys) in the early years on those traditional metrics. Probably many other types of bias too.
 - Do you look at programs that increase the activity of a young child's brain, for example the impact of learning more than one language?
 - A lot of evidence that teaching the sounds and phonics of reading is more effective.
 - Physical activity, breathing, arts and sciences are framed about unlocking further learning.

2. Transition curriculum and work-based learning programs- Ashlie Roney (Director, Postsecondary Transition)

- Nine parents joined group 2.
- Ashlie introduced herself, share about her division and their work conduct at DCPS.
- The presenter shared a quick overview of her team's 22 – 23 Strategic Priorities: increase graduation, postsecondary readiness, disrupt systemic inequities.
- Agenda: overarching questions, setting the state and examining possibilities, and partnering for success.



Discussion questions:

- What's your experience with post-school planning?
 - How often do you talk about life after high school with your student?
 - My students are in elementary school.
 - Haven't discussed it regarding my child yet but I have spoken with my school faculty and staff about it.
 - Weekly with my child. At the IEP meeting with staff.
 - Weekly.
 - Talk often with 5th grader as we think of middle school and beyond.
- How do you think can we equitable engage more students with disabilities in Transition-related curriculum?
 - It seems mechanical at times; it feels forced into the conversation.
 - We need to be asking students- what type of education is best for you? What do you want to study in college? And in what setting?
 - It feels like the documentation I see, it's just checking a box that the conversation happen.
- How do you think we can increase postsecondary outcomes through program of study?
- What do you think are the biggest predictor of post-school outcomes for students?
 - Mental and physical health.
 - Pro-social behaviors.
- Supported Decision Making in DCPS
 - Alternative to guardianship
 - Empowers individuals
- What is the role of parents in Supported Decision Making?
 - Have you known this to be discussed in IEP meetings?
- Improving outcomes through program of study.
 - CTE enrollment of students with IEPs.
- Transition programs at DCPS:
 - Bridges from School to Work
 - NextGen Study
 - Competitive Employment Opportunities
 - General Explorations
 - Workforce Development Center @ RTEC
- DSI transition program has a total of 350 students. We know gaps exist because this number doesn't reflect the number of students with IEP.
- DSI strives to increase parent and family engagement through a variety of means: RSA Parent Sessions, PTCs, home visits, etc.
- What are some barriers or challenges that you think require consideration?



- DC gov has so many components and sometimes agencies are not connecting with each other.
- Addressing language barriers.

Comments and questions from parents:

- I didn't know Supported Decision Making was part of IEP meetings
- Also, my daughter is the best about advocating for herself. I have taught her to advocate for her services and supports.
- I encourage DCPS to teach all kids from a young age to do that.

3. DCPS Redesign- Connie Parham (Director, Innovation & Design)

- Six parents joined this breakout group.
- Changes coming to your community:
 - ANC meetings, discussion around remodeling the library and rec center. Community members are wondering how surplus space is determined (also referred to as air space). Hoping it's to serve the community for the better. Wondering if it is apartments, how will we serve the needs of the new people in the apartments?
 - New to the area, never get to think about this. Thinking about the plaza coming and what impact that will have.
 - A lot of new families coming, they might be in need of services.
 - Gentrification, new technology.
 - The shortage of teachers makes me worried for future generations.
- What are the skills, knowledge, and dispositions that may be needed?
 - Smaller classroom sizes.
 - Critical thinking, living in the real-world vs alternative universes, life skills (problem solving, navigating change and complexity, mental health and overall wellbeing).
 - Learning how to be accountable for actions/inactions. What are the repercussions of my choices and actions?

Introduce Redesign and the DCXQ partnership

- Cardozo Education Campus introduced their developing school concept "Focusing on financial literacy, work-based experiences, and entrepreneurship; giving students the opportunity to graduate as small business owners."
- Feedback from parents:
 - Who is saying we need this redesign?
 - How does this focus on entrepreneurship/ability to choose their interested area balance the curriculum?



