



PAVE DCPVCW Meeting with Councilmember Christina Henderson

Agenda:

- **Welcome - 5 minutes**
 - Maya Martin Cadogan, PAVE Executive Director
 - Katrice Whitaker, Ward 6 PLE Board member, Statesmen College Preparatory Academy for Boys parent - Meeting Chair
- **Introductions - 2 minutes**
 - Name
 - Ward of residence
 - Where your children attend school
- **Councilmember Christina Henderson Remarks - 8 minutes**
- **Parent Q&A - 40 minutes - See full questions below!**
 - *Christine Miller, Citywide and Ward 1 PLE Board Member, Oyster Adams Bilingual School - Equitable School Funding*
 - *Gabrielle Alston, Ward 8 PLE Board Member, Creative Minds International PCS - Child Care*
 - *Ozoda Usmanova, Ward 5 parent leader, Langley Elementary - Mental Health*
 - *Tyi Goddard, Ward 1 PLE Board member, Phelps Architecture, Construction and Engineering High School - School Reopening*
 - *Mary McCane, Citywide and Ward 8 PLE Board Member, Bright Beginnings - Out of School Time Programs*
 - *Open chat questions*
- **Closing and Next Steps - 5 minutes**

Parent Name	Question
<p>Christine Miller, Citywide Board member and Ward 1 PLE Board member, Oyster Adams Bilingual School</p>	<p>Every student in DC deserves to attend a well-funded, quality public school. But the Uniform Per Student Funding Formula (UPSFF) has failed to keep up with the rising costs of education and, more importantly, the current “at-risk” rate is under-serving students identified as “at-risk.” Even before the pandemic, the District was not meeting the levels recommended in the DC Education Adequacy Study (completed in 2013!!). Now, over 7 years after this study was completed and before we were in the middle of a crisis, we are still looking at a gap of over \$1,500 per student!</p> <p>In order to serve students and families equitably in the best of times, our city needed to fully fund the at-risk weight in the UPSFF to at least the recommended adequacy level, which was identified at 0.37, to meet the needs of students.</p> <p>How can we partner with you to ensure that the at-risk weight, and the base per-pupil funding in the UPSFF is increased to match recommended levels so we can start to equitably meet the needs of children and families across the city? Even at recommended levels, we won't achieve the excellence our children deserve. I would also ask how we move beyond 'adequate', or good</p>

	<p>enough, and raise that bar higher for the future so we are better meeting the needs of all our students, especially those with greater needs or risk, in all our schools, and across all 8 wards?</p>
<p>Gabrielle Alston, Ward 8 PLE Board member, Creative Minds International PCS</p>	<p>Access to child care has been critical to the development of my boys as well as to my own wellbeing as a mother. Securing child care has not only allowed me to work while my son was not yet in school, and it has been so important to his development - through child care, he has reached new milestones, learned new skills, even during the pandemic - which has been amazing. My child care center has supported all their families, including with home-based programs, as best as they were able to throughout the pandemic - and these programs deserve the funding and resources to continue to provide these services.</p> <p>Even with these supports, we've continued to face challenges without consistent in-person child care. I've seen the toll that the social isolation of the pandemic is taking on my child. Right now, if someone we pass on the street or at the store says hi to my child, he rarely responds - he's regressed in his ability to communicate due to the lack of interaction. It is crucially important that we are supporting and funding child care centers to continue to deliver the services that young children and their families across DC deserve, especially in this time of crisis and need.</p> <p>How can we work together to stabilize and expand funding for child care providers, early childhood health programs, and pay for child care workers?</p>
<p>Ozoda Usmanova, Ward 5 parent leader, Langley Elementary</p>	<p>Nationally, only 40 percent of students with emotional, behavioral, and mental health disorders graduate from high school, compared to the national average of 76 percent; and, Over 50% of students with emotional and behavioral disabilities ages 14 and older, drop out of high school. This is the highest dropout rate of any disability group. Mental health has been a pressing issue in DC public schools for years, and coronavirus pandemic has only exacerbated the challenges of students struggling with mental health. The city should take urgent steps this year to ensure schools have access to mental health professionals - especially those that support our most vulnerable students with the greatest needs</p> <p>Will you fully fund the school-based behavioral health expansion and help us to reverse the \$4 million cuts to community-based providers from FY21, especially the \$2 million that is matched with a federal multiplier which would add an additional \$6 million for these services that families need now more than ever?</p>
<p>Tyi Goddard, Ward 1 PLE Board member, Phelps Architecture, Construction and Engineering High School</p>	<p>My name is Tyi Goddard I have been a PAVE parent since 2018. I am here today to share my experience as a parent with virtual learning, and why we want to partner with policymakers to reopen schools safely and equitably. Virtual learning has been a challenge for my family, due to the lack of information around virtual learning and the inconsistency with the Internet. Several of the students that gather at my house to use the Internet feel confused and lost because of the lack of clear direction on their assignments and exams. Without the support of an in-person teacher, our children are falling behind.</p> <p>Persistent COVID-19 impacts have led students of all ages to experience chronic stress and trauma. Across the District, one in five students have recently experienced the loss of a family member that they live with and 45% of students reported that their family's financial situation has become somewhat or significantly more stressful due to the pandemic. Many have been unable to receive all of the support services they need, and some are dealing with extended time in unhealthy living environments. We know that not all students will return to in-person instruction in the next year, but we know our kids cannot wait that long for improvements and support. With that in mind, PAVE parents reimagined a plan to give schools and families the</p>



