

2020 – 21 Chancellor’s Parent Advisory Board

December 17, 2020

Meeting Notes

Agenda:

**Chancellor Lewis D. Ferebee’s Parent Advisory Board
December 2020
Meeting Agenda**

Time	Agenda Item
6:00 - 6:05pm	Welcome and Overview of Agenda
6:05 – 6:15 pm	Member Spotlight <ul style="list-style-type: none">○ Member 1 – Margaux Delotte - Bennette○ Member 2 – Anjuli Shivshanker
6:15– 7:15 pm	“Race and Equity Starting with Me” Training Lizz Rene – Equity Strategy and Programming, Manager
7:15 - 7:30 pm	Reopen Strong Updates and Q&A Chancellor Ferebee and Astrid Atienza – Data Strategy, Director
7:30 – 7:55pm	Student Recruitment Presentation and Discussion Emerald Becker – Enrollment, Director
7:55 - 8:00 pm	Closing and Feedback Form

Board Members in Attendance:

Name	Ward	School Community	In Attendance
Maria Vanessa Magana Martinez	1	Cleveland Elementary School	
Hugh Beshers	1	Oyster Adams Elementary School	
Michael Forster	1	Garrison Elementary School	
Jillian Perrier	1	CHEC	X
Jen Kane	2	Marie Reed Elementary School	X
Patrick Shaw	2	Hyde-Addison Elementary School	X
Yasmin Hernandez	2	Bancroft Elementary School	

Buwon Tran	2	School Without Walls High School	Withdrew from Board in November 2020
Jessica Parson's O'Connell	3	Stoddert Elementary School and Hardy Middle School	
Jill Bohnenkamp	3	Lafayette Elementary School	X
Oyinye (Cindy) Ukeneru - Steve	3	Deal Middle School and Hearst Elementary School	X
John Roane	3	Hardy Middle School	
Vanessa Rubio	4	Brightwood Education Campus	
Jennifer Snowden - McKay	4	Lafayette Elementary School and Deal Middle School	
Diana Delgado	4	Bruce-Monroe Elementary School	X
Sumner McRae	4	Takoma Education Campus	X
Ricardo Villalba	5	Marie Reed Elementary School	
Eduvirgen Peralta Cruz	5	School-Within-a-School	
LaKresia Whittington	5	Banneker High School	
Margaux Delotte - Bennett	5	Wheatley Education Campus	X
Matthew Watson	6	Wilson High School and Eaton Elementary School	
Julie Muir	6	Miner Elementary School	X
Timothy Grisham	6	Van Ness Elementary School	X
Anjuli Shivshanker	6	Peabody Elementary School	X
Sherell Anderson	7	Houston Elementary School	X
Chantel Washington	7	Garfield Elementary School	X

Hah-Na'h Harper	7	Bard High School and Roosevelt STAY High School	X
Jackie Alvarado	7	Bruce-Monroe Elementary School	X
Angela Humbert	8	Jefferson Middle School	X
Shavon Collier	8	Ketcham Elementary School, Kramer Middle School and Luke C. Moore High School	
Sekou Toure	8	Payne Elementary School	
Quiana Lamons	8	Ballou High School	

DCPS Staff in Attendance:

- Lewis D. Ferebee – Chancellor
- Shanita Burney – Communications and Engagement, Officer
- Sarah Parker – Community Engagement, Deputy Chief
- Emerald Becker – Enrollment, Director
- Lizz Rene – Equity Strategy and Programming, Manager
- Astrid Atienza – Data Strategy, Director
- Jerry Ilar – Public Events and Engagement, Coordinator
- Claudette Monroy – Community Engagement, Coordinator

Summary of Comments and Questions

Discussion

1) Race and Equity Starting with Me (slides 6 – 24)

Where are you tonight on the Courageous Conversations Compass? (Compass include four quadrants - feeling, acting, believing and thinking)

Parents and guardians responded with the following:

- Feeling (3)
- Acting (3)
- Believing (1)
- Thinking (2)

How often do you talk about race and with whom?

