



Roosevelt Community Cabinet Meeting Notes

September 24th, 2015

6:30 – 8:30PM

Petworth Library

Presenter: Anjali Kulkarni

Support: Andrew Katz-Moses, Cassandra Sanchez

Notes:

Agenda

Time	Agenda item	Key questions
6:30 – 6:45pm	Dinner/ Mingling	
6:45 – 6:50pm	Welcome	
6:50 – 7:20pm	Icebreaker: A Penny for your Thoughts	<ul style="list-style-type: none">What experiences bring you to this work?What connections do you have to other members of the CC?
7:20 – 7:25pm	Break	
7:25 – 7:50pm	Norm-setting/ Expectations	<ul style="list-style-type: none">What is the purpose of the CC?What are the expectations of you as a CC member?What are the norms we should follow to make these meetings as productive as possible?
7:50 – 8:00pm	Meeting commitments	<ul style="list-style-type: none">What is DCPS committing to in order to ensure the efforts of the CC are successful?
8:00 – 8:30pm	Updates/ Questions	

PARTICIPANT QUESTION/COMMENT	DCPS RESPONSE
	Anjali: Norm setting, reviewing Community Cabinet FAQ document, responsibilities of Cabinet members.
	Ice breaker – penny for your thoughts
	AK: Norms and review of group purpose: <ul style="list-style-type: none">Advisory committee weighing in on programming and other elements of school planningNot a decision-making body, but open to the ideas that are set forth and contributing to a healthy discussionMembers will be representing their communities and should work to communicate updates to them as well as gather their feedback to bring to meetings – stewardshipDiffers from the School Improvement Team (SIT) which will focus on key decisions re: facility design for the new building

	<p>Norms. Operate with a generosity of spirit. Stay engaged. Maintain a respectful tone. Be mindful of air time. Disagree but commit (ok to disagree, but commit to group consensus). Step forward, step back. Stay engaged. Keep our students in mind! Anything you don't see or want to add?</p>
<p>What is the internal structure for communicating with parents, the students, staff, and whether or not they are a mechanism to inform the community about issues relating to the school?</p> <p>In reference to our charge of informing the community at large, are you saying our interaction should be with churches, ANCs, community orgs, etc. Is there a plan to come up with a survey form in order to capture the opinions of the community?</p> <p>Can we have a report that outlines peoples' interactions with their communities to have an idea of what each person has done?</p>	<p>Yes, you are representing all the communities you're a part of. The idea is wherever you're going, ideally you're talking about Roosevelt and what you do here. We're in a place where word spreads fast about things, and it isn't always accurate. If you hear rumors, please bring it to us to clarify. You guys are much more trusted than we are in your own communities.</p> <p>The survey part is a great idea. You guys can definitely help us get that information. We can create some methods on paper. We'd like to get all of you to send us bullet points as you share information, just some notes so we can anticipate and structure the discussion that gets us to agreement in the group.</p> <p>Want to reiterate this is an advisory group, similar to SIT team. I share these notes with the chancellor every time we have them and she brings up pieces of them. We did a Roosevelt focus group (we can share those). The chancellor will ultimately be making the final decisions, and we will be advising those decisions. What I do want to do is come to a consensus in this group so we can speak with a strong voice. We can say we had staff, alumni, current and future parents and community members who said this, and that carries more weight.</p>
<p>What is the structure to develop a minority report by those of us who may not be in agreement with the decision made by the chancellor? I don't want it to be assumed that the group will be in agreement with her all the time.</p>	<p>I think we've thought a bit about that. We are going to do our best, and that'll be at meeting #2, what we'll talk about during the rest of this. We've got a proposed schedule of topics, and that can change according to the group. If the group goes a different way from individual opinions, we ask that you disagree but commit. If you've put forth your opinion and the group goes a different way, we ask you commit to that decision. If the chancellor makes a different decision, and there will be things that are not going to be on the table, we won't lie to you about that. She's got a grand vision for</p>

	<p>Roosevelt. Not everything will come to this group. We're thinking about Roosevelt within a network of high schools. Some of our schools are smaller, we can't offer every single thing at every single high school. We want to be able to have unique programming there, which is a bit of a shift from the neighborhood high school model. With 457 students today, we can't always offer that but we're going to try to make as good of an effort that we can make to do that.</p> <p>Roosevelt Principal Sah Brown: Coming into the school it was important to me to interact with the students and staff. Had breakout sessions with students and asked them about their Roosevelt experience. I've learned a lot from that, because right now we don't have an SGA and we're working on that, because it's so important to have that student voice. When we switch to the second semester my professional development plan is during our monthly faculty meetings to have some component around the 16-17 SY. So part of my job is to prepare the staff for the coming school year, what does global education mean and how does it look in the new school year? Right now we're communicating with staff and students on a regular basis. That's both formal and informal – Ms. Okoro will likely share this with her colleagues and we'll talk formally at our staff meeting. We'll also hopefully be getting a school website up in November.</p> <p>AK: Decision making will happen at our leadership level. I have a meeting with our chiefs on Monday mornings, and that's the bulk of our programming team. We share this stuff so they know and as we make decisions they see this recommendation. That's sort of the sharing that will happen in terms of these meetings. As we move on we can obviously have some of those folks come speak about things like teaching and learning, we have a director of global education who is incredibly excited about Roosevelt and what global education could be there.</p>
	<p>Role of DCPS in these meetings:</p> <ul style="list-style-type: none"> • Meeting minutes – We will always record minutes and post them on our blog after the

