



2025 ANNUAL REPORT

A YEAR LOOKING FORWARD

A publication from the D.C. State Board of Education.

ACKNOWLEDGMENTS

Thank you to all of the partners listed below for your collaboration and for continuously sharing your knowledge and expertise with the State Board. We greatly appreciate you.

- Educators, school leaders, families, students and advocates.
 - Superintendent Antoinette Mitchell and the Office of the State Superintendent of Education.
 - Chairman Phil Mendelson and the Council of the District of Columbia.
 - Deputy Mayor for Education Paul Kihn and the Office of the Deputy Mayor for Education.
 - DC Public Schools Chancellor Lewis Ferebee and the DCPS Central Office.
 - DC Public Charter School Board Executive Director Michelle Walker-Davis, the DC Public Charter School Board, and staff.
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TABLE OF CONTENTS

- Dear D.C. Residents01**
- Meet The Board02**
- Meet The Agency.....03**
 - The SBOE Executive Office03
 - Ombudsman and Student Advocate.....04
- Enhancing Board Effectiveness and Strategy.....06**
 - Bylaws and Operating Procedures.....07
 - New Strategic Priorities and Initiatives.....08
- Engaging Communities and Supporting Education Partners.....10**
 - World Pride DC Family Fun Festival.....11
 - Back-to-School Events11
 - Collaboration with D.C. Government Agencies.....13
- Elevating Student Voice.....16**
 - Student Advisory Committee.....17
 - 2025 Youth Town Hall.....19
 - Opinion Editorial on Student Partnership20
 - Annual NASBE Conference21
- Advancing Policy.....22**
 - High School Graduation Requirements Task Force23
 - Expert Public Panels.....24
 - The State Board Slate* Policy Blog28
 - New Research Framework.....28
- Championing Constituent Needs29**
 - Resolutions Passed.....30
 - Testimony to D.C. Council.....35
- Appendix A: Committee Assignments36**
- Appendix B: Public Hearing Panelists37**

DEAR D.C. RESIDENTS,

It is an incredible honor to serve you as leaders of the D.C. State Board of Education. We hold this public trust with great pride and recognize the many challenges facing our children in today's education landscape. Over the past year, the State Board has made meaningful progress toward ensuring every child has the opportunities, skills, knowledge, and support needed to succeed both inside and outside the classroom.

The State Board has taken a holistic approach to supporting every aspect of students' development. We began the 2025 calendar year by advancing the Universal Public School Nurses for Safer Students Amendment Act, which advocates for full-time nurse coverage in all D.C. public schools. We also remained steadfast champions of literacy reform, including the Structured Literacy Competency Requirement Act. The D.C. Council's passage of this law in July 2025 reflects more than five years of focused, sustained advocacy to advance evidence-based practices that ensure every child can read and write proficiently.

In a time of great political uncertainty, the State Board established its 2026 Strategic Priorities to provide clear direction and advance our shared mission over the coming year. Developed through months of collaboration with communities and stakeholders across the District, these priorities will continue to shape the Board's efforts in the year ahead. They include:

- Ensure safety and support for all students;
- Support early-career teachers; and
- Promote Excellence and Opportunity for All Students

As we close out 2025 and begin 2026, we remain committed to unlocking the full potential of every child through thoughtful investment and intentional support. This includes advocating for stabilized funding for Community Schools, expanding access to school-based mental health services, and increasing high-quality Out-of-School Time (OST) programming for students in all eight wards.

As your voice in public education, we take seriously our shared responsibility to build an education system that prepares every child for rich, meaningful, and varied opportunities. Please continue to let us know how we can support you.



Jacquie Patterson
Jacquie Patterson
President



Benjamin M. Williams
Ben Williams
Vice President

MEET THE BOARD

The D.C. State Board of Education is composed of nine elected representatives, including one member from each ward and one at-large member, along with four appointed student representatives. Elected members serve staggered four-year terms that align with the D.C. Council election cycle, such that no more than five board members are elected in a single election. Full biographies for members can be found on the [State Board's website](#).

Elected Members, 2025 - 2027



Jacquie Patterson
At-large



Ben Williams
Ward 1



Allister Chang
Ward 2



Eric Goulet
Ward 3



T Michelle Colson
Ward 4



Robert Henderson
Ward 5



Brandon Best
Ward 6



Eboni-Rose Thompson
Ward 7



LaJoy Johnson-Law
Ward 8

Student Representatives, School Year 2025-2026



Perry Pixley
Chamberlain



Nyla
Dinkins



Sitara
Mazumdar



Issa
Ouarid

Student Representatives, School Year 2024-2025



Calique
Barnes



Mengting
Lin



Anna
Mayer



Ryan
Ting

MEET THE AGENCY

The SBOE Executive Office

The State Board of Education's Executive Office coordinates and executes the State Board's core operations, including budget, procurement, communications, human resources, and intergovernmental relations. The Executive Office staffs and plans all the State Board's working sessions and public meetings, analyzes education policy, and liaises with the National Association of State Boards of Education on behalf of the D.C. State Board of Education. It also staffs the board's committees and supervises the Student Advisory Committee. Not pictured below are former SBOE employees Kathleen Coughlin and Javonne Marshall, who both departed in April 2025.

