

**2023 - 2024 Chancellor's Parent Advisory Board
December 14th 2023**

Board Members in Attendance:

First Name	Last Name	Attendance
Aaron	Hanna	X
Ada	Ezeh	X
Ammena	Nazeen	X
Beth	Davis	X
Charles	DeSantis	X
Connie	Guevara	
Dana	Watson	X
Dorian	Thomas	X
Ebone	Tyson-El	X
Ericka	Mahdi	X
Feleece	Mitchell	
Gabrielle	Holmes	X
Glenda	Diaz	X
Jamiel	Dawson	
Jessica	Campos	
Julius	Terry	X
LeSeana	Andrews	
Lisa	Addison	
Mishaela	Duran	X
Olu	Ajisafe	
Patricia	Price	
Pauline	Mzava	X
Pepper	Reed	X
Quentin	Long	
Ritu	Upadhyay	
Stephen	Rodriguez	X
Suzanne	Schneider	X
Teressa	Walton	X
Tasha	Kennedy	
Yolanda	Anderson	X
Yolanda	Powers	

SEL activity (*What's your favorite winter activity?*)

Monthly Updates:

- **Covid Tests: DCPS will not be doing Test-to-Return after Winter Break.**
 - Students did receive covid tests during Thanksgiving Break.
- **WMATA Closure**
 - <https://wmata.com/about/news/Red-Line-Construction.cfm>
 - Work on the red line Between December 18-December 30 between Dupont Circle and Chinatown
- **Winter Break**
 - December 22 through January 2
- **Technology Advisory Committee**
 - [Bilan Jama at Bilan.Jama@k12.dc.gov](mailto:Bilan.Jama@k12.dc.gov) or reach out if you have any questions.
 - Made up of school leaders, teachers, parents and students to discuss technology at DCPS. Recommendations for students to join.
- **Budget Timeline:**
 - January – March 2024 includes student engagement, targeted LSAT support and webinars, and school budget allocations
 - Late March-Early 2024 fina budgets will be submitted
- **Budget hearing on Youtube** https://youtu.be/vYrcsF90Rks?si=12UIMk_HWH4wAKjQ
- **Strategic Plan Reveal:** January 17, 2024 at MLK Library 5th Floor

Questions:

- Did the general public share the same themes and sentiments with the Parent Advisory Board and was it just as long as previous hearings?
 - Main Themes:
 - Safety- safe passage and increasing security
 - Affordable aftercare options
 - Extracurricular activities
 - Increased mental health support
 - Reading and writing skills resources
 - Outdoor activities and field trips

ECE Building Blocks Group -----

Notetaker: Natalie Treadgold

Presenter: Cheryl Ohlson

- Introductions
- Gabrielle Holms
- Pepper Reed
- Beth Davis
- Ada Ezeh
- Dorian Thomas
- Erika Mahdi

Cheryl shared about ECE division Mission and structure.

Why did we change Pre-K curriculum:

Principals and teachers shared they saw some gaps in math and wanted more support

Wanted to address anti- racism and social justice in an age appropriate way

Looked at research and best practices

Conducted stakeholder engagement.

Teachers, principals, Parents, other districts, paras and ECE Council
Early Math learning is an important predictor of children's subsequent academic performance.

Discussion:

To what extent have you received information about Building Blocks curriculum?

In what ways are you seeing your children engage with mathematical ideas at home?

Talking about dividing things into "halves", naming numbers when we see them in the world, naming shapes and what makes the shapes (characteristics), connection between SEL and math

- Why Building Blocks: focuses on deep skills, aligned with how we know children learn best, asset based
 - Children are in rotating groups
 - Activities are really short, playful hands on and individualized
- Examples of small group activities
- All classrooms have Math centers and math is woven into the whole day
- Research has shown that Building Blocks works to improve math learning

Feedback:

- Would like a more frequent newsletter (weekly) about what concepts students are learning and how families can support,
- regular workshops to go over strategies that we can do with kids at home, weekly folders with games that can help,
- would like to know what toys or games are in the math centers at school so we can get them for home.
- For workshops- am drop off is good for in-person, evening is better for virtual

Social Studies Breakout Room -----

Notetaker: Tara Cheston

Presenter: Raymond Hamilton

Participants: Mishaela Duran, Suzanne Scheider, Yolanda Anderson, Pauline Roshani Mzava

Notes:

-Introductions kicked off by Anthony Hiller.

