

## Chancellor Parent Cabinet Meeting Minutes

Thursday, November 12, 2015  
5:30-8:00 PM  
DCPS Central Office

### Meeting Objectives

Meeting participants will:

1. Meet new Parent Cabinet members
2. Engage in an extended open forum with the Chancellor
3. Have an opportunity to ask the School Funding Team questions about the budget development process

### Meeting Attendees:

- *DCPS Chancellor's Parent Cabinet Members:* Robin Appleberry, Davena Archie, Nazanin Ash, Ameen Beale, Tara Brown, E. Andre Carter, Charles DeSantis, Kristine Erickson, Camille Fair-Bumbray, Laurence Gill, Helene Klusmann, Michael Koppenheffer, Corinne McIntosh-Douglas, Dionne Moore, Cr stobal Rodr guez, Kevin Sampson, Shameka Stewart, Alejandra Vallejo, and Adria Wright
- *Not in Attendance:* Matthew, O'Hara, Elizabeth Osborne, Shanti Sale, and Sweta Shah
- Chancellor Kaya Henderson
- *Office of Family and Public Engagement:* Josephine Bias Robinson, Isaac Swanson, and Allison D'Aurora
- *Guest Speaker:* Dr. Nathaniel Beers, Chief Operating Officer; Anjali Kulkarni, Deputy Chief of Strategic School Planning

### Notes:

Topic	Comments
Welcome	<ul style="list-style-type: none"> <li>▪ This is the first meeting with 10 new members who have joined the Cabinet this month. The new members are:               <ul style="list-style-type: none"> <li>○ Alejandra Vallejo, Ward 1</li> <li>○ Elizabeth Osborne, Ward 1</li> <li>○ Adria Wright, Ward 2</li> <li>○ Charles DeSantis, Ward 2</li> <li>○ Robin Appleberry, Ward 4</li> <li>○ Diane Jackson, Ward 4</li> <li>○ Kristine Erickson, Ward 5</li> <li>○ Dionne Moore, Ward 7</li> <li>○ Ameen Beale, Ward 8</li> <li>○ Tara Brown, Ward 8</li> </ul> </li> <li>▪ Tonight's meeting will be an open forum. This will allow the Cabinet members to get to know each other and ask questions they haven't</li> </ul>

	<p>been able to ask in recent meetings. Dr. Nathaniel Beers, the Chief Operating Officer and Anjali Kulkarni, the Deputy Chief of Strategic School Planning, are also here because their office has a wide reach, and they can also address many questions on topics including facilities, school funding, school planning, and enrollment, among others.</p> <ul style="list-style-type: none"> <li>▪ This month is the Chancellor’s five year anniversary as Chancellor of DCPS. She is holding a press event on November 10 to talk about her time in this role. A key component of the success DCPS has seen in the past five years is that the whole city has supported education investments. Recent mayors and City Councilmembers have all prioritized investments in public schools.</li> <li>▪ PARCC scores were released for high school students this month. This test replaced DC CAS, and it is a harder assessment. The results are low, which were expected. But it has helped DCPS recalibrate about the standards students need to meet to be ready for college and career. DCPS is outperforming the citywide results, especially among application schools, including Banneker High School and School Without Walls High School.</li> <li>▪ Our National Assessment of Educational Progress (NAEP) scores were also released. This assessment is the most consistent measure of student achievement over time because it has been administered over several years. Nationally, NAEP scores decreased, but DC saw gains for the second year in a row.</li> <li>▪ This month also began DCPS’ budget development process. Historically, schools have not had much time to write and finalize their budgets because DCPS has waited to get its allocation from the mayor’s office before allocating school budgets. This year, DCPS will release budgets to schools in February before DCPS gets its official MARK from the mayor. DCPS kicked-off a series of public engagements to collect feedback on how it should use the Fiscal Year 2017 budget to address overarching challenge areas. DCPS held a public budget hearing last week and is in the midst of meetings with Local School Advisory Teams. The Chancellor will also hold a student hearing later this month with students from all DCPS high schools.</li> </ul>
<p><b>Open Forum</b></p> <p><i>This portion of the meeting is reserved for the Cabinet to pose questions of any topic to the Chancellor. The questions and the Chancellor’s responses are recorded in this section.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Question:</b> There is a concern about the materials in the rubber platform in school playgrounds. Teachers heard that there are tire parts in this platform that could potentially cause cancer.</li> </ul> <p><b>Response:</b> The evidence is inconclusive about school playground surfaces. DCPS and the Department of General Services (DGS) have commissioned a study to look at the research to examine the surface that DCPS uses and understand if there are risks. Right now, the risk is that in high heat, some toxic gases could be released, depending on the kind of surface that has been used. DCPS has moved away from using surfaces with these risks, but there are some schools with older playgrounds that might still have this old surface. DCPS will share the data from the study with all city agencies, including Department of Parks and Recreation, so all agencies can monitor shared spaces.</p>