Executive Office Staff



Bernice Butler
Executive Director



Jen Briones
*Deputy Director,
Policy & Research*



Rhoma Battle
*Budget and
Operations Officer*



Andrew Roof
*Public Information
Officer*



Muriel Cooper
*Human Resource
Specialist*



Darren Fleischer
Senior Policy Analyst



Haley Steed
Policy Analyst



Ian Fernando
*Procurement
Analyst*



Katy Mincoff
*Admin Support
Specialist*

Office Fellows, 2025-2026



**Nasaiah
Algarin**



**Mastura
Ibnat**



**Taylor
Spriggs**

Office Fellows, 2024-2025



**Katherine
Chittenden**



**Shiyaun
Hunter**

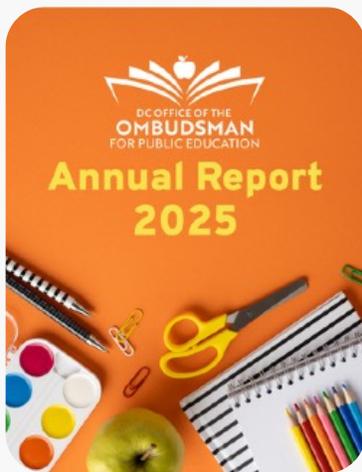


**Karuna
Sinha**

Ombudsman and Student Advocate

The State Board of Education houses two independent offices that support families in their interactions with DC Public Schools and public charter schools: the Office of the Ombudsman for Public Education and the Office of the Student Advocate. Both offices celebrated 10-year anniversaries in 2025. Families seeking to resolve school-based conflicts may contact the Office of the Ombudsman for Public Education by email at ombudsman@dc.gov or by phone at 202-741-0886. Families who need assistance navigating the public education system may contact the Office of the Student Advocate by email at student.advocate@dc.gov or by phone at 202-741-4692.

Office of the Ombudsman



[Read the full report.](#)

The Office of the Ombudsman maintained its commitment to service in 2025, having supported 3,009 students, caregivers, and community members through traditional Ombudsman caseworks and DC Special Education Hub resources. In addition to facilitating over 50 publicly focused training initiatives, the Office also attended 68 community outreach events and streamlined its internal operations by welcoming several new staff members. With these changes the Office also saw greater collaboration between case management and Special Education programs. Additionally, the newly integrated database system has led to enhanced operations and metrics tracking.

Policy Recommendations

- Recommendation 1: Increase Collaboration for Student Safety
 - The Office of the Deputy Mayor for Education (DME) should lead a Unified School Safety Coordination Task Force and Emergency Alert System.
- Recommendation 2: Establish and Enforce Suspension Notification Requirements
- Recommendation 3: Standardize Incident Reporting
- Recommendation 4: Increase School Choice for Students with Disabilities

Office of the Student Advocate

The Office provides avenues for families to access the resources necessary to better understand and navigate DC's complex system. The goal of the Office of the Student Advocate is to provide communities with the necessary tools to tap

into the power they already possess within educational and decision-making processes.

Policy Recommendations

The Office of the Student Advocate put forth recommendations it believes could improve constituent services and student experience in the fields of Special Education, Safety, and Enrollment. The recommendations are summarized below but can be read in greater detail in the full report, which can be accessed through the link at right.



[Read the full report.](#)

- **Special Education Recommendations**
 - Create a secure online portal for parents to access IEPs, 504 plans, service logs, and progress reports.
 - Make the portal mobile-friendly, multilingual, and integrated with existing SIS platforms.
 - Provide standardized fact sheets for each disability category in plain language and home languages.
 - Distribute fact sheets during evaluations, annual reviews, and service changes.
- **Safety Recommendations**
 - Develop ward-specific safety directories with contacts and resource banks for schools and communities.
 - Implement standardized interagency training for safety officials on conflict resolution and disability awareness.
 - Survey schools to identify missing or outdated safety infrastructure and prioritize high-risk areas.
 - Update in-school safety tools like metal detectors and walkie-talkies for better efficiency.
 - Improve communication between schools and safety stakeholders during arrival and dismissal times.
 - Invest in out-of-school-time programs that provide mentorship, recreation, and community engagement.
 - Expand Safe Passage and DC School Connect hours to cover after-school activities.
- **Enrollment Recommendations**
 - Launch a centralized, anonymous online bullying-reporting platform with mobile access and a 48-hour response requirement.
 - Reduce bullying investigation timelines from 30 days to 14 days.
 - Adopt a digital citizenship curriculum to teach responsible online behavior and prevent cyberbullying.
 - Provide up to one week of remote learning for students impacted by severe bullying while placement is resolved.
 - Ensure placement decisions prioritize safety and program fit for affected students.



ENHANCING BOARD EFFECTIVENESS AND STRATEGY

This past year, we took deliberate steps to focus our work, so that it is both purposeful and aligned with statutory responsibilities. The effort began with a close look inward. By updating our bylaws and refining standard operating procedures, we strengthened our self-governance. These changes were not just technical adjustments; they clarified how we engage with the public, manage our committees, and fulfill our legal duties.

Equally important was the time we spent together outside of regular meetings. At retreats in February and September, we reflected on our role within D.C.'s education ecosystem and asked hard questions about where our energy should be directed. The winter retreat reaffirmed the importance of committee work while embedding special education across all areas. The fall retreat, guided by experienced facilitators, pushed us to think strategically about the Board's unique position and the priorities it must champion.

Out of these conversations emerged a set of strategic priorities that will guide us through 2026. They include ensuring student safety and well-being, promoting academic excellence and opportunity, and supporting early-career teachers. These priorities are already shaping initiatives, from modernizing graduation requirements to strengthening anti-bullying policies.

The launch of the High School Graduation Requirements Task Force illustrates how we are also marrying vision with obligation. Charged with reviewing proposed updates, the Task Force is gathering expert and community input to inform a decision that lies at the heart of our statutory role.

Bylaws and Operating Procedures



[Review our bylaws.](#)

In accordance with the District of Columbia Official Code, bylaws for the State Board were first established on October 7, 2007, by the Mayor of DC. The State Board's bylaws govern how the agency operates and are periodically reviewed and amended to improve them. Throughout the years, the State Board continued to update and amend its bylaws. In 2024, the State Board established its first standard operating procedures (SOPs), which have served as a guide for State Board operations, supported efficiency in technical processes and procedures, and provided further transparency to the public.

At our February 2025 Public Meeting, members voted unanimously in favor of adopting amendments to both the State Board's bylaws and SOPs. This year's amendments included further alignments between the bylaws and SOPs and refinements to language on executing roundtables, the agency's media engagement protocol, allotment of constituent engagement funds to new members, and procedures for replacing student representatives.

