



PAVE DCPVCW Meeting with Deputy Mayor of Education Kihn

Agenda:

- **Welcome - 5 minutes**
 - Maya Martin Cadogan, PAVE Executive Director
 - Lateefa Dawkins, Ward 4 parent leader, Washington Yu Ying PCS - Meeting Chair
- **Introductions - 2 minutes**
 - Name
 - Ward of residence
 - Where your children attend school
- **Deputy Mayor of Education Paul Kihn Remarks - 8 minutes**
- **Parent Q&A - See full questions below!**
 - *Elani Lawrence, Ward 4 parent leader, DCI and Mundo Verde PCS - Mental Health*
 - *Kelita Boyd, Ward 8 PLE Board Member, Eagle Academy PCS - Equitable School Funding*
 - *Cassandra Gentry, Citywide and Ward 6 PLE Board Member, Inspired Teaching PCS - Mental Health*
 - *Yael Meirovich, Citywide and Ward 1 PLE Board member, Centronia - Child Care*
 - *Katrice Whitaker, Ward 6 PLE Board member, Statesmen College Preparatory Academy for Boys - Reopening*
- **Closing and Next Steps - 5 minutes**

Parent Name	Question
<p>Elani Lawrence, Ward 4 parent leader, DCI and Mundo Verde PCS</p>	<p>I am a Ward 4 resident, a mother of two boys and a school administrator. My husband is a high school teacher. The pandemic has been challenging for all of us, but at the beginning of this school year I became extremely concerned about my older son as he was beginning high school. He was at times despondent. He was very angry and refused to engage with the family. He went from being proud of himself for being on the middle school honor roll to saying that he did not care about school. He was angry about not being able to run track, celebrate his promotion from 8th grade, go on his school trip to Costa Rica, work his summer camp job and meet his new high school teachers or classmates in person. He did not know how to channel this anger. He was really hurting and we did not know how to help him.</p> <p>Of course, what was happening to my son is not unique. According to a recent Empower K12 survey: It is evident that students are coping with a lot of new stressors from the effects of the pandemic, but there are few outlets or sources of relief as <u>two-thirds of students have been unable to participate in an activity</u> that they normally do and makes them happy. In fact, another of my fellow parent leaders who will be asking our next question, will share her own story about the need for mental health supports during this time of unprecedented crisis and need.</p> <p>Additionally, according to data collected before the onset of the pandemic, <u>1 in 5 children</u> have</p>

	<p>a diagnosable emotional, behavioral, or mental health disorder, and <u>1 in 10 children</u> have a mental health challenge that is severe enough to impair their function at home, school, or in the community. It is highly likely that these rates are even higher as a result of the pandemic. How will you continue to work to invest the \$6.4M needed for expanding mental health professionals at 80 more schools, and the \$10.8M needed for trauma-informed training that DC schools need?</p>
<p>Cassandra Gentry, Citywide Board member and Ward 6 PLE Board member, Inspired Teaching PCS</p>	<p>My name is Cassandra Gentry and I'm one of over 1,100 grandfamilies raising grandchildren in DC. Many of our children, my granddaughter included, were receiving mental health services in school before March 2020. When the schools closed for in school learning these services were limited. In the past ten months I have seen a drastic change in her behavior. She has shut down socially and has become emotionally distant. I have also seen many of the children in our community at Plaza West Grandfamilies suffer from loss of services causing mental breakdowns and suicide threats. While some children receive medicine, that is not enough without the necessary support services is causing our children to not be able to adjust well.</p> <p>As a result of the health pandemic 1 in every 5 children will be confronted with a traumatic experience such as death, violent crimes and separation from parents and siblings. This includes over 5,000 children in kinship care that attend DC schools. In order for our children to recover and receive a well rounded education it is essential to fund the expansion of mental health services to an additional 80 schools at a cost of \$6.4 million next year. Our children have been and are experiencing an abnormal childhood that will affect them as we try to recover. We will need to increase mental health and behavioral health programs in order to improve the outcomes of our children's educational success.</p> <p>How can I as a caregiver and parent of a child that has lost so much help to make sure that our children receive the services needed to reach their full potential both educationally and socially? To build on the previous question asked by my fellow parent leader calling to ensure mental health supports are prioritized in the budget, how can we partner with you to make sure that families are aware of, have access to, and are engaged in mental health supports and services for our children so they can become their best selves?</p>
<p>Kelita Boyd, Ward 8 PLE Board member, Eagle Academy PCS</p>	<p>My name is Kelita Boyd and I am a proud mother of three sons residing in Ward 8. I also serve with Parents Amplifying Voices in Education (PAVE) Parent Leader in Education Board. I am here today, to strongly ask for more per-pupil and at-risk funding to guarantee continued services for students and their families. Many schools in DC were already underfunded, understaffed, and experiencing high teacher turnover 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.</p> <p>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. As parents who believe that we all need to work together for schools to be equipped and apply best practices with forward thinking to build on truth, transparency, and trust to support the students who need us the most. How can we partner with you to ensure that per-pupil and at-risk funding is fully funded in the upcoming budget?</p>