- All the time, every day with family and very often at work.
- Daily with work colleagues and several times per week with family.
- Weekly at school; often with my kids; rarely otherwise.

- Frequently with spouse, kids, colleagues, friends.
- Much more often in 2020.

Comfort Level Talking About Race - On the scale from 1 to 5, what level of comfort do you experience during conversations about race?

- Have not had to talk about race before moving here and shifted from 1-2 to 3-4. It's great to be in a group at Miner where we can be comfortable and safe sharing and learning. We are working with Kindred.
- I chose 5 because I feel we talk about race in my household with all boys, and I am married to a partner who identifies as Black. I also chat about race at work as well. I chat about race with kids. It's not an easy thing to choose Black or white as a Latina. The Census can be very complicated to fill out. At work we work with Black and brown kids.

Initial reactions to the video or the difference between equality and equity

- This is one of the best presentations to explain equity that I have seen- love it!
- I graduated from that high school so I've watched that whole documentary and would really recommend folks watch the whole thing if they can!
- I think the teacher did a great job with this explanation.
- Accessibility does not always mean things are equitable.
- Great example of "fair treatment" leaving some people close to death.
- I think this framework for thinking about equity is really critical and I think about it a lot in terms of DC's economic segregation and its relationship to race.

Responses to Racial Autobiography

- First generation African American gives context to how I see myself.
- I grew up thinking that you shouldn't talk about race and internalized white identity.
- I too am a first generation American, and with growing up in DC in a majority black neighborhood, the main issues I dealt with was my own self-identity (I am Black American/ I am Jamaican) and then there was colorism.
- Thank you so much Liz so impactful.
- Thank you! This training is excellent, and I appreciated the opportunity to participate!

2) Term 3 Updates (slides 25 – 47)

CARE Classroom Update and Highlights:

- Nearly all elementary schools will have at least one CARE classroom.
- CARE classrooms will be staffed by elementary school staff, secondary school staff, or community after school partners.
- 1000 seats available and over 900 families accepted a seat in December.
- Term 3 (starting February 1) will begin in-person learning experiences at all schools- though virtual learning at home will continue as well.

Learning Preference Survey Results

- One survey was administered for PK-5 families and then a second survey for 6th-12th grade families. Individual school Reopen Community administered the surveys vs the district.
- For the PK-5 survey we heard from over 10,500 families across all 8 Wards.
- Families were evenly split between virtual only and in-person and/or CARE classrooms.
- A fifth of families found it important for their student to keep their assigned teacher.
- Over 4000 families responded to the 6-12th grade survey.

Q&A and Comments

- I have a question which might be out of the scope here, but I think it's important related to reopening: How are teachers being prioritized to receive the Covid-19 vaccine? I know staffing has been a major barrier in opening classrooms (I'm on the LSAT at my school) and wondering how that will be rolled out in coordination with DC Health.
- Answer: Teachers are in the District's 1B group to receive the COVID-19 vaccine. Currently, the 1A group is receiving the vaccine which is mostly health care workers. We are hopeful 1B will start sooner rather than later.
- It's really great to know that educators will hopefully be prioritized to receive the vaccine.
- We know there are so many surveys being administered, we were concerned about that. Wheatley EC has had a great RCC though so hopefully they have a good idea of family learning preferences.
- Thank you for sharing this data with us! Apologies if this was answered earlier (or elsewhere) - will reopening still go forward if we see the anticipated post-holiday surge in cases?
- Thank you for forming the RCC. I really appreciate the engagement.
- There were 3 surveys shared in a short amount of time. Our learning preference survey had low response, possibly due to this.
 - Answer: we know there are so many surveys being administered, we were concerned about that. Wheatley EC has had a great RCC though so hopefully they have a good idea of family learning preferences

3) Student Recruitment (slides 49 – 74)

- Last year we had about 70 schools who had growth goals.
- Seven Key SY21-22 District-Wid Enrollment Growth Plan Strategies.
- The School Lottery opened on Monday, December 14 2020.
- Monday, February 1 is the application deadline for Grades 9-12.
- Monday, March 1 is the application deadline for Grades Pk-8.