Improved Process for Submitting Legislation to D.C. Council

A unique feature of the State Board, as an independent agency, is its ability to request that the chairman of the D.C. Council introduce legislation on its behalf. In 2025, the State Board's updates to its bylaws and SOPs clarified the process for drafting legislation and submitting it to D.C. Council for introduction. Below are summaries of the four State Board-submitted bills in 2025.

- **Universal Public School Nurses for Safer Students Amendment Act of 2025**
 - This legislation would amend the D.C. Code to require universal nursing coverage by August 1, 2028. The legislation would also establish a new D.C. Health program to provide school nurses with up to \$10,000 per year for use on student loan repayment and other eligible educational expenses. [Read more about the submitted legislation and its status.](#)
- **Furthering Admissions Inclusion and Representation (FAIR) Act of 2025**
 - The legislation would prohibit the Mayor from issuing a license, permit, award for a government-issued project, contract, or a grant to a higher education institution if it administers a legacy or donor preference in admissions. It would require a higher education institution to submit, on an annual basis, a report of District residents and graduates of a local education agency that applied, were admitted, and enrolled into a higher education institution in the District. [Read more about the submitted legislation and its status.](#)
- **Let Students Attend Kindergarten Amendment Acts of 2025**
 - In June, the State Board submitted three bills to address a kindergarten matter.

- The three bills - an emergency declaration resolution, an emergency act, and a temporary act - would address potential issues created by changes in DC Public Schools’s kindergarten enrollment policies. They would prevent children attending pre-kindergarten programs or moving into the District mid-year from being labeled truant or forced to skip kindergarten, while also preserving prior commitments on feeder patterns and sibling preferences. [Read more about the bills and their statuses here.](#)
- **D.C. State Board of Education Expanded Authority Amendment Act of 2025**
 - The legislation would make modifications to some provisions in Section 403 of the Public Education Reform Amendment Act of 2007. Primarily, the bill would: allow the State Board to request specific policy actions in areas where approval authority already exists; authorize the State Board to require executive agencies to furnish requested data in a timely manner; and require that agencies afford State Board recommendations great weight during deliberations and, when rejected, that they be responded to with detailed rationale. [Read more about the submitted legislation and its status.](#)

New Strategic Priorities and Initiatives

The State Board began formulating its 2026 priorities during its fall retreat. Board members and staff worked together extensively in the months following to refine those priorities, which were officially adopted at the State Board’s November 19 public meeting, are as follows:



Ensure Safety and Support for All Students

Strengthen physical and psychological safety for all students by identifying key drivers of harm and partnering with experts, community voices, and education leaders to promote well-being before, during, and after the school day.



Promote Excellence and Opportunity for All Students

Drive bold improvements in academic excellence and equitable opportunity by advocating for rigorous standards, inclusive pathways, and strong community partnerships that ensure all students are ready to succeed in college, career, and civic life.



Support Early-Career Teachers

Support and advise local education agencies (LEAs) on early career teacher retention strategies and promote statewide guidance to develop teacher practice.

The State Board has defined key initiatives to advance each priority and is currently in the process of finalizing plans for their deployment. To promote excellence and opportunity for all students, for example, the State Board will intensify its efforts to modernize high school graduation requirements through

the work of its recently formed task force – [which you can read more about here](#). Plans are also in development to ensure safety and support for all students through efforts to update the definition of bullying and raise awareness for the Office of the Student Advocate’s annual work around student safety. Listed below are initiatives by priority area.



**Ensure
Safety and Support
for All Students**

- Update Bullying Definition
- Champion Student Safety Report
- Elevate Student Voice



**Promote Excellence
and Opportunity
for All Students**

- Modernize High School Graduation Requirements
- Create Implementation Feedback Loops for Education Standards



**Support
Early-Career Teachers**

- Develop Educator-informed Recommendations

These priorities are the outcome of months-long deliberations among us board members about critical areas we believe must be addressed to ensure our students get the education and preparation they need to succeed. They are the lodestones toward which we will direct the bulk of our work in the upcoming year, which we will pursue with vigor and heart.

- Jacque Patterson, President



ENGAGING COMMUNITIES AND SUPPORTING EDUCATION PARTNERS

In 2025, we made a point of being present, not only in policy discussions, but in the everyday spaces where families, students, and educators gather.

The year began with Recess at the Capitol, where hundreds of young people and community members turned playtime into advocacy, urging Congress to protect D.C.'s local funding. Their energy and visibility helped spotlight the real consequences of federal budget decisions. Our recognition of the organizers affirmed the importance we feel in standing alongside our residents in moments of collective action.

That same spirit carried into neighborhood events across the city. At WorldPride DC's Family Fun Festival, we joined our families in crafts and merriment while listening to their hopes for schools. Back-to-school season brought us into libraries, playgrounds, and schoolyards, where we handed out supplies, joined barbecues, and heard directly from parents about what they wanted for their children's education. These conversations, held in casual, public settings, reminded us that policymaking begins with listening.

We also made efforts this year to strengthen ties with city leaders. Through our legislative breakfast with the D.C. Council, we furthered our efforts to elevate the voices we hear in our neighborhoods, especially on important issues like graduation requirements and attendance.

WorldPride DC Family Fun Festival

On June 7, staff joined Representative Allister Chang at the WorldPride DC Family Fun Festival at Stead Park in Ward 2. The event took place during World Pride and was co-hosted by Friends of Stead Park, the DC Department of Parks and Recreation, and others. Activities included face painting, story time, crafts, and opportunities for local families and visitors to connect with vendors and DC government agencies such as SBOE.



Board member Allister Chang, Ward 2, and SBOE staff tabled at Stead Park and engaging families.

Back-to-School Events

SBOE staff visited a back-to-school event at **Hyde-Addison Elementary School** in Ward 2, offering information to parents and families about the State Board and how to get in touch with their representatives.

SBOE staff had a table at **Banneker High School's** Back to School Night in Ward 2. They offered information to parents and families about the State Board and talked to students about their interest in joining the Student Advisory Committee.

