



PAVE DCPVCW Meeting with Councilmember Kenyan McDuffie

**Agenda:**

- **Welcome - 5 minutes**
  - Maya Martin Cadogan, PAVE Executive Director
  - Ray Douglas, Ward 5 PLE Board member, I Dream PCS - Meeting Chair
- **Introductions - 2 minutes**
  - Name
  - Ward of residence
  - Where your children attend school
- **Councilmember Kenyan McDuffie Remarks - 8 minutes**
- **Parent Q&A - 40 minutes - See full questions below!**
  - *Maryam Oladipupo, Ward 5 PLE Board member, Langley Elementary - Mental Health Supports*
  - *Ana Rodriguez, Citywide and Ward 5 PLE Board member, Duke Ellington High School and Langley Elementary parent - School Reopening*
  - *Yvette Selby, Citywide and Ward 5 PLE Board Member, McKinley Tech and Capital City High School - Equitable School Funding*
  - *Zulma Barrera, Ward 5 Board Member, Briya, DC Prep, and Paul PCS - School-Based Mental Health Supports*
  - *Charmaine Brandon, Ward 5 parent leader, Washington Latin PCS - Housing supports*
  - *Open Chat Questions*
- **Closing and Next Steps - 5 minutes**

Parent Name	Question
<p><b>Maryam Oladipupo, Ward 5 PLE Board member, Langley Elementary</b></p>	<p>I am a Ward 5 resident and the mother of a fifth grader. The relative isolation brought on by the virtual posture that we have been in since March 2020 has taken quite the toll on everyone and put enormous strain on our interpersonal relationships. One thing in particular that is quite tasking is having to be intentional about protecting my son’s mental wellbeing. Prior to the stay-at-home order, my husband and I had the luxury of keeping adult problems and concerns out of our child’s space. Now we don’t. Living in close quarters means he has a front row seat to all the emotions and all the feelings that this past year wrung out of us. He sees our fights when tensions are high, our tears as we mourn loved ones lost, our anxiety over dwindling resources, our fears over health concerns, and our outrage at whatever foolishness the world has on offer any given day. As much as we have tried to keep things as normal as possible, there have been moments when the intensity of these emotions engulf everyone in the household. And I know we are not the only ones, regardless of socio-economic status, race, background, all of us have been pushed into a hyper-emotional state; the manifestation of which is severely impacting not just the mental health of our kids, but, in some cases, their safety. Teachers and other community professionals report more than two-thirds of child abuse cases. However, many centers reported drastic drops in the number of reports when schools</p>



	<p>closed in March. Nationwide, there were nearly 40,000 fewer cases, which is a 21% drop when compared to the number of cases in 2019. Child abuse did not decrease; educators can't easily catch things during distance learning. We have also seen a reduction in domestic violence reports. Again domestic violence did not disappear, in fact, women, particularly women of color, lower-income, undocumented immigrant women, Native women, and LGBTQ people are experiencing higher rates of domestic violence. And once again there is a spillover effect on any kids in those homes. How can we work together to improve the referral and support systems to ensure that our students and their families have access to appropriate socio-emotional and mental health support while in this current virtual posture? How do we better equip our teachers and other staff engaged in distance learning with the skills and tools needed to identify potential abuse cases in a way that prioritizes the safety of the potential victims?</p>
<p><b>Ana Rodriguez, Citywide Board member and Ward 5 PLE Board member, Duke Ellington High School and Langley Elementary parent</b></p>	<p>Many kids and families are suffering right now without access to strong educational options during the pandemic. The results of COVID-19 and the sudden shift to virtual learning are still yet to be fully understood, particularly the impact of these changes on children's mental health. Not every household is equipped to deal with this, and we can see inequity in how certain families have been able to manage virtual learning. As a parent, I have an older child who can support my younger child so I'm able to go into work, but not every family has that option. We know that ALL families need support and that we need representation at the decision-making table. PAVE has put together a comprehensive plan for what parents want to see about school reopening, including cross-sector coordination to ensure that families with children in multiple schools or networks are able to have their needs met. What's your plan for ensuring that parent voices are heard in school reopening processes?</p>
<p><b>Yvette Selby, Citywide and Ward 5 PLE Board member, McKinley Tech and Capital City High School</b></p>	<p>My name Yvette Selby and I am a proud Ward 5 parent of 10<sup>th</sup> grade twins that attend McKinley Tech High School and Capital City Public Charter High School. I'm fortunate that both of my children have received technological and academic supports while in the virtual learning space, and both are doing quite well in their studies. However, that is not the case in all DC students and this further exacerbates the inequities within our system. I also know you're faced with having to make hard decisions and budget trade-offs during this time. Every student in DC deserves to attend an adequately funded public school. Yet the Uniform Per Student Funding Formula (UPSFF) is failing to keep up with the rising costs of education and is particularly under-serving students who are identified as "at-risk." In order to serve students and families equitably in this unprecedented time of crisis and need, DC needs to fully fund the at-risk weight in the UPSFF to the recommended adequacy level in order to meet the needs of at-risk students. How can we work together to secure resources that promote and ensure equity in our schools so that we give students, educators, and families what they need to help our children become successful?</p>
<p><b>Zulma Barrera, Ward 5 PLE Board member, Briya, DC Prep, and Paul PCS</b></p>	<p>Good evening, my name is Zulma Barrera and I feel very fortunate to be able to be heard today. We have been advocating for education in Washington DC for a few years, specifically in the area of Mental Health. Right now we are needing more than ever those services for our children. A bit of my story is that I have three daughters but two of them are going through difficult situations. My 16-year-old daughter came to this country a year ago, and the transition plus the pandemic situation affects her a lot. My second daughter has an IEP and the virtual year has been very frustrating for her. I believe that today more than ever children require mental health supports and services. One of our proposed solutions is to create a pipeline of mental health professionals, especially professionals of color and bilingual professionals. DC</p>

