

I find the comparison of the two models to be biased in their descriptions, and I also believe this entire budget exercise ignores the elephant in the room which is the uncontrolled growth of the charter sector/choice movement in DC. We have so many small schools primarily because the charter sector has opened more schools than we have students to fill seats, and DCPS has opened new speciality high schools which pulls students away from its feeder high schools. All of this results in DCPS not having enough funds to support its by-right feeder systems. This is the real problem that needs to be solved, and not a change in the budget model. I support the Comprehensive Staffing Model because all students deserve a well-rounded education that includes art, music, PE, a fully stocked library, in addition to learning math and ELA. Schools that are small because of the opening of charter schools or DCPS speciality high schools should not have to find it challenging to offer comprehensive programming.

one month ago

👍 9 Agree

Both models are flawed. SBB will crush small schools and destroy the citywide system. CSM can never account for every permutation. We need a system that is guided by both but not rigidly adhering to either or a combination. The compass point should be to ensure every school has the resources it needs to meet the needs of its population. Then make those budgets fully transparent and test them against SBB and CSM for reasonableness.

one month ago

👍 8 Agree

What this presentation calls "small schools" are really just schools that used to be larger and lost enrollment due to inequitable DCPS budgeting. Our school in Ward 7 has been declining in enrollment and is now a "small school." The reality is that, over the years, students have FLOCKED to charter schools in the area. Why? When a student enrolls at our school, we're able to offer some services— after care, free breakfast and lunch, 5 specials classes, a social worker and psychologist on staff. When a student enrolls at KIPP or Rocketship, they are given free breakfast and lunch, free before and aftercare, free technology, free uniforms, and much more. During enrollment this pandemic, I'm able to tell our families "you'll get an iPad by mid-September." Meanwhile, KIPP is literally handing out their iPads as families enroll. Why wouldn't we become a "small school" when the funding DCPS provides (while it may be great compared to the rest of the nation), is woefully inadequate compared to charter schools. Our schools in Ward 7 and 8 have lost students to these charter schools, and then been PUNISHED for that by receiving less funding because "well now you have less students." This is inequitable, and it is unjust. Do better for our students in Wards 7 and 8.

Some possible solutions and suggestions for improvement:

- Schools in upper NW have massive parent teacher organization that are able to fund lots of resources. Their PTA's are literally able to fundraise hundreds of thousands of dollars for extra programming, staff, and other resources. A school in upper NW can charge PTA dues, host events with cover charges, etc. In Wards 7 and 8, it's unfair to expect our families to pay massive PTA dues or expect kids to pay \$20 for a ticket. Our schools do not have that capacity. DCPS needs to consider capping the amount these schools can raise, or needs match these funds in schools that don't have this capacity.
- Charter schools have entire teams of people dedicated to advertising. I regularly find color-printed, photo brochures for Rocketship and KIPP flyers on my car as I leave our school. Has DCPS ever given our school money to advertise? Has DCPS ever given us access to a graphic designer who can make a beautiful logo for our school? No. We have a team of teachers who voluntarily dedicate HOURS to design graphics and brochures for our school FOR FREE, so that we can attempt to compete with the advertising of charters and increase our enrollment.
- Instead of giving "small schools" less money, give them a team of people who can help them become big again. Sit with each "small school" and create a plan with them. The reality is that charter schools and schools in upper NW can develop a "niche" and become known for that in the area, increasing their enrollment. The schools in Wards 7 and 8 have so many rules to follow that finding their own niche becomes impossible. We WANT to be innovative and fresh like other schools, but we can't because we're forced to follow strict, punitive measures like RELAY, decreased recess time so we have more time for academics, academic instruction beginning on day one despite that not being best practice for relationship building, kindergarten programming that allows for ZERO play time, etc. DCPS rarely asks community members or parents what they want in their schools. Have a team come out and sit with us, interview us, and help us find our niche. Give us time, resources, and SPACE to do so.

Thank you for your time.

Budgeting is very tough, neither of these models alone will address the problems we are trying to solve. DC has not fully funded the staffing model. I fear that people are not well informed in this engagement process. The student based budgeting model also has significant challenges. It is important not to move to something different because it seems new. We moved away from it because it so severely handicapped smaller schools. We have smaller schools because we have so many schools. We need a model that signifies that DCPS will invest and grow its neighborhood schools. This survey does not build on that assumption.

one month ago

👤 5 Agree

Not really a useful survey. To get helpful input, FIRST, DCPS needs to identify a problem or problems: WHAT IS THE PROBLEM YOU NEED TO SOLVE? Is it that you don't think the system is equitable? Why? Do you think the funding is inadequate for some schools or all schools? Do you think it takes too long to figure out local school budgets? Does DCPS think funding is not understood by schools and communities? Don't ask for input without a problem articulated, honestly.

Then with this, the input that is most useful from the community, parents, and staff, are the values for sharing limited resources. For example: How important is it that schools have stable school budgets from year to year, even when their enrollment changes? How important is it that individual schools/school communities get to operate special programs or provide unique services based on their school plans and are able to fund these? How important is it that individual schools get funding based on what students need, not just on what is the same as other students? Is it equitable for the economies of scale--big schools versus small schools--to be enjoyed by big schools, or should they be shared with small schools?

There are other and better values questions, but once values are clear, THEN your description of various models is useful and your technical team can do an analysis of how well the various models fulfill criteria for meeting the values AND for solving the problem that DCPS has identified. THEN, DCPS can go back to the community on what it found and see if this resonates with community, staff, parents on solving the problem and aligning school level budget allocations to shared staff, parent, and community values.

one month ago

👤 5 Agree

I can't offer an informed perspective on this based on the included information.

one month ago

⬆ 4 Agree

This survey is so generic and full of budget & education speak so as to be completely useless. Parents will find it difficult to make informed decisions based on the information provided here. The intent here seems to simply be the appearance of transparency and not genuine stakeholder engagement. You either A) don't need to crowd source everything or B) have a survey with actual meaningful and detailed information.

one month ago

⬆ 4 Agree

Why is the comprehensive staffing model difficult to understand? Why has it not been made easier to understand?

one month ago

⬆ 4 Agree

Why don't you have ratio's, like one teacher for every 10-15 students, one nurse for every 100 students, more counselors all around.

one month ago

⬆ 3 Agree

We have a lot of small schools, so this would have to be addressed. When we did this before, a lower number of students automatically limited the flexibility a school had. The way this is phrased may thus be misleading. We want every school to have a base level of things. There should be some accommodation for both the economies of scale of a large school and the challenges of a smaller school. I hope DCPS opts for a combination.

one month ago

⬆ 3 Agree

The Council allocates funds to DCPS on a per pupil basis. DCPS should have an obligation to allocate those funds to the student for which it was allocated.

one month ago

⬆ 3 Agree

Schools with large enrollment need funding to educate each of those students, who all have individual needs. Students should not be penalized for enrolling at a large school.

one month ago

⬆ 3 Agree

If the SBB model acknowledges that small schools may find it challenging to offer comprehensive programming, then I don't think it is the right option. Schools in Wards 7 and 8, which is where most of the smaller schools are located, are already lacking counselors and librarians. With the SBB model, I'm concerned that they will lose even more staff members that are vital to whole child education. If DCPS says they want equity for all students, then the SBB model does not provide that. Small schools will not be able to give their students the same education experience as the larger schools.

24 days ago

⬆ 2 Agree

I'm concerned that a solely student-based budgeting model will result in fewer resources to EOTR schools, such as we have already seen with the elimination of librarians.

25 days ago

⬆ 2 Agree

The premise of this question seems to be that DCPS is willing to just accept "small schools" rather than look at the root causes. Are these small schools because they're in small buildings? In a few cases, that's true, but mostly you have large buildings that are underenrolled, which is a WHOLLY different problem to solve. Unchecked and unnecessary charter growth is a significant variable that has to be addressed by the Mayor and Council, and one that DCPS cannot control, but there is a range of other root causes that DCPS can take responsibility for, and I have seen nothing in this presentation to show that there's any thought going into that.

29 days ago

⬆ 2 Agree

DC has cut funding for education and should instead be investing more. There are tremendous needs to equity and additional supports for schools with high levels of free and reduced-price eligible students. This includes providing afterschool and summer program, and additional enrichment and supports. Those investments should be made. At the same time, schools with fewer students eligible for free and reduce-price meals are facing overcrowding. The pot for education funding for DC Public Schools needs to be increased as opposed to moving money from school to school.

one month ago

⬆ 2 Agree

The formula used is less of a problem than is the fact that DC is the most top-heavy school district in the country. The City Council doesn't seem to realize that much of their "generous" DCPS budget goes to maintain the bloat of Central Office and never even gets to the schools. Fully fund our schools and the people who actually work in them first, then we can talk about how it's distributed.

one month ago

⬆ 2 Agree

Talking point: The comprehensive staffing model is not popular. That's because the CSM is not fully funded in many schools. In addition, the District does not have enough money to fully fund the CSM and layer on supplementary "at-risk" dollars. Changing the budget formula without addressing inadequacy of funds will not resolve issues.

Talking point: People don't understand how dollars flow to schools under the CSM. People understand the CSM, but it is not fully implemented in some schools, and funds outside of the CSM ("at-risk", special ed, other) are not easily tracked.

one month ago

⬆ 2 Agree

I found the material really complicated. I also agree with another comment that while the disparities in resources among schools and grades was made clear, the linkages between resources and outcome was not (the only mention was that DC is doing great with regards to other urban areas). I would suggest a greater focus on outcome. With regards to the question, it would seem clear that we need to fund the minimum of educational needs per school regardless of any additional need. Then with regards to the issue of small schools which are more costly, again it is not clear whether the achievements are superior if compared with larger schools all things equal. Specially during this time of pandemic, it might not be useful to make a case for closing smaller schools if there is an achievement and public health case to be made.

one month ago

👍 2 Agree

Agree that "If the SBB model acknowledges that small schools may find it challenging to offer comprehensive programming, then I don't think it is the right option." Please show us models of how the above funding formulas would affect real schools so we can give meaningful feedback.

24 days ago

👍 1 Agree

I am really concerned with the messaging around small schools being more expensive because they lack economies of scale and a desire to cut costs. Given most of these small schools serve high-needs student populations, the notion that we can somehow discount the costs of serving students in those schools is alarming. Children in these schools are facing a number of challenges inside and outside of the classroom, so yes, it is going to take more money AND it's going to take spending this money on the right resources to support these students. I mean, we're talking about children dealing with generational trauma, food and housing insecurity, etc. so to think that we can cut costs and there not be consequences is absurd. Also, as a past LSAT participant, it's very clear that when schools receive their budgets in the winter, there isn't much room to move resources around. Very few positions are flexible. So regardless of what model we choose, we need to ensure school leaders, educators, and families truly have flexibility with accountability. Lastly, there is so much variation in the use of at-risk dollars, what's the District or system's plan for demonstrating success or failure? And why is DCPS spending at-risk funds on PE or music teachers? Make that make sense. These dollars are intended to operate like federal Title I dollars, to supplement supports for low-income and other students. Stop taking these dollars to fund basic positions schools should already have.

smaller schools that are doing great work need to be protected.

27 days ago

⬆ 1 Agree

I need more details. For example my school is allocated 1.1 million for special education, however the staff's pay only accounts for a little under 900k. Where is that 200k + going? Also each staff member does not make the 110k max, so where does that extra money go? I want a more detailed account of exactly where money goes. Because that 200k+ sure isn't going to my students.

27 days ago

⬆ 1 Agree

Schools that are succeeding should not be undercut with staff cuts. Schools that are struggling need adequate resources to succeed.

27 days ago

⬆ 1 Agree

I disagree with the premise of this question. All schools should have essential positions and educational opportunities across the district. Based on the material provided, smaller schools have less enrollment. DCPS should look at the core, root causes of reductions in enrollment and distribution of students within the system. It does not make sense to have many small schools from a funding perspective -- should school boundaries shift? should schools share resources? or, should we stop funding charter schools and fully invest in the public school system? I don't think it's appropriate to continue to fund smaller schools using SBB if that means students receive less resources, even when controlling for inequities and additional special needs. The solution isn't just budget based.

one month ago

⬆ 1 Agree

Programming must be fully funded and per student funds should flow via the at-risk funding, as intended under current law. The current problems are due to the inadequate funding and lack of fidelity to the model. Ie, the Budget Guide calls for a full-time librarian at all IB schools yet for years the allocation for that position does not align with the budget guide.

one month ago

⬆ 1 Agree

The public doesn't understand how the enrollment projections are calculated. Some schools have exceeded enrollment projections and then have a shortfall for the entire year. What goes into the projections? Can the Council supplement the budget when enrollment exceeds projections?

one month ago

⬆ 1 Agree

A constant concern in DCPS is the fluctuating funding allocated to schools. It makes long-term planning to meet the student's needs nearly impossible. One year funding allows for more services/staffing but the next year, that disappears. Students and parents as well as staff should be able to rely on consistent and consistently increasing funding. There is no more important place to put our tax dollars than in our schools.

one month ago

⬆ 1 Agree

Changes to the "Model" without a commitment to holistically educating ALL students is a false premise. As a city-wide application campus CHEC, enrolls high school students from across the entire District; however, the drastic variations in the per student Enrollment Allocation produce inexplicable outcomes. By example when the aggregate budgets for each Ward are distributed on a per student basis: a student residing in Ward 4 and attending a high school in Ward 4 is "worth" \$18,123, but the same student is only "valued at" \$6,715 when she attends CHEC. A similar pattern exists for the 630 students who choose to attend CHEC rather than a high school in their Ward of residence. CHEC experiences budgetary dis-economies of scale - the HIGHER CHEC's enrollment of At-Risk, ELL and SPED students and the corresponding statutory funding, the LOWER the Enrollment Allocation and local discretionary funding (i.e. Specialty School, Chancellor's Assistance, Per Pupil Minimum).

23 days ago

I have reviewed the materials but I still don't feel I know enough about modeling to make a recommendation. Also, it really doesn't matter to me what the model is. What I want is my neighborhood schools to be in a safe, healthy building with supportive staff and programming that is rigorous and culturally competent. Whatever model gets us there is what I want.

23 days ago

The reasoning behind changing this AT ALL is bankrupt: our city has not been funding schools equitably for years running, and the schools with the poorest students often suffer the most for resources and budgets. Why? Because we as a city are trying to balance the books with changes to DCPS--instead of understanding that creating new schools every year means that charters--which lose not one dime in that process--are funded with stability while DCPS is purposefully unbalanced every single year. That is backwards. DCPS is a school system of right--and RIGHTS are what our city needs to preserve first and foremost. I want to now echo everything the person before me commented on: about how BANKRUPT it is to talk about "the messaging around small schools being more expensive because they lack economies of scale and a desire to cut costs." Making these decisions to fund schools differently will ensure that our city will DENY education rights to children--the poorest and least resourced in the city. They will mean that the schools with the poorest students will literally have less: less library, less art, less music, less PE, less staffing. What do you think will then happen? Test scores will drop, enrollment will drop, and the schools will close. So it is that all of this appears to be a plan to close schools, not to properly fund them.