Representative Henderson and SBOE staff had a table at **Ward 5 Day**, handing out backpacks filled with school supplies and hearing from families about their back-to-school concerns.

Representative Thompson and SBOE staff had a table and enjoyed festivities at the **Back-To-School Community Day** in Ward 7's Capitol View Neighborhood Library. Families learned more about the SBOE while enjoying music, food, and dancing with popular characters from books and children's programming.

Representative Chang and SBOE staff met families and promoted the SBOE at Garrison Elementary School’s **Back-to-School BBQ** in Ward 2. As children played on the school’s playground, parents and caretakers shared with the SBOE what they were excited about this school year and areas of concern in education that the SBOE members should consider.

Representative Henderson and SBOE staff welcomed families at Noyes Elementary School’s **Back-to-School Supplies Drive with the Ward 5 Education Equity Committee**. While students gathered school supplies from participating organizations and agencies at the event, families learned more about the SBOE, met their representative, and asked questions about how the SBOE can amplify voices to advance positive changes in education policy.

SBOE staff joined dozens of education agencies and organizations at the **DCPS Block Party** to welcome families and celebrate students returning to school. Held at Ward 3’s Jackson Reed High School, families enjoyed food, walked the school grounds, and partied with live DJs at this fun event. SBOE staff showcased the State Board’s roles as D.C.’s only elected body focused solely on education issues and families’ voices in decision-making. Students and their families shared what they looked forward to this school year and what they would like to see more—and less—of as schools reopened.



Board members and SBOE staff at various back-to-school events in August and September.

Collaboration with D.C. Government Agencies

Biennial Legislative Breakfast

On November 18, the State Board participated in its biennial legislative breakfast with the D.C. Council. Together, they discussed opportunities to advance education excellence in Washington, D.C. Major topics of included the State Board’s new strategic priorities, education governance in DC, as well as matters like teacher retention, graduation requirements, and the need for timely data sharing. Vice President Williams shared opportunities for continued collaboration, including proactive thought partnership and facilitation of public discourse.

These breakfasts are vital for elevating constituent concerns and strengthening cross-government communication, ensuring education policies reflect community needs and enabling coordinated action on critical issues like student safety, literacy, and workforce readiness.



State Board Representatives Patterson and Henderson at breakfast with Chairman Mendelson and Councilmember Pinto.

Collaborated with the Office of the State Superintendent Math Task Force

OSSE established the DC Math Task Force to ensure a united, citywide effort to improve math achievement for all students. SBOE joined the task force along with other District government agencies, local education agencies, and community members. The State Board named Ward 6 Representative Brandon Best, a former math teacher, to serve on the task force. Staffers Kathleen Coughlin, Jen Briones, and Haley Steed also served. The task force convened every six weeks during the 2024-25 school year and engaged in deep discussions, research review, policy analysis, and community engagement.

The task force produced a culminating report with high-impact strategies in seven key areas to strengthen effective math instruction:

1. High-Quality Instructional Materials (HQIM)
2. Professional Learning – Evidence-Based Math Instruction Competency
3. Professional Learning – Content Knowledge Competency
4. Professional Learning – Educator Development and Support
5. Diagnostic Assessment and Intervention Recommendation
6. Family and Community Engagement
7. Consideration for Integrated Math

Community Schools Advisory Task Force

SBOE is one of the government agencies required by DC code to participate in the Community Schools Advisory Committee (CSAC) led by OSSE. Ward 7 Representative Eboni-Rose Thompson is our current appointed representative. She supports the work of the committee to review and evaluate progress and make recommendations for improvements.

Collaborated with the Deputy Mayor for Education

Compact 2043

SBOE is participating in Compact 2043, led by the Office of the Deputy Mayor for Education. The Compact is described as a citywide commitment to strengthen and expand postsecondary pathways for DC students so that all children born today will graduate from high school prepared for success in higher education and good jobs. It is a partnership between government agencies, nonprofit organizations, K-12 and higher education institutions, and employer partners, and its work will continue throughout calendar year 2026.

Every Day Counts! Taskforce

In 2025, the State Board Nominated Ward 4 Representative Dr. T. Michelle Colson to represent the agency on the Every Day Counts! Taskforce led by the Deputy Mayor for Education. The taskforce is a partnership of government agencies and stakeholders that work together on strategies to increase student attendance and reduce truancy.

Collaborated with District of Columbia Public Schools

EdFest

The State Board participated in EdFEST, the District's annual public school fair. The event provides families with an opportunity to connect with representatives from over 200 DCPS and public charter schools, as well as various government agencies and community-based organizations.

State Board members and staff welcomed constituents' comments and answered parents and families' questions about the role of the State Board, the agency's relationship with other D.C. government agencies, and ongoing work.



State Board Representatives and SBOE staff at EdFest 2025 events.

DCPS Central Summit

All three offices were invited to participate in the DCPS Central Summit, a full-day event designed to foster learning, collaboration, and engagement among DCPS Central Services staff. Our staff shared resources and swag items and discussed with DCPS central services staff about the work of the State Board and additional ways we can work together.



ELEVATING STUDENT VOICE

One of the D.C. State Board of Education’s most distinctive features is our commitment to ensuring that students are not only heard but are active participants in shaping education policy. In 2025, that commitment was evident across our work, from the Student Advisory Committee (SAC) to citywide and national platforms.

The SAC continued to serve as our most direct channel to student perspectives. Led by four student representatives, more than 70 members in the SY24-25 cohort weighed in on issues ranging from graduation requirements to mentoring programs for new teachers. They also advanced their own ideas, passing resolutions on culture clubs, STEM equity, and athletic funding. In the fall, leading off SY25-26, SAC membership grew to over 150 students.

Beyond the SAC, we engaged with youth voices at the D.C. Girls’ Coalition’s annual Youth Town Hall, where students of color shared lived experiences and policy recommendations on education and equity. These insights were later carried into public testimony during our public meetings.

