



PAVE DCPVCW Meeting with Chairman Phil Mendelson

Agenda:

- **Welcome - 2 minutes**
 - Maya Martin Cadogan, PAVE Executive Director
 - Nicole Johnson-Douglas, Ward 8 PLE Board member - Meeting Chair
- **Introductions - 2 minutes**
 - Name
 - Ward of residence
 - Where your children attend school
- **Chairman Phil Mendelson Remarks - 5 minutes**
- **Parent Q&A - 18 minutes - See full questions below!**
 - *Russchelle Moore, Ward 6 PLE Board Member, McKinley Tech High School - Equitable School Funding*
 - *Letisha Vinson, Ward 7 PLE Board Member, KIPP PCS - Mental Health*
 - *Darya Davis, Citywide and Ward 8 PLE Board Member, Center City and Achievement Prep PCS - School Reopening*
 - *Open Chat Questions*
- **Closing and Next Steps - 3 minutes**

Parent Name	Question
<p>Russchelle Moore, Ward 6 PLE Board member, McKinley Tech High School</p>	<p>My name is Russchelle Moore; I'm a mom of a 16 year old son with autism, things haven't been easy with raising him without worry. Nicholas and I have faced so many obstacles throughout his life and educational experiences, from being diagnosed with autism spectrum disorder, delayed speech, to him being bullied for the entirety of his middle school years, which resulted in him wanting to take his own life! My work as a parent advocating for more than just my own child is imperative to all children in DC schools, as many other parents that I work beside, we all see that our children should have the same opportunities and be afforded the same experiences as those that are not black and brown. Many schools in DC were already underfunded and understaffed before COVID-19 hit our city. Because our schools are funded based on the number of enrolled students, the fact that fewer students are being enrolled this year will lead to a potential loss of at least \$5.6 million for the public school system. In order to serve students equitably, DC needs to invest in and strengthen systems that support kids and families, including increasing the per-pupil and at-risk funding formulas, which determine what resources schools are able to provide to their students. According to the Learning Policy Institute, an increase in per-student funding by 10% in K-12 education improves the probability of high school graduation by roughly 10% for low-income students.</p> <p>As parents who believe that we all need to work together to support the students who need us the most, how can we partner with you to ensure that per-pupil funding and the at-risk weight funding are fully funded to match the adequacy levels in the 2013 study in the upcoming budget?</p>



<p>Letisha Vinson, Ward 7 PLE Board member, KIPP PCS</p>	<p>As a mother, divorcee, trauma survivor, mental health advocate, and practitioner, I know both directly and indirectly the need for more mental health outlets and support. As we know, the stigma against mental illness is real and we need every effort to be aimed at reducing that stigma, especially within our community. As such, we need more mental health professionals available to students, families, and staff to aid them in their journey and teach them how to be mentally well.</p> <p>School-employed mental health professionals work with teachers to provide support and with parents to better understand students' needs and implement appropriate support. Just as physical education is part of the curriculum in schools, mental health awareness and education should be too. Our children spend most of their day at school. We need to empower them with knowledge about mental illness. With 50% of mental health conditions developing in children of age 14 or below, the support for this cause is growing rapidly. We need to be working towards a school environment where students are able to recognize when they're dealing with mental health issues and feel they can ask for help. Mental health education is not yet mandatory in schools. Until it is, teachers and administrators need to help shine the light on the concept of self-care. And, they need to emphasize the fact that mental health is an integral part of health.</p> <p>Especially with all that students and families have faced over the past year, we need to urgently ensure that schools have access to mental health professionals. How can we partner with you to ensure that, this year, our city funds the Department of Behavioral Health (DBH) school-based mental health expansion AND reverses the \$4 million cuts to community-based providers?</p>
<p>Darya Davis, Citywide and Ward 8 PLE Board member, Center City and Achievement Prep PCS - School Reopening</p>	<p>Over the past few months, PAVE parent leaders have revisited what is needed for response, recovery, and now school re-opening in the face of the ongoing Coronavirus crisis. The result was a revised Statement of Beliefs, which calls on DC officials such as yourself to ensure that these plans incorporate engaging all key stakeholders, developing comprehensive guidance for health and safety, building community trust, and communication with families - all centered in safety and equity.</p> <p>As you can see, parents are prepared to partner with policymakers on the issue of school reopening and recovery from this crisis. What is your plan to include parent voices in these plans, and how can we work with you to ensure parent voices are heard on these issues?</p>

Parent Name	Chat Questions
<p>Renee Davis, Ward 1 PLE Board member, Capital City PCS and Children's Guild DC PCS</p>	<p>Due to COVID, my children's medical needs are being met through HSCSN (health services for children with needs). This is a Medicaid benefit but it has provided home health nursing and Behavioral based therapy in my home. How can we work together with you as you create plans to support students with disabilities while they are at home - including increasing access to medical professionals and services, as well as your plans for returning to school especially transportation and health and safety?</p>
<p>Meaghan Mountford, Citywide Board</p>	<p>Given the importance of fully-funded schools (at-risk funding is currently over \$1500 below adequacy), are there other sources of revenue that can help cover the losses from COVID's hit on our revenue? (ex: taxes on the wealthy, possible federal funds from the stimulus package)</p>

