

Capital Reporting Company
District of Columbia State Board of Education Meeting 06-17-2015

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DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION
PUBLIC MEETING

Wednesday, June 17, 2015

5:30 p.m.

Held At:

441 Fourth Street, N.W.

Old Council Chambers

Washington, D.C.

Reported and transcribed by: Gervel A. Watts,

CERT*D

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1 A P P E A R A N C E S

2 BOARD MEMBERS

3 Jack Jacobson, President

4 Karen Williams, Vice-president

5 Mary Lord, At Large

6 Laura Wilson-Phelan, Ward 1

7 Ruth Wattenberg, Ward 3

8 D. Kamili Anderson, Ward 4

9 Tierra Jolly, Ward 8

10 Brian Contreras, Student Representative

11 Kelly Davis, Executive Director

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1 P R O C E E D I N G S

2 MR. JACOBSON: On behalf of the members
3 of the District of Columbia State Board of
4 Education, I want to welcome you, guests, and our
5 viewing public to our State Board of Education
6 meeting.

7 The State Board holds its regularly
8 scheduled meetings on the third Wednesday of every
9 month. The State Board of Education meeting for
10 June 17, 2015 is now called to order.

11 The roll will now be called to determine
12 the presence of a quorum.

13 MS. DAVIS: Jack Jacobson?

14 MR. JACOBSON: Present.

15 MS. DAVIS: Karen Williams? Karen
16 Williams?

17 (No response.)

18 MS. DAVIS: Mary Lord?

19 MS. LORD: Present.

20 MS. DAVIS: Laura Wilson-Phelan?

21 MS. WILSON-PHELAN: Present.

22 MS. DAVIS: Ruth Wattenberg.

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1 MS. WILSON-PHELAN: I think she went to
2 the restroom.

3 MS. LORD: She's definitely here. She's
4 powdering her nose.

5 MS. DAVIS: Kamili Anderson? Kamili
6 Anderson?

7 (No response.)

8 MS. DAVIS: Mark Jones? Mark Jones?

9 (No response.)

10 MS. DAVIS: Joe Weedon?

11 MR. WEEDON: Present.

12 MS. DAVIS: Tiera Jolly?

13 MS. JOLLY: Present.

14 MS. DAVIS: Betel Asfaha?

15 (No response.)

16 Brian Contreras?

17 (No response.)

18 MS. DAVIS: President, you have a
19 quorum.

20 MR. JACOBSON: Thank you, Ms. Davis. A
21 quorum has been determined and the State Board
22 will now proceed with the business portion of the

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1 meeting.

2 Is there a motion to adopt the agenda
3 that is before us?

4 MS. WISLON-PHELAN: So moved.

5 MR. JACOBSON: Is there a second?

6 MR. WEEDON: Second.

7 MR. JACOBSON: Any discussion?

8 (No response.)

9 All those in favor, please say aye.

10 (Board Member vote "aye")

11 MR. JACOBSON: Any opposed?

12 (No response.)

13 And any abstentions?

14 (No response.)

15 The motion has been properly moved and seconded
16 and the vote had been taken. The ayes have it and
17 the agenda is approved.

18 For the record, Ms. Williams from Ward
19 7, Ms. Anderson from Ward 4, and Mr. Contreras,
20 the student representative have joined us.

21 We will now move to the approval of
22 minutes. Is there a motion to adopt the minutes

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1 from our May 6th and June 3rd working sessions?

2 MS. JOLLY: So moved.

3 MS. WILSON-PHELAN: Second.

4 MR. JACOBSON: Any discussion?

5 MS. LORD: Yes.

6 MR. JACOBSON: Ms. Lord?

7 MS. LORD: I would like to note that in
8 the minutes -- this is the working session?

9 MR. JACOBSON: Yes.

10 MS. LORD: These are the minutes from
11 the working session. Okay. No, I'm fine with
12 that. Thanks.

13 MR. JACOBSON: Thanks so much. Any
14 other discussion?

15 (No response.)

16 If not, all those in favor?

17 (Board Member vote "aye")

18 MR. JACOBSON: Any opposed?

19 (No response.)

20 And any abstentions?

21 (No response.)

22 And let the record reflect that Ms. Wattenberg

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1 from Ward 3 has joined us.

2 Good evening. My name is Jack Jacobson
3 and I'm president of the D.C. State Board of
4 Education and welcome. We have a short agenda
5 this evening. We are going to consider the
6 renewal of the ESEA Waiver that we've been working
7 on with our partners at OSSE for the last six
8 months or so. We will also hear from our new
9 Chief Student Advocate, Ms. Faith Gibson-Hubbard,
10 who joined this office almost a month ago today,
11 and we're very excited to hear from her.

12 We will also be bidding adieu to our
13 student representatives and we'll look forward to
14 hearing from them about their experience and
15 setting up a future meeting where we can honor
16 their service on this body. But right now, I'll
17 turn it over to our Superintendent of Education,
18 Ms. Hansel Kang.

19 MS. KANG: Good evening President
20 Jacobson and members. Thank you for having me
21 here. I just wanted to briefly note that we were
22 able to successfully review the transcripts of the

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1 students who were graduating from Hospitality High
2 this year. So I know there have been some
3 questions from the Board. We participated in a
4 very thorough review of their transcripts and I
5 believe 24 students successfully graduated from
6 Hospitality High on June 12th. So thank you for
7 your partnership in helping make that happen and
8 wanted to reported back on the outcome there.

9 I also just wanted to note that although
10 I know they are in discussion still and not on the
11 agenda for today that I look forward to working
12 closely with the Board on some of the other issues
13 that have been on our minds in recent weeks,
14 including competency-based education and the
15 possibility of looking at diplomas for GED and
16 NEDP holders. So I look forward to continuing to
17 tackle those issues and partnership together.

18 MR. JACOBSON: Thank you so much,
19 Superintendent Kang. We will now hear from public
20 witnesses who wish to speak on education related
21 matters. Public witnesses are asked to contact
22 Board staff by telephone or email if there is an

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1 interest in providing testimony at our public
2 meetings, at least 24 hours in advance or by the
3 close of business yesterday.

4 I don't believe we had anyone sign up.
5 Is there anyone in the audience who would like to
6 publically address the Board?

7 (No response.)

8 If not, we'll move onto the introduction of the
9 new Chief Student Advocate, Ms. Faith Gibson-
10 Hubbard, and invite you to come down to the table.

11 The Office of the Student Advocate is a
12 new office created by the D.C. Council and housed
13 within the D.C. State Board of Education and it is
14 led by the Chief Student Advocate and was
15 established through legislation in 2013 by the
16 Council of the District of Columbia to provide
17 outreach to students, parents, families, and the
18 community regarding public education in the
19 District of Columbia.

20 At this time, I'd invite you, Ms.
21 Gibson- Hubbard, to talk about your office and
22 give details on the goals and focus that you've

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1 outlined.

2 MS. GIBSON-HUBBARD: Okay. Well, good
3 evening, everyone. And thank you so much for the
4 opportunity to share more about my office and our
5 future work.

6 My name is Faith Gibson-Hubbard and I am
7 honored to sit before you today as the new Chief
8 Student Advocate for the Office of the Student
9 Advocate, which is located within the D.C. State
10 Board of Education. As we all know, the District
11 of Columbia has a very unique education landscape
12 and having the ability to navigate such a
13 landscape for students, parents, families and
14 communities has been challenging. Our city has
15 many organizations and government agencies that
16 are working tirelessly to improve the quality of
17 education and I see the role of my office as one
18 that can collaborate with a variety of partners to
19 highlight the work that is being done while also
20 working to amplify the voice and the role of
21 students, parents, families, and communities in
22 public education.