We also elevated student voices nationally. At NASBE’s Annual Conference, student representatives co-led a session on building engagement “from the school ground up”. The recognition of Senior Policy Analyst Darren Fleischer for his tremendous efforts as staff liaison to the SAC further highlighted our reputation for centering students in policymaking.

Through these efforts, we showed that student voice is more than symbolic to us. It is central to how we think about education policy.

Student Advisory Committee

Overview

The Student Advisory Committee (SAC) serves as the voice of D.C. students and comprises high school sophomores, juniors, and seniors. Four student representatives co-chair the SAC and facilitate its monthly meetings, where the students are consulted on policy issues brought before them by SBOE members, partner agencies, and education organizations.



March 2025 SAC meeting.

SY24-25 SAC Cohort

Over 70 SAC members—led by Student Representatives Anna Mayer (School Without Walls High School), Calique Barnes (Thurgood Marshall Academy), Mengting Lin (Roosevelt STAY), and Ryan Ting (BASIS DC)—provided feedback to SBOE elected members and partner education agencies on topics such as school nurse staffing, OSSE’s D.C.-Wide Graduate profile and graduation requirements, induction and mentoring programs for new teachers, the DME’s Compact 2043, and expansion of the State Board’s authority in D.C. SAC members and student representatives also proposed and passed their own resolutions, including CR25-3, Supporting Culture Club Guidelines in DC Schools, SR25-5, Promoting DC STEM - Supporting Technology Equality in Math, and SR25-8, Calling for Public Funding for the Public Charter School Athletic Association.

Closing out the school year, Representatives Colson, Goulet, Johnson-Law, Patterson, and Thompson, SBOE staff, and sophomore and junior SAC members honored senior SAC members at their final SAC meeting on June 9, 2025. SBOE leadership presented them with SBOE stoles and framed certificates for their service and dedication to lending student voice to education policy in the District. Also at the meeting, the student representatives presented the SAC’s [SY24-25 SAC Annual Report](#), which included highlights from the SAC over the school year and recommendations on a range of issues including .

SY25-26 SAC Cohort

During school year 2025-26, over 150 students signed up to serve as SAC members.

At their November meeting, SAC members identified three research main project topics: college, career, and life readiness; mental health resources; and school safety. At the December meeting, SAC members partnered with the D.C. Education Collaborative—along with other local researchers—to refine their research questions and identify ways to collect data through youth participatory action research (YPAR). The SAC will gather wider student experiences and feedback in early 2026, and share results and recommendations from their research projects in their final report presented in June 2026.



Various pictures of student advisory committee meetings and student representatives.

2025 Youth Town Hall

The DC Girls' Coalition, in partnership with the State Board, invited youth, community leaders, and city officials to their 4th Annual 2025 Youth Town Hall on January 22. This event provided a platform for youth of color to share their lived experiences, challenges, and actionable ideas to address critical issues in their communities, including education, housing, and health equity.

The event was held at Trinity Washington University and featured booths for co-sponsor organizations and agencies, including DC Action, United Leaders 4 Freedom, Black Swan Academy, School Talk, and the D.C. State Board of Education, to share information and gather students' email addresses. At the State Board booth, we shared general information about the agency and promoted the Student Advisory Committee (SAC).

Over 100 students from several schools across D.C. attended the event and collaborated with policymakers and educators to explore solutions and strengthen partnerships to achieve systemic change. Attending city officials included:

- D.C. State Board Representatives Eric Goulet, Robert Henderson, LaJoy Johnson-Law, and Ben Williams.
- D.C. Councilmembers Matt Frumin, Brianne Nadeau, Brooke Pinto, and Robert White.
- Lauren Haggerty, First Assistant Attorney General, Office of the Attorney General for the District of Columbia (OAG).

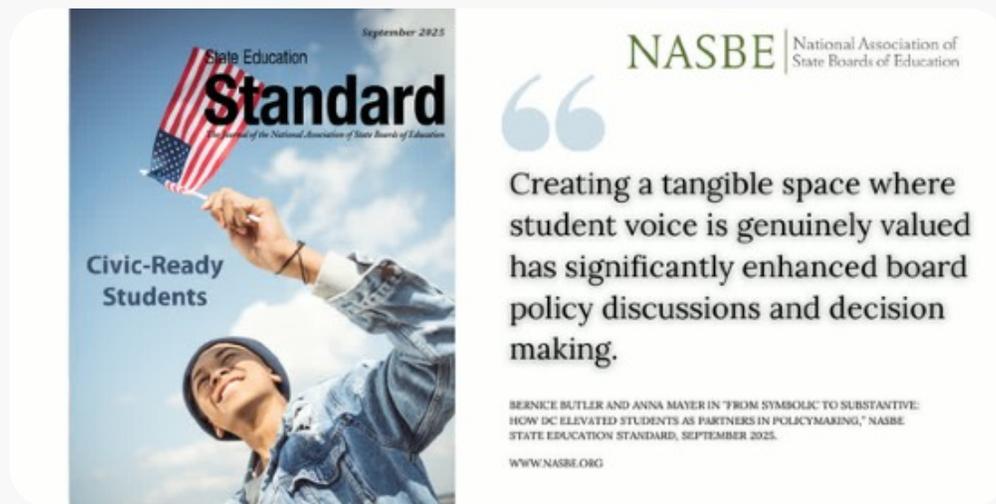
Following the event, Kristi Matthews-Jones, Director of DC Girls' Coalition and lead organizer of the event, testified as a public witness at the March 19 public meeting, sharing highlights and recommendations for the State Board to consider (for example, increased access to shelters, affordable housing, and transportation, as well as improvements to school facilities and environments, food distribution, and social-emotional supports).



Photos from the Youth Town Hall event.

Opinion Editorial on Student Partnership

SBOE executive director Bernice Butler and SY '24-25 student representative Anna Mayer co-authored a piece on how the D.C. State Board of Education has integrated student voices more fully in its decision-making processes. The piece, *From Symbolic to Substantive: How DC Elevated Students as Partners in Policymaking*, was featured in the September 2025 issue of National Association of State Boards' official journal publication, *The Standard*. The theme for the issue was civic-ready students.