24 days ago

Obviously there needs to be some combination model, I am not that disturbed by the video suggestion that right now more funding goes to schools in lower resourced areas of the city.

25 days ago

The smaller schools have the bundt of the work. Staff and faculty have to wear many hats in order to support students

25 days ago

Because of student mobility mid year and inequitable outside resources, a combined model would be most likely to address disparities

25 days ago

Not clear which model would provide students from low-income families with the proper resources needed.

26 days ago

This model will be more transparent.

26 days ago

If we are moving back in a direction that gives principles more autonomy over programming, there needs to be education of those principals regarding the importance of educating the whole child. I have been told directly by more than one principal that the ultimate litmus test in their decision making is whether something increases PARCC scores. This is the kind of myopic approach that parents and educators like me worry about moving away from the CSM. That said, I like the more explicit focus on equity with SBB. Many children in DC simply need more support and DCPS does not currently meet them where they are. Parents who are better positioned to support their children (I count us among them) need to pull their weight and begin embracing the education of all children, rather than trying to wring the most value for themselves out of the system.

26 days ago

The SBB is the most transparent approach. The CSM and Combo Model create non-linearities that make it difficult to compare expenditures by school. The SBB approach also provides the strongest incentive for small schools to improve in order to attract and retain students. If certain small schools need additional funding, supplemental funding could be provided in those circumstances. The current CSM severely underfunds large schools even after adjusting for student need. Regardless of the model selected, this large-school penalty needs to be fixed.

26 days ago

I am interested in seeing how my high school's actual resources/funding would be allocated based on all three models. It would be easier to make a comparison. The budget should be based on school requirements and needs as a bottom up approach. It will be helpful for a correlation as to how the model specifically aligns to the problems DCPS is attempting to solve. Some unintended consequences include high performing schools being forced to reduce staff/administrators. A multi-year planning strategy is needed.

26 days ago

I think there needs to be room for the system to distribute funds equitably. However, there should still be some support for small schools to remain strong. I'd like there to be more research into the percentages for a hybrid model. Every school should have the same baseline: arts, athletics, a librarian, etc., and moving away from the CSM would hurt this. If there's going to be a hybrid, it needs to leave much of the baseline intact. I'd favor a hybrid model where most of the weight is given to CSM and a little is given to SBB to re-allocate.

26 days ago

Provided that percentage is 60/40 or at least 50/50.

26 days ago

Smaller schools may suffer under the per student budget--there needs to be some way to allow all schools to provide comprehensive programming regardless of size---particularly schools that are smaller by design.

27 days ago

The outcomes of the models are not clear. There is not much evidence on how a marginal dollar spent in either model nor the combined model affects outcomes. Further, it is not clear when the fiscal constraints kick in. So if a dollar is spent on program X does this mean learning quality goes up or down?

27 days ago

This model has worked for my children in DCPS for 10 years.

27 days ago

All schools should receive sufficient funding to enable them to offer arts/music/PE and world languages classes, as well as a school social worker. At the same time, funding should be directed to improve services for at-risk students. The biggest challenge will be finding the best balance.

27 days ago

I do think it's necessary to ensure a consistent standard of what's available to all schools regardless of size. I also think it's important to recognize that differing student populations have different needs. Lastly, I think DCPS needs to stop allowing schools to raise PTA funds to cover staff costs. There should also be a cap on how much each PTA can spend on anything, and these amounts should be considered when budgeting for schools. For those schools who can't raise funds, then they should receive an addtl amount equal to the cap.

27 days ago

Why? If they can raise the funds that means DCPS can spend more on high risk kids, I'm thankful for parents at schools that have that ability. It seems inequitable, however it's also inequitable to punish children from wealthier families. They need an education too and deserve the appropriate amount of staff.

27 days ago

The descriptions look to be purposely biased in language. Allocating by "student attributes" looks like it will put more money toward disadvantaged kids, which seems like a lofty goal but it would penalize DC residents who have managed to raise successful students (many of whom pay very large amounts in taxes to DC). The school budget doesn't seem to be the place to fix these problems - what is the mayor's non-school budget doing to deal with poverty, homelessness, mental health, addiction, etc. that leads to the challenging student attributes?

27 days ago

This budget can better prepare for another Pandemic.

27 days ago

This budget can better prepare for future Pandemics

27 days ago

inequitable

27 days ago

There are many different situations that come about in schools so i feel like both would be better for schools.

27 days ago

Underserved schools need financial nourishment and allocated resources (some financially driven, some partnerships etc)

27 days ago

There has to be a flexible model. The concept of equal funding to charter schools is absurd.

27 days ago

I have watched & read the companion pieces, but I don't think mine is a strongly informed opinion: it feels like I'm being led to answer "Combination Model," which I did. I don't understand the precise downstream effects of any of these choices.

What is most important to me is that all schools have a set of essential programs (PE, art, etc), and we prioritize equity in our school system, which necessitates thinking about how PTA fundraising dollars are used (or a funding offset structure to balance overall spending). I would strongly be in favor, for example for substantially increasing the per-person spend for free and reduced lunch eligible students.

28 days ago

This presentation seems like another slick exercise to claim community input before doing something unpopular with the budget.

What is the problem that DCPS is trying to solve here? That would be helpful to know.

One problem I have seen is short-staffing in key positions in large schools. Base staffing with ratio-based bump ups would be helpful. An elementary school with 700 students may have 1 nurse, just like a school with 200 students. Even if the smaller school's population has slightly more health needs, the nurses have to keep up with all the student paperwork and the workload is enormous. Just try to check head lice for 500 kids and see how your week goes.. Librarians/media specialists also should be awarded with ratios at elementary, with a minimum of a full-time librarian per school. I have been teaching for 20+ years and I've yet to meet a good writer who wasn't also a good reader. And most good readers learned to love books with picture books, told as stories by either parents or school or both.

We need to look at discrepancies in per-pupil funding. Wilson HS, for example, has the same percentage of at-risk students as Duke Ellington yet gets \$6000/year less per student. That doesn't seem right. Banneker and Walls, 2 magnets, get only about \$10,000/yr, and yet are supposed to offer top-notch programs.

DCPS needs to look carefully at its funding in central office and testing. I get many glossy brochures and slick presentations from DCPS, but I would prefer that my kids' school has 2 working copiers for the teachers. I would prefer to reduce the amount of standardized testing - think how much money we could save if we tested less. Not only could we shorten the regular school year, which might free up funds to offer more summer school for at-risk students, but the students could spend time learning. We also need to consider the growth of charters -- Can DCPS find out what is making charters so attractive, and offer the same flexibility and services? If it's a no-tolerance policy for bullying or attendance, or play-based education instead of mandatory academics in preK and no recess, etc, could the neighborhood school become a DCPS academy with the same policies?

DCPS also needs to staff custodians from 7 am to 10 pm and on weekends, as does Montgomery County, so that the facilities can be enjoyed by the public without outrageous fees. We taxpayers paid hundreds of millions to renovate schools, many of which (pre-covid) were virtually off-limits to the community because of onerous fees and the DCPS practice of allowing principals to veto community use. Contrast that with the use of schools in Montgomery County, where facilities can be booked centrally and relatively cheaply by non-profits and community groups.

Screenshot

Would it makes sense to budget and allocate dollars on a very basic level first, across the board? Grouping schools by Primary, Middle and High School, knowing they each have different basic needs (pre-K assistants vs. athletic directors vs. technological needs), then starting with the smallest Primary school in the district to create a base allocation for all staff, teachers, building maintenance, special need requirements, etc and giving this same amount to all Primary Schools. Then, build on the SBB model with included special need requirements (such as a tech school, versus a bi-lingual school, necessary after school programming) to allocate the remaining budget to each school? This would then be applied to all Middle Schools then High Schools would be grouped as a category on their own as well. This way, small schools do not having higher costs and each school can expand and grow based on their needs with their basics covered? Not sure if this would make a stronger platform for high academic learning across the district or not.

one month ago

DCPS has been playing hide the ball with funding forever - whether it's the base allocations, the at risk funding, or moving things around (like security funding). This notion that principals have flexibility is absurd as well. How many principal change requests get approved vs denied? And the charter sector can go off and do whatever they want, and keep our tax dollars even after their students come back to traditional schools. The charters don't have to petition anyone to move staff around. The charters don't have to report how they spend our tax dollars. Not to mention, how much staff is in central office and what are there salaries compared to teachers?

one month ago

Allocating funds based on numbers of students results in classrooms being overcrowded and teachers being overwhelmed by the number of students they're required to teach each year. The more students per class, the less time and attention the teacher can give to individual students.

one month ago

Since DCPS moved away from the SBB model it has consistently shifted money to smaller schools without achieving better outcomes. While also depleting resources from larger schools which educate a large portion of DCPS students. In a world of limited resources, the continual propping up of smaller schools is a waste and a disservice to all students. Larger schools educate a diverse population of students with diverse needs and these schools are hamstrung in their ability to meet the needs of their own students.

one month ago

The idea of a combination model is appealing. Would the distribution of weight given to the SBB and CSM need to be the same across all schools? Or would there be a way to adjust these to meet some of the challenges unique to schools based on their size keeping in mind the goal is equity.

one month ago

I'm afraid the unintended consequence of reverting to 100% SBB will force smaller schools to cut staff or to close altogether. It's not necessarily the school's fault that they're small.

one month ago

In the CSM model, we need to start considering that even small schools need more than one school counselor. SEL is important, but it can't be all on the classroom teachers. Often behavior problems are students who need time to talk with a counselor away from the classroom and this would make them able to access the curriculum. The problem is with most budgets there is very little choice. If there is money for an extra counselor then there is not money in the budget for a librarian, or interventionist. Aren't we already using the combination model? There are specific positions we have to have and then there is usually a little flexibility with a few positions.

one month ago

You need to fund the schools that are currently underfunded. A newly renovated school should not get the same funding as a dilapidated one just because they have the same number of students.

one month ago

With all money spent on children school supplies should be included all with what teachers need

one month ago

I am completely unable to offer an informed perspective on the question.

one month ago

sleeping

one month ago

EVERY school should be afforded a librarian, non negotiable! But also not “in place” of another staff position. It should be something that EVERY school receives on top of their staffing budget.

one month ago

For the diverse spread of students in DCPS, a combined model will probably come closest to meeting the needs of all the students rather than just a few....

one month ago

While I do not think that one model should be used to the exclusion of the other, I believe that the student-based budgeting model should be favored. For examples, wrap around services should be allocated using the student-based budgeting.

one month ago

The combined model will take into consideration the unique needs of each school

one month ago

A combined program will take into consideration the unique needs of each school

one month ago

Increased staffing and 1:1 uniform high quality technology and training are required for the immediate future. We need schools to adapt virtual and in-person instruction to meet student and safety needs.

one month ago

None of it is well explained, student based sounds more beneficial for the students

one month ago

No thoughts

one month ago

I'm no budget expert so I trust those that know more! I think people will advocate for more autonomy and flexibility until they don't like the decision that is made by principals (ie. librarians feeling undervalued last year). I prefer the experience of being at a small school, so I'm personally biased toward making sure small schools can still be funded in a way that allows them to be successful. I also think we should center the preferences and perspectives of communities who have been historically underrepresented or underresourced in DCPS. I do like the idea of there being flexible funds schools can apply for like grants to make innovative programming possible. Shout out DCPS Design Lab!

one month ago

Central driven decisions do not take student need and staffing needs into consideration. Some schools need more staff, support services based on student need.

one month ago

SBB feels like a slippery slope to under-funding, then eventually closing schools in W5, 7 and 8.

one month ago

We must fully-fund all programs AND support students.

one month ago

I fear that student based budgeting will strip low enrollment public schools in low income areas of dedicated staff. Every neighborhood school should be funded at a level that allows it to offer a high quality education. I would be more supportive of SBB if there was a minimal operating funding guarantee for local public schools.

one month ago

## What questions or clarifications do you still have on any of the Budget Allocation Models?

I can not offer an informed perspective as the information is at too high of a level. You should do scenarios as what it might look like for a few schools using these different models.

one month ago

⬆ 5 Agree

While I understand both the models I think the presentation of them and their challenges has been reduced too far for the public to give meaningful engagement. The first question might have been what do we value, what do we want to see in every school and then what the best way to get there. It might have not fallen into any of the buckets you have given to us.

one month ago

⬆ 3 Agree

The shortcomings of SBB and CSM are clear. The idea that the solution is a rigid combination is an unexplained leap and what that might look like a mystery. The natural drive will be not either specific one, but the combination, but if that results in a very complex new combination formula designed to maintain the status quo everywhere, this will be a giant missed opportunity. Indeed, the whole thing is sort of beside the point. If we added \$50 million a year to the DCPS operating budget to put it on equal footing with the charters we could solve our budget issues and fill real needs. If we do not, all this does is either come up with new formulas and change nothing, or moving this around leaving some schools more deeply compromised.

one month ago

⬆ 3 Agree

one month ago

There needs to be an honest audit of self contained special education program needs. While these students are associated with higher per pupil funding, those higher dollar amounts are not necessarily given in higher percentages to these students/programs.

one month ago

3 Agree

Communities should see details and sample allocations prior to implementation.

one month ago

3 Agree

It would be helpful to see how the DCPS budget has changed in the past twenty years since we started seeing charter school growth. It would also be helpful to see an assessment of the budget by feeder pattern, and what is most needed to support strong feeder patterns. It would also be helpful to know what budget DCPS believes it would need to fully fund the CSM.

one month ago

2 Agree

It's not clear to me how the unique budgeting implications of 2020-2021 will impact the following year's budget. Eg, this year, each student will be provided with a device. Will that accelerate device roll-out and reduce associated budget needs for the following year?

The two budgeting options are unclear, and asking for input based on this limited information feels like a "gotcha."