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1 The Office of the Student Advocate was
2 established by the Council of the District of
3 Columbian and the Parent and Student Empowerment
4 Act of 2013. The legislation states that our
5 office should provide outreach to students, and
6 families and communities regarding public
7 education in the District of Columbia. It is our
8 goal, as an office, to provide such assistance to
9 families, students, and communities in a way that
10 empowers them to be fully engaged in the public
11 education landscape in a way that will continue to
12 challenge a notion that public education is not
13 only a public asset and right, but also is
14 something that should be community focused and
15 informed.

16 So at this point, you might be asking
17 yourself what is the role of this office and what
18 type of activities should you expect from this
19 office. And so I'm glad that you asked. There
20 are several different things and I wanted to
21 highlight a few of those things. So the main
22 thing for our office is really that we will also

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1 been seen an information resource for parents,
2 where if parents were to call and they had
3 questions about a variety of different things that
4 is specific to public education that we could
5 offer them referrals or even generalized coaching
6 in ways as to how they can really activate
7 themselves within their communities.

8 I also see the role of our offices being
9 a convener and a collaborator, connecting
10 organizations that are doing great things with the
11 communities that need their resources and
12 information and this can really manifest itself in
13 a lot of different forms. Also, our office is
14 interested in doing parent trainings, which are
15 very similar to parent institutes or universities
16 in other cities such as Baltimore and Boston have.

17 There will be a variety of topics that
18 will be offered to parents through webinars or in-
19 person settings. Many of these sessions can also
20 be Ward-specific and can be done in conjunction
21 with State Board members. Some of these sessions
22 might include navigating the D.C. Education

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1 landscape, things that might be specific to
2 enrollment as to how a parent might choose the
3 proper school for their child, tackling the
4 decision points, would transition from elementary
5 to middle school or to high school, ways on being
6 your child's best advocate, how to perhaps, even
7 testify before the State Board or even the City
8 Council; building school relationships, how
9 families can really nurture those relationships
10 within their child's school, and Policy 101, and
11 so forth. Things like that.

12 In addition to those parent-focused
13 trainings, I also hope to really have student and
14 parent support groups, which might address
15 persistent issues within public education or even
16 other pressing issues as they arise. Student
17 advocacy training; I know a lot of times when we
18 see students testify before counsel, a lot of
19 people are like, we really would love to see even
20 more students do that, but ways for them to be
21 able to do that have been challenging in the past
22 and has been on a one-off type of basis. So

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1 something that might be focused in that direction
2 as well.

3 Building student and parent capacity
4 within their local schools. This might be working
5 with a parent to form parent organizations at
6 their schools or identifying ways to help students
7 address or advocate on their behalf issues within
8 their school or something even as simple as
9 working with educators to identify students and
10 parent leaders within their schools, and various
11 other things of that nature.

12 OSSE has made really great strides with
13 Learn D.C., but there is definitely still a void
14 when it comes to a central place to get
15 information about public education in the
16 District. One of my top priorities that I shared
17 with several of the Board members is to do an
18 online information portal that can be a central
19 hub for all things public education in D.C.

20 The goal of this site is to be a
21 resource for anyone who is trying to navigate a
22 host of questions regarding public education in

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1 D.C., and also to connect them to the variety of
2 resources, such Learn D.C., as a part of that
3 process. This idea is very much still in the
4 developmental stages, but I look forward to
5 sharing more about this with you in the future.

6 Again, thank you for this opportunity to
7 share with you the focus of my office and I'm so
8 excited to be in this role and I look forward to
9 serving the community through my very targeted
10 work with both parents, students, and families.
11 Thank you.

12 MR. JACOBSON: Thank you, Ms. Gibson-
13 Hubbard. We're very excited that you've joined us
14 and are now an asset for the District's families.
15 And I wonder if you wouldn't mind sticking for a
16 minute or two.

17 MS. GIBSON-HUBBARD: Sure.

18 MR. JACOBSON: I'd like to offer Board
19 members the opportunity to ask a question or talk
20 a little bit for maybe two or three minutes if
21 you'd like, about how you see your role.

22 Any Board members like to comment?

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1 Ms. Wattenberg?

2 MS. WATTENBERG: I have a question.

3 MS. GIBSON-HUBBARD: Yes.

4 MS. WATTENBERG: Since I was elected --
5 since I was sworn in, the questions that I get
6 overwhelmingly are around special education and
7 people feeling like their kids aren't getting
8 evaluated in a timely way or that they don't
9 understand the EIP process or don't agree with
10 what comes out. I can make a long list. Is that
11 something you see as in your Bailiwick?

12 MS. GIBSON-HUBBARD: Yes, absolutely.
13 Actually, yesterday I met with the Office of
14 Specialized Instruction at DCPS to talk
15 specifically about that, working in partnership -
16 - with them to really highlight some of the things
17 that they do within their office and also a lot of
18 things that parents don't really understand that
19 are their rights and to be able to activate those
20 rights. And they gave me a really great
21 presentation that I think that if I was a parent,
22 that wouldn't be very easily digestible if I were

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1 a parent dealing with a student with needs or
2 specialized instruction. So I definitely as an
3 area from my office and that was something that
4 was very well spelled out also in the legislation.
5 So that's definitely something that would be
6 there, yes.

7 MS. WATTENBERG: I'm sure I'll send you
8 some parents to work with.

9 MS. GIBSON-HUBBARD: Oh, please do.
10 Yes, please do.

11 MR. JACOBSON: Ms. Lord?

12 MS. LORD: Thank you. First of all,
13 welcome.

14 MS. GIBSON-HUBBARD: Thank you.

15 MS. LORD: We have just a fabulous
16 student advocate who is experienced at the
17 president of the Ward 5 Education Council, and
18 there have been a lot of issues in the city that
19 you also have served on. So I just hope everybody
20 understands that we have sort of the bench
21 strength in this one individual that we have.

22 My question is actually pretty simple.

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1 First, how can people reach you?

2 MS. GIBSON-HUBBARD: Okay.

3 MS. LORD: And second, how will people
4 know whether to contact you or the ombudsman if
5 there is a couple of pinpoint areas where you
6 would be the best person to go to?

7 MS. GIBSON-HUBBARD: Yeah. So I would
8 first say that if a parent is looking to where to
9 go first, and we've had people that have called
10 the office and I might take the call or Elizabeth
11 might take the call and I'm like I think this is
12 really for you. So a lot of times we're able to
13 tell that, but I think if a parent is at a point
14 where they're just not sure but they just want
15 some basic information as to where they should go
16 next, I would definitely be the appropriate
17 person.

18 Now, the Ombudsman's Office can also do
19 that as well. I know that they serve a much more
20 neutral role, but they do also have coaching that
21 they do with families, as far as next steps. But
22 I know for a lot of parents that we've had call

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1 recently that if they just have more general
2 questions or who should I call next? Should I be
3 doing something more formalized? I generally talk
4 to them first and if I feel that it's something
5 that needs to be referred onto the Ombudsman's
6 Office, which has definitely happened, then we
7 refer it over. But a lot of times just talking
8 through with the parent, we're able to figure out
9 what would be the best next steps for them.

10 I can be contacted either by email at
11 student.advocate@dc.gov or by phone 404 -- why did
12 I say 404? 202 -- I'm from Georgia, so that's why
13 that came out. So 202-741-4691.

14 MS. LORD: Thank you very much.

15 MR. JACOBSON: Do you have a Twitter
16 handle?

17 MS. GIBSON-HUBBARD: I do. I do. Thank
18 you. Thank you so much for mentioning that. Yes.
19 On Twitter, I'm dc_advocate.