In the piece, Butler and Mayer discuss the tactics by which the State Board has been successful in ensuring that student voice is meaningfully represented and valued. They explain how the State Board has used its bylaws to formalize the role of students, particularly through the Student Advisory Committee. They detail administrative innovations, such as the deployment of Uber gift cards to student representatives for use in commuting to and from meetings, which help students overcome logistical complications to participation in policy discussions and decision-making. And furthermore, they share how vital it has been to heightened student activism on the board to have a dedicated, advisory staff liaison to support student members.

Butler and Mayer give evidence in the piece for the success of the State Board's measures. In recent years, they say, student representatives have played a significant role in some of the boldest policy proposals put forward by the board: menstrual health education standards, improved indoor air quality management in school facilities, and provision of graphing calculators to the city's economically disadvantaged students.

Annual NASBE Conference

NASBE’s Annual Conference was held from October 27-29 in Austin, Texas. The event is attended by state board members and staff from across the nation, along with leading experts, and is the only conference designed specifically for state board members. They attended several informative sessions, including “From Classroom Confidence to Statewide Strategy: Transforming Math Learning across the Pipeline” and “AI Meets Portrait of a Graduate: Measuring Future-Ready Skills.”

Board members and staff were proud to showcase how the D.C. State Board of Education conducts meaningful engagement with students on education policy. Dr. Fleischer and student representatives Perry Pixley Chamberlain and Nyla Dinkins led a well-attended session in collaboration with the National Student Board Member Association (NSBMA) entitled “Building Student Engagement from the School Ground Up: Strategies for State Board Members and Staff.”

Fleischer was also awarded with NASBE’s David A. Kysilko Award, which recognized his inspiring, passionate, and dedicated service to students in Washington D.C., including through his leadership of the student representatives and student advisory committee. The award is given to one staff person each year to recognize distinguished service to state boards of education. Fleischer was nominated by former student representative Ryan Ting.



Various photos of Board members and staff at conference.



ADVANCING POLICY

A defining feature of our work this past year was our exploration of policy topics that matter deeply to students, families, and educators. Our close connection to communities throughout D.C. gives us the inspiration and flexibility to convene expertise to examine emerging and persistent issues across academia, school wellness, and the lived experiences of those in schools.

Throughout the year, we hosted a robust series of expert panels on public-interest topics. These discussions ranged from highly technical issues, such as indoor air quality, to student-centered concerns, such as bullying. In several cases, these explorations informed concrete calls for action, such as resolutions addressing indoor air quality and HVAC modernization. In others, they laid critical groundwork for future decisions, including the Board's review of graduation requirements and math pathways.

Beyond public meetings, the launch of The State Board Slate policy blog and the adoption of the PRIME Research Framework further strengthened our ability to investigate issues thoughtfully, share insights and foster public engagement.

High School Graduation Requirements Task Force

Approval of graduation requirements is a statutory responsibility of the State Board of Education. In 2025, the State Board geared up to review proposed updates to the requirements. Throughout the year, in preparation, the Board hosted expert panels to explore pertinent topics like special education graduation requirements, students' skills needs, high school math, and career and technical education. You can read more about each panel in the section that follows.

The Board further prepared for its review by assigning leadership of the review to the Board's College, Career, and Life Readiness (CCLR) Committee. Anticipating OSSE's proposal for changes to the requirements, the committee developed a work plan to consider and solicit public input on the proposal. They also initiated the High School Graduation Requirements Task Force, convening 20 experts and practitioners to make recommendations before the Board holds a vote, currently anticipated for spring 2026. The Task Force was initiated in April with SR25-7, and members were named in SR25-13 at the October 15 public meeting.

The Task Force, which began meeting monthly in October and will continue into spring 2026, has so far focused on understanding OSSE's proposal, the Practical Studies Diploma option for some students with disabilities, and changes to course requirements. In December, the committee held three feedback sessions for members of the community to learn about and share their input on the proposed changes. The committee also created a survey to collect feedback about the proposal from education stakeholders and members of the community, which will continue to inform the work of the committee and Task Force into the spring.



CCLR Committee member engaging with attendees at December public feedback session for new high school graduation requirements proposal.

The Compact 2043 initiative launched by the Deputy Mayor for Education in fall 2025 is focused on expanding and strengthening post-secondary pathways for D.C. students. SBOE approval of graduation requirements is critical in the initiative's timeline.

Expert Public Panels

Indoor Air Quality

At the January 2024 public meeting, student activists, led by Anna Mayer (who would eventually become a student representative that year), succeeded in getting the State Board to pass SR24-3, Calling for a Green New Deal for Schools, which included recommendations for indoor air quality and preparing for climate disasters impacting students' health. Mayer and Henderson continued the discussion on better understanding and improving the indoor air quality for schools across D.C.

At the January 2025 public meeting—a year after the State Board's passage of SR24-3—members invited a panel of experts and agency leadership to explore how to ensure that students and educators are comfortable and breathing clean air in schools. Questions arose around how to bring all schools up to ASHRAE's high standards, as well as the Department of General Service's role in fixing, monitoring, and maintaining air conditioning units in schools. Following this panel, the State Board continued to hold meetings with indoor air quality experts and D.C. residents, as well as published a special article in The State Board Slate titled Do District Schools Have an Air Quality Problem? to capture the conversations and recommendations.

At its February 2025 public meeting, the State Board passed SR25-1, Addressing Heating, Ventilation, and Air Conditioning (HVAC) Issues in Public Schools in the District of Columbia, which called for Mayor Bowser, D.C. Council and the Department of General Services to ramp up repairs and maintenance of school facilities' HVAC systems. SR25-1 also called for greater preparation to modernize systems, biannual inspections, more robust indoor air quality monitoring and reporting, and that efforts be made to ensure all schools are prepared for compliance with more comprehensive indoor air quality standards.



[Hear one parent's testimony.](#)

The State Board continues to hear from the school community, work with DGS, and its partners to ensure students have access to clean and comfortable air, while preparing for climate disasters or future pandemics.