Also, there is no mention made in the presentation of a hybrid model, but several other commenters mention it and it would seem relevant. Is it either-or?

one month ago

2 Agree

Since the Covid-19 crisis, will there be budget entries to reflect new categories of monies needed to ensure all DCPS students will be successful with virtual learning, i.e., computers for every student and internet access, parental guides for virtual learning, IT support.

one month ago

2 Agree

We have a lot of positions that make our school top heavy: A principal, AP, full- math coach, full-time math interventionist, full time LEA, full time school psychologist, full time Dean of Students. What we actually need is smaller classes, more aides, more behavior techs. Do principals have the best judgment in how to staff their school?

one month ago

⬆ 2 Agree

I agree with the reply here. Those are great positions to have and you probably wouldn't mind it if they were all good at what they do.

one month ago

The benefit of these roles depends on the competence of the people who are in these positions. As a 15+ year classroom teacher

one month ago

What guarantees can you offer that a strictly SBB model won't strip neighborhood schools with lower enrollment of critical staff? There should be a high quality neighborhood public (non charter) option for every child in this city.

one month ago

⬆ 2 Agree

To be honest, it feels like DCPS has already made up their mind to switch budget models and this is performative.

25 days ago

⬆ 1 Agree

I would like to see concrete examples of this, as others have said. Different percentages and how those potentially play out.

26 days ago

⬆ 1 Agree

The budget option question is too high level. The devil is in the details... Of which, none were provided.

26 days ago

⬆ 1 Agree

A few use-cases (either using actual schools or anonymized representations) would help us understand the practical effect of these choices.

28 days ago

⬆ 1 Agree

How much did DCPS pay ERS to do a job that Central Office staff should be doing themselves?

one month ago

⬆ 1 Agree

Not enough information or options are provided as to what each option means.

one month ago

⬆ 1 Agree

Will schools who lose kids to homeschooling or learning pods during COVID lose funding?

one month ago

⬆ 1 Agree

It would be more helpful to parents and community if it were clear which staffing positions are mandatory as well as what the student/teacher ratio caps are for each grade level.

one month ago

⬆ 1 Agree

What does DCPS think are the problems for DCPS on the budget allocation models?

one month ago

⬆ 1 Agree

What about student's with special needs or ECE who may require additional funds for resources and cleaning supplies?

one month ago

⬆ 1 Agree

Do charter schools fall under the same allocation model?

one month ago

⬆ 1 Agree

How are we addressing the inherent inequity that comes when some PTAs raise thousands of dollars for their schools, while others cannot do that?

22 days ago

Systemic DCPS budgeting disparities exist, they are NOT harmless. Typically, enrollment auditing occurs in early October, supplemental funding should automatically follow the student, in a timely manner and without the local school needing to petition. The funding should follow the students.

General enrollment-based funding must be allocated equitably, in the same manner that a school with a Level 2 SPED high school student receives a specific SPED allocation. Economies of scale become dis-economies when legislatively-mandated funding is utilized to compensate for shortfalls in general enrollment funding or local discretionary sources.

At-Risk funding, SPED, and ELL funding must not be used to supplant general enrollment-based funding. Schools with concentrations of students who are classified At-Risk, SPED, and ELL should receive supplemental allocations.

23 days ago

The information provided is not enough to make an informed decision on what is the best budget model. DC needs to fund schools in a way that provides the same access to quality education to all DC students. The differences withing DCPS make me cry. We can't achieve social justice and equal opportunities for everybody if we can't fix disparities in access to education from day 1.

23 days ago

The presentations mention that people are dissatisfied with the Comprehensive model but it doesnt go into why? WHY are people dissatisfied with it? Is it because it is difficult to understand or has not yielded desired results? IF it hasnt yielded results, is that because the model itself is flawed or has it not been implemented properly? I know At-risk funds in my neighborhood schools have been misused for years. Its not the model's fault if the money isnt used as intended by schools.

23 days ago

The combination model appears less than ideal but the best choice. How will that combination, that ratio be determined though? You are not presenting different variations of what those combinations might look like other than saying that 70/30 is just one option. Will you be soliciting further stakeholder input once the decision had been made?

27 days ago

How will smaller schools be supported through a change to per student funding---how will DCPS ensure that these schools do not face significant reductions in the comprehensiveness of their programming.

27 days ago

GIVEN THE FIXED MONIES TO BE SPENT ON SCHOOLING IN THE DISTRICT, WHAT EVIDENCE BASE DO YOU HAVE THAT CAN HELP LEAD TO A SOUND DECISION ON EQUITABLE DISTRIBUTION AND ENHANCED LEARNING OUTCOMES.

27 days ago

Why are you trying to change the current model

27 days ago

what will changes do to successful small schools like Hearst and Walls High?

27 days ago

need more details. For example my school is allocated 1.1 million for special education, however the staff's pay only accounts for a little under 900k. Where is that 200k + going? Also each staff member does not make the 110k max, so where does that extra money go? I want a more detailed account of exactly where money goes. Because that 200k+ sure isn't going to my students.

27 days ago

Why are there no examples? I want to see what a school with 400 kids with the same number of at risk, sped, and ELL would look like under both models.

27 days ago

Please show us models of how the above funding formulas would affect real schools so we can give meaningful feedback.

24 days ago

If small schools are more expensive, why are so many charter schools small? Or is it OK if it happens with charters, but not DCPS?

24 days ago

Why should we care about all of this if our voices will not be heard?

25 days ago

I am not picking an option as they are too black and white. We should've been given real time examples of how either model would impact a given school. Show us what a SBB model or mixed model would do to the 15 schools East of the River that saw significant budget cuts during the FY 2020 process vs other schools in Ward 3. Show us what positions a school may lose or gain depending on a given model. School funding is complex, and while I appreciate the attempt to boil the information down to make it accessible to folks, the survey format feels disingenuous.

25 days ago

More transparency needed.

26 days ago

How will the percentages for the hybrid be determined? Will a hybrid model result in small schools receiving less money than they do now? Would a hybrid or SBB model result in schools having to drop staff that CSM brought in as a common baseline? (arts, athletics, library, etc.)

26 days ago

Why do we still have so many large high school buildings with very few students in them? All but Wilson HS are under 1,000 kids yet the buildings look like they were built for double or triple that amount. Surely the infrastructure is costing a lot of money to maintain, dollars that could be better spent on staff and materials that impact learning. I'm sure it's politically unpopular, but lots of kids are already metro-ing across town because they want to attend Wilson or Duke Ellington or School Without Walls. Any business with excess infrastructure would quickly shut down or sell the space to free up money to spend where it's needed.

27 days ago

What happens to money not spent?

27 days ago

What positions are covered by CSM? What are the spending inequities (with appropriate controls) for various schools when we compare across the options?

one month ago

I have served on LSATs for nearly 15 years. The concern I have is the lack of fidelity to the current model, which creates confusion and distrust.

one month ago

The actual impact. Recognizing the need to address inequities and various populations, it seems like the big schools in Ward 3 (especially Deal and Wilson) keep seeing their funding reduced even as populations - including at risk populations - grow. Find ways to make funding at ALL schools more impactful.

one month ago

When schools have such diverse needs, focusing on Primary to Middle to High School, why are all of these grade level schools treated the same in the initial budget discussions?

one month ago

Will LSAT be involved in the petitions to change allocations? At least have the opportunity to submit why they agree or disagree with the petition?

one month ago

The city doesn't want to fully fund education or spend substantially more resources on Black and "at-risk" kids, so here we are. This is a shell game.

one month ago

Every student should be provided with a computer to take home and bring to school. Every student's home should be provided with free internet access.

one month ago

Can't the city initiate a "donate your old computer" program for Covid right now to ensure no one is without something until the District can catch up?

one month ago

Money allocated for demographics (sped, EL, etc) should have to be proven that a large percentage is directly benefiting - either by their equitable access and participation in a particular program/class offered or direct resources (hiring, for example).

one month ago

shower

one month ago

loads of questions, the implications are not at all clear nor is it clear the choice of model will impact a specific schools budget

one month ago

None

one month ago

Provide examples on this matter so that parents, communities can have a full understanding

one month ago

I think the case for why we are re-evaluating the old model needs to keep being made clearly. I don't think we all fully understand and the public message seems to be critical of this re-evaluation even though people were dissatisfied with the last model. I do think the biggest fear is that this will lead to school closures and I don't think anyone in the community is interested in allowing any more schools to close regardless of size or performance.

one month ago

Budgets should be drawn up for multiple years at a time to give parents, teachers, and school leaders a level of consistency.

one month ago

Start with current staffing, give LSAT authority and funding to impact their school. Provide detailed 3-5 year strategic plans for individual schools so they can align resources to priority areas in a sustained manner.

one month ago

Schools should keep the autonomy to partner without side organizations

one month ago

Why was the decision to remove funding for Stoddert Elementary renovations removed from the budget? The school is over-enrolled by nearly 200 students, and the building isn't safe or accommodating for the large student body.

one month ago

## Comments Submitted Privately:

The benefit of these roles depends on the competence of the people who are in these positions. As a 15+ year classroom teacher

one month ago

What experiences do you believe should be consistent across DCPS, regardless of school size?

The ability to have "specials" - art, music, pe etc. Certain schools need more emotional support. Schools with higher pta funds have more emotional support and they often need it less

one month ago

⬆ 2 Agree

We need to move to socioemotional staffing (i.e., counselors, social workers, and psychologists) based on BOTH student enrollment and community need. This staffing should at a minimum adhere to national standards set by the respective professional organizations for these staff members.

World languages and experiences should be mandated, available, and fully funded in EVERY school. This is a GAME-CHANGER in the projection of students' academic longevity.

Specific school programming MUST be taken into account for budgeting. ESPECIALLY IB schools! IB schools are required to have every student take a language as often as they take any "core" class, and they should be funded (with enough world language teachers for the entire student body) as such.

one month ago

⬆ 2 Agree

All schools should have a school nurse and librarian.

There should be a consistent special education program across the city to support "common" learning disabilities. For example, if there are 2 children who are dyslexic at 2 separate schools, they should both have access to a strong evidence based intervention - it should not be that it is the roll of the dice if you enroll at a school that has a teacher trained in Wilson vs having a teacher who does not have a specific evidence based training as the outcomes will be different.

one month ago

⬆ 2 Agree

Access to academic learning programs and materials. Teachers should not be funding classrooms.

one month ago

⬆ 2 Agree

Exposure to the arts, theatre, instructional coaching, school aides, after school programming, field trip and travel experiences

26 days ago

⬆ 1 Agree

Social workers, librarians, nurses.

27 days ago

⬆ 1 Agree

Arts, Instructional coaches, PE (enough PE teachers for all students), Music, Design, Second Language

27 days ago

⬆ 1 Agree

Every school and every student deserves a librarian to ensure they are responsible digital citizens and lifelong readers and learners.

27 days ago

⬆ 1 Agree

PE and well-rounded curriculum (not just math, English arts, science, social studies) that prepares them for the world they are entering, including safe use of telecommunication technology.

27 days ago

⬆ 1 Agree

PE and well-rounded curriculum (not just math, English arts, science, social studies) that prepares them for the world they are entering, including safe use of telecommunication technology.

27 days ago

⬆ 1 Agree

I would love to see some research on this, i.e., which services most affect student outcomes. Proactive counseling services are important to me (meaning a person creating programming to foster resiliency and empathy in all students, not only serving to help in crisis). Art, music, and PE seem like skills in which early learning provides a lot of benefits for grown as kids grow.

I am curious what the literature says about foreign language class once a week -- what kind of learning benefit does that provide? It's certainly not enough instruction to learn a language, but does it confer other benefits (i.e., cultural understanding)?

I wonder, too, how successful remote learning will be this fall. If it works, will it provide us some benefits (for example, a shared foreign language teacher between schools who can work remotely to reduce their commute time)?

28 days ago

⬆ 1 Agree

Every elementary school should have a science teacher, which isn't paid for by the PTO. Every school should have the staff necessary to facilitate pull-outs, including pull-outs for high achievers in the absence of any real G&T program.

one month ago

⬆ 1 Agree

All students should have access to Art, Music, Dance, Sports, World Language, clubs.

one month ago

⬆ 1 Agree

All schools should be able to provide a well-rounded and high-quality education to all of their students, including meeting the needs of struggling students. This means that even if the CSM is revised, a certain level of staff positions, including related arts teachers, instructional coaches, interventionists, should be guaranteed to all schools beyond classroom teachers, admin, and support staff.

one month ago

👍 1 Agree

early education (prek3, prek4), social workers, PE, art, Spanish, music, peer buddies,

one month ago

👍 1 Agree

in normal times, with in-school instruction, all schools should have a full time nurse, librarian, art and music instruction, the opportunity to participate in experiential learning (i.e., field trips, experimentation). Middle and high schools should be able to provide technology for every student and teacher, and have sufficient wifi to enable all students to be online at the same time.

in the current, remote learning environment, technology for teachers and students should be the first priority, followed by funding for individual emotional support for students (many otherwise well adjusted children may be suffering and parents are unable to identify resources for support.)

one month ago

👍 1 Agree

All schools should have custodians that clean the schools inside and out. The ability to go on field trips, 1:1 technology for students, and a school counselor.

one month ago

👍 1 Agree

Librarians, multiple electives (enough so students can choose), multiple language courses, enough to match the student requirements like "everyone takes PE or Spanish". If it's being required to be taught to a certain number of minutes, it should be consistent across Dcps.

one month ago

👍 1 Agree

Social diversity

one month ago 👍 1 Agree

I think that all children should receive an opportunity to participate in arts, music, and sports.

one month ago

⬆️ 1 Agree

1:1 technology and a technology teacher who trains staff on best practices.

one month ago

⬆️ 1 Agree

ALL students and teachers should receive the same resources. Teachers in NW are handed laptops, iPads, and all school supplies. Meanwhile, in other wards we are not provided any supplies and spend our money / resources to provide for our students.

one month ago

⬆️ 1 Agree

All students should receive core instruction that needs the standards set out for DCPS schools. DCPS needs to provide sufficient tech investment and support for students to access their education. Now that we have entered the world of online education, many educational opportunities can be provided to students on a multi-school basis and do not need to be allocated on a school by school basis.

one month ago

⬆️ 1 Agree

Instructional minutes met in all subjects, including arts, PE, language. Full-time librarian. Robust socio-emotional staffing. And budget autonomy for LSATs.

one month ago

⬆️ 1 Agree

Librarian. Social studies instruction. Access to and instruction on Information technology.

one month ago

⬆️ 1 Agree

Technology for every student. ECE instructional coach.

one month ago

⬆️ 1 Agree

Special education services. PE, Art, and Music

one month ago

⬆️ 1 Agree

A LOT of social workers, SEL programming, counselors, etc. Not just for students with IEPs.

22 days ago

Access to resources, quality and accountable teaching, student attainment, suspensions and reprimands.

23 days ago

Quality education that is sensitive to the characteristics of the student body. All students should be exposed to the arts and library resources. The students face trauma from birth; however, resources are inadequate. The life experiences of under-resourced school populations should not dictate their exposure to Misty Copeland.