20 MR. JACOBSON: Thank you so much. Mr.
21 Contreras?

22 MR. CONTRERAS: Thank you. First, I'd

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1 like to thank you for everything you do and plan
2 on doing. As a member of the student body, I
3 really appreciate all the work you're putting in
4 on behalf of myself and my peers.

5 You briefly mentioned implementing some
6 sort of program or providing information to better
7 enable students to testify before the City
8 Council, I believe.

9 MS. GIBSON-HUBBARD: Yes.

10 MR. CONTRERAS: I was wondering if you
11 could go a bit further into how you would work to
12 enable students to participate more actively in
13 government and the whole education process because
14 I think that's really important.

15 MS. GIBSON-HUBBARD: Yeah. I would
16 definitely love to also get your thoughts more. I
17 think that definitely more of the engaging and
18 activating student voice is a little bit more
19 tricky, especially in how you can actually
20 interact with students. But I think that probably
21 first, there are some schools that have active
22 student governments. So maybe going there first

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1 and talking with those schools and also working
2 with those students and seeing what they're really
3 doing.

4 I know when I was doing my work in Ward
5 5 that McKinley Tech High School definitely had a
6 very active student government but had never
7 really considered that. So really, stepping in
8 first and talking with them about what issues they
9 were dealing with in particular, offering to go
10 with them down to the Council to really see what
11 it's like before you really have to be there on
12 your own to do something like that. Also, working
13 with principals to really identify students that
14 they see within the student body which might be
15 someone who can kind of help connect my office
16 with other students that might be interested in
17 that regard.

18 I think first, it would really be
19 important for me to identify those populations. So
20 starting with the schools that probably have more
21 active student groups that are focused on
22 particular issues and trying to tie those

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1 particular things or hearings that might be going
2 on at the Council and help them form some type of
3 testimony around that. But I would definitely
4 like to talk with you a lot more about ways that
5 you could see our office really being more active
6 with students.

7 I think the interesting thing is that it
8 always seems a lot more simple to figure out what
9 to do in order to connect with parents and
10 students can be so different. So figuring out
11 from a student what would be the thing to kind of
12 really make you interested, would definitely be
13 something I'd be interested in.

14 MR. CONTRERAS: Thank you.

15 MR. JACOBSON: Ms. Anderson?

16 MS. ANDERSON: Well, hi, Faith, and
17 welcome.

18 MS. GIBSON-HUBBARD: Hi.

19 MS. ANDERSON: I just wanted to find
20 out, beyond the parameters of the job description
21 that you have working with the D.C. education
22 environment, have you reached out to or do you

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1 have an idea of what kinds of -- what other roles
2 and other jurisdictions, other areas of the
3 country are similar to what you do and what
4 they've been doing? Is there an association of
5 student advocates that you connect with or is
6 there -- I mean, to whom do you kind of model, or
7 do you think you need to model your activities or
8 hold your role after vis-a-vis some other places
9 in the country, internationally?

10 MS. GIBSON-HUBBARD: Yes. So if you
11 just simply Google student advocate, most of the
12 time it comes up within universities, not
13 generally within a city government in a State
14 Board of Education. But more so I think school
15 districts themselves do certain things that are
16 kind of similar to this particular role.

17 So I spent a lot of time and trying to
18 see if there was anything exactly like my role and
19 there is not. I think that's exciting and then
20 it's scary at the same time because then you try
21 to think about ways that you can focus the office
22 or things that you can model it after. So then I

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1 just started putting in things around student
2 empowerment and parent empowerment and a lot of
3 different districts came up.
4 I know I noted Boston and Baltimore
5 because they have these parent institutes or
6 either they have people who are student advocates
7 that kind of work -- or parent advocates more so.
8 And so I looked at those different things. So
9 it's kind of a meshing of a lot of different
10 places, but a role that is specifically like this
11 one, this is pretty unique in this regard. But
12 looking at what some other school districts are
13 doing, looking at what some other non-profit
14 organizations are doing, which they are doing some
15 similar work within D.C., which I think is kind of
16 exciting because that offers room for partnership
17 and not having more duplication, because there is
18 a lot of duplication in some areas, but making
19 things even more simple or streamlined and helping
20 to even highlight the work that some of those
21 other organizations are doing by partnering with
22 them, but it was really a combination of looking

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1 at a lot of different places because there is no
2 role exactly like this.

3 MS. ANDERSON: So you're going to be
4 pioneering, I guess, this whole role, in so many
5 regards?

6 MS. GIBSON-HUBBARD: I guess so.

7 MS. ANDERSON: Okay. I'll trust you'll
8 do a good job. Thank you.

9 MS. GIBSON-HUBBARD: Thank you.

10 MR. JACOBSON: Ms. Wilson-Phelan from
11 Ward 1.

12 MS. WILSON-PHELAN: Thanks. Welcome,
13 Faith.

14 MS. GIBSON-HUBBARD: Thanks.

15 MS. WILSON-PHELAN: I'd love to hear, on
16 your last point, how are you coordinating or
17 intend to coordinate with the many other entities
18 across our city that are working with families
19 already, doing many of the things that you listed?

20 MS. GIBSON-HUBBARD: So Flamboyan being
21 one of those. And also, I was recently over at
22 your building talking to people from DC School

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1 Reform Now. So I just went through and looked at
2 the multitude of different organizations that are
3 out there. And I just sent them an email and said
4 hey, this is what the focus of our office should
5 be. I would love to sit down and talk with you
6 about ways that you could see us collaborating or
7 partnering together to do something.

8 I really just wanted to calm any fears
9 that I was coming in to try to take over their
10 particular role. I definitely see the role of
11 this office is not to recreate the wheel or
12 duplicate a lot of different things because there
13 are really great organizations doing really great
14 things. I just really see it as a really great
15 opportunity to kind of expand their reach and
16 expand the capacity because all of us have very
17 limited bandwidth and this will be a great way for
18 us to collaborate and do something and also make
19 it easier for parents because a lot of times one
20 organization contacts them and they're like, well
21 who are you? But a lot of times when you come
22 together as a partner, it works so much better and

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1 so much more successful.

2 So within my first week there, I had a
3 sheet of paper that as I was thinking about
4 different organizations that were just coming to
5 me or if I was even putting in other organizations
6 within in D.C. or in the surrounding area that
7 were doing things similar that I think would be of
8 benefit to students and parents here in D.C., I
9 just jotted it down, found a contact there. I
10 started contacting some of the people that I knew
11 personally and started there and then I've had a
12 fellow start with me, Kevin Jackson, and so I made
13 a list of people and say hey, can you call these
14 people and try to set up some different meetings
15 and let them know a little bit about us?

16 So it's definitely been my mission to
17 really reach out and talk to all those different
18 organizations to see how we could really work
19 together because it would definitely be to all of
20 our benefits, and especially to students and
21 families.

22 MS. WILSON-PHELAN: Thanks. I was

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1 actually thinking specifically about DCPS, which
2 just created their own team to do a very similar
3 thing.

4 MS. GIBSON-HUBBARD: Yeah. Yes and no.
5 So I did meet with the Office of Family and Public
6 Engagement, which you're talking about there, a
7 community action team. And they were actually
8 really excited because they were saying some of
9 the things that you're saying are not things that
10 we are really, you know, that's not really our
11 focus. So they have also thrown some different
12 ideas already my way as to things that might be
13 useful to do.

14 Their job is really to help DCPS really
15 expand their visibility and really be at different
16 meetings and different things and really have a
17 lot more presence, but not necessarily to host
18 some of the things that I'm talking about. They
19 were definitely willing to partner and they were
20 excited because I think just like with the
21 Ombudsman's Office, everybody has their focus and
22 then when you go in and you provide a service,

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1 somebody is like, well you should also do this.
2 And they're like, that's my thing. But they are
3 always willing to partner and say hey, if you want
4 to do this, I'm willing to help you spread the
5 word.