	<p>could do this by making partnerships with local universities and neighboring jurisdictions to encourage these mental health professionals to work at schools in DC. My question is: How can you ensure that our children can receive help from Mental Health professionals and fully fund the expansion to put more clinicians in schools? I think this is a more serious issue than we think and we need professional people to help families from within the schools.</p>
<p><b>Charmaine Brandon, Ward 5 parent leader, Washington Latin PCS</b></p>	<p>I've worked for many years in IT as a contractor, my contract ended in Nov 2019 and was still searching for my next assignment in Mar 2020 when the pandemic hit and made finding work significantly harder. I was blessed to find a new position before the new year, and while I am underemployed my salary pushes me outside the realm of most assistance programs even though I have significant debt and like many others will face possible eviction when the moratorium ends. In this pandemic and overall most assistance programs focus on providing help to those within a certain income bracket, and while those programs are desperately needed they also leave out a whole segment of the population has also been severely negatively impacted in covid and face difficult decisions regarding affordability of housing, healthcare and other necessities. What is being done in DC during covid and long term to support these families? How can mortgage and rent assistance eligibility be expanded to meet and support the needs of families?</p>
<p><b>Chat Questions</b></p>	
<p><b>Jaimee Hall, Ward 7 PLE Board member, Rocketship Legacy Prep &amp; Cesar Chavez Parkside HS</b></p>	<p>Do you all plan on supporting those families that don't feel safe sending their children back to school at all this year? I have a 7 year old that had separation anxiety before the pandemic which has greatly increased since March 2020. She is now to the point where she is afraid to leave my home and I fear that forcing her to return to school too soon will only further damage her mental health.</p>
<p><b>Christina Robbins, Ward 5 parent leader, Langley Elementary</b></p>	<p>Chairman McDuffie - thank you for addressing the disparity of infrastructure at schools. Langley is in great need of modernization - we need a new roof, our bathrooms are not functioning or in terrible shape, some of our rooms don't have working intercoms. Many of us have sent emails asking for our modernization. Can you help us advocate? We have no date set for remodeling to occur. Thank you for your help!</p>
<p><b>Sharon Culver, Ward 7 PLE Board member, Beers Elementary</b></p>	<p>While I agree that returning to school could provide children a greater opportunity to be successful in their learning, what can we do to ensure that DCPS is effectively and adequately giving teachers the supports needed to make sure that they can support their students in this virtual learning environment?</p>
<p><b>Kat Zambon, Ward 5 PLE Board member, Stevens Early Education Center</b></p>	<p>As a former Langley parent, I'd like to echo Christina's concerns regarding the critical need for structural improvements. How can we possibly think of sending children back to school in a pandemic when not all of the bathrooms in the school are working?</p>



<b>Elizabeth Reddick, Ward 7 PLE Board member, Bridges PCS</b>	What would it take to create partnerships or mentorships between successful schools and schools needing extra support across wards?
<b>Lillian Campbell, Ward 8 PLE Board member, Friendship PCS SE Academy</b>	When reopening the schools are they going to wait for everyone to get COVID-19? How are the classrooms going to be set up? How long do you predict this pandemic will last?
<b>Kesara Brewster, Ward 4 parent leader, KIPP Grow</b>	You mentioned that the school preparation for opening was unequally rolled out across the district. What is being done to fix this problem?
<b>Charmaine Brandon, Ward 5 parent leader, Wash Latin</b>	How are residents getting information about the programs? How many people are using it right now? Thank you again for being here!