23 days ago

All schools should receive enough money to provide everything a child/student needs to become a critical member of the society. All students need to feel that they are important to DC. They need to be proud of the school they go to. They need to love learning. The differences among schools in DC are a shame. A country like the US should not tolerate unequal access to education. Unfortunately, that is the case, and unless more money is invested in all schools, kids will drop out and teachers and administrators will get burned out.

23 days ago

No matter what, all schools should have baseline academic program that includes reading and writing, english language arts, math, science, social studies; libraries staffed with a librarian; regular art/music/PE instruction; full counseling staff and behavioral health experts; school nurse; computer lab or tech support.

23 days ago

WOW! I cannot believe this is a question. All schools being equal: STEM, technology for all, ELA, History, foreign language, FoodPrints, PE, library (with actual books), nurses, Mental health resources, music education, art and anything listed within the comments that I failed to mention.

24 days ago

All schools should be funded so that programming is equitable across all schools. All MSs should have language programs, arts, science, libraries staffed by qualified librarians (all of it) and offer Algebra/honors so that all students have opportunity to compete for competitive HS if they choose. All HS should have access to the resources (academic mental health, arts) offered in competitive HS, so that EVERY HS is competitive, and so that choice is actually about the specialized experience a student wants to pursue, not about families worried about inconsistency around quality and offerings. ECE/ES should also all have access to robust academic, enrichment, mental health resources and again, choice should only be about specialized programming.

24 days ago

All schools should have core specials teachers, a mental health team, and instructional coaches. They should also have technology for all students.

24 days ago

Really incredible that you must ask: how about music, art, PE, libraries and librarians, nurses, social workers, experienced teachers, small classes, foreign languages, even cooking, sewing, woodshop--you know, the stuff I and thousands of others got in our suburban schools regularly and expectedly and a lot of which used to be here in DC schools? Or is that all too "expensive" to do in DC now? Weren't prior closures supposed to ensure better resourcing anyway? As the commenter below noted, "how taking away some of the resources by switching to a SBB is actually going to ensure strong student experience" is an open question--and not one we should EVER be considering, given that most small schools in DC are filled with the very poorest students. Oh, and why are they small? Because we have created THOUSANDS of new seats, while also creating a school rating system that judges schools harshly for having poor students, so the "small" schools often are a stand-in for "schools of right attended by poor students who live nearby" and are not as well rated as others. This so-called budgeting exercise appears to be a very elaborate, and expensive, rationale to close schools.

24 days ago

So small schools at some level do need additional resources in order to offer a comprehensive experience, what is unclear here is when small also correlates with location and having higher poverty among the student body how taking away some of the resources by switching to a SBB is actually going to ensure strong student experience. Yes, all schools need certain types of opportunities such as having arts teaching regardless of size

25 days ago

Screenshot

But all schools are equal. None of this makes sense.

25 days ago

All schools should have access to meaningful, year-round experiential education with the staffing and institutional support to create and maintain that curriculum. Social-emotional learning and a trauma-informed and restorative approach to all discipline is critical (and requires proper staffing) for creating a safe school environment for children to learn and make mistakes in.

Access to the arts and sciences, and a way to bring elements of those “specials” throughout the curriculum allows students to generalize their knowledge across areas while helping them become self-regulated learners with strong metacognitive skills.

25 days ago

I think access to the discounted teachers is most needed. By that I mean the areas (such as librarian, nurse, social worker, counseling, music, arts, and PE) which schools regularly cut when they have to meet the basics (such as STEM and Humanities)

25 days ago

Sufficient number of core teachers (math, English, social studies, science), FULL-TIME librarians, PE teachers/coaches, language and music and/or art, mental health support positions that ALL students can access (should not be based on IEPs), sufficient ELL and SPED staff, working devices for all students, diverse and culturally-relevant learning models and curricula (yes students need to know how to do math and read, but those skills alone won't make one successful in life)

25 days ago

Access to Arts, PE, Music, Librarians and a flexible learning model.

25 days ago

All students receive authentic and culturally-relevant SEL training.

26 days ago

Parent fundraising in wealthier schools give students in wealthier neighborhoods unfair academic advantages. Funds raised should be matched for all schools.

26 days ago

We need more transparency and every student should get the same amount of funding, whether they are at a big school or small school.

26 days ago

The main thing I want to see in schools, which isn't programming per se, is genuine investment in children as individuals. The non-academic, elective courses often foster this as they are not high stakes so teachers aren't freaking out about test scores. Another way to hit diverse experiences is through a diversity of club experiences and freeing up time in the schedule for children to participate in them.

26 days ago

There should be enough funding and flexibility for schools and community members to determine what fits their students' needs.

26 days ago

The resources should meet the needs of the students to include art, music, core subjects; social workers, psychologists, sports, clubs, administrators, teachers and support staff. We could pool/share resources

26 days ago

All schools should provide some variety of education that caters towards student's choice, whether it be actual instruction, or extracurricular choices.

26 days ago

I think all schools deserve arts (exposure to a variety of arts), athletics, school aides (social workers, psychologist, supporting social/emotional needs), after school experiences (e.g. clubs)

26 days ago

I think all schools deserve arts (exposure to a variety of arts), athletics, school aides (social workers, psychologist, supporting social/emotional needs), after school experiences (e.g. clubs)

26 days ago

All schools need to provide a comprehensive program to students with sufficient social and emotional supports for students.

27 days ago

LONG TERM EDUCATIONAL OUTCOMES, AND LATER LIFE OUTCOMES, ARE HIGHLY CORRELATED WITH A BALANCE OF GENERAL AND SPECIFIC SKILLS. FOR INSTANCE DEFUNDING THE ARTS (WHICH CAN BE SEEN AS SUPPORTING STEM) IN FAVOR OF STEM COURSES CAN THEREFORE BE SHORT SIGHTED.

ALL STUDENTS SHOULD HAVE A SAFE ENVIRONMENT, ONE IN WHICH SUPPORT SERVICES ARE ALLOCATED BY NEED, AND SOLID PROFESSIONAL COUNSELING TO HELP THE CHILDREN PLOT OUT A PATH THAT WORKS WELL FOR THEM WHILE BEING VERY CONSCIOUS THAT THE US EDUCATION SYSTEM HAS A SORRID HISTORY OF RACE AND CLASS BASED TRACKING

27 days ago

We need to allocate resources based on student needs, not based on the wealth and resources of their families

27 days ago

Principals hire the teachers they need. Nurse in every school.

27 days ago

nurse, Librarian, music, art, PE, instructional coaches

27 days ago

All schools should have a FT nurse and a FT librarian. All high schools need counselors to help with mental health, college search, etc. Typing should be offered at all high schools (best class I took in high school, by far). Art, music, PE have all been proven to help build strong citizens. Early intervention staff in elementary school seems critical to make sure students learn to read on time, and that any learning issues are identified early. "Re-work" costs too much money - focus should be on getting every kid (and family) off to a strong start before middle school and high school. What about Vo Tech? Does DCPS have any options for kids who know they do not want a college/academic path? Society needs plumbers, electricians, auto mechanics and hair stylists too!

27 days ago

If we had smaller classroom sizes from the beginning, it would be easier to go back to school and follow the CDC 6 feet apart.

27 days ago

Art, Music, Engineering, PE, Technology (Typing) class

27 days ago

arts, sciences, social studies, enrichment for all levels, social emotional supports, reading & math specialists correlation with need

27 days ago

equity

27 days ago

Rethink the antiquated method of delivering education that is based on historical precedent. Now is the time to rethink how public education looks - we are stuck in broadcast delivery method, what difference does class size make if the teacher stands in front of everybody and talks at them? Use digital resources in ways that make sense, don't try to force technology into the woefully outdated method of public education.

28 days ago

## Programming

28 days ago

Schools need to have teachers for every position. At my children's school, several times in the past few years vital positions (like a math teacher!) have gone unfilled for months. Perhaps central office staff should be on call to rotate out of the office and into classrooms when academic positions go unfilled. Schools need working bathrooms, soap, PT, smart boards for any teacher that wants one, devices for kids, multiple working copiers, functioning heat/air. The counselor load should not exceed 300 students per person at a school with few high-risk kids and the ratio should go down from there. We need less time in standardized testing. DCPS can save money by not switching curriculums frequently. Eureka Math, for example, is a great program in my opinion. I would also look at cutting prof development days and allowing teachers to do virtual trainings.

Foreign language staffing is a concern. To be effective, language instruction should be daily and should start young. My children had Spanish once a week, and that's totally ineffective. You might as well go to Taco Bell.

29 days ago

I'm not sure what an "instructional coach" is. All schools should have music, art, physical education, and a social worker -- in addition to adequately funded core education (which, to me, includes ESL and special education teachers).

one month ago

All students should have a well-rounded education that includes art, music, PE and a fully stocked/staffed library. The role of the instructional coach is not clear to me. I think there need to be more "resource" teachers who can do one-on-one or small group instruction to students struggling with ELA and/or math. I think the curriculum should generally be consistent.

one month ago

All schools should be funded somewhat equally when we speak on what the kids needs and wants are. Every school should have technology devices for staff and students, multiple copy machines that actually work , functioning bathrooms with soap and appropriate water temperature, full time nurse, working smart boards and/or necessary materials for learning and teaching. Each school should be equipped with all specials teachers, social workers, physiologists, multiple behavior techs, on hand substitutes.

one month ago

Yes. All students should have access to a well, rounded education. Unfortunately, that has not been the case due to inadequate funding and staffing allocations. That is a problem with funding not with the staffing model.

one month ago

At the pre-k and elementary level: Anti-racist, abolitionist teaching curriculum and practices. All schools should have at least one full-time nurse. All schools should have enough custodians and substitute custodians to keep the school clean (our school is often dirty because this is the case). All schools should have recess— no student in elementary school deserves 15 minutes of recess! That is not developmentally appropriate practice! All schools should have social workers and psychologists that are NOT also expected to do other things. While our school is blessed to have 1.5 social workers and 1 psychologist, they are often so busy with attendance related issues that they do not have time to service students in crisis. Their time should be dedicated to their caseload and supporting the large number of our students who have experienced trauma. If attendance is an issue at a school, a separate attendance counselor should be made available to do the casework related to this. All schools should have an instructional coach who is knowledgeable about their subject area, or access to one (for example, if there is only one theater teacher at a school and it doesn't make sense to have an instructional coach just for that, that teacher should have access to one through central office). EACH AND EVERY KINDERGARTEN program in the district should be play-based and developmentally appropriate. Our kindergarten program is disheartening. Our IS expects 90 minute literacy and 120 minute math blocks. There is no play, there is no joy.

one month ago

Again, each level of schooling should be treated in its' own group. Primary schools vs. Middle Schools vs. High Schools. All of their staffing needs vary. If you look at these as their own groups, it can be easier, possibly, to determine what is each schools basic staffing needs. Principals, grade teachers ( which should cover Science, math, English, social studies), PE, special learning teachers (across the board), arts education (visual, dance and music), technology, building maintenance staff, Librarian, school nurse, counselor, administrators, etc.

one month ago

All of it should be consistent in that schools shouldn't have to be scraping pennies to purchase science experiments, shouldn't have to be asking families to donate printer paper so teachers can print out assignments for students. Art supplies, music, theater - all of it - and by "consistent" it shouldn't be lowest common denominator - it should be robust across the board. Language - which DCPS offers Latin? That should be an offering across all comprehensive high schools. Etc etc. Let's invest in education.

one month ago

Art, Music, Science, Histo

one month ago

Mental health services, student: teacher ratios, and equal access to supplies/opportunities.

one month ago

I think all high schools should offer driver's education as a course.

one month ago

Now that we're getting better at virtual instruction, why can't students cross enroll in other schools that offer courses their school doesn't offer? I think all schools should provide specialized instruction that includes direct instruction not a consultative model.

one month ago

A full time nurse, school psychologist, guidance counselor every grade level Middle & HS ONLY, sneaker class sizes and rigorous professional development for educators to include SEL training.

one month ago

All schools should have a nurse, counselor, psychologist, and social workers. All schools should have instructional coaches for ELA and Math, and All Schools should have SPED teachers and ELL teachers in some capacity. All kids should also get Specials.

one month ago

Regardless of school sizes, CLASSROOM sizes need to be smaller. Invest in more teachers and more paraprofessionals. Pay paraprofessionals a living wage.

one month ago

I challenge the Resource Study findings - the problem presented is that small schools are currently getting more money without achieving better outcomes and yet the question asked leads the respondent toward an answer that continues to send more and more money to smaller schools. If DCPS wants to continue to have small schools there are trade offs that must be made. You cannot continue to fully fund small schools yet also allocate resources based on student need because you are diverting resources away from some students in order to fund the inefficiently small school.

one month ago

Safe and supportive environment. Access to extracurricular courses (e.g., art, music, etc). Professional development and supports for teachers (e.g., academic coaches, planning time) to effectively work towards meeting DCPS goals (e.g., K-2 reading on grade level). All of these things could look different in each school given the student population and staff and what is needed.

one month ago

Social emotional support team/student support services through counselors, social workers, and psychologists

one month ago

DCPS has been working with this since it instituted the staffing model. This is a tricky list if it becomes rigid and does not allow schools to identify in some areas what they need. This question has to address equity if DCPS goes to a SBB equity is a challenge. Equity has not been defined. Every school would need an administrative team, a health team including social workers teachers for a good class size; art, music, and PE for the elementary schools. For the high schools they need a full compliment of what is needed to fulfill the graduation requirements as well as a rich complement of electives that does not come at the cost of class size. High schools have to be able to meet students where they are and support them in advancing. This is not a complete list.

one month ago

Principals usually move money around as they "see fit" (usually to get rid of a teacher they don't necessarily like). Students should receive art, music, PE and World Languages from Pre-K to 12th grade and not allow principals to close those positions.

one month ago

All schools have special education coaches, on top of coordinators.

one month ago

If you have to ask that then you don't deserve to be in the position you're in. And no, we don't need Instructional Coaches or multiple APs.

one month ago

arts, music, PE, school counselor, language

one month ago

All students need to have PE every day, library, related arts teachers, SEL staffing (counselors) at least 2 for each school, full-time nurse, interventionist, one instructional coach unless a school needs more (ex. a newer, inexperienced staff). World Languages can start in middle school or high school unless you go to a bilingual elementary school otherwise you are just constantly doing the same basic lessons each year. It's not enough in the elementary schools to learn the language so you it would be better spent on another position.

one month ago

All students should have access to specials and all the tools that are needed for a well rounded experience (ex: musical instruments, libraries in other languages).

one month ago

Art, music

one month ago

Kids should have a building that is safe and healthy. Tyler has mold, sinks that don't work, takes 4+ months just to get a toilet seat replaced, a cafeteria with no sound panelling that sounds like a freight train is coming through causing anxiety and hearing issues in children, and a school across the park has flat screen TVs in every classroom. Its shameful.