6 So they were actually really excited and
7 one of the first groups that I met with.

8 MS. WILSON-PHELAN: Thank you.

9 MR. JACOBSON: Thank you. Any other
10 Board members have questions or comments?

11 Ms. Williams? Vice-president from Ward
12 7.

13 MS. WILLIAMS: Thank you, Mr. President.
14 I really don't have a question because we talked
15 extensively today. We talked for about an hour
16 almost about many things, but I just want to
17 welcome you onboard and appraise you for the hard
18 work that I've known you put in so far to try --
19 because there was a position description, but it
20 didn't cover it all and we put it on you to come
21 up with exactly the kinds of things you're willing
22 to do and I think you've done a great job. Thank

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1 you.

2 MS. GIBSON-HUBBARD: No, thank you.

3 MR. JACOBSON: Thank you, Ms. Gibson-
4 Hubbard. We really appreciate you coming down
5 here. You're going to be a great resource for
6 families and we look forward to receiving your
7 annual reports and that will help us with our work
8 on initiating policy changes, working with
9 partners across city agencies to fix systemic
10 issues that you uncover through your work and that
11 the ombudsman uncovers through hers.

12 So we look forward to working with you.
13 This is the first of many conversations and
14 collaborations we'll have together I'm sure.

15 MS. GIBSON-HUBBARD: Yes. Thank you.

16 MR. JACOBSON: Thanks so much. We're
17 not going to move onto the District Statewide
18 Accountability Plan, and would invite our friend
19 from OSSE, Mr. Etai Mizrav to come up to the
20 witness stand.

21 With this, I'm going to turn it over to
22 Ruth Wattenberg, who is chairing our

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1 Accountability Plan Renewal Committee and has put
2 in an enormous amount of work over the past six
3 months, working with our friends at OSSE and with
4 Mary Lord, one of her committee members. They
5 have been incredibly engaged and we appreciate all
6 of your work.

7 I'm going to let Ruth lead the
8 discussion this evening.

9 MS. WATTENBERG: Thank you. So I'm just
10 going to set this up and then turn it over to you
11 for something specific and then bring it back to
12 us for discussion.

13 Let me just say this. D.C. schools,
14 like schools everywhere in the U.S. operate under
15 the Federal No Child Left Behind Act, which sets
16 forth precise rules for how we hold schools
17 accountable and how we help schools that don't
18 show progress. Because some of these rules proved
19 unworkable, the Federal Education Department
20 created a process through which states could seek
21 a waiver of these rules; thus, "The Waiver."

22 The process requires the state education

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1 agency, OSSE, with the approval of its state
2 board, us, to propose an alternative set of rules
3 to the education department for approval.

4 OSSE and the Department agreed several
5 years ago on such a waiver, which is set to
6 expire. Before us tonight is the renewal of this
7 waiver, which must be approved by the State Board
8 to take effect.

9 I want to say just a couple of things
10 about what content-wise is before us and how it
11 got here.

12 First, by agreement with OSSE, the
13 renewal is being handled in two parts; Part 1 is
14 before us tonight and it addresses a fairly small
15 set of mainly non-controversial issues, which I
16 will explain later when I move the Resolution.

17 Part 2 of the waiver, which is not
18 before us, will deal with a larger set of issues.
19 And our understanding is that OSSE is going to
20 bring us Part 2, we think before the end of the
21 calendar year, following plenty of engagement with
22 both OSSE and the broader community.

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1 The Waiver Committee, Mary and me, are
2 recommending approval of the waiver tonight, with
3 the expectation that specific additional issues
4 will be addressed in Part 2. I'll say more about
5 that also when I move the Resolution.

6 Second, Waiver Part 1, as submitted to
7 the Department of Ed in March, was discussed at
8 many OSSE-sponsored community and stakeholder
9 meetings back in January, February, and March, and
10 talked about at multiple State Board meetings in
11 January, February, and March.

12 The Board already approved the draft of
13 the Waiver Renewal, which then went to the Ed
14 Department.

15 Third, since submitting that waiver to
16 the education department, OSSE and the Department
17 of Education have negotiated on various points. As
18 a result of these negotiations, a few changes have
19 been made. They are minimal. They are almost
20 completely non-substantive. I assume this is to
21 the credit of OSSE that they managed our
22 negotiations so well. So thanks to all of you.

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1 So with that, what I want to ask you to
2 do -- and I went through that because it's a very
3 complicated, very bureaucratic process and I
4 wanted everybody to understand sort of where we
5 are with the state of players.

6 So with that, could you report to us,
7 really on the changes that have been made since
8 March? Again, I don't think we need to get highly
9 waylaid on all the things we discussed many times
10 before.

11 MR. MIZRAV: Sure. And thank you, Ruth
12 and thank everyone for having me again to discuss
13 this important issue. And I think you articulated
14 that perfectly. And as you remember, we did
15 submit the waiver on March 31st for the Department
16 and the response that we got is that we have a
17 very strong application, an application that
18 includes all of the policies, all of the new
19 things that we've already discussed with the Board
20 is ready to be nominated for approval with the
21 first group of states, except for one particular
22 issue, one particular clarification that they

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1 asked us to address.

2 That issue is what I'm bringing before
3 you today and I'll try to explain it as clearly as
4 possible. The issue is regarding a new guidance
5 that was inserted only for the waiver renewal
6 process that wasn't there before. And I will just
7 read the guidance and explain what is the issue.

8 The Guidance says, "The ESEA must
9 demonstrate that the school may not receive the
10 highest rating if there are significant
11 achievement or graduation rate gaps across
12 subgroups that are not closing in the school."

13 So this originated from our reports that
14 showed that there are many schools across country
15 that have the highest rating but do have gaps and
16 the Department has asked us to address it, and we
17 did address it in the March 31 submission. We did
18 present in front of the Board a new policy around
19 that, but the Department of Education has asked
20 for additional clarification.

21 Before I get to the specifics, I will
22 also say that that is a national issue. That has

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1 been a top priority of the Department of Education
2 and you will find this issue being addressed in a
3 very similar way, in each and every waiver that is
4 going to be approved for every stage, with no
5 exceptions.

6 I'll get right to it. How do we ensure
7 that reward schools do not have significant gaps?
8 So it was a three-stage process. We actually
9 already did that in the originally approved waiver
10 by first classifying focus schools that are the
11 schools with achievement gaps, and only then
12 classifying reward schools. No focus schools
13 could essentially be a reward school. And that was
14 our way of dealing with that issue from the very
15 beginning.

16 What we presented before you on March
17 31st was an additional criteria that said that if
18 a school has a subgroup that has low graduation
19 rates as opposed to the state, that school
20 wouldn't be eligible for the reward status. We
21 did that because that was the only thing that was
22 missing from the focus school definition. So we

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1 kind of completed that.

2 What the Department came back with was
3 to ask for us to make sure that there are no
4 significant within school gaps, between subgroups
5 within the school and that reward schools doing
6 have such gaps between the subgroups. And for
7 that reason, for this final waiver plan that we
8 put before you, we've added an additional criteria
9 to say that reward schools, we think average about
10 20 percentage points between their highest and
11 lowest performing subgroups in ELA math or
12 graduation rate. They will not retain the reward
13 status is the gaps do not decrease in the
14 following year. So the same as many other states,
15 we've put that 20 percentage point threshold for
16 the reward status, but the second thing that we
17 did is to say that we want to make sure that those
18 schools are incentivized to serve everyone.

19 So we're not going to take away any
20 reward status, but we're going to say that if you
21 got a reward status, if you are recognized, we
22 expect to see that the gaps are closing from year-

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1 to-year. It can be small decreases, but we want
2 to see it each and every year that the gaps are
3 decreasing if you want to maintain the reward
4 status.

