



PAVE DCPVCW Meeting with Councilmember Elissa Silverman

Agenda:

- **Welcome - 5 minutes**
 - Kerry Savage, PAVE Director of Policy
 - Meaghan Mountford, Citywide and Ward 4 PLE Board member - Meeting Chair
- **Introductions - 2 minutes**
 - Name
 - Ward of residence
 - Where your children attend school
- **Councilmember Elissa Silverman Remarks - 8 minutes**
- **Parent Q&A - 40 minutes - See full questions below!**
 - *Darya Davis, Citywide and Ward 8 PLE Board Member, Center City and Achievement Prep PCS - Reopening*
 - *Brittany Weightman, Ward 6 PLE Board Member, Van Ness Elementary - Out of School Time Programs*
 - *Tracy Barnes, Ward 5 PLE Board Member, Washington Leadership and Inspired Teaching PCS - Transportation and school reopening*
 - *Doris Dupuy, Ward 7 parent leader - Equitable School Funding*
 - *Loretta Jones, Ward 8 parent leader, Ingenuity Prep PCS - School-Based Mental Health*
 - *Open chat questions*
- **Closing and Next Steps - 5 minutes**

Parent Name	Question
Darya Davis, Citywide and Ward 8 PLE Board member, Center City and Achievement Prep PCS	<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>
Brittany Weightman, Ward 6 PLE Board member, Van Ness Elementary	<p>I am a Ward 6 parent of a PreK-3 and 1st grader. Throughout my life and my own children’s experiences, I have seen firsthand the value and importance of out of school time and enrichment programs.</p> <p>We know that 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 and in turn improves the mental health of the student overall. As the district slowly transitions</p>

	<p>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 in planning for both social and emotional development and academic growth. 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?</p>
<p>Tracy Barnes, Ward 5 PLE Board member, Washington Leadership and Inspired Teaching PCS</p>	<p>I am a Ward 5 resident and mother of 2 boys with Sensory Processing Disorder. Last school year when we were deciding on high schools (for my oldest son who is a current 9th grader), he was very excited about two major "firsts" in his life -- going to high school and taking the city bus. I was searching for a high school that would be a good fit for his special needs while he was more focused on how he would get there. We even made plans to practice traveling on buses to the various schools we chose until he felt comfortable. With discussions of schools reopening, I have not heard much about how our children/students are supposed to get to and from school safely. Before this pandemic, I was concerned about his personal physical safety & mental well-being.</p> <p>Now during this pandemic and time of fear, anxiety & constant change, I'm concerned about everyone's mental state. I'm terrified of the thought of stressed-out anxiety-filled adults now having to adapt to taking public transportation with kids that are just excited to be out of the house & away from their parents. We have all witnessed over this past year how some adults deal with stressful situations. Our kids have their own stressors to deal with. Getting to and from school safely (physically and mentally) every day should not be one of them. Are there any plans to change the way our children travel to & from school once schools reopen? In particular, how can we work together to ensure that ALL students and families are centered in the plan for reopening, including how they get to and from school?</p>
<p>Doris Dupuy, Ward 7 parent leader</p>	<p>I am a Ward 7 resident and chosen parent of my, now 20 year old, nephew, whom I've been raising for the past 7 years. In the years that I've had my nephew, he has experienced trauma around school that has hindered his progress - especially due to the lack of good schools in Ward 7. And good schools require adequate funding. Not just for my child but for every student in DC because they all deserve 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," as the at-risk weight is currently set at 0.2256, or \$2,551 per student, which is a <u>gap of \$1,511 per student</u>. 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, which is 0.37. How can we partner with you to ensure that the at-risk weight, and base per-pupil funding in the UPSFF is increased to match recommended adequacy levels and equitably meet the needs of children and families across our city?</p>
<p>Loretta Jones, Ward 8 PLE Board member, Ingenuity Prep PCS</p>	<p>My experience as a mother during this pandemic has laid bare the urgency of funding for mental health supports in our city. Before the pandemic I had very high energy and happy children! You could hear the joy and laughter in the house when all of the kids were home from school, but now that we've been going through the pandemic for almost a year, I'm beginning to really see the toll it's taking on my family. My kids have become very depressed and one has even expressed suicidal thoughts. My kids and kids across the District need greater</p>



