

Feedback Summary from Chancellor's Community Forum Columbia Heights Education Campus (November 7, 2017)

Overview of Community Forum at Columbia Heights Education Campus

On November 7, 2017 Chancellor Antwan Wilson met with parents, school staff, and community members from across the district. As part of the event's agenda, attendees participated in a small group feedback session around the DCPS Comprehensive Staffing Model (CSM) and the budget process. Discussion handouts were provided in both English and Spanish. During these exercises, attendees were asked to discuss four main topics:

- After reviewing the CSM, what questions do you still have?
- After reviewing the CSM, how can we make the models clearer?
- For FY19 DCPS Budget Engagement, what more can we do at the district level to increase transparency?
- For FY19 DCPS Budget Engagement, what more can we do at the school level to increase transparency?
- How do you want to see the five DCPS Strategic Priorities living in your school?

Summary of Feedback from CHEC Small Discussion Handouts

Themes:

After reviewing the Comprehensive Staffing Model, what questions do you still have?

- Clarifying which funds come from Central Office vs. School Budget
- WTU contract effect on new budget
- Enrollment projections
- Capacity of teachers
- Paraprofessional supports
- More detailed with definition of terms for the public (outside of school/central office)
- Flexible staffing
- After-school program funding

After reviewing the Comprehensive Staffing Model, how can we make the model clearer?

- 1-pagers to explain specific funding
- Budget timeline
- Adjust staffing models to include optional positions
- Clear and detailed formulas
- Define programs and acronyms
- Define positions
- Clarity of funding allocations for elementary schools (ES)
- Provide translated copies

For FY19 DCPS Budget Engagement, what more can we do at the district level to increase transparency?

- Longer budget timeline

- Budget flexibility
- School specific engagements
- Clarity on Special Education (SpEd) budgeting
- More opportunities to engage with veterans/experienced DCPS Leadership
- Easier access to materials/information

For FY19 DCPS Budget Engagement, what more can we do at the school level to increase transparency?

- Clearly defined central office priorities prior to the release of budgets.
- Adjust staffing formula/staffing mandates to fit each individual school
- Utilize Local School Advisory Teams (LSATs) to start the process

How do you want to see the five DCPS Strategic Priorities living in your school?

- Define "EMOC" [Empowering Males of Color]
- Adjust the student-teacher ratio
- Prioritize Modernizations
- Increase technology
- Thoughtful implementation of initiatives
- Staff budget that supports the inclusion model
- More engagements with families at school level
- Full time librarians and nurses
- Consider the needs of advanced learners
- Community Schools Model
- Culturally relevant curriculum
- Program offerings that match student interests
- Equity in programming across the district
- More security outside school walls
- Social Emotional Learning (SEL) for Early Childhood
- On-site SEL training

Specific Quotes:

- "The CSM gives the big picture to those who are completely unfamiliar with how school budgets are constructed. It is insufficient to help parents, staff, community members, and others who calculate the budget for every school."
- "More tutorials on terminology and other "wonky" topics for non "Ed" parents and especially our nonnative English speaking parents – it is very intimidating for them to look at many budget documents."
- "There should be a guide that shows what central office is paying for at each school (i.e. text books)"
- "Provide information that the parents can access when their children need help with the resources that DCPS has and have people prepared to answer calls in our language."
- "Technology should not be part of school budgets."

- “Parents don’t know what an instructional coach or logistics coordinator are for, how to decide if the position is worth it, or if the individual is delivery and performing well.”
- “Get more involved with the Spanish speaking community.”
- “Why do some subjects get decimal positions and others not? (e.g. 1.7 for AP vs 1 for art)?”
- “Equity is meeting every student where they are and taking them as far as they can go. That means also meeting the needs of advanced learners.”

Questions from Sli.do/Q&A Session

- Since we were told to attend the November and December budget sessions, how will the trip be different?
- What teacher / student ratio does DCPS strive for?
- Would you be willing to ask LSATs for their proposed budgets at the *start* of the process? Let them tell you their detailed priorities that way.
- How do equity funds intertwine with the budget? Will schools have a decreased budget if they did receive these funds?
- At risk students are funded a \$20 allocation for technology.... what technology do you all expect these students to buy?
- Is there a graph showing dcps budget and dcps test scores?
- Would you be willing to issue a detailed formula to that people could use to compute school budgets based on enrollment, ELL, at risk, etc.?
- How do we fund individual school needs?
- Will we continue to be funded on a special specials teacher model that will NOT meet DCPS requirements?
- What are we doing about the reading disparity? 75% of children of color are not reading at grade level, how are we closing this gap?
- How does DCPS choose the schools that get resources like computers and technology?
- Schoolwide instructional support is a key to success, please define the formula used for allocation
- For schools who received equity funds, how are parents engaged in how those funds are spent?
- Since social emotional learning is our focus (as it should be), how is this budget model any different than the last 5 years?
- How will my parental outrage be resolved by DCPS with a 75% illiteracy rate for children of color?
- What formula is used to fund LEAP?
- The budget mentions allocations for at-risk and sped. Where does behavior intervention (behavior tech, partnering organizations, etc.) fall in this model?
- How will DCPS educate the educators as reading interventionists to decrease the reading disparity?
- It seems central office is growing more and more. Now 50 deputy chiefs? Will central office continue pulling from schools?
- When will funded Parent Coordinators become the norm and not the exception?
- Please explain why there is not a full-time nurse at every school.

- Who decides the overall DCPS budget?

School Communities Represented:

- Burroughs ES
- Capitol Hill Montessori
- Dorothy Height ES
- Hearst ES
- H.D. Cooke ES
- Moten ES
- Patterson ES
- Plummer ES
- Ross ES
- Simon ES
- Stoddert ES
- Takoma EC
- Columbia Heights EC/Lincoln
- Alice Deal MS
- MacFarland MS