



2020 – 21 Chancellor’s Parent Advisory Board October 15, 2020 Meeting Notes

Agenda:

Time	Agenda Item
6:00 - 6:05 pm	Welcome and Overview of Agenda
6:05 – 6:10 pm	SEL Opener
6:10 – 6:20 pm	Member Spotlight
6:20 – 7:05 pm	Term 2 <ul style="list-style-type: none"> • Updates • Q&A with Chancellor Lewis D. Ferebee
7:05 - 7:50 pm	Deep Dive Discussion Groups <ul style="list-style-type: none"> • Budget Operations • Communications and Engagement
7:50 - 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	X
Hugh Beshers	1	Oyster Adams Elementary School	X
Michael Forster	1	Garrison Elementary School	X
Jillian Perrier	1	CHEC	
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	
Jessica Parson's O'Connell	3	Stoddert Elementary School and Hardy Middle School	X
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	X
Vanessa Rubio	4	Brightwood Education Campus	X
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	X
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	
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	X
Quiana Lamons	8	Ballou High School	X

DCPS Staff in Attendance:

- Lewis D. Ferebee – Chancellor



- Shanita Burney – Communications and Engagement, Officer
- Sarah Parker – Community Engagement, Deputy Chief
- Elizabeth Bartolomeo – Communications, Deputy Chief
- Anne DeCorte – School Finance, Specialist
- Jerry Ilar – Public Events and Engagement, Coordinator
- Claudette Monroy – Community Engagement, Coordinator

Summary of Notes and Comments:

- SEL Opener – Describe a challenge you overcame as a parent/guardian this year:
 - Themes: Multi-tasking, Cooking, Navigating Technology, Importance of Play, Importance of Self-care
- Member spotlight: Angela Humbert (Ward 8) and Patrick Shaw (Ward 2).
- Reopen Strong Term 2 Updates
 - Three Planning Principles:
 - Prioritizing safety through robust protocols
 - Maximizing learning in school or at home
 - Promoting equity for every student
 - Review of 10 Health & Safety Commitments
 - Phased Return to In-Person Learning
 - Reminder that all families have the option to continue learning at home
 - Term 1 Launch Student Support Centers
 - Term 2 Welcome Back Elementary Grades (PK-5)
 - Term 3 Welcome Back Secondary Grades (6-12)
 - Priority of Students for In-Person Learning in Term 2
 - Youngest learners, mitigate learning loss for English Learning families, at-risk students, students experiencing homelessness, and students with specialized instruction
 - Term 2: Learning Models for DCPS Students
 - In-Person Learning
 - Student CARE Classroom
 - Learning at Home
 - Student Selection
 - 7,000 In-Person Learning Classroom Seats
 - 14,000 Student CARE Classroom Seats
 - Ask/Ask/Look – To help screen and identify potential symptoms of COVID-19
 - Questions:
 - How will families know about additional enhancements for each school?
 - The equity in distribution of high need students across the district where some schools have a higher population of high need students, and how this can further disrupt the learning of all students with the potential of changing teachers and relationships?
 - What is the logistics of changing teachers to fit the needs of in-person learning vs distance learning?