	<p>meetings. This will allow you to share them with your stakeholders and allow folks that cannot be here to remain informed. We'll keep those anonymous, and you can feel free to pass along.</p> <ul style="list-style-type: none"> • Agenda/key questions – We will send out key questions 1.5 -2 weeks before the meeting to allow you some time to gather feedback from the groups you are representing. • Tight facilitation – It is on me to facilitate smoothly to allow us to get to all agenda items. • Chancellor communication – We will share these notes after every meeting with those making programming decisions – the Chancellor, Chief Davis – Chief of Schools, Chief Pick – Office of Teaching and Learning, etc. • Open communication – We will commit to being transparent about new information we learn, and we invite you to clarify any rumors you hear with us to get accurate information.
Can the meeting notes be translated to Spanish?	Yes, I think it will just be a little bit of a lag.
	<p>DCPS updates:</p> <p>Genesis of the community cabinets is that DCPS has not always been transparent and the community doesn't trust us. It is an updates and open questions period. We have committed to current Roosevelt students to using some of the new building for fall sports (inside the building). Working on that considering the school is a construction site, we need to make sure we do that safely by making sure those construction sites are completely blocked off. The academic space won't be finished for a while.</p> <p>Another thing is we have decided to jump start the dual language program for MacFarland. MacFarland is the feeder school for Roosevelt and both MF and Roosevelt will have a DL track, not full dual language. We don't have a strong pipeline for Roosevelt in the feeder pattern, and currently we have Oyster Adams and Lincoln as our two dual language schools. Those aren't terribly convenient for our parents so we are starting DL with 6th grade next year. That will be housed in the Roosevelt building. We've shared that with staff at</p>

	<p>Roosevelt, the capacity is for 1100 at the new building and Roosevelt's enrollment is around 450 now. We're working on a plan for how to keep those populations separate so high schoolers feel like they're in high school and 6th graders feel like they're in 6th grade.</p> <p>Sah, as you know is an interim principal and we are currently searching for a planning principal. Sah I assume is in the pool for that job – we will try to keep you looped in to that decision-making process.</p> <p>We want to give you some details on the Dual Language Program at MacFarland – you have the letter we put out to DL families, but we want to ensure you have all of the information you need:</p> <ul style="list-style-type: none"> • Capacity of the Roosevelt building only allowed for a small population of middle school students to allow for separation (constraints) • Building capacity at Roosevelt is for 1100, enrollment is around 450. There will be plenty of space for both student populations, just a question of how we plan to keep them separate • Decided to start just a 6th grade dual language program next year – projections for about 60 students but will open some lottery seats for non-DCPS families who can test at appropriate level of Spanish fluency • Will feed Roosevelt DL program sooner while avoiding disruption at neighborhood feeder schools until we can transition all students from middle grades • Building out schedule for students now and then staffing • Expect to have answers re: space, school leadership, extracurricular activities, courses, etc. in the next month or two
<p>You talked about the academic program, when that would be ready. Would that be December?</p>	<p>The academic portion should be ready by mid January, early January is a possibility. We have talked a number of times with community members, parents, about moving mid-year. We have taken that off the table. We have had conversations with other principals about that, it is not something we want to do. We'll get the keys in</p>