Advanced Coursework Offerings

In March, the State Board hosted a panel to explore how student access to advanced coursework—such as AP/IB classes and upper-level electives in languages and the arts—could be expanded in the District. Additionally, the panel shared specific barriers that prevent equitable access to such courses, including systemic, logistical, and instructional challenges.

The panel offered several recommendations on how D.C. could approach expanding access to advanced coursework. They included:

- Enrolling students earlier
- Enrolling students automatically
- Removing geographic constraints through more robust virtual and cross-enrollment options

Student and School Safety

In April, the State Board hosted a panel to develop a better understanding of current trends around student populations who may be more vulnerable to becoming targets of bullying, including students who identify as LGBTQ+, belong to undocumented immigrant families, are experiencing homelessness, or have a disability.

Panelists shared best practices for facilitating school transfers for bullying victims and for school communication with families and law enforcement. The discussion also yielded protocols and procedures that local education agencies (LEAs) could consider to mitigate bullying and harassment within and outside the school.

Students Experiencing Homelessness

In May, the State Board hosted a panel whose goal was to hear from experts who directly support students experiencing homelessness. The panel discussed ways to promote equitable access to learning opportunities and highlight areas impacting educational outcomes for students within this population. Some suggestions pertained to transportation, learning resources (i.e., calculators), learning experiences and extracurriculars (i.e., field trips and sports), summer opportunities, and testing for special education accommodations.

Graduation Requirements for Special Education Students

In June, the State Board hosted a panel to develop a better understanding of high school diploma and certificate options for students with disabilities. The State Board particularly wanted to better understand alternative pathways

for students who would typically be on a certificate track.

The panel discussion yielded insights into current barriers to graduation for students with disabilities and potential modifications to D.C.'s high school graduation requirements and regulations to address those challenges. Some ideas put forward on how to proceed included:

- Ensuring transparency in decision-making
- Clarifying credit requirements
- Expanding flexible pathways to a standard diploma
- Highlighting student skills through endorsements

What Graduates Need Today

In August, the State Board convened a panel to discuss what skills and qualifications high school graduates must have to succeed in higher education and employment today. Another matter discussed was the D.C. diploma's fidelity as an indicator of postsecondary preparedness, as well as how to strengthen its standing as such. This panel topic was selected because the State Board was gearing up to begin reviewing OSSE's new proposal for high school graduation requirements.

The panelists explained that preparing graduates today means broadening the definition of readiness. Academic learning remains essential, but it must be paired with experiences that develop communication, professionalism, and adaptability. Whether through work-based learning, digital credentials, or redesigned course offerings, each approach shared a common goal: giving students real opportunities to practice and prove their skills.



[Hear expert testimony.](#)

High School Math

In September, the State Board convened national and local experts on math education to explore how other states have innovated their approaches and to ponder how D.C. may drive greater math mastery among high school students.

Some key takeaways from the discussion are as follows:

- Experts urged DC to align graduation requirements with students' diverse futures by expanding beyond the traditional Calculus pathway.
- Multiple rigorous math pathways, such as Statistics, Data Science, and Quantitative Reasoning should be offered with transparency for families and colleges.
- Implementation will require teacher training, counselor tools, equitable course access, and embedded supports for students with disabilities.
- Long-term success depends on starting early, making math engaging, and helping students see its relevance to their lives and futures.

Centering Victims in Restorative Justice

In October, the State Board hosted a panel to learn how student victims' needs can be better centered in restorative justice practices when they experience harassment or bullying—including cyberbullying. The panel shared some ideas for how to better safeguard students, examples of discipline reform that minimizes unintended consequences, and potential options for State Board members to consider when making victim-centered protection recommendations at the state, LEA, and school level.

Career and Technical Education

In November, the State Board convened a panel to discuss career and technical Education (CTE) in D.C. Schools. The panel explored current CTE options, how these programs connect to local workforce needs, and strategies for expanding access.

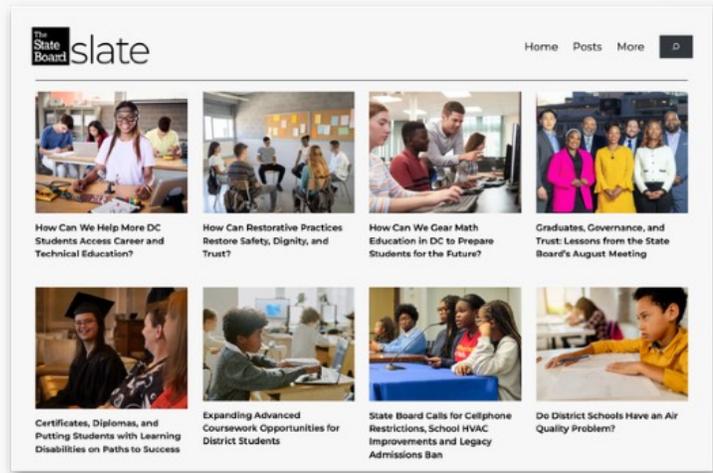
Panelists shared that some key barriers to access include awareness gaps among families, scheduling and transportation challenges, and students having to commit to pathways before they've had enough exposure to different fields. Solutions they suggested included stronger advisement starting in middle school, earlier career exploration opportunities, and cross-enrollment models that let students access specialized programs at other schools.

Building Policies for AI in Schools

In December, the State Board hosted a panel to explore what policymakers should consider when developing policies for the use and study of Artificial Intelligence (AI) in schools. Panelists shared research-based best practices on learning standards for AI literacy, the use of AI tools by educators and students, and safeguards to protect students.

The State Board Slate Policy Blog

In late 2024, the State Board launched its new, official policy blog, **The State Board Slate**. The blog affords the SBOE an outlet by which to discuss the District’s most important education priorities and the policies that can drive meaningful, positive outcomes for learners. Most importantly, it provides constituents yet another channel by which to be our partner in such vital conversations.



Screenshot of blog inventory from 2025.

