



Chancellor Parent Cabinet Meeting Minutes

Wednesday, March 25, 2015
5:30-8:00 PM
DCPS Central Office

Meeting Objectives

1. Establish a group understanding and norms on working together
2. Generate shared areas of focus for the agenda going forward

Meeting Attendees:

- Parent Cabinet Members: Davena Archie, Nazanin Ash, Connie Brown, Tara Brown, E. Andre Carter, Olivia Chase, Vivian Guerra, Helene Klusmann, Michael Koppenheffer, Corinne McIntosh-Douglas, Matthew O’Hara, Shanti Sale, Kevin Sampson, Sweta Shah, Shameka Stewart, Tom Strike, and Jerome Young
- Cabinet Members Not in Attendance: Jessica Bonness, Camille Fair-Bumbray, Laurence Gill, Christena Howell, Kimberly Johnson, Laura Levine, and Cristóbal Rodríguez
- Chancellor Kaya Henderson
- Office of Family and Public Engagement: Josephine Bias Robinson, Shanita Burney, Tina Fletcher, and Allison D’Aurora

Notes:

Issue	Comments
<p>Welcome and Cabinet Member Introductions</p>	<ul style="list-style-type: none"> ▪ The Parent Cabinet exists because DCPS needs input from parents to make the best decisions possible. The members of this group represent the many different voices of the families DCPS serves. ▪ It is the expectation this group will use their perspectives and experiences to work with the Chancellor and DCPS to create solutions to the challenges facing DCPS. ▪ The second cohort is made up of 24 members from all eight wards representing various schools, grade levels, and neighborhoods. Members from the first cohort were invited to apply to extend their term for six months. Five returning members were selected for re-appointment. ▪ Cabinet Members introduced themselves sharing the following information: <ul style="list-style-type: none"> ○ Name ○ Ward of residence ○ Schools their students attend ○ Why they applied to be on the Parent Cabinet

<p>Chancellor’s Overview of the Parent Cabinet</p>	<ul style="list-style-type: none"> ▪ The Parent Cabinet is an opportunity for the Chancellor and DCPS to learn from parents. Cabinet members should remember they are not just representing themselves at these meetings. They are representatives for their school communities and neighborhoods. In group discussions, the Cabinet should provide feedback and insights that represent that larger voice. ▪ The Chancellor enacted the Parent Cabinet last year to bring together a group of trusted parents who could serve as thought partners. The Parent Cabinet is a space to create big solutions to big challenges. DCPS cannot do this work alone. The insights from parents are critical to ensuring DCPS policies work. ▪ The feedback that the Parent Cabinet members give in this role can influence DCPS and policies. Last year, the Chancellor and OFPE worked with the Parent Cabinet during their first meeting to determine what the cohort wanted to learn, and this feedback shaped their agenda for the year. At each meeting, the Cabinet heard from a chief who presented on one of these Cabinet-selected topics. Then the Cabinet would engage in an open forum-style discussion with the Chancellor and presenting chief. ▪ The role of the Parent Cabinet will evolve for this cohort based on feedback collected from the first cohort. This cohort will still hear from guest presenters, but there will also be opportunities for the Cabinet to meet outside of the monthly meetings and meet with their school communities to discuss Parent Cabinet-related updates.
<p>Small Group Discussions</p>	<ul style="list-style-type: none"> ▪ In small groups, Cabinet members discussed the following three questions. Responses are reported separately at the end of this document. <ol style="list-style-type: none"> 1. What are three, small-scale tasks you think are reasonable to ask all Cabinet Members to complete during their terms that would encourage them to share information with their networks? 2. If you could sit on a subcommittee that would function as a working group tasked to create recommendations on DCPS policy, what would you want the topic to be? 3. What are three topics you would like to learn about while on the Cabinet or think we need to explain better to our families? ▪ The Chancellor will use this feedback to inform the agenda and structure of the Parent Cabinet moving forward.
<p>Closing</p>	<ul style="list-style-type: none"> ▪ The Cabinet will receive a follow-up e-mail with access to the presentations from cohort 1 to provide orientation to and basic working knowledge around key DCPS policies and initiatives. ▪ Cabinet members will be encouraged to submit any additional feedback to the three discussion questions via an online survey.

Small Group Report-Out:

	Small-scale tasks Cabinet Members can complete in between monthly meetings	Topics a subcommittee could work on at length to provide substantive recommendations	Topics for monthly meetings
GROUP 1	<ul style="list-style-type: none"> • Submit Parent Cabinet update to school's communication channels • Submit Parent Cabinet update to neighborhood listservs/newsletters • Create a Google feedback form • Connect with various stakeholders, including: <ul style="list-style-type: none"> ○ Advisory Neighborhood Commissioners (ANC) ○ ANC Members ○ Education Councils ○ Local School Advisory Team (LSAT) ○ Parent Teacher Association (PTA)/Parent Teacher Organizations (PTO) Presidents ○ Council member David Grosso, the chairperson of the Committee on Education 	<ul style="list-style-type: none"> • Crowd funding for extracurricular activities • Middle school modernizations • Parent Stakeholder Survey and how it informs discussion/policy topics • Examining and filling in gaps of STEM programs • School libraries • Programs for diversity/inclusion/bullying • Budgeting process • Annual parent appreciation • Local school website development • Parent leaders community of practice • Parent mentoring/support groups 	<ul style="list-style-type: none"> • Budgeting process • Boundaries and feeders • Assessments • PTA/PTO process • Barriers to special education programs • School level parent engagement
GROUP 2	<ul style="list-style-type: none"> • Connect with school's LSAT or PTA • Submit a Parent Cabinet update through a neighborhood listserv/newsletter • Host informal conversations at school's drop-off and pick-up with fellow parents • Communicate through the school's Facebook page • Host parents for informal social gatherings • Create a weekly newsletter • Attend and report-out during schools' monthly principal coffee 	<ul style="list-style-type: none"> • Retaining fourth and fifth grade students and improving middle schools • Empowering Males of Color (EMoC) initiative • Academic equity across all grades and wards • Before and after school programs, particularly for high school students • Teacher retention, particularly in bilingual schools 	<ul style="list-style-type: none"> • Differentiated learning for gifted learners • Differentiated learning for alternative learners • Making sports part of school curriculum, similar to arts programs
GROUP 3	<ul style="list-style-type: none"> • Recommendations matched the other groups. This group noted it will be important for 	<ul style="list-style-type: none"> • Barriers to education (e.g. bullying, social/emotional development, behavioral 	<ul style="list-style-type: none"> • Budget and resources • Improving high schools and middle schools



	<p>the Cabinet to be equipped with talking points to ensure they are all consistent in their messaging. Cabinet members will also need to know the appropriate DCPS staff to direct any follow-up questions from fellow parents and community members.</p>	<p>issues, poverty)</p> <ul style="list-style-type: none">• EMoC Initiative• Special Education, specifically strengthening differentiated instruction, and professional development for teachers, and Least Restrictive Environments• Communications and partnerships between parents, teachers, and schools	<ul style="list-style-type: none">• Professional development for teachers
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