-Overview provided by Raymond Hamilton

-Why work is important – DCPS had some of the oldest social studies standards in the US. Standards were a combination of content standards, C3 framework (skills of social studies), and Common Core State Standards (with literacy embedded). Last standards update was 2006.

New standards were adopted unanimously by OSSE in June 2023.

5 disciplinary competencies: inquiry, history, geography, civics, and economics.

Link to new standards:

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Adopted%20Standards%20%28July%202023%29.pdf

Major Shifts in Standards

Focus on development of historical thinking and analysis skills	Inclusion of civic online reasoning as a key skill	Directly addresses white supremacy
Reduction in number of standards, increase in rigor of standards	Increased LEA and educator autonomy for areas of focus	Directly examines the complex history of racism in the United States and global history

Prior to the drafting of these new standards, there was a robust process that included the convening of a working group that made recommendations impacting the final/adopted standards. This process took two years.

Progression moves from micro to macro view (self/immediate sphere to wider DC region).

What are you noticing?

- Elementary:
 - There are some typos in the official standards document.

What wonders do you have?

- Elementary:
 - Interest in knowing what the first-grade curriculum will entail.
 - Is DCPS prepared for the battle that may occur based on calling out systemic white supremacy.
- Middle: Where will the world fitting into the updated standards?

Clarifications

- Elementary:
 - Language has been updated to reflect socio-cultural shifts (e.g., no longer using westward expansion; instead acknowledges first peoples and cultures).
 - The callout of culture is important. Students will learn about and advocate for their own communities as they develop a deeper understanding of the city.
 - Focus is on students reflecting on their experiences and better understanding the experiences of others. There's also a focus on enabling and empowering students to advocate for their experiences and beliefs.

- Community and agency within the community and the importance of community involvement are also foci. Civic engagement, in other words, isn't limited to voting duties.
- Middle:
 - The choice was made to remove cultures (previously World Geography & Cultures -> World Geography),
 - Recognition in writing standards that middle schoolers are filled with angst and energy, and there is a need to drive that energy toward more productive and positive framings. Action civics will be a great way for students to understand who they will be as a civic citizen as an adult.
- High:
 - Ancient world content is included in the high school progression.
 - Reconstruction is an important starting point for students to better understand how our current social institutions and systems were formed.

How is SEL and being incorporated into these new standards and what PD will complement the social studies standards for staff (specifically considering acknowledgement of white supremacy culture)?

- The SEL piece is content agnostic and is embedded in many aspects of content and curriculum delivery. SEL isn't bifurcated from academics; rather, it must be integrated in meaningful ways. Continually thinking about how we are promoting identity work. We continue to look at enumerated SEL targets that can be thoughtfully integrated throughout the course of the day.
- PD focus this year is on the skills of social studies. Next year's PD is focused on teaching hard history, having conversations that consider important perspectives/experiences, and how to teach this content without committing curricular violence. The team is working with the Equal Justice Initiative to partner on PD.

We pride ourselves for rooting this work in inquiry. Not just asking questions, but considering the inquiry arc:

- Developing questions and inquiries
- Applying disciplinary tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action

Students will see that they are not just learning this content to pass the class; rather, they are learning how to apply learnings as informed citizens.

This inquiry arc will help make students more discerning consumers of all types of information (including social media, etc).

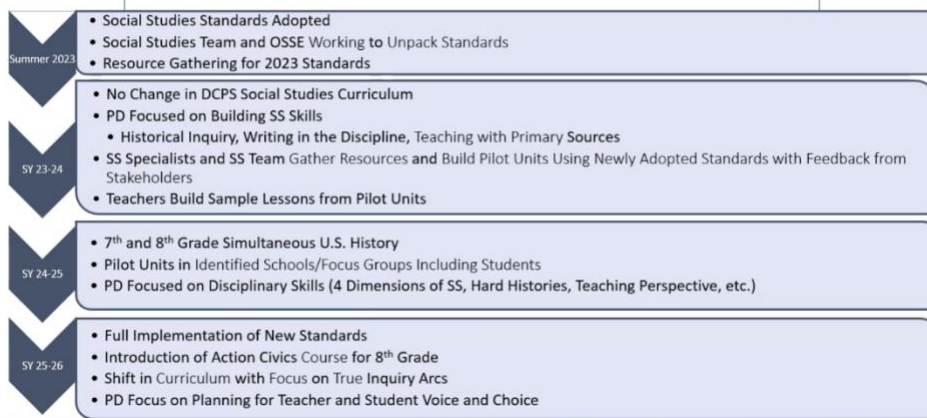
New Civics Course (8th Grade)

