

Chancellor's Parent Cabinet: Meeting Notes

Monday, April 7, 2014
5:30 PM – 8:00 PM
DCPS Central Office

Overview:

Meeting Goals

- 1) Review topics of discussion for remainder of year
- 2) Provide overview of DCPS community engagement and seek additional input

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, Idella Simpson, Thomas Strike, Emily Walton, Martin Welles, Arthur Yarbrough
- Not in attendance: Kevonya Dickens, Leslie Scott, Aquila Watson
- Chancellor Kaya Henderson
- DCPS Office of Family and Public Engagement: Josephine Bias Robinson, Shanita Burney, Jennifer Skates

Notes:

Issue	Comments
Welcome and Review	<ul style="list-style-type: none">▪ Parent Cabinet approved the proposed schedule of meeting topics for the year(included at end of document)▪ Topics of interest not included in schedule will be addressed via web postings to Cabinet google site and/or conference calls hosted by DCPS▪ Meeting minutes will be approved by Cabinet before they are shared publicly; if no comment after 48 hours of sharing draft minutes, will be final (posted to DCPS website and distributed through Parent Leader Academic Network – PLAN – monthly email to share with broader public)▪ Members requested agendas shared in advance so can prepare for meetings and meeting minutes within 1 week of meeting

<p>Cabinet Guidelines</p>	<ul style="list-style-type: none"> ▪ A sub-committee drafted a set of guidelines to frame Parent Cabinet meetings and ensure a productive and honest space for discussion (included below).
<p>Focus Topic: Community Engagement in DCPS</p>	<ul style="list-style-type: none"> ▪ Community engagement is fundamentally important, supersedes politics, and who's in office/leader of DCPS ▪ Family/community engagement generally falls into three categories: <ul style="list-style-type: none"> ○ Parents caring deeply about <u>their child's academic achievement</u>; this drives our strategy of schools partnering with families to support <u>achievement</u>. Elements of this strategy include: <ul style="list-style-type: none"> ✓ Ensure teachers know how to engage parents and give parents things to do that reinforce what is happening in the classroom ✓ Flamboyant Foundation (FF) trains teachers to do home visits and follow up with an Academic Parent Teacher Team meeting (APTT) – an innovative way to approach parent-teacher conferences ✓ A Family Engagement Collaborative Pilot allows teachers who are interested in these practices but not in a FF school to learn best practices through a professional learning community ✓ Cabinet will explore this work more deeply at an upcoming meeting ○ Secondly <u>parents caring about their child's school</u> – we work to ensure each school is welcoming and has strategies to ensure families and communities have a voice and can learn more <ul style="list-style-type: none"> ✓ We help principals understand how to maximize the capacity of the community partnerships and leverage this mechanism ✓ Community partners come to us to support this work that takes place in our schools ○ Finally, involving families and community members in <u>district level decision making</u> ○ A best practice on engaging stakeholders across our work that spans the district is the way we are doing the student assignment policy revisions engagement in partnership with the Deputy Mayor for Education; we bring a topic to a broader set of people (i.e. Student Assignment Committee or the Consolidation Process) and allow the community to review and analyze these issues, provide feedback and seek solutions with us ○ DCPS strives to ensure a feedback loop whereby community members can see how their input informed the initiative • US Department of Education contacted us about our school

	<p>consolidation process to learn best practices for this work to share with districts facing similar challenges</p> <ul style="list-style-type: none"> • Other engagement opportunities which give families and community members a role in decision-making include, but are not limited to: <ul style="list-style-type: none"> ○ Parent Cabinet ○ Specialized Committees (i.e. Assessment Task Force or City as our Classroom Task Force) ○ Chancellor’s Living Room Chats
<p>Focus Topic Questions from Cabinet</p>	<ul style="list-style-type: none"> ▪ How is DCPS’s approach similar to or different than other districts? <ul style="list-style-type: none"> ○ Our strategy focuses on helping parents support us with our core competency, ensuring students succeed academically ▪ Is DCPS on the same page with DME with respect to boundaries and feeders? <ul style="list-style-type: none"> ○ DME and Chancellor meet regularly ○ DME leading this effort since both DCPS and the charters need to be involved in the discussion in order to ensure equity and predictability ○ DCPS and DME work in partnership to ensure the community is engaged ▪ What does DCPS prioritize when engaging the families and communities? <ul style="list-style-type: none"> ○ Ensuring community engagement is two way ○ Engaging stakeholders in shared decision making ▪ Some school communities need additional coaching on community engagement <ul style="list-style-type: none"> ○ OFPE works with superintendents to align the performance evaluation rubric and strengthen the guidance we provide to schools and to hold them accountable ○ Depending on the school grade level, materials/information get home different ways; ConnectEd is good for older students as well as the text message service <p><u>Comments</u></p> <ul style="list-style-type: none"> ▪ State of Schools Address at Cardozo was a great event, but could be improved with additional workshops/focused information (parent leadership, special education programming, etc.) ▪ At citywide education festival event at Convention Center, DCPS was well represented in comparison to charters in attendance

<p>Group Discussion</p> <ul style="list-style-type: none"> ▪ What are we doing that we could be doing differently ▪ What are suggestions? ▪ What are your own experiences, and what could we be doing more of? 	<ul style="list-style-type: none"> ▪ Invite families and community partners into the school and ensure they see it as a welcoming place ▪ Open schools to outside organizations to make use of the facilities, time, and space ▪ Parents of older students can mentor parents of younger students and share knowledge and experiences that DCPS may not be able to provide ▪ Match schools with similar student populations to share engagement strategies ▪ Find what’s happening nationally and apply it locally ▪ Commercial advertisement – bus, internet ads, etc. ▪ Take advantage of corporate partnerships – Beautification Day is a good example of this; non-school members coming into the schools ▪ Find solutions for getting to hard to reach families ▪ Encourage more cross school interaction (i.e. DC Collaborative for Change - DC³) 9 DCPS schools that are united by a shared vision, common values and purpose. Learn more here. ▪ Leverage the education networks and ANCs in neighborhoods ▪ Encourage teachers to learn how to leverage their parent communities <ul style="list-style-type: none"> ✓ Relationship building is key in order to make people feel comfortable ▪ Get student input – include civic engagement as part of curriculum ▪ Have staff at the district level get involved at the school level (i.e. adopt a school)
<p>Next Steps</p>	<ul style="list-style-type: none"> ▪ Cabinet Members will review meeting minutes before they are shared publicly ▪ DCPS will finalize meeting topic calendar ▪ Cabinet Members encouraged to attend Student Assignment and DCPS School Boundaries Review Meetings

Next Meeting Date – May 13; 5:30 – 8pm