- Will students receive safety and health trainings?
- Could there be an increase for in-person and CARE classroom seats if health conditions improve?
- Is there a scenario for smaller schools where there are no teachers available for in-person learning or CARE classrooms?
- What will happen to Dual Language learning for students and what supports, and guidance are being given from Central Office?
- How will in-person teachers will be selected and if there will be community input?
- How will kids be transported to schools?
- What answers are expected for younger students when using the Ask/Ask/Look tool?
- What happens if all the teachers for a particular grade at a school are willing to do in-person learning? Will all children get in-person learning?
- **Comments and questions from chat:**
 - How are we able to find out exactly what enhancements have been made at my child's school? The actual work and not just expecting that they've been made?
 - This planning is incredibly thorough. Thank you.
 - Central office and community (PTA) walk throughs are a great idea.
 - As the Chancellor just mentioned, principals will be leading planned site visits for LSAT, PTA, and union representatives. We want to reduce the number of visitors present in school buildings to limit exposure as per our health and safety guidelines. As a result, we cannot allow individual visits for all the school community.
 - I saw hand sanitizer but didn't see soap and paper towels on the slide showing the hygiene precautions. Many DCPS school bathrooms lack functioning soap dispensers and several times one year my kid's school ran out of paper towels when she was in PreK. Is this being addressed?
 - Leading a walk through is not the same as having the information of actual work that has been done at a school.
 - Are there any plans to expand the program to more student if public health conditions improve?
 - What is the reasoning behind the two different types of classrooms? It seems like the risk is the same for each type. Is it because not enough teachers want to be teaching in-person?
 - Will students receive safety/health training? Will it cover mask application and removal? Handwashing? Handling coughs, etc.?
 - I have concerns opening schools in November when the Mayor herself extended the public health emergency through Dec 31. Additionally, I have serious concerns about the kids being uprooted from their current class and suddenly having new teachers (whether in-person or virtual).
 - My school has a complex school model with dual language, and English only. It is a huge puzzle, and we only have a finite number of teachers who are skilled to teach in Spanish or English. It's hard to see how we achieve the term 2 reopening vision without



interfering with different program models (for example, if Spanish teachers are teaching in-person, who will teach the Spanish section online.) How is this being managed for dual-language model schools, and what support is DCPS Central Office providing to these schools?

- I understand the complex nature of this transition to in-person, but was the determination that the benefits of this transition outweigh the disruption made with input from parents across DCPS? The last survey I remember going out was early in the summer and I don't recall any elements of this plan being discussed at the first meeting of this board last month?
- Also, it's important to note that this move to providing in-person learning opportunities is in part to address needs from students furthest from opportunity. This is an example of how DCPS is working to exemplify our equity values.
- The two different types of classrooms I'm assuming you referring to are the in-person classrooms and the student CARE classes - CARE classrooms can also be described as custodial care and will provide students with supervision in a consistent space (school building), but they will still log into their existing virtual classrooms. In-person learning will look like a teacher who will teach a small group of students each day and will largely not receive virtual instruction starting Term 2.
- Has COVID negatively impacted parent's capacity to obtain immunizations? If this issue is grand, could other options be created for immunizations? I have no idea if this thought is realistic but wanted to pass it along.
- Totally agree with the importance for students furthest from opportunity to have their needs addressed, but it doesn't seem like this accomplishes that since this plan is by building and students with high needs may be concentrated in some schools much more so than others?
- I share others' concerns of the disruption of classroom, teachers and the social, emotional connections.
- How will ESL and IEP's be executed in the in-person classrooms?
- Seats will be prioritized at each school site for students who are experiencing homelessness, have an IEP, are on TANF/SNAP or are ELL - while the percentage varies at each school, this group receiving the preference still reaches a significant equity goal.
- Can you explain a bit more how the in-person teachers will be selected for each grade? And whether/how the parent community might give input on that specific to each school?
- Where are the adults supervising CARES classes coming from?
- How are CARES adults selected?
- We will identify school-based staff, central office staff, other DC government staff, and partners as potential groups to fill these roles. They will be identified in part by a staff survey that allows employees to request consideration for a virtual assignment in alignment with guidance from DC Health, the CDC, as well as federal and local laws. Reminder that the staff who supervise CARES classes do not need to be teachers since these students will continue their virtual classes in this setting.