- What do you notice?
 - Concept 3
 - This is a brave new world. Civics has shifted with the socio-cultural milieu. Students are interacting with the world in a different way than we did. How will policy questions be considered?
 - We can continue to swap new policy considerations in and out as the world evolves.
 - Love the reliability of sources, but there's a reliability question around our mainstream media outlets. For example, Fox News posted a quote from

David Axelrod, and showed an image of the wrong person of the same name. The mainstream media isn't doing the work to ensure reliability. This is compounded by ChatGPT and other AI applications that can perpetuate misinformation/incorrect information.

- Concept 4
 - The balance of rights and safety is an interesting and engaging framing. It is a dire need right now.
 - We're excited for the potential for action.
 - Important wording like "attempts to balance" note that a balance hasn't been struck and provide the space for students to consider themselves as change agents.
 - Wondering if there needs to be a shift in school disciplinary policy, like student walkouts.
 - We have provided resources when we have been made aware of potential walkouts. We are continually working with teachers to determine if the resources we provide makes an impact for the students. We're trying think through how to provide a forum— either across difference or in affinity groups.
 - From this perspective, there's an opportunity for students to come together across schools. A creative way to achieve this would be amazing.
 - There have been opportunities where intentional cross-school student engagements have occurred, like the Hamilton/Kennedy Center opp.
 - DCPS could consider asking students what they are interested in exploring in the coming year and tweak the content as needed to make this happen.
 - There is a survey that will go out this spring to get student feedback on curriculum and their experience specifically in response to conversations that have taken place with students.

Standards Implementation Timeline



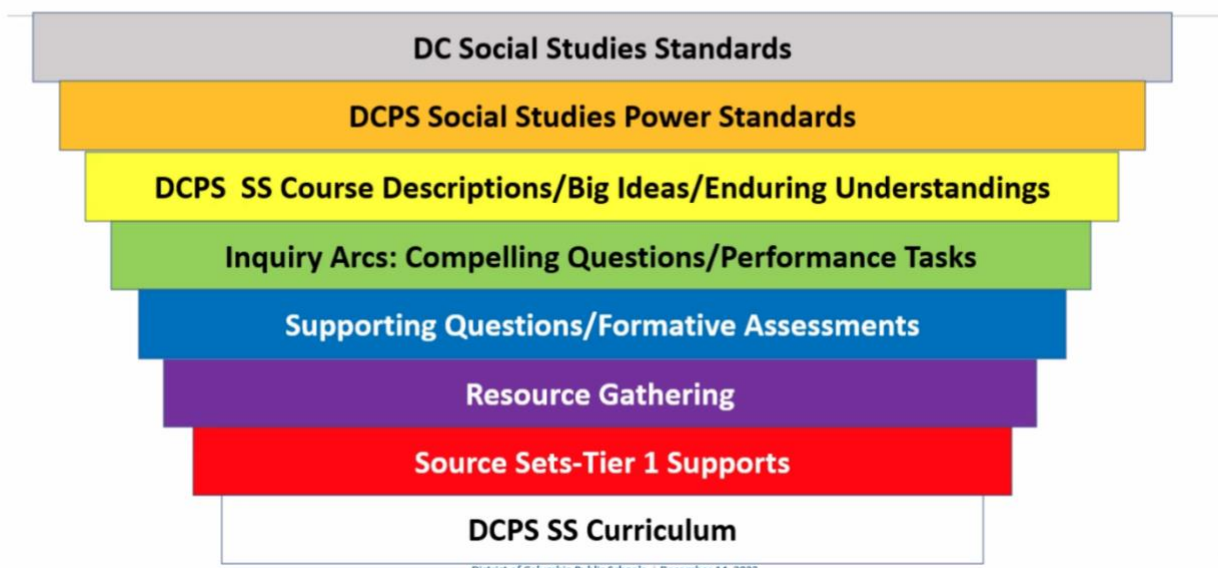
Questions on Implementation Timeline?