Every school needs an art and music program. The fact that is not available to every single child in the district is appalling. You need to do better in terms of putting dollars in to the schools that need them not funding parking garages in privileged neighborhoods.

one month ago

We need to aggressively fund small schools so they grow. ANY cut to small schools is DCPS committing Hari-Kari. Sounds like hyperbole, but fact. Meanwhile, unless the city takes action to stop the continued flood of charter capacity where DCPS schools are under-utilized, we are doomed to spend increasing fraction of our education funding outside of classrooms and direct service to students. One siren song folks seem to be thinking about is co-location which might improve efficiency of building use, but will expedite the end of DCPS in big parts of the city while ending by funding two sets of administrators in schools that can and should be served by one. We have a choice: (1) stay on our current path and have a wasteful bonfire of dollars and either slowly or quickly kill DCPS or (2) limit charter schools growth and aggressively invest in our under-enrolled DCPS schools (to achieve equity). It could not be clearer what our public wants -- neighborhood schools that work. It is equally cool what Newt Gingrich intended and Donald Trump and Betsy DeVos want. Which path with the District take?

one month ago

All schools should have a school nurse, librarian, social workers, school counselors (the same amount) & 1:1 tech for students.

one month ago

All schools need the same type of teachers regardless of location in the city

one month ago

All high schools should fund elective teachers, college and career coordinators and parent coordinators. All schools need a librarian and a school nurse. All schools should have 1:1 technology. All schools with ANY low income students (not just schools that are Title I) should have field trip funds for students who cannot afford to pay for trips. All schools should have sufficient supply funds so teachers do not have to spend their own money on supplies or beg for them on donors choose.

one month ago

SPED director or manager; literacy interventionist; ALL arts positions; at least part time librarian; at least 2 APs

one month ago

one month ago

teacher

one month ago

Most of the school experience - central course offerings, tailored support services, a base level of facility quality.

one month ago

PE, Health, STEM as being foundational subjects not just "specials" or enrichment. SPED and ELL services. Social worker.

one month ago

Instructional Coaches, one in both ELA and Math. Full time school psychologist. Full time social worker. Arts education.

one month ago

art, music, sports and STEM as a door to problem solving and building life-skills (scientific method and critical thinking)

one month ago

Every school should have a full-time librarian; full-time nurse; full-time trained counselor. All schools should provide art/music/gym classes at a minimum, weekly. It would be beneficial to begin foreign language instruction by third or fourth grade for all students as recommended in ALL educational research.

one month ago

STEM education should be a priority, little else will be as important in their long term careers and lives, especially a strong grounding in scientific method and statistical analysis and the application of those in daily life

one month ago

I believe instructional coaches are the most important position in any school and we should staff them as fully as possible regardless of school size. A TLI does not have the same impact as a full time coach. I have not found school nurses to be an impactful use of money but understand that's likely a tricky case to make. We need to ensure arts instruction can still exist for our kids. I think behavior tech and dean of culture positions should be flexible based on school desire. Obviously SPED teachers and ELL teachers should be allocated per pupil. I certainly do not believe the LSAT should be the body with budget making authority under any circumstances. There's no right answer- Good luck!

one month ago

Full time school nurse, full time librarian.

one month ago

Librarian

one month ago

Social workers, interventionists, outside partnership programs (academic and extracurricular)

one month ago

One instructional coach, arts teacher, actual classrooms rather than trailers

one month ago

Allocate targeted resources based on student needs.

one month ago

Perhaps some schools need additional instructional coaches (who bring an independent perspective to the needs of each program) until they achieve a higher quality.

one month ago

I'm curious to know why the kids are no longer allowed books or to bring them home? How can they study properly

one month ago

Equal and Equitable distribution

one month ago

Computer labs, librarians,

one month ago

Funds should be basic on the amounts of students in the particular schools. Positions should not be created by the administration of that school unless it is approved by DCPS. Computer labs in schools need to be used more often other than for school-wide testing. Instructional coaches need to be well-trained and skilled in order for them to instruct another colleague.

one month ago

All schools regardless of school size should have a nurse. Nurses should be given more autonomy in providing adequate care. In addition, more class tech resources eg computers. One per child.

one month ago

## Where would you like to see schools specialize to offer a deeper, more tailored experience to meet the needs of a smaller population?

All schools should have a social worker assigned to every student, not just students with special needs. Schools need more mental health staff, counselors, social workers, and psychologists. All students AND staff should have access to mental health services at school. ELL students should be funded on no more than a 1:15 teacher to student ratio. Sped teachers should be funded based on the number of hours in the students' IEPs NOT the number of students. Sometimes one student requires many more hours than another student.

one month ago

⬆ 3 Agree

Having a social worker in addition to counselor at certain schools should be covered by the school district as a base and foundational need before SBB funding starts.

one month ago

⬆ 1 Agree

More specialized socio-emotional development. Career resources. Enrichment, focused attention on both afterschool and non-afterschool enrichment.

one month ago

⬆ 3 Agree

Social Emotional Learning; career and technical

one month ago

⬆ 3 Agree

We need strong neighborhood schools. It's low-income Black and brown students are being forced to travel miles across the city just to get a decent education. It is inequitable if the only way for a child to have a high quality education is to go to a school in a specific zip code. DCPS needs to focus on building up the small schools and invest in parents and caretakers too. Look at what LeBron is doing in Akron. That level of investment, over the long-term, is what's truly needed if we are going to close the opportunity gap. But in terms of what DCPS can do, it can stop throwing money away at the next shiniest reform and go back to the basics and see students, educators, and families as valued partners in improving student outcomes. Also, DCPS should consider diversifying the way we measure student and educator success. Some students don't test well. Invest in things that help them test better, but also consider other ways to identify their success. How demoralizing is it for a student to not pass a PARCC test and to also not have any other contributions they make at school recognized?

25 days ago

👍 2 Agree

We need vocational schools back again. If you've ever tried to get a good plumber or roofer or electrician, they are usually backed up. Those jobs cannot be outsourced to India, cannot be teleworked away. We need to offer kids the opportunity to get training for them. And we need to change the idea that college is better than trade school. All honest work is valuable and all workers should be valued, just not white collar ones.

29 days ago

👍 2 Agree

We have an entire city of "specialized" schools of choice, and this has led to the under-enrollment of traditional public schools. Because the sorting of families across schools is not equitable, students at traditional public schools may be the most underserved. "Specializations" are a distraction from fully funding schools, particularly those serving the most underserved students.

one month ago

👍 2 Agree

Investment in centrally supplying self contained classrooms with the necessary equipment to adequately and safely run a classroom. This includes accurate staffing models and needs, all daily living adaptive equipment, and the varied modified academic equipment and programs. Stakeholders across the corporation need to be included, especially including the AT team and staffing them appropriately to accomplish the job.

one month ago

Screenshot

👍 2 Agree

I think that the schools need to provide opportunities for students that wish to go beyond the curriculum and learn more about a specific topic.

one month ago

⬆ 2 Agree

Schools need to specialize more life skills such as sewing, home economics. Students need to learn how to cursive write. There are not enough enrichment programs for these students which eventually they get bored

one month ago

⬆ 2 Agree

Life skills

one month ago ⬆ 2 Agree

We do not need more specialized schools--we already have them. We need a SYSTEM of well-supported schools in every neighborhood that confer education rights to the students who live there. We do not have this--at all. Only one area of the city has a system of well-supported DCPS schools--Ward 3. They have libraries and librarians, nurses, PE, athletics, foreign languages, nice buildings, and on average more experienced teachers. WHY isn't it that way everywhere in DCPS? Some neighborhoods have no schools of right at all. Some areas of the city do not have enough schools of right to seat all the children there. Some of those schools are in bad condition. Some of them lack experienced teachers or appropriate resources. This is due to closures and lack of political will. Now you are saying we have to change budget models because small schools are expensive. WHY are they small? And WHY are you not asking that question and trying to address it in any way that preserves education rights? Or is DCPS not in the business anymore of preserving education rights except in the wealthiest area of the city?

24 days ago

⬆ 1 Agree

I would like to see the smaller schools receive the same supports on a basis that correlates with student needs

27 days ago

⬆ 1 Agree

More comprehensive and adequate ESL services

27 days ago

⬆ 1 Agree

Screenshot

### More comprehensive and adequate ESL services

27 days ago

⬆ 1 Agree

Talk to the parents and students in each neighborhood and ask what they want. DCPS sometimes acts as if they know better than the people. Kids need to play and get outside, build things, interact with others. But for some groups, this may be an archery club, for another, a chess club, for another, a Step team.

29 days ago

⬆ 1 Agree

Afterschool programming is the forgotten added benefit for kids that aren't enthusiastic about engaging in a traditional setting. I wish DCPS put more focus on creating engaging afterschool options for middle school kids, not just elementary.

one month ago

⬆ 1 Agree

DCPS needs a voc/tech pathway. Welders, construction, nurses, cosmetics/hair, pre-vet, etc. Think BOCES in NY. DCPS also needs to partner with the neighboring community colleges and state schools to offer additional pathways to DC kids other than UDC (not criticizing UDC, but think of the choice differential between UDC and UC systems).

one month ago

⬆ 1 Agree

The question is extremely unclear and makes some false assumptions. Small schools cannot offer tailored experiences without diverting resources away from other schools thereby depriving students at larger schools of similar opportunities.

one month ago

⬆ 1 Agree

I am not sure what you mean by specialize and what choices that would mean in terms of what is not included because it is a tailored experience. Given the examples, all schools should have these things. I also think that missing from this entire questionnaire is the cost of us being in a pandemic, the trauma and the school missed.

one month ago

⬆ 1 Agree

We need to FOCUS on bringing the same level of enrichment to every student in the district. We don't need to get sidetracked by creating new, unfounded programming until we ensure equity in the existing general programming.

one month ago

⬆ 1 Agree

Ask the individual communities. For any individual (or DCPS Central) to presume to know the answer is a mirage. That is why the budget process needs to start with working with the schools to explore "what makes sense here?" That need not imply a skies the limit approach, but if specific needs are identified with real promise to help students, no formula should stand in the way. The formulas can offer guard rails, but not straight jackets. That could seem like a big job, but with 100 or 120 schools it is not huge and once plans are developed year to year changes should not be difficult.

one month ago

⬆ 1 Agree

music

one month ago ⬆ 1 Agree

Anti-racism education. Anti-discrimination education.

23 days ago

I dontn really understand this question. I do know that EOTR schools are generally smaller, are under resourced, and have the highest concentration of students dealing with trauma (e.g. homelessness or community violence) and students with learning challenges. An equitable approach would be to prioritize those schools becoming stable and providing for the needs of its unique student body.

23 days ago

This is an odd question. Shouldn't neighborhood schools meet the needs of the population they serve? Shouldn't every neighborhood offer by-right education that comes with robust resources?

24 days ago

Specialization could be an interesting idea, but seems relevant only at the secondary level and one does need to be cautious about tracking students into specific paths. Key however is access to high quality education in all parts of the city.

25 days ago

Electives

25 days ago

SEL and mindfulness

26 days ago

Schools should transport students from out of boundaries to the schools they attend. The mere fact of traveling to school had some students arriving to school haggard and tired after multiple bus and metro transfers while their peers walk a few minutes to get to school. Not to mention the safety hazards of having minors travel alone across the city. If students travel across the river to attend school, transportation should be provided to them.

26 days ago

The more tailored experiences seem like a good idea (depth over breadth is actually a better long-term strategy for developing deep think that transfers to other contexts) but I am not a fan of the career focused high schools model that drive children toward security, hospitality, etc. For many children, these are not long-term solutions. I'd rather see us focus on thinking and meta-cognitive strategies that allow children to adapt effectively to whatever they will face.

26 days ago

There should be enough funding and flexibility for schools and community members to determine why beat fits their students' needs.

26 days ago

We need a talented and gifted programming option staffed with educators. Much emphasis is on struggling students, as it should be. However, parents of students who would be in these types of programs have no choice for their students. There must be a way to allow equal access to TAG programs for all that need this type of program. We have to be a District that can offer both and allow for upward mobility within the model.

26 days ago

The answer to this question must assume consistent counseling for the student and articulated curriculum so that the student is able to build upon a k-6 foundation to advance 7-12 to college. To only think in terms of AP or gifted programs at the HS level without having support at the large school leads to a selection issue.

27 days ago

Schools should focus on adequate core programming rather than divert focus to "more tailored experiences".

27 days ago

I would like support to be allocated based on student needs not the size of the population

27 days ago

Honors-level classes at Deal MS, ability to test into higher level ELA, Science and History like kids can test into higher level math.

27 days ago

Specialty programs should be equitably distributed throughout the city

27 days ago

DC needs vocational education as an option for high school. Not every kid is cut out to sit in a classroom, so why are we fighting to keep them in those types of classes? (We should stop judging the success of the school system by looking at the number/% of kids who take the SAT, take AP tests and apply to college!)

27 days ago

A library in every school that is paired with a public library.

27 days ago

parent engagement, vocational training, budgeting, life skills, reading and math specialists correlated with needs, ESL services, social & emotional supports, enrichment on all levels, community partnership, mentoring programs, arts, science, relevant/engaging social studies w/ focus on linkages to current events

27 days ago

Vocational skills at all ages would be FANTASTIC, even for the little ones. I have an elementary student, and I would love if she had a basic understanding of construction, plumbing, electrical work, home repair, cooking, sewing, budgeting, etc. Shared "maker spaces" where kids could do hands-on learning, would also be so exciting. Maybe 1 or 2 per ward that could be staffed in after school time?

Information education and learning about human biases seems very important to kid's long-term success, as well, for example, have professional librarians teach how to evaluate sources of information and the truthfulness of claims or science educators teach how systemic biases in our thinking can lead us to reach incorrect conclusions.

One more thing, and this is for all schools. I think it's necessary to teach our kids about the history of racism in our country and in our town. Not just the Civil Rights era and prior, but to include redlining and housing discrimination, employment discrimination, and inequities in the criminal justice system.

I would also love to see Gifted and Talented programs in all schools, that are OPT-IN, NOT test-in (that is, open to any student who wants to join, not gated by a test or scores). We should allow all kids to explore their intellectual creativity.