	<p>access to school mental health services. Students who use mental health services in school-based health centers are <u>two times more likely to stay in school</u> than students who did not use school-based health center services. Our education system needs to support schools in providing virtual access to social emotional learning programs, school staff trained in trauma-informed practices, and high-quality mental health professionals for kids and families. How can I, as a mother of children who are struggling emotionally during this unprecedented and challenging time, partner with you to ensure that schools have access to funding for mental health professionals - especially those that support our students with the greatest needs?</p>
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Parent Name	Chat Questions	Asked? Y or N
<p>Letisha Vinson, Ward 7 PLE Board member, KIPP DC Lead & Will</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.</p> <p>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.</p> <p>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 everything 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>Yes</p>
<p>Yolanda Corbett, Ward 7 PLE Board</p>	<p>Many parents that have children with multiple disabilities are finding it difficult to be able to support their student(s) and hold down employment during this pandemic. We know that this is not a new issue but certainly this</p>	<p>Yes</p>

member, Inspired Teaching	has exacerbated this concern even more. Is there any way to work with your office to come up with ways to help create job security for parents that have concerns with being able to parent and provide for their household?	
Maxine Robinson, Ward 7 PLE Board member, Friendship PCS	As DC has shifted to accommodate outdoor dining, can we work on outdoor learning for our students?	Yes
Shaunice Alston-Gaskins, Ward 7 PLE Board member, Cedar Tree PCS	Before the pandemic, East of the River was limited in the options that were provided when it came to OST. Now more than ever, what steps or ideas do Council Members have to support families east of the river once the city is reopened that will keep them safe while they enjoy options afforded to them including, but not limited to sports, mentoring, etc.?	Yes
Amber Golden, Ward 4 parent leader, Duke Ellington School of the Arts	At Duke Ellington, our students, who come from every ward in the city, are continuously exceeding expectations due to our dual-curriculum approach - where our academic scores are amongst the highest in the city and over 95% of our seniors are graduating. Allowing students to excel in both their arts discipline inspires them to do more academically - many of our kids come from below grade level. Yet, the arts are constantly underfunded in all schools and most of all Ellington - where teachers make significantly less than other DCPS teachers. How do you approach 1) the arts and the role it can play in education and 2) funding for the arts in DC public schools?	Yes
Marcia Huff, Ward 7 PLE Board member, Two Rivers PCS (Young)	CM Silverman, you have been very supportive of high school employment programming but I feel like as the scarcity mindset creeps in high school workforce programming it will take a backseat. Classroom education is just not enough to prepare teens for careers because they need internships and work based learning. How can we continue to create new employment opportunities and support existing programs such as the new DOES Youth Internship Pilot?	Yes
Monique Cole, Ward 6 PLE Board member, Mundo Verde PCS	I would like to know if the heightened security will remain around the city and is there any plan to distribute medical grade masks to the public?	
Cassandra Gentry, Citywide Board member and Ward 6 PLE Board member, Inspired Teaching	My granddaughter is experiencing a lot of social and emotional needs. Lack of Out of School Time programs and distance learning has had an impact on our family. How can you help us get the mental health supports that are needed?	
Martinique Robb, Ward 5 PLE Board member, Burroughs ES and Luke C Moore	How will the budget work this year and what will the Mayor's budget look like since we're in a pandemic?	



<p>Renee Davis, Ward 1 PLE Board member, Capital City PCS and Children's Guild DC PCS</p>	<p>I am a 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>Jaimee Hall, Ward 7 PLE Board member, Rocketship Legacy Prep and Cesar Chavez Parkside HS</p>	<p>Have you discussed continuing virtual learning for those families that have done it successfully and would like to continue at least for the rest of the school year?</p>	
<p>DaSean Jones, Citywide Board member and Ward 8 PLE Board member, Columbia Heights Education Campus, Eagle Academy PCS</p>	<p>I've heard many Councilmembers say that the pandemic has decreased the pool of money we have to use for the whole city, what suggestions do you have for doing more with less, equitably, educationally, OST, and mental health?</p>	
<p>Tiffany Randall, Ward 8 parent leader</p>	<p>What is the best practice for us to hold you and your peers accountable?</p>	