- Just keep this in mind as you consider hiring in the coming year(s).

- We're thinking ahead and trying to build competency muscles for our teachers. This might be challenging mindsets, but we are using this one-year runway to make sure they are ready to implement with fidelity.
- How will instructional coaches be used?
 - Schools are staffed differently based on their needs and resources. LEAP Leaders are school-based staff who can ensure staff are norming across a content area and identify where shared learning needs to happen. Central works in concert with these staff members and our teachers.

While there are required sources, teachers have the flexibility and agency to use additional supplemental resources to meet the needs of their students and school community.

From Standards to Curriculum



Enduring understandings – takeaways

Compelling questions will be related to summative assessments or performance tasks.

Supporting questions and formative assessments – students engage with multiple sources and apply best practices. This is where real engagement with source material happens

Resource gather – Partnering with several organizations to get our hands on multiple types of sources and artifacts. Leading into our partnership with the Sumner School, DC History Center, and Smithsonian so that we can diversify the types of resources and materials.

Source sets – Focus on underrepresented stories and provide suggested sources to pair with them.

There may be traditional sources that allow students to compare with a critical lens. The last piece of the source sets includes tier 1 supports for multilingual students and students in specialized instruction programming.

We are currently between the standards and the course descriptions/big ideas/enduring understandings.

-----End of Social Studies Breakout Notes-----

Math – DREAM (DCPS Road to Equity and Achievement in Mathematics)

Notetaker: Jerry Ilar

Presenter: Jessica Gonzalez, Director- Math Strategy and Advancement

Participants: Aaron, Ammena Nazeen, Charles DeSantis, Dana Watson, Julius Terry

Notes:

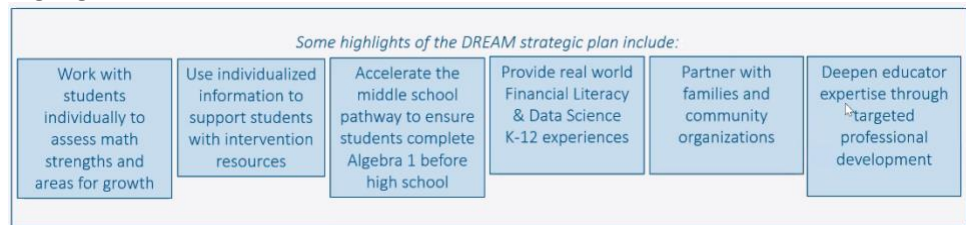
Introductions:

- Twin sons at School Without Walls
- Son at McKinley Tech High School
- Three kids at Deal, and son at MacArthur
- Daughter at Deal, 5th Grade at Lafayette, and child in High School
- Three kids at King Elementary School

DREAM – DCPS Road to Equity and Achievement with Mathematics

- The DREAM Plan is comprehensive and recognizes that students learn math on a journey from Pre K – 12th Grade.
- Grounded in culturally responsive, anti-racists math classrooms, teachers implement high quality math instruction, create joyful math learning environments for students
- PK-2 Early Numeracy (Fact Fluency & Number Sense), 3-5 Building Schema (Algebra Success Indicators), 6-8 Advanced Coursework (Eight Grade Algebra 1), 9-12 Math for Life (Grad)

- Highlights:



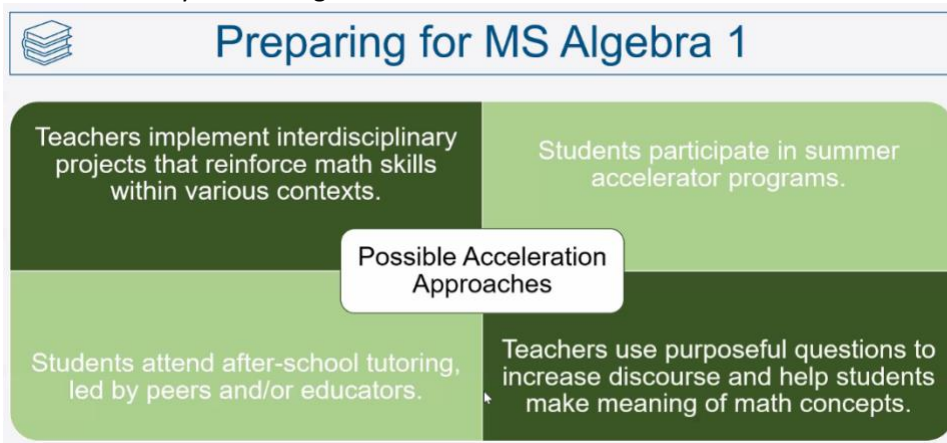
Partnering With Families

- Think of the best experience you have had with your child's teacher or school. What made it a positive experience?
 - Last meeting when children presenting their progress reports at the parent teacher conference. The students shared what they could improve on.
 - Have a special Ed Student getting honor roll, played his first JV Basketball game at MacArthur High School after being told he would have a difficult time learning.
 - One particular teacher called both on managing behavior as well as positive decision making for the student.
- Partnering with Families
 - Resources to support math learning at home
 - Family feedback forums
 - Family Math Night
 - Financial Literacy family event
 - Social media updates + engagement
 - **Do any of these resonate with you? What kind of partnerships would you like to see in the future around math?**

- Support math learning at home, and best way is through tablets. Family Math Nights are good, but there are a lot of times where I cannot engage in that way due to job commitments.
- Adding more parent student projects at home over a period to assist students. More parent/student interactions projects.
 - Online items like Zearn but it's hard to connect with students from Amidon-Bowen and Jefferson. We are not as well engaged in what the students are learning.
- Almost entirely online activities like video games, but there aren't applied math projects for parents and students to do together. Less computer game and more parent/child interactive activities.
- What is the overall goal for engaging families?
 - Figure out if we are doing enough to support math learning at home. Are there opportunities to support math learning at home.
- Build the confidence for their children through parent and student projects, and sharing their work over social media posts.

Preparing for MS Algebra 1

- How can we accelerate that pathway and make sure students can master this coursework to carry on into high school?



- Which of these approaches for accelerating learning might work best for your student? Which of these approaches might feel unrealistic for your student?
 - Hope we have teachers that love math and made it easier for their students to learn the math lessons.
 - There were a lot of instances to just copy and memorization did help in their learning and getting ahead in their coursework. Approach of math is different from math drills and knowing basic math facts
 - Can afterschool tutoring have a virtual component?
 - What happens when afterschool tutoring is difficult when some teachers and students can be burnt out after a full day of learning?
 - What tests are giving us the necessary data, and narrowing the number of tests students are taking.
 - Parents at times are not getting as much constructive feedback and what is authentic assessment after the computerized diagnostics and testing.

Questions:

- How soon will financial literacy be discussed and often?

- We started K-12 Financial Literacy Experiences have started. Spans a wide-range of topics discussing wants and needs, saving up to how taxes are used and investment.
- Can you explain target professional development?
 - First district professional development on resources, math educators can attend Trinity University on math educator courses.
 - We can collect data on how teachers are using the curriculum and what changes need to be made for the following year.
- How are we ensuring all students have the requisite knowledge to move forward in Algebra?
 - We are in the stage of data collection, and we have not codified the process yet.
- Educators address their professional biases in math learning and baseline expectation that all students have consistent math instruction regardless of where they are.
- Would like to see students put together their own computers.

Survey Responses:

Eight board members filled out the exit survey.

Question	Average Score
1 Star = Not Good to 5 Star = Very Good	
Please rate your breakout room	4.88
How would you rate the meeting overall?	4.88

Additional comments from board members on exit survey:

“Wonderful facilitators, and very helpful information”

“Learned a lot and felt generative of ideas.”

“I’m excited about the upcoming Social Studies Curriculum.”

“The facilitators were very knowledgeable and answered all of my questions, including those around PD and SEL supports for hard history.”

“I love the positive environment where everyone is allowed to participate and ask questions.”