- Will teachers and staff working in person receive regular COVID tests?
 - My question is what happens if all the teachers for a particular grade at a school are willing to do in-person learning? Will all children get in-person learning?
 - How will the Deaf and Hard of Hearing parents access information townhalls?
- **Deep Dive Discussion Groups**

Budget Operations

- Can you provide the name of the non-profit consulting firm?
- What is contributing to the feelings that students and schools are being shortchanged?
- What is the comprehensive staffing model?
- What is certain there is going to be short of revenue and big cut in budget how DCPS is preparing for this certain eventuality?
- Is there a place where DCPS's comprehensive annual financial reports are available?
- Can you provide clarifications on allocations by staff and programs is the Comprehensive Staffing Model and allocations by student is the student-based model? Is there a case study from one of our schools and how they will be positively or negatively impacted?
- In this new budget model, talking about inequity and money, will DCPS be addressing the inequity it creates with the school renovations? Each school renovations creates an idea that the newer schools are better than the schools renovated 10 or so years before. How do we keep up with the technological advancements?
- How robust is the proposed budget model during emergencies, and how flexible is this during times like a pandemic?
- How sure are we that we will switch over to a newer budget model for the upcoming Fiscal Year?
- If you are allocated money, you have a large population for SPED or ELL, other than staffing what would schools be given the opportunity to provide or be using the money? If a principal is given more flexibility would mean more bodies, who is providing extra resources for students?
- Are there additional reading or case studies to help fill the gap for new parents chatting about the budget? How do we best advocate for our schools?
- Money matter in education as I said in my application. We do not know yet the full impact of Covid-19 on the economy but what is certain there is going to be short of revenue and big cut in budget how DCPS is preparing for this?
- Is there any other public feedback process for this budgeting model?

Communications and Engagement

- Shanita Burney welcomed parents and guardians to the first session of their Deep Dive Discussion group.



- She shared an overview of the Communications and Engagement team as well as the scope of work for the team.
- Liz Bartolomeo covered background information on the type of projects the communications team has been leading and implementing during COVID.
- Some data and numbers since March 2020:
 - DCPS social media accounts has had 1.95 impression on Facebook and Twitter.
 - 37,000+ website visits.
 - 50,600 YouTube views around the Reopen Strong content.
 - 3,500 Blackboard messages sent to families.
- Where are we going?
 - We want your input and advice on our upcoming messages and projects.
 - Some of the preparations for the next few weeks:
 - School building and staff preparations.
 - Reopen readiness – seat notifications for in-person seats.
 - Term checklists for students and families.
 - Professional development for staff and teachers.
 - We are going to continue doing what has been working:
 - Using our social media platforms
 - Not only to disseminate information but also as a listening tool.
 - We will continue to partner with the Mayor’s Executive Office and with schools.
 - Local media.
 - And the most important, we want to engage with parents, families and other stakeholders. That’s the goal for our Deep Dive discussion, to get your input and feedback around our work; what’s working and what we need to improve.
- Discussion
 - DCPS staff opened it up for discussion using the following questions to start the conversation: *What do you need to see and hear from DCPS to know we are taking the right steps to return in-person learning in a safe way for families? Do you understand what is being presented to you from your school?*
- Answers and comments from DCPS staff:
 - We send out communications such as email, FAQs and other written communication in multiple languages. Our team works with the Language Access team to translate high priority information.
 - Blackboard is not a perfect tool. We are trying our best to close that communication gap. We try to use other platforms to communicate with parents.
 - What do you think parents need to hear around Term 2?