28 days ago

I don't think its worthwhile to have specialized schools for elementary and middle school aged children. All of the middle schools in my city went "specialized" and it was a gimmick, at best. I think it's mostly a marketing tool aimed at parents. In terms of meeting needs, schools should be able to partner with other DC agencies and non profits to provide full wrap-around services to families who need it, including healthcare, housing, and food.

one month ago

I'm not sure how worthwhile this question is because schools often have smaller populations through no fault of their own, but rather because the city has decided to support the uncontrolled growth of charters/choice. I think this question should be more what would we like to see to best support schools with large numbers of at-risk students. These schools have to have more wrap around services, more SEL, smaller class sizes, and everything else the research and common sense shows is needed to support at-risk students and their families.

one month ago

Each school should be allowed to focus on individual priorities. The intent of the At-Risk funding stream was to allow that and to provide additional resources for schools with greater needs. Unfortunately, according to the Auditor, DCPS has misspent approximately \$450 million in funding that could serve this purpose.

one month ago

This is not a very clear question, but High School should offer practical and professional classes (Juniors and Seniors) that allow kids to gain basic skills to jump into the work force. Resume writing, interviewing skills, cooking, vocational/technical skills, first aid, etc. The list can go on and on. Building confidence and an introduction to real work can help prepare kids to feel confident finding work or even living independently at college or on their own.

one month ago

This doesn't make much sense. My child goes to a very large school which comes with its own problems

one month ago

I think there should be gifted and talented programs in all schools, particularly in middle and elementary schools when students are figuring out their gifts and talents.

one month ago

take away high stakes testing

one month ago

Do not know enough about what is already offered to weigh in on specific areas. However, if small school size creates funding issues suggest using models in which specialized programming is embedded within a larger school.

one month ago

By ensuring that principals are not allowed to close positions in their schools for art, music, and World Languages teachers from Pre-K to 12th grade.

one month ago

Enrichment at all levels, with clear expectations tailored to student needs.

one month ago

We should be careful with how far we go down the road of smaller and specialized schools. They may be valuable or necessary in some cases, but as this set of questions shows, they create budget tension in the system that can have negative effects on our efforts to meet broad needs and goals.

one month ago

Languages, more Montessori

one month ago

Start with the basics of providing a building that is not literally crumbling to the ground and promoting anxiety, hearing loss and breathing issues from mold. minimum standards for school safety for every building in the district, then you can start to aim higher, but when you cant do the bare minimum you shouldn't be trying to aim for a more tailored experience.

one month ago

### Technology

one month ago

Electives, particularly the arts. DC used to have thriving arts programs and VERY successful artists emerge from our own community!!! It teaches discipline and creative problem solving and promotes different intelligences and another wya for connecting.

one month ago

At the elementary level - teach phonics! If you were to do a robust phonics program starting in K, you will significantly reduce intervention required later on. Please read this and consider how all elementary schools might be able to implement: <https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>

one month ago

### CTE options starting in middle school

one month ago

### SPED, ELL

one month ago

A large proportion of our students would benefit from academic enrichment including field trips to art/science museums and government offices.

one month ago

instructional coaches and support; enrichment; electives

one month ago

All of the above examples...enrichment being 1st, providing experiences that some of our students have not been exposed

one month ago

Schools need more full time interventionists or coaches who serve as both coaches and interventionists. All staff members should have regular and direct contact with kids for the purposes of social emotional support or academic intervention.

one month ago

technical

one month ago

Why do schools with low enrollment have to specialize to offer a deeper more tailored experience to meet the needs of a smaller population?

one month ago

If schools are being asked to specialize, they need to be given a 2 year engagement and planning runway to do so in the same way Ana and Ballou did redesign. I personally do not believe asking small schools to find a "niche" is in the best service of public education. We are not charter schools, we are neighborhood public schools. Our geographic rights are our strength and we should play to them rather than trying to beat the charter schools at a game they have the clear advantage in.

one month ago

Foreign language

one month ago

If DCPS continues to fund small schools, those schools cannot provide a comprehensive education because the data shows that there will not be sufficient funding to keep these offerings. They will need to specialize such as an arts academy, a stem academy, etc.

one month ago

All of the above! Parents want a full complement of options.

one month ago

Electives, community service/service learning, academy focus, in HS

one month ago

Electives. Foreign Language. Arts. Technical and vocational training.

one month ago

Yes but only in certain areas that are academic, career or technical, arts related. I have major concerns about an "athletics" specialized school.

one month ago

Bilingual programs

one month ago

Consider what resources are needed for 20 students with unique learning needs -- what would be needed (e.g. staff, curriculum, other) to continue to close the opportunity gap if these students were:

This is a ridiculous question to be asking the general population in an open survey. Most respondents do not have the expertise on how to staff classrooms for specialized populations. But we do know that DCPS receives specialized buckets of money for ELL, Special Ed, and at risk students. Those funds should be dedicated to providing the services these students need (and those needs should not be met by diverting per pupil funding that is allocated to other students).

one month ago

⬆ 5 Agree

This is a bizarrely phrased question. Are you looking for one answer? Answers to each question? No constraints? What information are you possibly hoping to gain from answers to this question? Also, it's who have experience\*d\* homelessness. This is, frankly, an embarrassing survey.

one month ago

⬆ 3 Agree

AIDES so that we can work in small groups with students who need more support.  
Smaller class sizes! (20 is too many to reach every students' needs)  
Funds to buy adapted things/curriculum etc  
TRAINING - DCPS has yet to offer a GOOD PD on how to differentiate

one month ago

⬆ 3 Agree

Is this a serious question? There are FEDERAL LAWS AND GUIDANCE that discuss the level of resource investment for some of the student groups listed above. In all honesty, schools alone cannot close the opportunity gap as the racial wealth divide and ongoing residential segregation and economic exclusion of low-income and Black and brown people persist. These things will continue to stall any progress on closing the opportunity gap if other policies don't change. That said, for any one group of the students listed above, schools need to be funded adequately to cover the TRUE costs of related staff and NPS. We need an updated Adequacy Study to truly measure just how much it costs to provide the best resources to our students who are deserving of strong public investments in education. We keep trying to do more with less and that's just not going to cut it. Students with disabilities require certain resources to have their needs met. If those 20 students all need physical therapy, speech therapy, etc. then DCPS should appropriately fund the schools so they can hire sufficient staff.

25 days ago

⬆ 2 Agree

I have next to know idea and cannot imagine other respondents do. Front line people do. Listen to them.

one month ago

⬆ 2 Agree

Why is this even a question? Provide what they need - full stop. Fully fund at-risk, ELL and SPED ... on top of equal funding per pupil, regardless of school size.

one month ago

⬆ 2 Agree

This is utterly unbelievable: what do you want me or anyone who's not a professional educator to say in response to this?!? You should be doing whatever you can to help these students. If not, maybe DCPS can fund a legal clinic so these students can SUE DC when they are denied their educations.

24 days ago

⬆ 1 Agree

What is even being asked here? Schools do not only need sufficient staff with appropriate training, but they need to set their sights beyond reaching legally mandated benchmarks and look to see what the school can offer each child to access their potential. Stop treating kids like widgets and teachers like assembly line workers and give them the freedom to make educational choices that benefit students and the support to do so.

AND, schools should 100% NOT be responsible for fixing every ill, and should allow their teachers and administrators to advocate for those things that make a lasting impression on many of our most marginalized students: safe, affordable no-barrier housing; access to quality physical & mental health care; a living wage; Etc.

25 days ago

👍 1 Agree

Seriously? Anyone in education knows the answer all depends on the type of disabilities, the proficiency in 1st language/2nd language, trauma. A wide variety of disabilities requires a wide range of interventions. Some students may need phonics programs, Orton-Gillingham, large print materials. Some kids may need FM systems, Google Read/Write. Others may need intensive adaptive communication devices and special teachers. Similarly, English Learners vary so much.. elementary students may be able to have plug-in support or short pull-outs, or have a coteaching situation. Middle and high school students might benefit from ESOL language instruction as a separate class, and maybe even separate classes (ESOL US History). Some EL's may need bilingual social workers/counselors/parent liaisons, but kids of diplomats probably won't.. Some ELs would need translation services for parents like Language Line or interpreters. The students with homelessness will need social workers, food, health insurance/health care help, counseling. This question sounds like a pretext for slashing funds to high-performing schools.

29 days ago

👍 1 Agree

What about kids who are advanced and need more challenges than they are being provided? By not providing programming geared to advanced kids, you will lose them to charters.

one month ago

👍 1 Agree

These bodies of students receive dedicated federal funding to support their unique needs. Use those funds to meet these needs. Do not divert general ed resources to support these needs.

one month ago

⬆ 1 Agree

There are required funding streams federally and with at risk funding locally that go with each of these students in these groups. Why is that not mentioned? This is not something that we won't do. Those funds should be allocated to serve them along with additional funds.

one month ago

⬆ 1 Agree

Smaller class sizes, Tier 2/3 interventions and materials, RIT staff and plan

one month ago

⬆ 1 Agree

Social workers, ESL teachers, special education teachers, psychologists, reading specialists, math interventionists, etc.

one month ago

⬆ 1 Agree

ELL teachers, social workers, devices/internet for home, reading and math specialists,

one month ago

⬆ 1 Agree

Multiple teachers in these certified areas (a ratio of 6:1 would be a good start - many IEPs need multiple hours and many goals are often vastly different; ELLs could be any other language and also at any level); social workers; material resources (specialized equipment, even if seating or C-pens, items for homelessness, special agenda books); equitable access to electives that are NOT resource or intervention classes!!!

one month ago

⬆ 1 Agree

Small class sizes, increased coteaching models including social studies and science and electives, more than 7% increase than their general education peers.

one month ago

⬆ 1 Agree

Another question to answer: What can small schools offer that big schools do not? Smaller class sizes? Less overwhelming settings? More flexibility for outdoor/non-traditional education? How can a school being small be a strength, not just a weakness?

one month ago

⬆ 1 Agree

DCPS continues to be mis-focused on school reform--when it is a powerhouse, because of its capabilities for system action. Ask this question: What supports should DCPS schools have from DCPS central officer services to support the school based administration and instruction of students with disabilities, EL student, and students who have experienced homelessness in schools?

One of the problems with student based budgeting, is it offloads the responsibility for student outcomes to the schools alone, when the planning and budgeting needs to be done together. Local schools would benefit from MORE supports--not just accountability--from central office, but a major problem in the budgeting system is DCPS doesn't clearly identify its services to schools and how it allocates this and if this is equitable--everything from how much time and attention it gives to its application schools; which schools get better responses for facilities maintenance and repairs; to how responsive HR or IT is to specific requests for support from downtown.

one month ago

⬆ 1 Agree

This question implies that DCPS staff has not listened to parents who continue to discuss the needs for students at schools with smaller populations.

one month ago

⬆ 1 Agree

Adapted materials/curriculum, materials for day to day activities, cleaning supplies, toileting materials.

LEA, SPED teachers, safety care training

Washer and dryer access at school

one month ago

⬆ 1 Agree

Social worker, SPED teachers with adequate training, bilingual program

one month ago

⬆ 1 Agree

Screenshot

More than one teacher/room- a full time inclusion teacher for each class OR an aide OR a social worker. Or a combo of those throughout the day. One gen ed teacher cannot meet the needs of everyone in her class.

22 days ago

Professional educators are the best people to respond to this question. I only want to point out that DCPS is wasting a golden opportunity by not having enough strong bilingual schools in which ESLs can thrive using their own language while learning English.

23 days ago

I'm not qualified to answer this question but it is an important one. I hope DCPS would rely on subject matter experts and the families and staff that support students with unique needs to provide answers here.

23 days ago

Going to borrow from fellow commenter: "Is this a serious question? There are FEDERAL LAWS AND GUIDANCE that discuss the level of resource investment for some of the student groups listed above. "

24 days ago

Ultimately, no matter the special learning needs, teachers are usually trained and supported to help support those students. However, where we lack as a society is teaching the other students to integrate and deal with them acceptingly and seamlessly. There has to be a better job of helping to integrate students fully without any stigma, because students that feel that comfort and inclusion are often better equipped to learn.

25 days ago

They should have small class sizes, highly qualified teachers and a safe positive learning environment.

26 days ago

26 days ago

The main thing: recognize that behavior is always a form of communication--invest in the student, recognize what is in the student's way, and remove that barrier. This is what it means to actually love students rather than hoping that they feel loved. Agreed about differentiation and special ed inclusion currently. Schools are all over the map on this.

26 days ago

How about actually updating the curriculum(s) or even having one, instead of having sped teachers DIY so many things?

Actual training for sped teachers to better their practice in how to teach reading especially. The gap in sped is huge.

26 days ago

There should be enough funding and flexibility for schools and community members to determine why best fits their students' needs.

26 days ago

more staffing

26 days ago

Teachers that are selfless and empathetic, a comfortable and welcoming environment, and readily available materials.

26 days ago

-counseling resources, aides, curriculum with a focus on differentiation, technology, bilingual educators, more special education teachers

26 days ago

Not sure what this question is trying to get at....how would I know the specific needs of 20 students with unique learning needs? I would hope that the schools are given the support that they need to do this work---that as experts and professionals, they are listened to and given the funding required to meet high standards for all kids.

27 days ago

More professional development and resources tailed and available to people who work with these populations. Often these students are an afterthought and left out and behind. These students are often grouped together and when planning is being done on a district level they are not on the minds of those planning.

27 days ago

Like every business, some of the costs are fixed (cost of administration, building costs) and some of the costs are variable (teachers, special needs supports, textbooks). If your analysis was done based on a straight variable calculation then it's not a useful comparison. DC has created a lot of small schools - charters, schools-within-schools - each with its own overhead, so the cost per student is naturally going up. There are no economies of scale. Perhaps it is time to figure out how to have highly functioning large schools that share the overhead of all the services people want - a nurse, a librarian, special needs support, ESL teachers, etc. Deal Middle school has been expanded and re-expanded to have 1,500 kids and it still runs well. If DC has more large, good schools then parents would be happy to travel to get their kids there - just look at the number of people who apply to out-of-boundary schools that offer better outcomes than their local schools.

27 days ago

I have worked with special needs students within the library. They do need aides with them and sometimes they need their own space to get adjusted, however, they need to be part of the whole school. Do not tuck them away.

27 days ago

3 special educators, 2 ESL teachers, 3 educators to specialize in the combination of ESL and disabilities. 4 support adults to address homelessness

27 days ago

Every school should receive professional trauma-informed professional development, led by an outside expert.

27 days ago

Full and separate Special Education coordinator- having a SpEd teacher teach AND handle paperwork/process is too much and results in legally-bound deadlines being missed.

27 days ago

We should reduce the caseload of special education teachers so they can do what they do best: adapt the curriculum to the individual child. Special educator caseloads should be capped at 10 students and no more than 25 hours of instruction per week.

ESL students deserve more varied instructional models, including beginning immersion classes, and support with the transition to full-time in the classroom.