5 And again, this is reward. This is the
6 highest recognition. You could still be a rising
7 school, which is a high classification, but if you
8 want to get that state recognition and you have
9 significant achievement gaps in those schools, we
10 want to see those gaps starting to close.

11 And the final thing that I will say is
12 again, you will find that very, very similar
13 language in all the waivers in all the states.
14 This is a national issue and we addressed it
15 because the Department of Education has asked for
16 additional rigor on that particular issue. I'm
17 happy to take any questions on that.

18 MR. JACOBSON: Let's do three-minute
19 rounds of questions. Ms. Wattenberg, if you'd
20 like to start, if you have any questions.

21 MS. WATTENBERG: Let me just say this,
22 Jack. We can have conversation on this point now

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1 and I suppose if people want to raise broader
2 questions, but then I'll motivate the Resolution,
3 and that, I think, the time to have any broader
4 conversation as opposed to now.

5 MR. JACOBSON: That's a great point. So
6 if folks have questions for Mr. Mizrav on the
7 substantive change that the U.S. Department of
8 Education has requested, now would be the time to
9 ask those questions.

10 We would then release him and take up
11 the Resolution. Ms. Lord?

12 MS. LORD: I just want to make it very
13 clear that there was a lot of work that went into
14 this. So right now, just to promote public
15 understanding, right now we classify schools in
16 five categories: There are reward schools at the
17 top; the bottom ones are priority, they build up
18 to focus and then --

19 MR. MIZRAV: Developing and rising.

20 MS. LORD: Developing and then rising.
21 So there are five tiers and rewards is the top and
22 priority is the bottom. This request from the

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1 Department of Education was specifically -- you
2 cannot call a school your top performer if within
3 that school there are vast gaps between the
4 achievement levels of students with special needs,
5 low-income students, students of color.

6 But the overall notion that we will be
7 measuring student growth and that we will be,
8 essentially, encouraging and rewarding schools
9 that show significant gains, not just from the
10 lowest performing proficiency, but also at the
11 advanced level. So we want to see every student
12 at every level of proficiency, whether it's below
13 basic, basic, proficient or advanced, moving
14 upwards. So we are not changing that new
15 framework for holding schools accountable.

16 MR. MIZRAV: Yes. And to be eligible
17 for reward status, one of the ways to become a
18 reward schools is to be at the top 5 percent of
19 growth in D.C. So it's not necessarily the
20 highest achieving schools, but also the top 5
21 percent of high gross schools are automatically
22 reward schools.

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1 What we've added is that we don't want
2 to take the reward status from schools with gaps.
3 We want to take the reward status from schools
4 with gaps that are not closing. So that's another
5 kind of incentive for growth, as you're
6 suggesting. We want to see incremental decrease
7 of the achievement gap. And you said it right, to
8 be eligible for the highest recognition from the
9 state, whatever that recognition is.

10 MS. LORD: So let me just follow up on
11 that. How can a school gain great momentum
12 towards proficiency or advanced and still have
13 gaps?

14 Would that suggest that the school was
15 benefiting from a particular program or -- in
16 other words, it's hard to see how you would have a
17 rising achievement and still have growing gaps.

18 MR. MIZRAV: Most of the schools that
19 would have gaps are not in the growth category.
20 Most of the schools that would have gaps are in
21 the high achievement category. They have a very
22 high index score. They have a very high

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1 achievement in the state assessment, but there
2 might be a subgroup in that school that is
3 struggling, hence the gaps, and that is where you
4 would find most schools.

5 There are schools, though, and we did
6 look at that, that are eligible for the reward
7 status because of growth, but they do have some
8 gaps. It's possible, you can see average growth
9 across different subgroups, but when you look at a
10 particular subgroups, it could be English Language
11 Learners, it could be special education, you see
12 that the school struggles. And we would tell the
13 school, if you want to keep that high recognition,
14 focus on that special education population and
15 let's see those gaps closing and we will continue
16 to reward you.

17 MR. JACOBSON: Do other Board members
18 have questions?

19 (No response.)

20 With that, I thank you for coming, and I'll turn
21 it back to Ruth for introduction of her
22 Resolution.

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1 MS. WATTENBERG: So I move the
2 Resolution and I await a second.

3 MR. JACOBSON: Is there a second?

4 MS. WILSON-PHELAN: Second.

5 MR. JACOBSON: I'll give that to Ms.
6 Wilson-Phelan. Discussion?

7 MS. WATTENBERG: Let me motivate it.
8 The Resolution before you has two aims to approve
9 the waiver as it is now presented to us and to
10 reiterate the State Board concerns with it. So
11 let me say a bit about each of these two aims.

12 First, on the waiver, as noted, we've
13 discussed this a lot, but I do want to summarize a
14 few of the main changes. It calls for an
15 accountability pause as our schools move away from
16 the D.C. CAS and to our new PARC and science
17 tests.

18 2) It allows middle school students
19 taking advanced math courses to take PARC math
20 tests in those advanced subjects, not in off-
21 level, grade-determined tests. It puts forth a
22 more robust plan for supporting low achieving

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1 schools and alters how that support and monitoring
2 are handled. And we heard a lot about that at our
3 last public board meeting. And it phases out the
4 standalone composition test as PARC now includes
5 writing in its ELA assessment.

6 These changes in the waiver presented to
7 us tonight are all to the good. Thanks to OSSE
8 for preparing this and getting it through, but as
9 we all know, much more needs to be changed and
10 discussions have begun between OSSE and the Board
11 on this, and within OSSE and within the Board. A
12 report issued earlier this month by the National
13 Research Council on the state of D.C. schools and
14 education said, and this is the quote from the
15 report of the National Academy of Sciences, "There
16 is no coordinated system of ongoing monitoring and
17 evaluation for learning conditions that covers all
18 public school students in D.C.," and further,
19 "Education budgeting resource allocation and
20 financial reporting are not clear and easily
21 traceable processes in DCPS or charter schools."
22 And that's what leads me to the second aim of this

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1 Resolution, what we need to include in Waiver Part 2.

2 Now, we submitted to OSSE, the State
3 Board of Ed, in March, a memo calling for better
4 data and research and a change in how student
5 achievement is measured, reported and used for
6 accountability. We agreed totally with OSSE that
7 these issues could not be resolved in time to be
8 included in this waiver. And again, it's our
9 understanding that OSSE will submit additional
10 amendments on these issues later this calendar
11 year and we look forward to them.

12 Among our recommendations, I just want
13 to highlight a few that are in the Resolution as
14 well.

15 1) More meaningful disaggregation of
16 achievement data. So we can see, for example, how
17 students that meet the council's definition of "at
18 risk" are progressing.

19 2) Broadening the outcome data that we
20 look at, including, for example, through the use
21 of a research-based school climate survey.

22 3) Better data on learning conditions,

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1 including, for example, the presence of social
2 workers, psychologists, librarians, the experience
3 and retention of teachers, engagement with parents
4 and support for struggling students.

5 Next. I lost track of my numbers.

6 Better information on how funds targeted
7 to "at risk" students are used to support
8 effective educational programs; a change in how
9 student outcomes and progress on citywide tests
10 are measured, reported and used for holding
11 schools accountable for student achievement, such
12 that progress in student achievement is fully
13 captured.

14 And finally, reports including on
15 implementation of programs for students at risk on
16 the side effects of the existing accountability
17 system, including the narrowing of the curriculum,
18 which we've talked about, and on how the new
19 assessment are working.

20 We include these highlights in tonight's
21 Resolution as a reminder to all of us that we need
22 to move quickly and substantially to provide this

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1 information to our city. The lack of information
2 and analysis described by the NRC is not
3 acceptable. We all know that. We need to figure
4 out how to move forward and solve it.