	support they need to ensure all kids have access to the education they need and deserve - for distance learning right now, how to safely reopen our schools, and how to get to long term recovery. How can we partner with you to ensure that parent voice is represented in the city's plans?
Mary McCane, Citywide Board member and Ward 8 PLE Board member, Bright Beginnings	After school and summer programs are linked to increased engagement in class, social emotional skills, and self-esteem--all factors that drive improved academic performance. As the district slowly transitions students back into the classroom, schools should receive guidance on how to balance students' mental health needs and academic instruction during distance and in-person learning, including ways to incorporate Out of School Time (OST) programs. Out of school time programs are also critical to building a family-centered education system. Can we count on you to protect funding for Out of School Time Programs so students can continue to access these essential enrichment activities?

Parent Name	Chat Questions	Asked? Y or N
LaJoy Johnson-Law, Ward 8 parent leader, Rocketship Legacy Prep	How will you hold OSSE accountable in regards to ensuring children with disabilities are getting FAPE during COVID? How will you rally your Council colleagues to help provide oversight to ensure OSSE is holding schools accountable? In addition, since there is no longer a Committee on Education, how can you help the Council ensure education is a priority this budget cycle?	Yes
Katrice Whitaker, Ward 6 PLE Board member, Statesman College Prep	Do you feel that the pandemic and hardships it has caused to families in many ways, should influence and/or change what classifies as "at-risk"?	Yes
Kesara Brewster, Ward 4 parent leader, KIPP Lead / Grow, Washington Global and Washington Jesuit	Is DCPR opening this summer?	Yes
Leigh Sims, Ward 6 PLE Board member	Can we talk about the disconnect between what is policy and what is in motion at DCPS or DCPCSB - and who is holding them accountable for how funds are being used, especially if policy and procedure are being ignored?	
Jaimee Hall, Citywide Board member and Ward 7 PLE Board member, Rocketship Legacy Prep and Cesar Chavez Parkside HS	Although my school has extended their virtual learning through February, how do you all intend to support those children, parents and teachers that still do not feel safe returning to school in-person?	