<p>member and Ward 4 PLE Board member, Shepherd ES and Washington Latin</p>	
<p>Lindsey Jones-Renaud, Ward 7 PLE Board member, EW Stokes East End</p>	<p>We understand that citywide revenue is down; we have heard that from other city leaders. What considerations are you giving to increasing revenue in the District such as by increasing taxes on affluent residents and companies who have not suffered financially during the pandemic?</p>
<p>DaSean Jones, Citywide Board member and Ward 8 PLE Board member, Eagle Academy and Columbia Heights Education Campus</p>	<p>With the learning loss students incurred due to the pandemic, what plan do you have to assist DCPS and DCPCS get back on track, then close the gap that previously already existed especially in the wards with the greatest at- risk students?</p>
<p>Lillian Campbell, Ward 8 PLE Board member, Friendship Middle PCS</p>	<p>My question is when will the younger kids/children be able to take the COVID-19 vaccine? Before reopening school will you wait until teachers, staff and families have taken their COVID-19 vaccine? I believe in safety first. Just on the safe side. After taking the COVID-19 vaccine, will we still have to wear our masks and stay 6 feet apart? When do you predict or have the knowledge of this pandemic to be over in the United States or the Washingtonian Area?</p>
<p>Christina Robbins, Ward 5 parent leader, Langley Elementary</p>	<p>Chairman Mendelson, Langley Elementary is in desperate need of modernization. Our roof needs to be replaced, our bathrooms have no ventilation, no temp control (30 degrees in the winter!), we have no working/usable bathroom on the bottom two floors of our building. Our HVAC (radiators/window units) always break. We struggle with keeping rodents out of the building. We only received Phase 1 back in 2011. We have seen increasing enrollment every year + double digit increases in test scores (pre-covid) but have no date set for our full modernization. Can you help us?</p>
<p>Jaimee Hall, Citywide Board member and Ward 7 PLE Board member, Rocketship Legacy Prep and Cesar Chavez Parkside HS</p>	<p>What are the mandates for testing students, teachers and staff that are returning to in-person learning? For example: I received my test on Saturday and was instructed to quarantine for 3-5 days pending the results. If they are tested every 2 weeks and quarantining for 5 days, how are they supposed to report to school? Every other week? Also, is there any talk about supporting children, parents and teachers that do not feel safe returning to school this year?</p>
<p>LaJoy Johnson-Law, Ward 8 parent leader, Rocketship</p>	<p>How will the Chairman and the Council ensure proper oversight over OSSE, DC and Federal Funds to ensure children with disabilities have the appropriate support?</p>
<p>Clarice Ulu, Ward 4</p>	<p>Mental health is such a huge part of the puzzle and it will add so much to the success of not only the lives of the students, but the teachers, administrators and other staff too that are in</p>



<p>PLE Board member, Capital City PCS</p>	<p>the building. Why are we not fast tracking it in ALL schools? What will it take to make this happen?</p>
<p>LaJoy Johnson-Law, Ward 8, Rocketship</p>	<p>Since there is no Committee on Education, how will the council ensure education is a priority? Education is one of the top 5 budget buckets.</p>
<p>Clarice Ulu, Ward 4 parent leader, Capital City PCS</p>	<p>Although students are not in the building, shouldn't we still work to put services in place, because they WILL eventually return to the building?</p>
<p>Lindsey Jones-Renaud, Ward 7 PLE Board member, EW Stokes East End</p>	<p>BUMP up LaJoy's questions about students with disabilities AND how the council will ensure education is a priority now that there is no Committee on Education?</p>
<p>Meaghan Mountford, Citywide Board member and Ward 4 PLE Board member, Shepherd ES and Washington Latin</p>	<p>Seconding LaJoy's questions about students with disabilities. I, too, am in a months-long wait for my daughter and have concerns over how education will be approached by the Committee of the Whole.</p>
<p>Olivia Chase, Ward 6 parent leader, Hyde Addison ES</p>	<p>As complex and integral as education issues are, what was the thinking around abolishing the Education Committee? It looks and feels like a backward step. Do you perceive any rethinking of re-establishing this stand-alone committee as it was a huge assertion of parents, students, teachers and others concerning the educational endeavors of our children?</p>
<p>Alicia Williamson, Ward 4 PLE Board member, Shepherd ES</p>	<p>What things can the Council do to provide accountability for learning loss within DCPS as a result of the pandemic? Perhaps a committee? The Chair indicated this was at the top of his priority list. I would be interested in what, if any initiatives his office may be willing to spearhead to ensure this happens. Everyone seems concerned about this topic, which we all should be, but no one seems to be pushing to ensure as things return to normal there will be follow through and follow up on this issue.</p>
<p>Yolanda Corbett, Ward 7 PLE Board member, Inspired Teaching</p>	<p>Adding to LaJoy's question - Not to mention the data itself shows that the special education population was already experiencing an extreme learning gap prior to COVID so why is this not a priority for the Council? Also, how do we as parents work to ensure that if this is not a priority that it becomes a priority and stays a priority?</p>
<p>Kelita Boyd, Ward 8 parent leader, Eagle Academy PCS</p>	<p>I am a proud mother of three sons residing in Ward 8. As the school lottery begins, the fact that fewer students are being enrolled this year will lead to a potential loss of at least \$5.6 million for the public school system. In order to serve students equitably, DC needs to invest in and strengthen systems that support kids and families, including increasing the per-pupil and at-risk funding formulas, due to COVID 19, youth safety concerns (increased death rates), and mental health supports.</p>



	<p>In the words of Mother Teresa, “often we think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved, and uncared for is the greatest poverty.” How can we partner with you to ensure that per-pupil and at-risk funding is fully funded in the upcoming recessionary budget?</p>
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