Discussion Questions

- How do you think COVID has impacted school choice for families?
- What do you think are key student recruitment strategies our schools and DCPS should consider in our COVID reality?
- Do you foresee any barriers or challenges regarding enrollment or student recruitment for 21 – 22 school year?
- What are additional resources that we can provide to schools?

Questions and Comments

- What do you think are key student recruitment strategies our schools and DCPS should consider in our COVID reality?
- Back in March did virtual playdates/information sessions.
- Engagement for PK families has been helpful. Find out what they really need once they are in the school.
- Please on feeder patterns, you mentioned two feeder patterns. My question is if you have 3 kids, 2 are in a middle school and the feeder school for the last one in elementary is far from each other. What can the parents do?
- What does LEA mean?

Resources Shared During Meeting

Race and Equity Starting with Me

- Equity video: <https://youtu.be/apMFXjLIUVo>
- Race? Ethnicity? Nationality? - <https://www.youtube.com/watch?v=CqV3CK6QfcU&feature=youtu.be>
- What's equity to you? video – <https://vimeo.com/344172092>
- Defining Equity video - <https://youtu.be/tanOiju1Wyg>
- Courageous Conversations Academy: <https://courageousconversation.com/academy/>
- Coupon Code: DCPS1200
- Dcps.Equity@k12.dc.gov
- Follow us for real-time resources, events and updates @DCPSEquity
- Watch more webinars on our dcps.dc.gov/equity webpage
- [DCPS Equity Framework](#)

Reopen Strong Updates

- <https://dcpsreopenstrong.com/community-corps/>

Student Recruitment

- [Find Your In-Boundary School](#)
- DCPS Feeder Pattern Booklet
- [DCPS High School Booklet](#)
- [DCPS Middle School Booklet](#)
- [DCPS School Profiles](#)
- My School DC [School Finder](#)
- [School Boundary and Implementation Plan](#)
- [DCPS Enrollment and Lottery Handbook](#)
- My School DC: <https://www.myschooldc.org/>

Summary of Feedback Survey Responses:

Seven parents and guardians filled out the December 2020 meeting feedback survey. Parents and guardians can score each question on the scale from 1 – 5, 1 as the lowest score and 5 as the highest.

Question	Score
Please rate the organization and content of the meeting / Por favor califique la organizacion y contenido de la reunion	4.43
How satisfied are you with Term 3 and Student Recruitment content presented and how it applies to your school community? / ¿Qué tan satisfecho estás con el contenido que se presento sobre el tercer trimestre y el reclutamiento de estudiantes y cómo aplica a tu comunidad escolar?	4
How satisfied were you with the opportunity to share your own perspective or insight? / ¿Qué tan satisfecho(a) estas con la oportunidad que tuviste para compartir tu perspectiva?	3.43
How would you rate the meeting overall? / ¿Cómo calificaría la reunión en general?	4

Additional Comments from Feedback Survey:

- I do wish there had been more time for Q&A tonight, but the content was excellent.
- That was the best training I have ever seen on racial equity! Lizz is amazing.
- This is the second meeting where we as advisors have had no time to provide feedback or insight. I think all of the plans for term 3 reopening are unreasonable and I wanted space and time to talk about them. Please ensure that there is more time for actual discussion moving forward. Thank you.
- I think the term “Equity” is being used very broadly and almost interchangeably with “fairness” which is not an appropriate use. I think it is important to spend some time on properly defining the concept in future meetings.
- The presentations were excellent! And it is wonderful to be able to learn more about DCPS programs. It would be useful to have more opportunity for advisory board members to provide feedback (sometimes it feels like one-way information sharing). It would be great if presenters could share 1 or 2 questions they have at the beginning and encourage parents to respond in the chat during the presentation. And also, to encourage parents to share feedback more generally in the chat during presentations. I think DCPS will receive more helpful insight to move programs forward if there is more of an opportunity for parents to share their perspectives on the particular topics.