5 Our kids deserve better and we believe
6 that by acting on these recommendations, OSSE and
7 the Board can contribute greatly to resolving this
8 situation described in the report. And with that
9 I open it up to any questions.

10 MR. JACOBSON: All right. I'm going to
11 do a quick little dance here for Robert's Rules of
12 Order. I found out that Mr. Jones from Ward 5
13 would like to participate in the consideration of
14 this Resolution.

15 So what I'm going to suggest is that we
16 table the consideration of this Resolution for
17 five minutes and then we'll take a vote to allow
18 electronic voting from Mr. Jones and then we will
19 immediately take back up the Resolution and
20 continue discussion where Ms. Wattenberg left off.

21 Does that make sense to everyone?

22 MS. JOLLY: No, it does not.

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1 MR. JACOBSON: Okay.

2 MS. ANDERSON: Is he voting by
3 telephone?

4 MR. JACOBSON: What we're going to do is
5 table consideration of this discussion for five
6 minutes. That will give us time to take up a
7 motion to allow Mr. Jones to vote electronically.
8 And once he's on the phone, the Resolution will be
9 back on the table for discussion.

10 MS. JOLLY: Don't we already have in our
11 By-laws that a person can participate
12 electronically?

13 MR. JACOBSON: My understanding is that
14 we have to vote to allow electronic voting --

15 MS. JOLLY: Each individual time?

16 MR. JACOBSON: Correct. So I would
17 entertain a motion to --

18 MS. DAVIS: Motion to allow electronic
19 voting for this particular one.

20 MR. JACOBSON: There's a motion on the
21 table at the moment, so I'm going to entertain a
22 motion to table for three minutes this discussion

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1 that we could have a different vote.

2 MS. WATTENBERG: So moved.

3 MR. JACOBSON: Is there a second?

4 MS. WILLIAMS: Second.

5 MR. JACOBSON: All in favor?

6 (Board Members vote "aye")

7 MR. JACOBSON: Any opposed?

8 (No response.)

9 And any discussion?

10 (No response.)

11 And as Ms. Davis gets Mr. Jones on the phone, I
12 would entertain a motion to allow Mr. Jones to
13 vote electronically on this Resolution.

14 MS. WILLIAMS: So moved.

15 MS. ANDERSON: Second.

16 MR. JACOBSON: We have a motion and a
17 second. All in favor?

18 (Board Members vote "aye")

19 MR. JACOBSON: Any opposed?

20 (No response.)

21 Any discussion?

22 (No response.)

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1 Motion carries.

2 MS. DAVIS: Roll call.

3 MR. JACOBSON: Oh, roll call.

4 MS. DAVIS: Jack Jacobson?

5 MR. JACOBSON: Yes.

6 MS. DAVIS: Karen Williams?

7 MS. WILLIAMS: Yes.

8 MS. DAVIS: Mary Lord?

9 MS. LORD: Yes.

10 MS. DAVIS: Laura Wilson-Phelan?

11 MS. WILSON-PHELAN: Yes.

12 MS. DAVIS: Ruth Wattenberg.

13 MS. WATTENBERG: Yes.

14 MS. DAVIS: Kamili Anderson?

15 MS. ANDERSON: Yes.

16 MS. DAVIS: Mark Jones?

17 (No response.)

18 MS. DAVIS: Mark Jones. Joe Weedon?

19 MR. WEEDON: Yes.

20 MS. DAVIS: Tiera Jolly?

21 MS. JOLLY: Yes.

22 MS. DAVIS: Betel Asfaha?

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1 (No response.)

2 Brian Contreras?

3 MR. CONTRERAS: Yes.

4 MS. DAVIS: The motion has passed.

5 MR. JACOBSON: Thank you. And I believe
6 our three minutes is up.

7 MR. WEEDON: Point of order. You'll
8 have to have a motion to bring it back from the
9 table. Amendments to the table are not time
10 limited.

11 MR. JACOBSON: Then I would entertain a
12 motion to --

13 MR. WEEDON: So moved.

14 MR. JACOBSON: Thank you. Thank you so
15 much, Mr. Weedon. That was a motion to bring that
16 Resolution back to the table.

17 MS. WILSON-PHELAN: Second.

18 MR. JACOBSON: A second from Ms. Wilson-
19 Phelan. Do we need a roll call on this or can we --

20 MS. DAVIS: No.

21 MR. JACOBSON: No. All those in favor?

22 (Board Members vote "aye)

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1 MR. JACOBSON: Any opposed?

2 (No response.)

3 Thank you. Motion carries. And I appreciate your
4 indulgence and your assistance.

5 So additional dialogue on the motion?

6 MS. WILSON-PHELAN: I have a comment.

7 MR. JACOBSON: Ms. Wilson-Phelan from
8 Ward 1.

9 MS. WILSON-PHELAN: Just very briefly,
10 and I know this can't be dealt with in our
11 Resolution or in the waiver itself at this time,
12 but just for the record, the last time we spoke
13 during our last public meeting, you all brought
14 charter -- options to public charter schools and
15 we talked about the challenge of a new charter
16 being issued because options as being closed, and
17 therefore, they count as a new school, and
18 therefore, are not eligible for the support
19 services that you offered them for the previous
20 year.

21 My hope, for the record, is that we
22 serve those students really well, and of course,

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1 the administration and teachers who are excited
2 about the progress they just made and find a way
3 to still continue to provide them technical
4 assistance, if not formally through that program
5 in some other way so that those resources just
6 don't go down the drain. I just wanted to state
7 that for the record.

8 MR. JACOBSON: Thank you, Ms. Wilson-
9 Phelan. Additional discussion?

10 (No response.)

11 If none, then let's call the roll on the motion as
12 we are trying to get Mr. Jones on the phone. I
13 wonder if we could take three-minute recess to get
14 him on the phone. Objections?

15 MS. WILSON-PHELAN: Can we take the vote
16 and hold the vote open for him to participate?

17 MR. JACOBSON: No. My understanding is
18 that we cannot. So we're going to recess for five
19 brief minutes while we get Mr. Jones on the phone.
20 Thank you.

21 (Brief recess.)

22 MR. JACOBSON: We are now called back to

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1 order. Unfortunately, we were unable to get Mr.
2 Jones, but we're going to go ahead with the vote.
3 At this time, I'd ask Ms. Davis to call the role
4 on the motion to approve the Resolution as
5 presented.

6 MS. DAVIS: Jack Jacobson?

7 MR. JACOBSON: Aye.

8 MS. DAVIS: Karen Williams?

9 MS. WILLIAMS: Yes.

10 MS. DAVIS: Mary Lord?

11 MS. LORD: Aye.

12 MS. DAVIS: Laura Wilson-Phelan?

13 MS. WILSON-PHELAN: Aye.

14 MS. DAVIS: Ruth Wattenberg?

15 MS. WATTENBERG: Aye.

16 MS. DAVIS: Kamili Anderson?

17 MS. ANDERSON: Aye.

18 MS. DAVIS: Mark Jones?

19 (No response.)

20 MS. DAVIS: Mark Jones. Joe Weedon?

21 MR. WEEDON: Yes.

22 MS. DAVIS: Tiera Jolly?

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1 MS. JOLLY: Aye.

2 MS. DAVIS: And for the record, Betel

3 Asfaha? Betel Asfaha?

4 (No response.)

5 Brian Contreras?

6 MR. CONTRERAS: Yes.

7 MS. DAVIS: The motion has passed.

8 MR. JACOBSON: Thank you so much. And
9 thank you to our partners at OSSE. We look
10 forward to continuing the discussion that we've
11 been engaged with that Ms. Wattenberg laid out
12 very eloquently in discussing this Resolution. So
13 thank you all.