- We appreciate your honest feedback around our mistakes and how we can improve. We need to learn from our mistakes.
- Questions or Comments:
 - In terms of messaging, I would suggest adding more information around voting, especially if parents are not happy around local issues and policies.
 - I appreciate all the methods your team uses to communicate.
 - Sometimes the message we receive from DCPS as an overall organization it doesn't line up with schools.
 - Information is also changing so fast that sometimes I don't feel like I have the time to make a decision for my child and our family.
 - I hadn't even thought about my kids' teachers might change in Term 2 with all of these shifts around classrooms.
 - I recommend you try better to incorporate resources for families that speak other languages. The DCPS YouTube doesn't have resources in other languages besides English and Spanish.
 - I don't get any Blackboard emails and other parents have communicated the same from our school. I have heard that Blackboard only accepts one email address per family. How can we improve that for separated or divorced parents? Or other non-traditional families?
 - The message we hear from DCPS sometimes creates mistrust because we hear something then we hear something else from our school and teachers. Things are not cohesive, and I want to DCPS to learn from past mistakes to fix it for the future.
 - I want to see DCPS leadership working with schools and principals to create strong plans to open schools.
 - We got an email from a different school with their plans for opening that school, but our school has not sent that information out. As parents it makes us nervous because it makes us feel like our school is not ready.
 - Would it be helpful to have a group of parents review content before you send it out?
 - I am curious about the process of engaging other stakeholders such as teachers, staff, etc. Can you share about the process you follow to engage those groups?
 - Is it possible for children who are returning to school to receive transportation from DCPS or OSSE?
 - We want honest messages from DCPS instead of rosy and not clear. It helps us understand why you are doing what you are doing. If you present the information on why you are reopening as an equity issue, then parents and other stakeholders will get behind your decisions.

Socio-Emotional Learning and Mental Health



- Group didn't meet in October 2020 due to DCPS team prior scheduling commitment.

Summary of Responses from Feedback Exit Form:

Thirteen parents and guardians completed October's feedback form. Below are the average scores for each question as well as additional comments submitted.

Question	Score
Please rate the organization and logistics of the meeting.	4.54
How satisfied were you with the information shared by DCPS Leadership?	4.54
How satisfied were you with the opportunity to share your own perspective or insight?	4.08
Please rate your experience with you Deep Dive group.	4.08
How would you rate the first meeting overall?	4.23

Additional Comments from Feedback Form:

We get a lot of information at these meetings, and the info isn't very easy to share with other parents or our schools. You need to be a DCPS staff person essentially in some cases to present on this. I would love there to be a bit more time put into level setting, so that this is easier to explain to others.
I think it's amazing that the Chancellor addressed our concerns. My son is apprehensive about returning to school without a vaccine. I will explain all the health and safety protocols in place for his safe return and let you know what he says.
N/A
Although it was great to hear from the Chancellor (as always), I found the information repetitive to the DCPS Reopen Strong briefing held on October 6. I though the Q&A with the Chancellor was very useful and would have liked more time to pose questions from parents. The deep dive sessions are a great format, and I enjoyed hearing more about those areas, and having the opportunity to hopefully provide useful and valuable feedback to DCPS staff. THANK YOU for all the work you are doing, and I look forward to continued engagement during this difficult school year!
Please no follow up questions until everyone with their hand raised has had a chance to speak/ ask their question. Felt that the same people were dominating the conversation, especially in the small group session.
I appreciated both the Chancellor and the Deep Dive group leaders for answering all the questions, even some that may have cast the plans in a negative light. I think it's important to note that many people are not happy with the plan going forward and I don't necessarily think that has been clearly acknowledged. But last night it was, and I applaud the transparency of everyone involved the meeting.
I wish there had been an opportunity for more meaningful input from this group on school re-opening prior to the district announcing its plans. When we met in September, it did not seem like the district sought any actual input on re-opening from this advisory board. So far it feels like these meetings are



a space for the district to tell us its plans and for us to ask questions about those plans, but not to engage in any real collaboration. I have heard from many families at my child's school, in my ward, and across the city who are concerned about the current re-opening plan and who still feel very cut out of these decisions. I'm really hoping that participation on this board will become more meaningful as we move forward.

None

Thank you for the opportunity to contribute and for the tremendous work you are doing!

N/A

The moderators of the deep dive group were very good. They quickly and clearly provided a summary of DCPS's communication process. I had no idea how many channels DCPS uses: twitter, email, Facebook, websites, etc. Here's my one suggestion: Speakers should have a time limit. I heard more about the school Marie Reed than I did all the other school combined. I understand managing a dual language program isn't easy, but there are other communication issues that should be addressed/raised.

Overall, everything was very informative!