

## Chancellor's Parent Cabinet: Meeting Notes

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

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### 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, Serraya 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	<ul style="list-style-type: none"><li>▪ Each person answered the following 3 questions:<ol style="list-style-type: none"><li>1) Who are you?</li><li>2) Why did you become interested in joining the Parent Cabinet?</li><li>3) Share a Fun Fact about yourself.</li></ol></li></ul>

<p><b>Overview</b></p>	<ul style="list-style-type: none"> <li>▪ Chancellor offered brief comments <ul style="list-style-type: none"> <li>○ Believes we are all in the right place and time to do meaningful work through the Parent Cabinet</li> <li>○ Currently has a Teacher and Principal cabinet she meets with every month; allows her to understand what’s happening at the ground level</li> <li>○ Will bring issues to Parent Cabinet and expects the Cabinet to bring issues to DCPS</li> </ul> </li> </ul>
<p><b>Small Group Exercise</b></p>	<ul style="list-style-type: none"> <li>▪ In groups of 5, Cabinet members discussed two questions. (Reponses are reported separately at end of document.) <ol style="list-style-type: none"> <li>1) What are the 3-5 Big Things that you want DCPS to tackle</li> <li>2) What are the 3-5 Big Things that you most want to know and/or learn about DCPS?</li> </ol> </li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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)</li> <li>▪ First proposed topic is parent engagement - - what it really means and how to do it well</li> <li>▪ Meetings will be from 5:30 – 8 with first 30 minutes for dinner and last 20 minutes as “Open Forum” with the Chancellor</li> <li>▪ Rahul M. and Marty W. volunteered to draft group norms for meetings including regarding the use of social media.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Standardized SAT Prep class</li> <li>▪ Addressing inequality in system</li> <li>▪ Parent Engagement</li> <li>▪ Building community around schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Boundaries and feeders process</li> <li>▪ DCPS supports for students with special circumstances (i.e. incarcerated parents, homeless, foster care, etc.)</li> <li>▪ Modernization schedule – how does DCPS prioritize</li> </ul>
Group 2	<ul style="list-style-type: none"> <li>▪ Class size</li> <li>▪ Full scope of technology</li> <li>▪ Student identity building</li> <li>▪ Consistent school structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student transportation</li> <li>▪ Resource sharing and networking in a way that impacts local schools</li> <li>▪ Budget allocations</li> </ul>
Group 3	<ul style="list-style-type: none"> <li>▪ Parent involvement (at home, PTA, etc.)</li> <li>▪ Teacher retention</li> <li>▪ Philosophy on “tracking” kids by performance vs. differentiation</li> <li>▪ Dual language schools</li> <li>▪ Year round education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vertical articulation</li> <li>▪ Balance between neighborhood/citywide schools</li> <li>▪ How to attract prospective parents</li> </ul>
Group 4	<ul style="list-style-type: none"> <li>▪ Academic enrichment and meeting all children’s needs (i.e. enrichment, SPED)</li> <li>▪ Sharing best practices on parent involvement amongst schools with similar populations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget</li> <li>▪ How we’re keeping kids safe and being inclusive</li> </ul>
Group 5	<ul style="list-style-type: none"> <li>▪ Inequity in schools (especially MS/HS)</li> <li>▪ Take advantage of the culturally and internationally rich community in DC</li> <li>▪ SPED supports for parents and students</li> <li>▪ Integrating schools to reflect diversity of city (boundaries &amp; feeders)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology – how does this change instruction and student experience?</li> <li>▪ AP instruction – quality vs. quantity of experience for students</li> <li>▪ Effectiveness of IMPACT, teacher compensation and evaluation</li> </ul>
Group 6	<ul style="list-style-type: none"> <li>▪ Improving communication between parents and schools</li> <li>▪ Boundaries and feeders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does DCPS have a social curriculum?</li> </ul>