DCPS needs to support and foster teachers abilities to learn second languages to support their ESL students.

All schools should have 1 social worker per 200 students AT MINIMUM

27 days ago

Teachers! There should be smaller class sizes!

27 days ago

Develop programs that meet students at their level/need, invest in 100% mastery of skills using whatever tools available. This doesn't have to be people and \$, be creative. Don't hold back the kids who move at a faster pace in the interest of moving everybody along at the same pace.

28 days ago

What about students who are bored out of their skulls because the curriculum is not challenging, and the teacher doesn't give intense writing because too many of the students "aren't ready for that yet."? Or kids who are book-smart but socially awkward? A free and appropriate education for all should mean stretching the students at the top end of the achievement range as well as supporting students with gaps.

29 days ago

I don't think this question was thoughtfully posed to elicit helpful information. Seeing as I am neither an educational professional, nor do I have any expertise in english learners or students with disabilities. Thus, it would be difficult, at best, to know what needs would be needed to close opportunity gaps. For students experiencing homelessness, I think social workers, fully funded housing vouchers with search assistance, strong antidiscrimination laws regarding housing (e.g., source of income), 3 meals, technology with internet hot spots built in, safe spaces to study and hang out with friends after school, and a responsive curriculum are good starts.

one month ago

We don't have enough information to be able to thoughtfully answer this question.

one month ago

These students would need additional resources that are provided to schools through the allocations made to the school and required staffing needed to support them, depending on their specific needs and educational requirements (ie, a student with level I disabilities receives fewer additional dollars than a level II student). The issue is the lack of transparency in the REVENUE side of the current budget and allocations of funds to schools to meet the needs of these students.

one month ago

The potential policy change for this question doesn't really reflect the resource study finding. The answer to the question posed above is that more spending is needed to better close the gap for all of these populations. But increasing spending for these populations will increase the per student spending variation across schools. DCPS needs to find ways to maintain a high level of service and education for all students while also driving more resources to populations with unique learning needs to close the gap. This shouldn't be an "either/or".

one month ago

Screenshot

20 students with disabilities? Smaller ratio of special education teachers to students with special needs

20 English Learners? Smaller ratio for of EL teachers teachers to students

20 students with disabilities who are English Learners? Dually certified (in EL and SPED) case managers for these students. There may be need to be an incentive to train and get these teachers certified in both

20 students who have experience homelessness? Adequate funding for socioemotional staffing based on standards set by the respective national professional organizations

one month ago

smaller classes. 20 is too many for a positive learning environment. even pre pandemic.

one month ago

Parents need to be more involved along with the school

one month ago

Incentives (pay raises) for teachers who are dually certified in their content area AND have a SPED and/or ELL certification. Small classes for ELL and SPED. ELL AND SPED training required for every teacher in the district regardless of their content area. Schools need more social workers, at least one social worker per 30 students in all schools. All students and staff need access to mental health services.

one month ago

Investment in targeted academic programs and platforms. Ready access to adaptive equipment. Well thought out staffing metrics for these programs. Well developed training protocols for staffing in these programs, regardless of school.

one month ago

exercise

one month ago

This should be answered by experts that understand their needs. Grants and Federal funding offered specifically for these students should be directed towards these needs first, before DCPS funding is allocated. And if more is needed DCPS needs to allocate additional funding to ensure every child is provided for. Adding a social worker in addition to a counselor at schools may be a necessity these days. No child should experience homelessness and not feel they have a private and supported place to go.

one month ago

DCPS' job is to find a way to support ALL of these students - oh and also make the CHARTERS support them too.

one month ago

4 SPED teachers, 2 ESL teacher, a social worker, a counselor,

one month ago

20 students in a correctional setting have very unique learning needs

one month ago

effective use of technology training

one month ago

More teachers. Retain experienced teachers.

one month ago

Smaller classes sizes, smaller student-teacher ratios

one month ago

RTI specialization in the school to get the IEPs and 504s necessary, and the resources to provide each student with their specific needs within those. ESL teacher to accommodate English Learners at the same teacher-student ratio as students not in ESL. Social worker with resources for students experiencing homelessness.

one month ago

As a parent of a child with no unique learning needs, I am not able to comment on this. Even if my child had unique learning needs, it would be her needs to dictate the needed resources, following an evaluation by a professional, likely with the expertise to determine the needs and resources.

one month ago

Pretty obviously, staff professionally trained to address these specific needs. In addition, a more method of testing curriculum CONTENT across DCPS so if/when students change schools there is less disruption to their active learning. E.g. NY State Regents Subject exams provide a baseline for what student's must know at the end of a year of biology or a year of World History for example. This means that across the state, Algebra students theoretically all receive the same Information and skills. This is also an easy way of measuring a teacher's effectiveness as the exams are never corrected by the student's own teacher but a teacher entirely unknown to them. Consistent, quality education has long been missing from DCPS

one month ago

this would be particularly useful when bringing together gifted children who can learn from one another

one month ago

staff training; liaison with families

one month ago

The question underlies the important of a student-based budgeting model. I absolutely agree that budgeting must be done based on the student attributes.

one month ago

Each program needs to be viewed with its unique needs in mind. Besides a combination of quality staff who can individualize instruction for our students with disabilities, ES..a school with a high population of homelessness, a social worker/counselor would be needed.

one month ago

Creative use of instructional space paired with increased staffing. More interventionists with specialized training in research based methods such as guided reading, etc. are required and the curriculum materials to support this instruction are required (e.g. LLI).

one month ago

### Curriculum

one month ago

Specialized curriculum, slower pacing/ more time, wraparound supports, staff and adult support in the community that takes a restorative approach. Note that I am not a member of any of the communities listed as examples so my responses should be given less weight than those who are.

one month ago

Schools should be community hubs that leverage community programs to meet the needs of students (Literacy Lab, Reading Partners, etc.) along with adequate staffing/training. This means sped teachers, social workers, interventionists, ELL teachers, family liaisons, etc. We also need to close the technology gap to even begin to close the opportunity gap.

one month ago

## Where have you seen transparency improving in the DCPS Budget Process? Where do you still see room for improvement?

DCPS has LOTS of money. And a lot of it is sitting in Central Office, paying for work that is duplicated among divisions. Let's start by streamlining Central and cutting salaries and putting that money in schools.

one month ago

⬆ 4 Agree

Over the past 6 years that I have been following DCPS school budgets there has been DECREASING transparency each year. FY21 was no exception - the data provided was very incomplete. In FY20, the Chancellor and Mayor claimed School budgets were increasing but what they really did was allocate new costs to individual school budgets (school security) - resulting in a net decrease for most schools. Stop playing games in order to win political points. Transparency means providing real numbers that can be compared across schools and across budget years.

DCPS needs to explain all of the sources of funding Provided to each student and each school and how that money is being spent. As part of the considering of new budget structures, DCPS needs to explain each of the models being considered with examples of real numbers and how it would change the funding at individual schools.

one month ago

⬆ 4 Agree

As a teacher, I don't see any engagement with us in the budget process...

one month ago

⬆ 3 Agree

We've gone backwards.

I have seen no actual transparency. I see things like this fake survey with loaded questions that provide no real information that the Chancellor then uses to go brag about the transparency. It's a complete sham. Real transparency should show the actual funding numbers that come in and go out. How hard is that?

one month ago

⬆ 2 Agree

Honestly, I haven't seen much transparency anywhere other than in the ratios outlined in staffing model that were NOT always reflected in the budget. I don't know how that keeps happening. If you set a standard, stick to it at a minimum. It looks bad when you have to add something back that should've been there in the first place based on your own ratios and documents.

There needs to be a better and more transparent system where LSATs can clearly see all of the information that goes into their budget decisions (I.e., enrollment projections, square footage, building capacity numbers, staff given based on their specific school program like IB, AP, STEM, etc.). Schools should also use this new system to check in on and see in real time where their specific school budget is in the process and track what changes have been made along the way (e.g., changes by the CFO's office, principal) with explanations beside the changes.

one month ago

⬆ 2 Agree

Transparency: School budget data provided to Council in oversight documents. Providing LSATs with initial budgets.

Lack of transparency: Not providing formulas to public. Not showing "at-risk" line items ABOVE AND BEYOND CSM funding. Not explaining/justifying why some schools get gifts like science teachers while others don't.

one month ago

⬆ 2 Agree

The budget process feels like a silly game. Step 1: The draft budget is offered, Step 2: Parents express outrage that their budget is significantly cut. Rally to send emails / calls to council members. Step 3: School budget is restored. Why do we need to play these silly games?

one month ago

⬆ 2 Agree

I've seen the word transparency more, but lots of closed door meetings and not working with stakeholders, just presenting info to stakeholders. I do not trust dcps to be transparent or listen to stakeholders at this time

one month ago

⬆ 2 Agree

Haven't seen any transparency.

one month ago

⬆ 2 Agree

I have not seen transparency improving in the DCPS budget process. Show us the money.

one month ago

⬆ 2 Agree

Need transparency. Please be explicit about how SBB may lead to reduced offerings for small schools, which are mostly EOTR. Why would we cut funding to our school most in need?

one month ago

⬆ 2 Agree

The budget guides are useful. There is a gap in awareness on the timing/opportunities for stakeholder input - when to testify, what meetings to attend, etc. Advocates and interest groups voices are louder than individuals.

one month ago

⬆ 2 Agree

The whole process has room for improvement. It's a giant black box. DCPS shuffles money around every year - flipping things from the central budget to school budgets etc. They fiddle with the census counts to trim dollars off here or there. Give the schools more autonomy. And keep track and publicly post things like principal staff change requests - how many approved, how many denied, by who and why? And make the CHARTER schools adhere to the very same transparency that DCPS has. Publish staff salaries for Charters and DCPS, teacher ratios, oh, and how much of the tax dollars are spent in the school vs profits.

one month ago

⬆ 1 Agree

It seems like DCPS leaves itself room to add funds sometimes after the budget sheets are up. It is not clear what criteria it uses. It would also be very helpful to see full transparency across both the schools and central in term of what is actually spent. This is always missing. Transparency is helpful but if we are not allocating the funds equitably and responding to need then being transparent about that does not solve it.

one month ago

👍 1 Agree

I would like to see where the budget money actually goes. Accountability in expenditure, not just budgeting.

one month ago

👍 1 Agree

Transparency? You kidding me?

one month ago

👍 1 Agree

For years, DCPS has pledged to start much earlier on individual school budgets working with the school communities. In candor, various things have made that harder -- leadership transitions, COVID to name two. But school communities need to be closely consulted BEFORE an initial budget for them is proposed and schools need to see proposed budgets for SY21-22 in 2020. The timeline above is general and could suggest general discussions through 2020 and actual school budgets hitting in the winter presumably after the Mayor gets a budget mark from the CFO. If that happens and there is not a significant increase focused on DCPS to get it equal footing such that individual DCPS school budgets can make sense, DCPS leadership will get what it deserves.

one month ago

👍 1 Agree

The data center is great but budgets are still released very late and usually the promised timeline is missed in the spring. Teachers not involved in LSAT are left with many questions until it is published and then still more questions about implications.

one month ago

👍 1 Agree

Some of the "special interests" are really ridiculous - the private bus for Capitol Hill. It seems like families can do what others across the city do and figure it out.

one month ago

Screenshot

👍 1 Agree

It seems as though communication is not there; truly what DCPS and certain schools see as transparency is all that we get, otherwise school partners are not part of the conversations. LSAT meetings fit the needs of the principal and LSAT members, not always working families. There should be more work intentional around closing the resource gap that has been in DC education for decades.

one month ago

👤 1 Agree

The stated commitment to transparency is important and welcome, but it seems that DCPS still functions with "transparency" on one track and decision making on another inside track.

one month ago

👤 1 Agree

How are you defining transparency? The Other Category on some school budgets approximated the total budget for some other schools.

23 days ago

This survey is a good starting point but the budget process is still a mystery. Principals and LSATs should not be worrying each year about what is going to be funded or defunded. Schools should not compete with each other. Transparency mandates should be the same across all schools, including charter schools.

23 days ago

We need to see models of how each proposed funding formula will impact individual schools. In addition, DCPS is affected by available funding in an environment where charter schools are allowed to open ad hoc and draw resources away from education budgets. We are LONG overdue for a study/estimate of how much each new school draws away from existing schools. It's a fantasy to plan for budgets when you can plan for the overall pot.

23 days ago

The only thing that would make any difference whatsoever is to make public the conversations that take place at DCPS central among high-paid and high-ranking DCPS employees and their political handlers about enrollment, facilities, assets, and closures. All the rest of this stuff is window dressing--nicer than it used to be, for sure, but not the real stuff: the decisions to close, the decisions to defund, the decisions to purposefully ensure that schools EOTR are constantly shorted, while investing in choice and test scores at ANY cost. Revealing that would be true transparency!

24 days ago

I appreciate the steps DCPS took to provide more data visualization and explain the flexibility behind some positions. However, there is still room for improvement, namely with at-risk funding. In some instances, at-risk funds are used to fund regular staff positions so it's a farce that LSATs have all this power and flexibility to set a budget that works for their school community. Also, some LSATs have really great relationships with their principals and some don't, again breaking down transparency. Hopefully with the new school finance transparency law, the public will get more insight to what's really going on with school funding. But overall, DCPS needs to work toward building more trust with families and truly commit to transparency. Seems like it's very low especially following the firing of some beloved principals.

25 days ago

I am a new parent to the DCPS, so I can't comment on transparency. I think also that the current pandemic will likely be a challenge for budgeting, so I am interested in seeing how it plays out - transparent or not.

25 days ago

I have not seen it improve at all.

25 days ago

This is the first that I'm learning of the process.

26 days ago

There is no transparency in the DCPS budget process. An LSAT can meet until their face turns blue and then the principal can still allocate resources how they see fit without the approval or even consultation of the LSAT. It's not right.

26 days ago

Screenshot

There is no transparency in the DCPS budget process. An LSAT can meet until their face turns blue and then the principal can still allocate resources how they see fit without the approval or even consultation of the LSAT. It's not right.

26 days ago

This summer has been ridiculous for school leaders, I'm sure, but the short turnaround time on this does not suggest an interest in real engagement.

26 days ago

All areas

26 days ago

All areas could still be improved, however transparency is improving the DCPS Budget Process.

26 days ago

Transparency has improved. Still see room for improvement in all areas.

26 days ago

The discussion does not seem to give solid evidence base about how to weigh the decisions/architecture of the proposed changes. Transparency need be more than just say (on sept 1) that here is a complex idea you have to weigh in on by sept 4. but we don't have strong evidence that doing X will lead to Y; nor is there clear guidance about the fact of limited resources in the midst of a horrid recession that is certain to affect school funding (either directly or through PTO parent donations)

27 days ago

The need to have some authentic engagement with stakeholders and stop with the bias, pick this option within these proposals

27 days ago

Not enough time for real engagement, and the summary descriptions seem biased toward getting people to agree with the new formula.