	the spring and have the summer to get acclimated. We're considering doing graduation there.
You talked about dual language. Can you elaborate further?	<p>Roosevelt used to have a feeder school in MacFarland. There's a number of ES – Powell, Bruce Monroe, Barnard. They go up to 5th grade and those students don't have a natural place to go in the neighborhood so a lot of them leave DCPS. Some go to CHEC but most leave us. There are three other feeder schools – West, Raymond, and Truesdell and those are PK to 8th. Some of those are getting tight on space. We're going to take the 6-8th grades of those schools and bring them over to MacFarland. That will allow us to have more PK classrooms to expand enrollment over there, West is getting incredibly tight. The new MF building opens in SY 18-19 so that's according to the capital plan. West will lose its 6-8th, their 6-8th graders will come to MF.</p> <p>For DL, DCPS only does DL in Spanish. We have a number of different models in the district. I think Powell parents and Bruce Monroe parents can speak...the model has half Spanish speakers, native Spanish speakers and children learn much better. That works much better because children who don't speak Spanish can learn from kids who do.</p>
Other languages than Spanish at Roos?	For dual language it will be Spanish only, for world languages we're open to other languages.
When will that decision be made?	That's something we'll be bringing to this group. For languages we need to make a decision prior to staffing, so we'll have that conversation pretty quickly.
If it's a two year renovation at MacFarland, are you blocking off enough space for the kids who will grow at Roosevelt? And what will you do in terms of specials?	<p>Yep, we're figuring out how we can be sharing with Roosevelt.</p> <p>Sah: It's a unique situation, what you need is an adult who can teach high school and middle school. During my time at Cardozo we were able to offer some things to kids, especially in STEM, that we wouldn't have otherwise been able to offer.</p>
Once I go to the alumni I'll get this question: if the building is really not ready, why were we told we were going to move in this year? We were under the assumption we were walking into our building this school year.	I don't have the answer to that, but I feel like we've had these conversations. I don't want to go back into that, there's new leadership on the facilities end, we're attempting to be far more transparent than we were in the past. We were under the impression we were moving into the building at that time for a long time. I don't want to jump back into that. That was a very long

	dialogue many of you were a part of. We've done walk throughs since then and we should do that as a Cabinet. We took responsibility for that, this is in some ways a response to that.
I would say I'm finding out in this meeting that the building won't be ready until August.	
We had the meeting when they said it would be pushed back to December...	We had a larger meeting, after that we had a number of community questions about what was going on. We scheduled a number of renovations to MacFarland that got it to a better place.
The point is the communication is still bad because you said December and now it's January.	It will be ready in December, it's the keys we'll get in January. The moment they hand us the keys DGS does not get back in the building. We try to prolong that time until everything in the building is fixed.
I'd like you to accept the feedback that the communication is still not timely. I don't think people around this table feel the confidence...	
But I think that's something the cabinet can change. Some of the things I'm hearing I didn't know about, but I'm hoping that now that I'm a part of it I can change the way things have been happening.	Is there another way we can be pushing this information out?
I think the issue here is information that is going to be shared with the group needs to be verified internally. We're assuming the responsibility of trusting what you're saying. We put our credibility on the line, some of us have a low tolerance for miscommunication.	
I'm quite eager to learn quite a bit more about Roosevelt. Maybe in preparation for the next meeting there could be some information – enrollment, faculty, professional development, curriculum, etc. and if it's in written form we can digest it and come a lot better informed.	We will send out something that has some of that Roosevelt information, some of the basics about Roosevelt and some of the things we've heard from the community, and about global studies, what that means across the country. We can talk a little bit about that there's a lot of research about that.
I'm happy to help with the development if you want to send me things	
I expect you guys are pulling in some kind of data to do projection about how the enrolled students in this jurisdiction. It'd be helpful to know how you guys think about this and what goes into that. I have some anecdotal information about who my neighbors are and I'd love to have some data to go with those anecdotes.	Let me ask you this, because there's a learning curve on this. Does it make sense for us to send out that information and you guys to digest it? Or for us to talk about it and present on it here? Considering we only have 2 hours each month. I'm open to whatever you guys want to do. Maybe it's one hour of that and one hour of discussion.
I talk to my constituents to hear about what their interests are and I'd like to hear more about which	

languages are popular in the district, where and why.	
I think it needs to be discussed here because you're asking us to go out to the community and they're going to have questions. On the one hand I'm hearing 'is that a done deal' or are you expecting input from the community? I think the discussion needs to happen here.	All of the above. We can send it out ahead of time and have a discussion about what you read. That would put the onus on you to read.
In terms of different kinds of learners, part of my hesitation is I have never been in the building. As an educator I want to be in that space and see how it operates. Figuring out when that could happen sooner rather than later would be helpful.	I think we can make that happen.
Along the same lines, I hear you mention there are some decisions that have been made and some we'll need to talk about as a group. To get some clarity on that...	I will share, we can actually send that out. We created a document with the Roosevelt staff about...these are the decisions that are open and these are the decisions that are made in terms of where the chancellor is. And then we've come up based on our community meetings last year to make sure these are not just conversations for conversation's sake.
I have some nervousness about if we take one of our meetings and do a lot of background stuff, some decisions need to be made by December...Can we consider scheduling an additional session?	Sure, yeah. We can talk a little bit about that, I don't see why not. Maybe we do an extra meeting and do an informational session, Roosevelt staff can help out.
I just came from a visit to Roosevelt. Something very curious about the composition of the staff. I want to know about the procedure for dropping by.	I do want to avoid those. Our staff needs to be focused on what they're doing every day, so we want to do those visits in groups. I understand the open door policy to community members, but as a former school staff member it is distracting and we can coordinate those visits and we will. We can do those like 4 people at a time so kids and teachers are not distracted as often.
	Feel free to reach out to us with additional questions.
	Closing