

PTO meeting 2/18/26 (attendance 153)

- A. PTO Vision and Mission
- B. SY 25-26 Board and LSAT
- C. Agenda
 - a. Welcome
 - b. Introductions from DCPS
 - i. Kera Tyler and Chancellor Farabee (IS Larkin, Stephanie Arias , Chief Kim Jackson)
 - c. Reviewed community norms and expectations
 - d. Forum & Expectations
 - e. Q&A moderated by PTO Led by Guy/Lauren (Lauren gave overview of events since MLK weekend which led to this point). The team then began to address the pre-submitted questions
 - i. Once a school community reports concerns through the appropriate DCPS channels, what is DCPS's process for responding to and addressing school-level issues related to communication, student support, safety, and overall family experience?
 - 1. Correspondence to Instructional superintendent and then to Kim Jackson. Kim Jackson has met with the SCAC team and the teachers. DCPS aims to address concerns before the grievance phase. Kim Jackson has plans to return to meet with the SCAC team. Regarding family experiences with the school and administration, request that families first talk to Principal Russell, then IS Larkin, and then Kim Jackson.
 - ii. After concerns are elevated, what specific support, coaching, or oversight does DCPS provide to school leaders, and how does DCPS determine whether those supports are effective?
 - 1. Support goes to school leadership. If additional support is required, there is a mentor principal who can assist principal Russell with coaching etc. As far as oversight, DCPS is in the business of making certain that SES students have high quality education. IS Larkin noted that she provides support as well, which includes every 6-8 weeks rounds, observations etc . There is then time to come back together to norm on feedback. Principal Russell checks in weekly with IS Larkin

- iii. What are DCPS's districtwide expectations for administrator responsiveness to families (e.g., standard timelines for returning emails or phone calls)
 - 1. Standard across the district is 24-48 hrs
- iv. How does DCPS monitor and ensure consistent implementation of discipline policies, bullying prevention protocols, 504 plans, and required academic interventions across schools?
 - 1. Not addressed
- v. How will DCPS ensure that instructional decisions at Shepherd are (aligned with academic data and student needs; supported with adequate coaching and curriculum guidance so teachers can implement them effectively; monitored through clear academic and implementation data that families and LSAT can review to understand progress over time?)
 - 1. Use the comprehensive school plan (answered by Drewana Bey)
 - 2. The chancellor discussed the present data on performance (over the last 3 years and the improvement for AA far exceeds the entire student body) which demonstrated a strong recovery after covid
 - 3. DCPS oss sad that there is a disconnect with the data and comprehensive school plan
- vi. What district wide strategies is DCPS implementing to strengthen teacher retention particularly in schools experiencing elevated turnover risk?
 - 1. Not addressed
- vii. When staffing concerns are identified, what interventions, supports, and timelines should school communities expect from DCPS?
 - 1. DCPS leadership met with SCAC and WTU
- viii. How does DCPS work to minimize long-term vacancies and ensure timely staffing support throughout the school year
 - 1. Not addressed
- ix. What formal processes does DCPS use to facilitate mediation or conflict resolution between teachers, staff, and school leadership?
 - 1. Not addressed
- x. What tools will DCPS use moving forward to measure teacher experience, school culture, instructional practices, and leadership support at Shepherd?
 - 1. Not addressed
- xi. How is Insight Survey data used by DCPS?

1. Administered across the district. The survey is one of many tools that are used. Used to Look for trends etc and look for areas where we see the improvement etc.
 2. Parents want to know what happened to the insight data (leaves room for mistrust). INSIGHT SURGEY is an internal tool (not public facing) Question regarding if there was a spring 2025 survey and if a 2026 survey is planned. Gaps in communication erodes trust.
- f. Announcements:
- i. Dr. Plenty, the Resident principal will be assigned to Shepherd next week and will remain until the job is completed
- g. Closing remark
- D. Open comments/concerns
- a. One parent (SB) noted that it took months get her daughters IEP/504 implemented
 - b. Another parent's (CW)child has IEP and there is a documented history of IEP non-compliance and no communication about the non-compliance despite many meetings with IEP coordinators, therapist, teachers, service providers
 - i. When allegations of noncompliance, our specialized service team is to follow up
 - c. Another parent (AV) (speaking about bullying issues) □ pattern of inaction and attention , however, when her child entered DEAL, the bullying issue was addressed and dealt with appropriately
 - d. The Insight survey was discussed. One parent (DT) and the chancellor had a discussion regarding the purpose of the insight survey etc. After this discussion, DCPS agreed to provide trend data from the Fall 2025 Insight survey.
 - e. If someone reports an issue to the dcps.spedconcerns@k12.dc.gov office, and a gap is found between need and response, those results are reported to the administration at the school
 - f. DCPS should send resolutions and answers to families who raise concerns directly, follow up should be expected and should provide closure