<p>Yael Meirovich, Citywide Board member and Ward 1 PLE Board member, Centronia</p>	<p>My name is Yael Meirovich and I am a mom of 3 children: a 6 year old, a 4 year old, and a 2 year old. As a mother, I know that child care is important for children's growth and development. Access to quality childcare has decreased during Covid-19 pandemic. We need resources to support providers, to support families and give children an opportunity to have a healthy start to life. We need support for the workforce to support our economy - in particular, parents who are essential workers need the support with child care, especially for children under 3 years old. We know that early learning gives the opportunity for children for healthy growth.</p> <p>Through early childhood education programs, children not only develop their brain, they have the opportunity to learn new worlds, to interact with other kids and have social contact with other children. They develop skills and give them opportunity to succeed in the future. I want all children to have the opportunity of child care in an environment where children are protected, they receive nutritional food, they can interact with other kids and we support the parents and families that are working and need help with their children while they are working. Child care is essential and therefore should be available for all essential workers. DC should make investments to stabilize child care providers now so they can continue to operate during and after the public health emergency.</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>Katrice Whitaker, Ward 6 PLE Board member, Statesmen College Preparatory Academy for Boys</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 city leaders 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. 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>
<p>Chat Questions</p>	
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>Are any discussions about how to re-integrate students back into a classroom setting when in-school operations resume? This includes classroom management, socialization, testing and academic expectations.</p>
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>As the District plans for the 2022 budget, what are the three priorities for education? Are there plans to divert or expand needed supportive services to other District agencies?</p>
<p>Meaghan Mountford, Citywide Board member and Ward 4</p>	<p>Will Federal funding provide support? Also, in terms of existing investments, I agree fully about making best use of existing funds, my concern is that existing funds are already below adequacy according to the DC Fiscal Policy Institute.</p>

<p>PLE Board member, Shepherd ES and Washington Latin</p>	
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>Has there been any discussion about changing the per pupil funding methodology in light of the pandemic? Is this an opportunity to address missing variables and/or give weight to schools or students where needs differ?</p>
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>Considering the workforce development component under your purview, how can individuals who are skilled in child care receive the necessary licensure to provide much needed child care services, especially during early morning, late evening, and even overnight?</p>
<p>Lindsey Jones-Renaud, Ward 7 PLE Board member, EW Stokes East End</p>	<p>Many of the Deputy Mayor's responses have been about how he will need to find areas to cut in their budget because it is a hard budget year. In what areas is he planning to make cuts?</p>
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>Also, can support be given to CBOs who are providing these services? For example, BCGGW is providing services during the day for a very nominal fee at THEARC. The wait list is long. Clearly, the need exists and they are employing the necessary safety precautions. Are there other opportunities to use spaces currently not in use for this same service, even for modified hours?</p>
<p>Marisa Goldstein, Ward 4 parent leader, CentroNia</p>	<p>To ask the other side of Lindsey's question, are there new revenue sources we can tap to protect investments in our children (e.g. raising taxes on high earners whose incomes have not been affected by the pandemic)?</p>
<p>Cassandra Gentry, Citywide Board member and Ward 6 PLE Board member, Inspired Teaching PCS</p>	<p>It has been very difficult to use mental health services that are current. They are limited so how can we work to increase these services or restructure them to meet the children's needs?</p>
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>It would be helpful in future discussions about school reopening to qualify what that looks like. My anxiety rises when I think about pre-pandemic school. Will this be a phased approach? What does a new school classroom setting look like - student/teacher ratios? What do new staffing patterns look like - mental health providers, social workers, and school nurses?</p>

<p>LaJoy Johnson-Law, Ward 8 parent leader, Rocketship Legacy PCS</p>	<p>Do you know if there will be another re-open education committee that parents can join? Also, how have you all integrated in students with disabilities in these conversations? Also what coordinated efforts is the city doing in regards to the reopening with DCPS and DC PCS? Many PCS will follow DCPS.</p>
<p>Leigh Sims, Ward 6 PLE Board member</p>	<p>Can you give us a concept of the amount in dollars concerning the budget cuts that will impact funding next year and then where the largest chunk of that money is currently being spent?</p>
<p>Kesara Brewster, Ward 4 parent leader, KIPP Lead & Grow, Washington Global, and Washington Jesuit</p>	<p>How was information about the DBH hotline distributed?</p>
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>Has DCPS thought about what new vaccination protocols will be put in place for any reopening this year or for the next school year?</p>
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>As a parent on the opposite end of the spectrum, where my child has thrived academically during remote learning, are there discussions about continuing the online learning module or modifying what in-person school is?</p>
<p>Manon Matchett, Ward 8 parent leader, Two Rivers PCS (Young Campus)</p>	<p>Has the pandemic contributed to healthy discussions about better coordination between DCPS and DC Public Charter Schools? IS there an opportunity to leverage the respective strengths of each for a more unified educational system in the District?</p>
<p>Simone Scott, Ward 7 PLE Board member, Digital Pioneers Academy and Lee Montessori East End</p>	<p>How can parents support their children in school during school hours as we reopen? Prior to the pandemic parent engagement opportunities depending on the institution was not always available. How can parents provide that in person support when necessary Thank you. I know I would prefer an open door to the classroom as my children readjust.</p>



<p>Joyanna Smith, Regional Director of Rocketship PCS</p>	<p>Is there a recovery framework that we should operate within that is cross-sector? So that we are all driving in the same direction</p>
<p>Renee Davis, Ward 1 PLE Board member, Capital City PCS and Children's Guild DC PCS</p>	<p>I am a single stay at home parent and caregiver for my neuro-diverse and autistic teen and pre-teen. But due to their dual diagnosis - autism spectrum and mental illness - COVID has required more home based services as provided through Medicaid. If this would have been a normal day, Alexa would have interacted with more than 7 people by now to support her including by not limited to a medical nurse at home a dedicated aide 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, their 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?</p>
<p>LaJoy Johnson-Law, Ward 8 parent leader, Rocketship Legacy PCS</p>	<p>How has the DME coordinated with OSSE in regards to Compensatory Education and Evaluations for students with disabilities?</p>