14 The D.C. State Board of Education
15 believes in recognizing the achievements of not
16 only students but also the individuals who work
17 hard to educate our students. We would like to
18 take this time to consider a couple of ceremonial
19 resolutions for teachers that are retiring.

20 I would like Ms. Wattenberg from Ward 3
21 to read the Resolutions and give a quick little
22 dialogue on these wonderful teachers.

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1 As you start your dialogue, we'll get
2 you the resolutions.

3 MS. WATTENBERG: Thank you. Thank you,
4 Jack and thanks to the Board for indulging me in
5 this. The school that my children went to was
6 Janney Elementary, and four different long-time
7 staff from Janney just retired and I was at the
8 retirement party. We brought them early drafts
9 before they were adopted, of these resolutions and
10 people are very excited. So let me read them.

11 The first is honoring Mary Osterman.
12 And I do want to say Mary Osterman had my kids for
13 three different years, even though I only have two
14 kids.

15 WHEREAS, Ms. Mary Osterman has taught
16 fourth and fifth grade reading and writing at
17 Janney Elementary School for 20 years;
18 WHEREAS, Ms. Osterman has been a teacher with the
19 D.C. Public Schools for 25 years;
20 WHEREAS, Ms. Osterman has taught generations of
21 Janney students to read critically, write clearly,
22 and powerfully, and to love learning;

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1 WHEREAS, Ms. Osterman is well known for her
2 stunning annual unit on early America, ending in
3 classroom simulations for which students dressed
4 up, cooked, and ate like early Americans while
5 studying and learning;

6 WHEREAS, Ms. Osterman, through her
7 outstanding service has significantly contributed
8 to our community and has served as an example for
9 others to follow; and

10 WHEREAS, Ms. Mary Osterman is now retiring.

11 BE IT RESOLVED that the District of
12 Columbia State Board of Ed honors and celebrates
13 Ms. Mary Osterman on her retirement.
14 Congratulations, Mary.

15 Next, Ceremonial Resolution honoring
16 Wendy Morgan-Williams on her retirement.

17 WHEREAS, Ms. Wendy Morgan-Williams has
18 taught pre-K and kindergarten at Janney Elementary
19 School for 36 years. We're pretty sure it's a
20 record.

21 WHEREAS, Ms. Morgan-Williams, with her
22 colleague, Ms. Presley, has welcomed generations

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1 of students to Janney, helping them to transition
2 successfully to their new community;

3 WHEREAS, Ms. Morgan-Williams has taught hundreds
4 of students to learn how to read, launching them
5 on a life-long journey of discovering and
6 learning;

7 WHEREAS, Ms. Morgan-Williams engaged even the
8 youngest students with lessons on the history of
9 our country and the world;

10 WHEREAS, Ms. Morgan-Williams has prepared
11 generations of students for successful elementary
12 school careers;

13 WHEREAS, Ms. Morgan-Williams,
14 through her outstanding service, has significantly
15 contributed to our community and has served as an
16 example for others to follow, and

17 WHEREAS, Ms. Morgan-Williams is now retiring.

18 BE IT RESOLVED that the District of
19 Columbia State Board of Education honors and
20 celebrates Ms. Wendy Morgan-Williams on her
21 retirement.

22 Jack, do I keep reading these or do we

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1 adopt them one-by-one?

2 MR. JACOBSON: We'll do them in block
3 after they have all been read into the record.

4 MS. WATTENBERG: All right. This is for
5 Nancy Martell-Stevenson.

6 WHEREAS, Ms. Nancy Martell-Stevenson has
7 taught third and fourth grade at Janney Elementary
8 School for five years, and before that taught many
9 years at Murch Elementary School;

10 WHEREAS, Ms. Martell-Stevenson has been a teacher
11 with the D.C. Public Schools for 16 years;

12 WHEREAS, Ms. Martell-Stevenson brought history
13 alive for her students by engaging them in the
14 stories of our past, helping them to imagine and
15 understand the ways in which people lived;

16 WHEREAS, Ms. Martell-Stevenson with tireless
17 advocacy for the special education community and
18 high expectations for all her students has
19 inspired hundreds of children to have high
20 expectations for themselves and to think
21 critically and write with confidence and
22 enthusiasm;

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1 WHEREAS, Ms. Martell-Stevenson is now retiring;
2 BE IT RESOLVED that the District of Columbia State
3 Board of Education honors and celebrates Ms. Nancy
4 Martell-Stevenson on her retirement.

5 Finally, to Arlen Watkins. Ms. Watkins,
6 if you're watching, congratulations.

7 WHEREAS, Ms. Arlene Watkins has served
8 as the administrative assistant at Janney
9 Elementary School for 15 years;

10 WHEREAS, Ms. Watkins has worked for DCPS for 31
11 years;

12 WHEREAS, Ms. Watkins has helped Janney Elementary
13 School run smoothly during all of this time; thus,
14 endearing herself to a generation of parents,
15 students, teachers, and principals;

16 WHEREAS, Ms. Watkins is the person
17 parents turn to for unfailing and always cheerful
18 help in navigating all of the policies, procedures
19 and paperwork required of them;

20 WHEREAS, Ms. Watkins has helped generations of
21 Janney students learn to be good community members
22 by collecting Janney paw prints and celebrating

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1 these awards with students, and
2 WHEREAS, through her outstanding service, Ms.
3 Watkins has significantly contributed to our
4 community and has served as an example for other
5 to follow.

6 BE IT RESOLVED that the District of
7 Columbia State Board of Education honors and
8 celebrates Ms. Arlene Watkins on her retirement.

9 MR. JACOBSON: They sound like wonderful
10 teachers and administrative staff.

11 MS. WATTENBERG: They are.

12 MR. JACOBSON: And I'm so glad you
13 brought these resolutions before us. Is there a
14 motion to approve the Ceremonial Resolutions
15 before us in block?

16 MS. JOLLY: So moved.

17 MS. WILSON-PHELAN: Second.

18 MR. JACOBSON: Seconded by Ms. Phelan.
19 Thank you. We will call the roll.

20 MS. DAVIS: Jack Jacobson?

21 MR. JACOBSON: Aye.

22 MS. DAVIS: Karen Williams?

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1 MS. WILLIAMS: Aye.
2 MS. DAVIS: Mary Lord?
3 MS. LORD: Aye.
4 MS. DAVIS: Laura Wilson-Phelan?
5 MS. WILSON-PHELAN: Aye.
6 MS. DAVIS: Ruth Wattenberg?
7 MS. WATTENBERG: Aye.
8 MS. DAVIS: Kamili Anderson?
9 MS. ANDERSON: Aye.
10 MS. DAVIS: Mark Jones?
11 (No response.)
12 MS. DAVIS: Mark Jones. Joe Weedon?
13 MR. WEEDON: Aye.
14 MS. DAVIS: Tiera Jolly?
15 MS. JOLLY: Aye.
16 MS. DAVIS: And for the record, Betel
17 Asfaha? Betel Asfaha?
18 (No response.)
19 Brian Contreras?
20 MR. CONTRERAS: Yes.
21 MS. DAVIS: The Ceremonial Resolutions
22 have been approved.

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1 MR. JACOBSON: Thank you so much. We
2 are nearly to adjournment. I'm going to ask Board
3 members to think if they have any announcements
4 that they would like to make while I read a brief
5 statement here.

6 We have been blessed over the last 10
7 months or so with two fantastic student
8 representatives. Betel Asfaha, who was not able
9 to be here tonight, and Brian Contreras, who has
10 just asked outstanding questions of witnesses and
11 contributed greatly to the dialogue of this body.