	<ul style="list-style-type: none"> <li> <p>▪ Question: What is the new level of division for managing the School Improvement Teams (SITs) with DGS?</p> <p>Response: DGS is still overseeing the SITs for schools with modernization projects that are finishing up. DCPS will take on SITs for new modernization projects.</p> </li>   <li> <p>▪ Question: How can parents learn about all of the resources that DCPS offers? Many programs were advertised at the State of the Schools event in September, but not all parents know that these programs exist. What resources are out there, and how do parents know where they are and how to access them?</p> <p>Response: This is a question DCPS thinks about often. DCPS tries to advertise resources through the parent newsletters and on the website. There has been discussions across offices about how we can push resources to parents. DCPS has considered using text messaging to communicate with parents. There is research that states if parents received reminders about working with their kids at home, they are more likely to follow through.</p> </li>   <li> <p>▪ Question: There is a concern that there are families enrolling in DCPS that live outside the district taking away seats from DC residents.</p> <p>Response: There are situations when families might live outside DCPS but their children are still eligible to attend DCPS schools. For example, there might be a situation where parents share custody of a DCPS student and one parent lives outside of DC. There is a process for parents to prove their residency, and there is a team in DCPS that investigates residency cases. The Office of the State Superintendent of Education (OSSE) has a hotline that people can use to report families who live outside of DC. Families outside of DC must pay \$10,000 per year in tuition. We have been working with the Office of the Attorney General to figure out how we can change some of the laws, so they are not so broad. For example, the current law states that only adults have to prove they live in DC, not the actual student. This allows for students to say they're living with a family member who lives in DC even if they actually live outside of DC.</p> </li>   <li> <p>▪ Question: Are there new opportunities for coordination with charter schools? How will that unfold over the next year or two?</p> <p>Response: This year, the Deputy Mayor of Education (DME) has convened a Cross-Sector Collaboration Task Force, which will begin meeting in January. The task force will be comprised of both charter school and traditional public school parents from every ward and of various backgrounds as well as government officials. Charter and traditional public schools need to be complimentary in the work they do. At some point, the competition is not productive, and it wastes resources and time. DC needs to figure out how the city can create a seamless set of opportunities for families. This is a high priority for the DME.</p> </li> </ul>
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	<ul style="list-style-type: none"><li>▪ Question: What is the decision making process for allocating supporting staff positions? Response: Budget allocations are driven by a school’s enrollment. DPCS is examining the cases where there are enrollment drop-offs. Teams within the Office of the Chief Operating Officer (OCOO) are sitting down with elementary and middle school principals to talk about their enrollment decreases and strategies to build stronger relationships with their parent communities. The DCPS Data Center is a great resource where users can see their school’s budget. DCPS wants to set requirements about what needs to be in every school’s budget, but it also allows some room for principals to have some choice. In some cases, DCPS makes allocations for certain staffing positions, but principals make choices to have different staff. Looking at the Data Center, families can see what allocations have been made and what choices their principals have made. The Data Center can be found at <a href="http://www.DCPSDataCenter.com">www.DCPSDataCenter.com</a>.</li> <li>▪ Question: How can Duke Ellington families learn about the renovation timeline? Response: OCOO is setting up a community meeting to talk about the timeline and will be sending out updates on construction projects every two weeks.</li> <li>▪ Question: There is a broken sidewalk at Burroughs ES. How can the school community get this repaired? Response: OCOO will send a team to examine the sidewalk and determine next steps.</li> <li>▪ Question: Could the dual enrollment program be replicated in other high schools? Response: The program at GWU is one type of dual enrollment program. The Office of College and Career has been working to have dual enrollment at every DCPS high school. This past year, DCPS entered into a partnership with Howard University for students from Banneker High School and McKinley Technology High School to take college courses. By next year, there should be agreements in place so every single high school will have the opportunity to offer dual enrollment programs. Not all high schools will be able to offer an associates’ degree, but all high school students will have the option to take college courses.</li> <li>▪ Question: In Title I schools, recess has been reduced to 20 minutes because of various instructional and union requirements. Non-Title I schools have increased recess. Parents have been told this can’t be changed for this year. Response: Staff will look into the guidance for school schedules to better understand why this might be the case at Title I schools.</li></ul>
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	<ul style="list-style-type: none"> <li> <p>▪ Question: Parents are concerned that Wilson High School is identifying out-of-boundary students who have excessive absence and tardiness and telling them to go back to their neighborhood as a way to alleviate overcrowding. Most often, these are students who have attended other Ward 3 schools in their career and have been told they are part of the Wilson family. This measure creates a divide and tells these students they are no longer welcome at Wilson. How does DCPS explain this policy?</p> <p>Response: When out-of-boundary students have an excessive amount of absences, the assumption is that those students cannot get to school because it is too far away. Going to an out-of-boundary school is a privilege. And missing school takes away that privilege. For a long time at Wilson, the rule was being ignored, and there were a few other rules that were being ignored that overcrowded the school. This rule does not apply only to Wilson High School; it applies to all schools. The only out-of-boundary school students in Wilson High School are those who attended its feeder schools because students in feeder schools alone fill up the entire allotment of ninth grade seats. DCPS originally identified 300 out-of-boundary students with excessive absences last school year out of the school's 600 total students who were out-of-boundary. Staff first had meetings with these families to discuss any extenuating circumstances that caused the absences and come up with a solution. There were instances when families declined to take this meeting or come to a resolution, and these families received letters asking their students to return to their neighborhood school. Out of the original 300 families, DCPS sent letters to 75-80 families.</p> </li> <li> <p>▪ Question: The demo kitchen at School Without Walls @ Francis-Stevens Education Campus has not been completed.</p> <p>Response: It is a project that the school had a lot of interest in completing, but it did not have the budget to complete. When DCPS was remodeling the general kitchen, it created space for a demo kitchen with the understanding the school would have to budget to build it out. DCPS has been working with the school to create a sustainable budget for the project. DCPS has been trying to set better boundaries with its external partners who want to support construction projects at schools and set expectations that the project must be sustainable if the partner leaves. Part of the reason the demo kitchen at SWW@FS has taken so long is because there were some conflicts in entering into a project with a partner without having certain agreements in place.</p> </li> </ul>
<p>Closing</p>	<ul style="list-style-type: none"> <li> <p>▪ Next meeting is December 8, 2015.</p> </li> </ul>