DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Chancellor's Parent Cabinet: Meeting Notes

Wednesday, March 19, 2014
6:00 PM – 7:30 PM
Chancellor's Conference Room

Overview:

Parent Cabinet Purpose
The Chancellor's Parent Cabinet (Parent Cabinet) will serve as a mechanism for parent leaders to inform and work with the Chancellor regarding decisions on programs and policies that affect our schools.

Meeting Goals
1) Establish group understanding and norms on working together

2) Generate shared areas of focus for agenda going forward

Attendees
- DCPS Chancellor's Parent Cabinet Members: Susan Boa, Angelina Bradley, Gary Carleton, Olivia A. Chase, Patrick Clowney, Craig DeWolfe, Marcio Duffles, David Galbraith, Sirraya Gant, Vivian Guerra, Christena Howell, Laura Levine, Rahul Mereand-Sinha, Gloria Norman-Okojie, Dan Rosenthal, Andrew Rowe, Leslie Scott, Idella Simpson, Thomas Strike, Emily Walton, Aquila Watson, Martin Welles, Arthur Yarbrough
- Not in attendance: Kevonya Dickens
- Chancellor Kaya Henderson
- DCPS Office of Family and Public Engagement: Josephine Bias Robinson, Shanita Burney, Andy Le, Jennifer Skates, Evelyn Wong

Notes:

Issue	Comments
Welcome and Introductions	Each person answered the following 3 questions: 1) Who are you? 2) Why did you become interested in joining the Parent Cabinet? 3) Share a Fun Fact about yourself.

Overview	▪ Chancellor offered brief comments
	o Believes we are all in the right place and time to do meaningful work through the Parent Cabinet
	o Currently has a Teacher and Principal cabinet she meets with every month; allows her to understand what's happening at the ground level
	o Will bring issues to Parent Cabinet and expects the Cabinet to bring issues to DCPS
Small Group Exercise	▪ In groups of 5, Cabinet members discussed two questions. (Reponses are reported separately at end of document.)
	1) What are the 3-5 Big Things that you want DCPS to tackle
	2) What are the 3-5 Big Things that you most want to know and/or learn about DCPS?
Next Steps	▪ DCPS to provide Cabinet members with 1-pagers on some of the questions raised to provide orientation and get basic working knowledge around key areas
	▪ DCPS to email proposed topics of conversation that warrant larger and collective conversation for feedback; will drive the working meeting topics and schedule (some topics will be to inform and others to get feedback - - some will lend itself to smaller working groups they may chair)
	▪ First proposed topic is parent engagement - - what it really means and how to do it well
	▪ Meetings will be from 5:30 – 8 with first 30 minutes for dinner and last 20 minutes as "Open Forum" with the Chancellor
	▪ Rahul M. and Marty W. volunteered to draft group norms for meetings including regarding the use of social media.

Next Meeting Date – April 7; 5:30 – 8pm

Small Group Report-Out		
	3-5 Things You want DCPS to Tackle	3-5 Things You Most Want to Know or Learn About
Group 1	- Standardized SAT Prep class - Addressing inequality in system - Parent Engagement - Building community around schools	- Boundaries and feeders process - DCPS supports for students with special circumstances (i.e. incarcerated parents, homeless, foster care, etc.) - Modernization schedule – how does DCPS prioritize
Group 2	- Class size - Full scope of technology - Student identity building - Consistent school structure	- Student transportation - Resource sharing and networking in a way that impacts local schools - Budget allocations
Group 3	- Parent involvement (at home, PTA, etc.) - Teacher retention - Philosophy on "tracking" kids by performance vs. differentiation - Dual language schools - Year round education	- Vertical articulation - Balance between neighborhood/citywide schools - How to attract prospective parents
Group 4	- Academic enrichment and meeting all children's needs (i.e. enrichment, SPED) - Sharing best practices on parent involvement amongst schools with similar populations	- Budget - How we're keeping kids safe and being inclusive
Group 5	- Inequity in schools (especially MS/HS) - Take advantage of the culturally and internationally rich community in DC - SPED supports for parents and students - Integrating schools to reflect diversity of city (boundaries & feeders)	- Technology – how does this change instruction and student experience? - AP instruction – quality vs. quantity of experience for students - Effectiveness of IMPACT, teacher compensation and evaluation
Group 6	- Improving communication between parents and schools - Boundaries and feeders	Does DCPS have a social curriculum?