<p>LaJoy Johnson-Law, Ward 8 parent leader, Rocketship Legacy Prep</p>	<p>Since, normal is now gone this is a great time for council to look at legislation on connecting childcare centers, and both dcps and pcs to have more coordination especially in light of covid. One of the main problems is the systems are broken and need to be revamped. Council can we revamp some of these policies and legislation</p>	
<p>Shaunice Alston-Gaskins, Ward 7 PLE Board member, Cedar Tree Academy</p>	<p>Councilmember, as a parent, what voice have you used to help Childcare centers in the District? I see the work you are trying to do as a CM, but does this voice extend with the same POWER as the one used as a CM? I believe each voice helps and one as strong as yours makes a difference.</p>	
<p>Randee Grant, Ward 7 PLE Board Member</p>	<p>At-risk student funding supports the ability to keep students on track to graduate. How can we count on your efforts to get this issue from the RADAR onto the table?</p>	
<p>Neela Ghoshal, Ward 7 parent leader, Elsie Whitlow Stokes East End</p>	<p>My children's charter school has just informed us that they don't plan to open at all this spring (except for 36 at-risk students - less than 1/10 of the student body). If the rest of schools reopen and a small minority of families are left without any access to in-person learning through September at the earliest because of specific schools' extremely risk-averse stances, what can the DC Council do to support families stuck in distance learning systems that are not working for our children or for us as working parents?</p>	
<p>Brittany Wade, Ward 7 PLE Board member, Homeschool</p>	<p>Councilmember Henderson, have you spoken to any children to get their input or feedback about how the pandemic has affected them?</p>	
<p>Randee Grant, Ward 7 PLE Board Member</p>	<p>Childcare serves the purpose of giving our children a head start in their educational and social emotional development and gives parents the ability to work. When we don't allot the funding to keep our quality childcare accessible and affordable this will have a huge impact on our children's outcomes in 4th - 9th grade where indicators predict their ability to do well in HS, graduate, college and become employable or business owners— This is a NOW issue and needs to be on the table. How are you going to partner with PAVE parents to get this funding increased?</p>	
<p>LaJoy Johnson-Law, Ward 8 parent leader, Rocketship Legacy Prep</p>	<p>Why are we re-opening schools if the DC Council cannot even meet in person and many of the meetings are held virtually, but we are supposed to send parents, students and teachers back to school?</p>	
<p>Kesara Brewster, Ward 4 parent leader, KIPP Lead / Grow, Washington Global and Washington Jesuit</p>	<p>I have the free internet service that the Mayor provides but having five children in school and my working from home we are constantly glitching and missing lessons. Is there something that can be done about this?</p>	<p>Yes</p>

<p>Randee Grant, Ward 7 PLE Board member</p>	<p>Our children need space to provide a safe environment to learn. Are we thinking about the use of recreation centers, libraries and other building spaces that are closed at this time?</p>	
<p>Yolanda Mcleod, Ward 8 PLE Board member, Rocketship Legacy Prep PCS</p>	<p>With the new strand of the virus being present here, is there a back up plan for school reopening?</p>	
<p>Jaimee Hall, Citywide Board member and Ward 7 PLE Board member, Rocketship Legacy Prep and Cesar Chavez Parkside HS</p>	<p>Piggybacking on Yolanda's question about the new strain mentioned... are you all providing the 5-ply PPE to families and teachers that are now being recommended? If not, what types of PPE are you providing?</p>	
<p>Renee Davis, Ward 1 PLE Board member, Capital City PCS and Children's Guild DC PCS</p>	<p>Renee Davis - Ward 1 PAVE PLE Neurodiverse mom of two Autistic Youth - Alexa age 16 has a private placement at The Children's Guild PG in Maryland with IEP support from Capital City Public Charter School (CCPCS) along with my 12 yo Michael who is in an inclusion 6th grade setting with IEP Support from CCPCS. But due to their dual diagnosis - Autism spectrum and mental illness COVID has required more home based services as provided through Medicaid</p> <p>If this would have been a normal day, Alexa would have interacted with more than 7 people by now to support her, including but not limited to a medical nurse at home, a dedicated aid on the bus, a 1:1 aid in the school classroom, her teachers, and her job coach, the school psychologists, and the school nurse. 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>Courtney Jackson, Ward 8 PLE Board member, EW Stoke East End</p>	<p>I have a concern about DCPR and their preparedness for 3 year old's. This past year my son attended DCPR summer camp and the staff was completely unprepared for 3 year olds. We had many issues with communication and accountability with the staff. Not being able to see the space or meet the teachers or any other staff than the 2 receiving adults was problematic as well. Will there be improvements moving forward for this summer?</p>	