- Our school is everchanging, so we need to schools that actually respond to those changes to better prepare our students for the current and future society.
- At Cardozo, it's about the skills they are developing that will allow them to be successful for their future.
- It would be helpful to show how to link the curriculum in the feeder schools so that change is not disruptive.
- How early in High School will this redesign begin?
- Is there a day in the life that we can see?
 - Figuring that out right now.
 - Right now, we are going to test some pilots, to figure out what is working on and what isn't, currently working on getting a pilot to test out a student success course.
- One area that is missing is connecting with experts in these areas.

- Coolidge High School shared about their model, "Focusing on student wellness, sustainability, and global citizenship; giving students opportunities to conduct action research and travel nationally and internationally.
- What feels aligned or off for you?
 - Students being citizens of the world feels on point- I see some promise, a lot to digest in a little bit of time. Considering you already have some schools doing urban sustainability.
 - I am a Coolidge alum, I know we have the early college program, will we be getting rid of it?
 - It will be incorporated in (and explains how it will integrate).
 - It will feed into our mass media, early college, etc.
 - What does the network of stakeholders look like?
 - Currently sit on the University of the District of Columbia UN sustainability goals, let's get connected.
- Visibility into measurement of success.
 - Kickoff grounded in current data: traditional metrics (SAT, college rate, achievement, GPA, etc.) We will still track towards this. We will combine this with some more qualitative feedback from the student, families, and staff actually experiences during the school day.
 - XQ also have a performance framework around their learner outcomes.
 - In the planning year being built out right now- traditional longer term metrics but drafting shorter term goals now.
 - Parents request the presentation.



Resources Shared During Meeting:

Chancellor's Updates

ES Report Card

- New Elementary School Report Card:
<https://www.youtube.com/watch?v=5xtcElczDfl&t=7s>
- En español: https://www.youtube.com/watch?v=vIFHz_G-uuk
- Website: <https://dcps.dc.gov/page/elementary-report-cards>

SY23-24 Enrollment Season

- For more information, visit: <https://enrolldcps.dc.gov/>
- DCPS Parent Guide: [Learn About DCPS Schools | dcpsenrollment](#)
- DCPS Parent University YouTube Channel: <https://bit.ly/puondemand>

Fall 2022 Student Meal Satisfaction Survey

- Student Meal Satisfaction Survey: <https://bit.ly/fnsfall2022survey>

Survey Responses:

Six parents filled out the exit survey.

Question	Average Score
1 Star = Not Good to 5 Star = Very Good	
How would you rate the meeting overall?	4.33
How would you rate your breakout group?	4.66
Please rate the organization and logistics of the meeting	4.80

Additional comments submitted on survey:

- Do you want to add any items to the agenda to an upcoming meeting?
 - Student Behavior /Consequences. Drug education.
 - School registration.
 - DCPS Budget cycle and current status.
 - More on socio-emotional learning, behavior and discipline.
 - DCPS elementary testing.
- Which section or activity of the agenda was most interesting and/or helpful? Please briefly explain why:



- Student IEP meeting strategies and empowerment.
- Going into the breakout session and discussing the topic.
- Breakout sessions, very informative.
- The breakout group with DCPS Becoming - really excellent!

- What made the breakout group discussion engaging or not engaging?
 - Every person contributed to the discussion, and it was interesting and made me want to know more.
 - Engaging.
 - The facilitator and the content - both fascinating!
 - the narrowed topic.

- How was your virtual experience? Any feedback on technology and logistics?
 - Nothing to note.
 - I am enjoying my time virtually with the board. I am learning a lot.
 - Good all around.
 - All fine.
 - Everything worked very well!

- Please share other comments:
 - It would be helpful for groups to move through the sessions. I believe there was a lot of missed perspective sharing due to the breakout structure.
 - I would not change anything at this time.... keep communication open and honest
 - I think it would be great to hear from a couple of parents each time about how they would like to improve the school their kids are currently attending. We could split the parents over the next couple of sessions. Also, any developments happening to DCPS across the board. Like the new middle school that will split the current Hardy Middle School students.
 - I'm sorry to be answering this survey so late. I am always so appreciative of how well organized these meetings are.