27 days ago

equity needs improvement correlating with graduation rates and commensurate test scores etc. Work with racism issues & trauma and how it is specifically being included in the budget, vocational and life skills- where's the money across the board?, principal authority to reallocate funds unilaterally or with instructional sup approval- this is NOT ok if the money is earmarked for specific supports such as social work

27 days ago

We are a multi-lingual district. The fact that this survey is not in the 5 core languages that DCPS provides services to is abhorrent.

27 days ago

This process has been helpful, and I am glad to be included!

28 days ago

I haven't seen transparency. Giving us this survey just as we are going back to school indicates pro forma nod to community engagement.

29 days ago

I think there needs to be more comprehensive examples. It is also clear that this is not just a budget issue (i.e., not just how the budget is calculated), but a set of comprehensive policy questions on how to fund, support, and locate public schools in DC. I think there should be more comprehensive engagement around the larger policy questions.

one month ago

I've served on an LSAT. I don't think they are given enough time to make thoughtful decisions.

It's also not clear how much money DCPS gets overall, and how the total DCPS budget is allocated for central administration, facilities costs, and individual school budgets. I also think there are some big areas in DCPS regarding facility costs that are completely outside the view of the public, and there are likely large opportunities for using the money more efficiently. The city needs to look at how charter schools are funded for facilities, and how DCPS is funded for facilities, and make adjustments to level the playing field.

one month ago

There needs to be a consistent budget document that lasts more than 3 years. The reporting and format continually changes.

The revenue side of the budget needs significant changes, especially around funding for special education programming and on funding allocated to support special programming (ie, IB programmes) vs what comes through the per-student funding to cover basic educational expenses and administration.

one month ago

Sharing the process is somewhat useless if it isn't clear what the impacts will be - and the impact isn't at all clear from this process description.

one month ago

By approaching budgeting for primary, middle and high schools the same across the board, is making it more challenging to see how the DCPS budget is equitable and taking care of the issues at hand.

one month ago

I haven't

one month ago

Accountability per expected outcomes.

one month ago

The DCPS Data Center is a useful tool that supports transparency, though primarily on outcome transparency, not the process/allocation transparency. I would also like to see more transparency and structure for the funding allocated to school maintenance and upkeep, where it's more straightforward to assess school needs.

one month ago

After the money has been "budgeted" there is no transparency as to how the money is actually spent. If \$10,000 was budgeted for literacy materials last year, the LSAT should be able to see a spreadsheet of the materials that were budgeted. We have NO idea where the money actually goes.

one month ago

The DCPS website does not provide easy access to information. All employees need to be listed with their job titles and contact info.

one month ago

No. show how you are giving funds to the schools that need it, and stop hiding how much is being spent in other wards that don't.

one month ago

Funding for DCPS is necessarily complicated, but it is important that the priorities be transparent. If equity is the goal, what are the first key steps to progress on achieving that goal? Funding should be strongly tied to achieving key priorities that, if achieved, will lead to reaching the ultimate goal. If equity is the goal, then students with the greatest need should receive the highest priority in terms of funding for programs to bridge the gap.

one month ago

LSAT should have the ultimate say in the final school budget NOT the principal.

one month ago

Maybe equal power? Or some sort of override feature or review board

one month ago

The videos were convoluted and clearly not created with the intent to engage parents with limited understanding of the school budget process. DCPS needs to get out into the community more to engage ALL families and have the intent to truly listen to what families need and want for their child's education rather. Set up listening circles, visit apartment buildings, tap into community leaders such as faith leaders to engage the community. This is all lip service.

one month ago

More transparency needs to happen on the school level with current staff. Not just principal and or leadership. Reports are easier to read.

one month ago

outfit

one month ago

Engage stakeholders, including the community; more frequent communication during the planning and budgeting process.

one month ago

I think that the e-mail message I received was a great first step in transparency.

one month ago

I don't see transparency improving, but I don't think it's particularly bad. Mostly just confusing and happens so slowly and then SO fast. I think the general public might speak more positively about budget transparency if teachers felt more engaged or informed (outside of the WTU which tends to be the voice of the loud rather than the voice of the many in my opinion). I think a virtual tour de staff meetings would go a long way even though it would take an eternity.

one month ago

Screenshot

I appreciate being able to see school budgets online but my major concern is how many staff members are in central office. Many seem overpaid and not to actually do much. I'd like to see more transparency at the central office level.

one month ago

Our Ward 3 representative sends out updates, but they tend to be too late. There was also lack of transparency removing funds for the planned Stoddert Elementary renovation, as well as lack of explanation for the purpose behind buying GDS.

one month ago

### Optional Contact Information:

No data to display...

### Final Comments and Questions:

Your model with DGS is extremely flawed and needs to be reevaluated. Work orders sit with inexcusable inaction. Funding for school buildings is woefully short. Take a serious look at the inequity in buildings and start properly funding the ones that desperately need it.

one month ago

⬆ 4 Agree

This is a MAJOR problem.

one month ago

An optional field should be optional.

one month ago

⬆ 4 Agree

Support DC public schools -- stop funding charter schools with taxpayer money.

one month ago

⬆ 3 Agree

Screenshot

Support DC public schools -- stop funding charter schools with taxpayer money.

one month ago

⬆ 3 Agree

Ultimately, we're having this conversation b/c funding is inadequate and inequitable. DCPS does not have enough money to implement CSM and then equitably layer on additional money to schools serving underserved populations. Coupled with inequitable PTA funding, and we're probably spend more to educate rich kids than poor ones. It's not politically popular to spend more on predominantly Black and poor schools, so here we are.

one month ago

⬆ 3 Agree

Moving around money without adding dollars to get to equity relative to the charters, will be seen for what it is -- a side show. Please do not fall into that trap. It will be terrible for the system and torch DCPS credibility. Meanwhile, as we know small schools are driving cost through the roof, if we continue to allow new schools to be opened in spaces with massive under-utilized capacity, everything else we do will be besides the point. I know some claim we have no power in the space, but we do. We can change the law and even just with a Democratic House our change will hold. But we cannot get on a path to a system that makes sense if DCPS is not a vocal advocate for the success of its system, not for itself, but for the students and communities that rely on it. Don't move deck chairs. Fight for the success of arguably the most important institution in defining the future of our city and prospects for our children.

one month ago

⬆ 3 Agree

Central Office and those nearest the top are paid waaay too much for how little evidence seems to be produced of their efficacy or need. Transparency about their work should be available and they should have contracts evaluated year to year.

one month ago

⬆ 3 Agree

This platform was helpful to see others' comments. Thank you!

one month ago

⬆ 3 Agree

The priority in budgeting should be closing opportunity and achievement gaps city wide. A shift in funding models that gives the haves more and the have nots less will be a failure.

one month ago

⬆ 3 Agree

DCPS needs to figure out how to address the needs of unique populations and close those gaps without degrading the excellent educational experiences for non-unique populations. That's an incredibly challenging proposition, but that should be the goal, vs. the current "either/or" narrative.

one month ago

⬆ 2 Agree

Central office should be defunded and the money should be put into schools. DCPS should end their contracts with MPD and reallocate the funding for mental health services for students, families and staff.

one month ago

⬆ 2 Agree

Yes!!

26 days ago

The city should plan with a laser pointed focus on equity for our children in ward 7 and 8.

26 days ago

⬆ 1 Agree

Be careful ... if you keep threatening to take funding away from the high-performing schools in favor of trying to create small schools or fix schools where the kids are dealing with numerous ACE's, then we'll return to the days of every parent fleeing the district for MD or VA, or putting their kids in private schools.

27 days ago

⬆ 1 Agree

The original comment is so racist I cannot even deal. Go ahead and leave so we can invest those dollars in students who through no fault of their own are struggling to succeed.

25 days ago

All students deserve the highest level of programming possible and children from more affluent areas should not have a leg up over students who already go through too much just to get to school each day.

26 days ago

You need to find creative ways to get these kids back in a learning environment. Outdoor PE 1-2 times a week. Or an outdoor science field trip. Please think outside the box. Our kids are not doing well staring at a screen by themselves all day.

one month ago

👍 1 Agree

There are many dedicated educators throughout DCPS and many complete wastes of space. If DCPS reduced the waste in Central Office, stopped allowing DGS to waste money, and provided principles more flexibility to get rid of the ineffective staff, you would go a long way toward meeting your budget challenges.

one month ago

👍 1 Agree

I would like to see DCPS continue the work they have started with Ballou and Anacostia in the redesign effort and stay invested in those schools. It may take longer than a few years. It should also be expanded to the other comprehensive high schools. I hope that there will be no more specialty schools opening or expanding and that the focus will be on the core mission of serving every student. We have lots of capacity. I agree with the comments on the problems with the way DCPS and DGS are handling the building issues. It is hard to get to the bottom of why things are not properly inspected before they are paid for and why it takes so many people to look at a problem and then assign the shortest term fix to it. Putting two DCPS buildings in one school with no plan for what happens when they expand hurts both programs and hurts DCPS. This has been a problem for Roosevelt and Roosevelt STAY and will be a problem with any thought of overflow programming for Wilson. Instead the programming and advantages of the DCPS comprehensive schools should be highlighted and invested in.

It is striking that we are being asked to fill this out as school buildings are closed and we will have a greater opportunity gap after this and new challenges. There should have been at least one or two questions that referenced this. How can we have an enrollment count on October 5th that will be real. There is so much at stake.

Screenshot

one month ago

👍 1 Agree

This really demonstrates why the public school system should be run by educators, not bureaucrats and politicians.

one month ago

👍 1 Agree

I appreciate the idea of including the public in the effort to redesign budgeting and i think the goals of equity, transparency and financial sustainability are the right idea. However, I am a caregiver for DCPS students in my family and a community member invested in the well being of my friends' and neighbors' kids. I simply dont have the expertise to answer a number of the questions about comparing the budget models, how to implement them, etc. I think it would be more useful to get a broader and deeper understanding of what kinds of programming and experience families want for their kids and how current schools fall short or meet the need, as appropriate. Then DCPS can rely on experts to figure out how to deliver, with regular feedback from families about how things work. One thing I know for sure, parents are sick of having to hustle and make spreadsheets and go through all sorts of changes to try and get their kid into a school that is safe, clean, academically rigourous and fun for the kids. Almost everyone I know wants the neighborhood school that they have a right to attend to be the kind of place they are happy to send their child, no matter what neighborhood they live in. That way the lottery is authentically optional because. Whatever budget model gets us to that is what we should be working towards.

23 days ago

This survey has been very enlightening not because of the information provided by DCPS but because of the opportunity to see what other DC residents think about the public school system.

23 days ago

Every year, we add hundreds, if not thousands, of new seats when we already have >20,000 unfilled seats. But only one sector takes the economic hit for that: DCPS. Without addressing that incredible waste and tilted playing field, there is NO hope of budgeting your way out of this, period. It's a long, slow death spiral for schools of right in the poorest areas of the city, and nothing here changes that reality. Remember that choice, better bldg utilization, consolidation of resources all were touted in the face of closures as ways to prevent future closures. We DID all that--and so now what do we have? The looming threat of yet more closures because we have never addressed the real economic issue, which is that WE ARE CREATING MORE SEATS AND SCHOOLS THAN WE CAN AFFORD. As someone below noted, DCPS's budget exercise here is moving deck chairs--on a ship being sunk by the very people in charge of it: all of DC's political leaders. If we simply accepted schools of right as a necessary baseline, not just another choice, and stopped school creation, then we could fund our schools adequately. And if we went the next step, of funding them equitably, we wouldn't see the wild disparities we do across the city in DCPS--and thus we would not even have this exercise.

24 days ago

DCPS has a real opportunity to do things differently and make a strong commitment to educational equity. While funding is a piece of that, there are so many other things the sector can do to improve educational outcomes for students. If you are really committed to closing the income and racial learning gaps, then you have to get serious about the root cause issues. Enough is enough. COVID-19 and the uprisings around the extrajudicial killings of unarmed Black people only makes the need for educational equity that much more pressing. We cannot continue to do the same things expecting different results. That is the definition of insanity.

25 days ago

Engage in real community thinking, not performative exercises.

25 days ago

Kindly provide data on the equity impact of sibling priority in charter schools. In speaking with a former dep. Mayor of ed, it was suggested that this political minefield hides one of the largest sources of inequity in opportunity. What ever happened to the idea of a hybrid charter model where charters have to give some priority to community

27 days ago

You are giant bureaucracy. Disrupt your bureaucracy with innovative thinkers and people who are not motivated by making sure their job is protected. Never have a seen an innovative or entrepreneurial idea emerge from DCPS.

28 days ago

No. There is too much of this going on and it's not helpful for anyone. All it does is bleeds funding from children when central office pays consultant after consultant millions of dollars who have never set foot in the classroom to develop powerpoint stacks that put fancy words and invent frameworks around things teachers already know and do every day in the classroom.

26 days ago

I still can't get over DCPS conducting a survey about families' need for access to student technology in a digital-only format... ensuring that the families who need it most would be the least likely to participate. That survey, and this one, feel like part of a long history of DCPS conducting inauthentic and ineffective stakeholder engagement as a tactical choice to limit actual feedback and participation. Please prove me wrong, especially when it comes to something as critical as school budgeting -- please actually listen to parents, staff, and the community and truly hear their critiques. This is too important a decision to make without substantive input from outside the Central Office echo chamber.

29 days ago

I believe the district needs to look at schools in groups (Primary, Middle and High School) in order to create real change. I also think the District should have some of the most competitive teacher salaries in the country to be sure we have great talent in all of our schools. And lastly, I think there are some principals that seem to have no oversight by the district in regards to their conduct, there have been issues with discrimination and lack of empathy for the families at the school. Once a family buys a house in that district, there hands are tied to the whims of the Principal while the principal is only looking to please the District. (Lafayette for example)

one month ago

Sunshine and transparency are actually going to help DCPS in the long run. And insist it apply for CHARTER schools too.

one month ago

Screenshot

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one month ago

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one month ago

Student voice and choice needs to be elevated in secondary schools. Let students select their electives. Make student government and student news more important in the operation of those schools, especially high school.

one month ago

I question why only some comments are shown here. Apparently DCPS is deleting comments submitted by respondents?

one month ago

Closing the gap should be priority number one and early childhood education available to all 3 year olds combined with rigorous uniform testing of knowledge (rather than simply reading and math skills) should help with this.

one month ago

I would like to see more emphasis on the need for early childhood education.

one month ago