12 I wanted to take a moment to thank you.
13 There is an opportunity to apply, since you are
14 not a senior yet. There is an opportunity to
15 apply again if you're interested in serving
16 another term. We'll be working on that over the
17 next month or so to replace our student
18 representatives.

19 Frankly, these two are irreplaceable.
20 They're fantastic, and I will make sure that at a
21 future meeting we have them before us to present
22 them with Ceremonial Resolutions and take some

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1 photos to commemorate their service on this body.

2 Now, I will turn it over to Board

3 Members for announcements or accolades. Ms.

4 Jolly?

5 MS. JOLLY: Thank you, Mr. Jacobson. I

6 wanted to announce, while we have the benefit of

7 being on public television, that on Tuesday, July

8 14th, in conjunction with River East Emerging

9 Leaders and my colleague from Ward 7, Ms. Karen

10 Williams, I will be hosting a workshop for parents

11 on how to start and run a PTSA.

12 Again, this will be Tuesday, July 14th

13 from 6:30 to 9:00 at night at the Rise

14 Demonstration Center on St. Elizabeth's campus. If

15 your school does not have a PTSA, if you have one

16 that does not function in a way that you like, I

17 would encourage you to come on out, come across

18 the river, hop on a bus or a train, whatever you'd

19 like and come on over and hear from folks who have

20 done and succeeded and learn more about the nitty-

21 gritty to how to make it happen.

22 MR. JACOBSON: That sounds fantastic,

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1 Ms. Jolly. Thank you for sharing that.

2 Ms. Wilson-Phelan?

3 MS. WILSON-PHELAN: Thank you. I just
4 wanted to share with the public and also with my
5 fellow Board members that we will be convening a
6 task force to discuss and hopefully move toward a
7 concrete resolution associated with competency-
8 based education. So those who are interested in
9 participating should email directly. I'm very
10 excited to work with our colleagues across the
11 city on this task force and bring us altogether
12 towards a resolution. Thanks.

13 MR. JACOBSON: I'm incredibly excited
14 about this task force, Ms. Wilson-Phelan. I look
15 forward to seeing the successful outcome of your
16 hard work and collaboration with folks across the
17 city. Thank you so much.

18 Any other announcements on this end?

19 Ms. Lord?

20 MS. LORD: Thank you. First of all, I
21 would like to second the thanks for our student
22 reps who have served not only with distinction but

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1 with crazy dedication to show up at our working
2 sessions despite exams. I'm particularly excited
3 about having Brian on our Board this year because
4 he was able to ask, as we were talking about
5 graduation requirements and changes of diplomas,
6 what would it do for the students who have earned
7 their diploma in the traditional way.

8 So I just wanted to say thank you for
9 that; it helped me reframe how I was wrestling
10 with these issues. I want to give a special shout
11 out to the Brian and the graduating class of 2015,
12 most of whom have graduated.

13 MR. CONTRERAS: I'm not graduating.

14 MS. LORD: You're not graduating?

15 MR. CONTRERAS: No.

16 MS. LORD: Oh. Well, never mind then.

17 Never mind. Class of 2015, shout out to you. You
18 don't get one until you do graduate. In
19 particular to a couple of schools that are having
20 their first graduations, E.L. Haynes, and I
21 believe Eastern High School.

22 It's a great season and summer is a time

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1 for learning and your D.C. Public Library has
2 phenomenal reading programs, maker spaces. I
3 encourage everybody to get involved with those.
4 D.C. Parks and Recs also have some phenomenal
5 summer programs. Enjoy.

6 MR. JACOBSON: Ms. Anderson?

7 MS. ANDERSON: I have two things to
8 announce. First of all, this morning I attended
9 the promotion ceremonies for the fifth grade at
10 Lafayette Middle School in Ward 4. I want to say
11 congratulations to those students in those four
12 classes that graduated. They are going to be the
13 last class that will be in that building before it
14 goes into renovation and modernization for next
15 year.

16 Also, a special shout out to my
17 grandson, Shanka, who graduated among that class,
18 and he'll be going to Deal. I also wanted to
19 announce that the Ward 4 Education Alliance will
20 be hosting a meeting at Roosevelt -- about the
21 Roosevelt High modernization. It's a community
22 meeting that is going to be held at McFarland

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1 School in the auditorium. McFarland is the school
2 adjacent to Roosevelt High School, located at 4400
3 Iowa Avenue, Northwest. It will be in the
4 auditorium there and that is tomorrow, June 18th
5 at 6:00 p.m.

6 At that meeting, we'll get construction
7 updates from the school opening, which have been
8 delayed until 2016 now. We'll learn about plans
9 for Roosevelt's programing from Dr. Nathaniel
10 Beers, who is DCPS chief operating officer. We
11 invite folks to come with their interests and
12 questions. This will be the June convening for
13 the Ward 4 Education Alliance. So that is just a
14 notification about that meeting tomorrow at 6:00
15 p.m. at McFarland.

16 Thank you.

17 MR. JACOBSON: Mr. Weedon from Ward 6.

18 MR. WEEDON: Thank you. I'd like to echo
19 all the congratulations, especially to the Class
20 of 2015 and the Eastern Class of 2015, the legacy
21 class.

22 I would like to encourage our LEAs to be

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1 clear and transparent with their school
2 communities as different schools go through
3 leadership changes. There are a number of schools
4 in Ward 6 that there has been some discontent
5 within the community surrounding those changes. I
6 know that's a personnel decision, but being clear
7 and transparent with the communities, to the
8 extent possible, is highly encouraged.

9 And then I'd like to just than
10 Councilmember Grasso, the Education Committee
11 Chair, for hosting a series of education town
12 halls across the city. The Ward 6 Town Hall is
13 next Wednesday, June 24th at the Southwest
14 Library.

15 MR. JACOBSON: Thank you so much. I'm
16 going to take 90 seconds and welcome our new
17 policy analyst, Sean Chalk, who has come to us
18 from Education Week; is that correct, Sean?

19 MR. CHALK: Yes.

20 MR. JACOBSON: He is a much needed
21 addition to our staff to build capacity to be able
22 for this Board to dig in on issues like

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1 competency, on graduation requirements, on the
2 waiver, on closing the achievement gap. We've got
3 a lot of work that we're doing and we're glad to
4 have some support.

5 And speaking in a broader sense, the
6 State Board staff and our fellows have just been
7 working non-stop. I wanted to recognize all of
8 you for your fantastic service, Ms. Davis, Tameka,
9 Sean, and our fellow who have gone home already
10 because they are exhausted. They've been working
11 tirelessly and your hard work and dedication is
12 noted and appreciated.

13 With that, I would entertain a motion to
14 adjourn.

15 MS. WILLIAMS: So moved.

16 MR. JACOBSON: Second?

17 MS. ANDERSON: Second.

18 MR. JACOBSON: All those in favor?

19 (Board Member vote "aye")

20 We're adjourned.

21 (Whereupon, at 6:42 p.m., the
22 Public Meeting was adjourned.)

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1 CERTIFICATE OF NOTARY PUBLIC

2

3 I, GERVEL A. WATTS, the officer before whom
4 the foregoing meeting was taken, do hereby certify
5 that the testimony that appears in the foregoing
6 pages was recorded by me and thereafter reduced to
7 typewriting under my direction; that said meeting
8 is a true record of the proceedings; that I am
9 neither counsel for, related to, nor employed by
10 any of the parties to the action in which this
11 meeting was taken; and further, that I am not a
12 relative or employee of any counsel or attorney
13 employed by the parties hereto, nor financially or
14 otherwise interested in the outcome of this
15 action.

16

17



18

19

20

21

22 My Commission expires: February 14, 2019

Gervel A. Watts

GERVEL A. WATTS
Notary Public in and for the
District of Columbia

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