2025 marked The State Board Slate’s first full-calendar year in publication. Over the course of twelve months, eight posts were published, totaling nearly 12,000 words, on subjects ranging from indoor air quality in schools to career and technical education expansion. The blog accrued more than 3,000 unique readers throughout the year.

New Research Framework

During the Spring 2024 semester, SBOE policy and research staff utilized the support of a graduate student at American University, Ricardo Garcia. Ricardo was pursuing a culminating policy project for his master's degree in education policy and leadership, and SBOE’s project was a good fit. The project was the development of a research agenda to help the agency with clear processes, goals, and strategies for producing unique research in-house, along with recommendations on how to implement it. The result was the **PRIME Research Framework**—Plan, Research, Implement, Monitor, and Evaluate—which forms the core methodology of the SBOE research agenda. The framework sets critical groundwork as the agency develops long-term strategic goals for policy and research, and we look forward to sharing more about PRIME and how we plan to implement it in 2026.



SBOE staff with Ricardo Garcia.



CHAMPIONING CONSTITUENT NEEDS

In 2025, the D.C. State Board of Education demonstrated its commitment to championing the needs of District residents by leveraging its unique role as an elected advisory body. Board members' deep connections to their communities informed policy positions and actions that addressed pressing concerns in public education.

We passed 15 State Resolutions that reflected constituent priorities, from ensuring equitable access to technology in math education (SR25-5) to advocating for healthier learning environments through improved HVAC systems (SR25-1). Responding to widespread concerns about classroom distractions, we called for a District-wide ban on student cellphone use during the school day (SR25-2) and supported legislation to strengthen these policies. Other resolutions advanced opportunities for students, such as promoting dual-language education (SR25-10) and expanding athletic resources for public charter schools (SR25-8).

Beyond policymaking, we amplified community voices through our testimonies before the D.C. Council on issues including school improvement, academic achievement, and budget priorities. These engagements ensured that residents' perspectives were represented in critical legislative discussions.

Through these activities, we reaffirmed our role as a champion for constituents –bridging community concerns with policy solutions that advance equity, access, and excellence in education across the District.

Resolutions Passed

State Resolutions

A State Resolution, or SR, is the instrument by which the State Board approves an official action or expresses an official policy position. In 2025, the State Board passed 15 State Resolutions on issues ranging from technology equity in math education to elimination of students' cellphone usage during the school day. The table below provides a brief summary for each.

Resolution Number	Full Title	Description
SR25-1	Addressing Heating, Ventilation, and Air Conditioning (HVAC) Issues in Public Schools in the District of Columbia	The State Board calls for Mayor Bowser, D.C. Council and the Department of General Services to ramp up repairs and maintenance of school facilities' HVAC systems. The State Board also calls for greater preparation to modernize systems, biannual inspections, more robust indoor air quality monitoring and reporting, and that efforts be made to prepare schools for compliance with more comprehensive indoor air quality standards.
SR25-2	Calling for the Elimination of Student Cellphone Usage During the School Day	The State Board calls for: <ul style="list-style-type: none"> • School day-long, student cellphone-use bans to be implemented District-wide for the 2025-26 school year. • The Office of the State Superintendent, D.C. Public Schools and the D.C. Public Charter School Board to strengthen policies concerning emergency communications with students' parents or guardians. • D.C. Council to pass Bill 26-0073, the Heads Up! Distraction-Free Learning Amendment Act of 2025, introduced in January by Councilmember Pinto

In December 2024, the State Board hosted a panel to explore the benefits and drawbacks of in-school cellphone restrictions. In February 2025, the State Board passed SR25-2 and transmitted it to D.C. Council, which then passed the Heads Up! Distraction-Free Learning Amendment Act of 2025 in July 2025.

2025 ANNUAL REPORT - CHAMPIONING CONSTITUENT NEEDS

<p><u>SR25-3</u></p>	<p>Establishing Committee Structures and Assignments</p>	<p>The resolution establishes the chair-ships and memberships of ad hoc committees for the 2025 calendar year.</p>
<p><u>SR25-4</u></p>	<p>Appointing Representatives to External Committees</p>	<p>The resolution officially appoints elected members to various external committees.</p>
<p><u>SR25-5</u></p>	<p>Promoting DC STEM - Supporting Technology Equality in Math</p>	<p>The resolution calls for funding to be made available to purchase graphing calculators for students in public education who are enrolled in Advanced Placement maths or considered to be economically disadvantaged.</p>
<p><u>SR25-6</u></p>	<p>Recommendations for Expanding State Board Authority</p>	<p>The resolution sees the State Board commit to transmitting to Council legislation that, if passed, would: (1) bolster its authority to request data; (2) authorize it to initiate policy; and (3) afford it great weight in agency decisions.</p>
<p><u>SR25-7</u></p>	<p>Initiating the Creation of a Graduation Requirements Task Force</p>	<p>The resolution sees the State Board establish a graduation requirements task force, to be composed of various stakeholders from across the District, to review and make recommendations to prospective revisions to District graduation requirements forthcoming from the Office of the State Superintendent of Education.</p>
<p><u>SR25-8</u></p>	<p>Calling for Public Funding for the Public Charter School Athletic Association</p>	<p>The State Board calls for funding— through the pooling of public charter LEA Uniform Per Student Funding Formula (UPSFF) allocations—a minimum of two full-time paid Public Charter School Athletic Association positions, safety and security, championships and associated awards, and any other operational costs by school year 2026-2027 at the earliest.</p>

2025 ANNUAL REPORT - CHAMPIONING CONSTITUENT NEEDS

<p><u>SR25-9</u></p>	<p>Calling for Changes to Compulsory Public School Attendance and Enrollment Requirements in DC</p>	<p>The State Board urges that all eligible children be allowed to attend kindergarten. It criticizes District of Columbia Public Schools for not clearly informing families that it stopped using a policy allowing some pre-K4 students to move into kindergarten. The State Board opposes DCPS reversing written promises about enrollment and boundaries. The State Board calls for delays in policy changes, rejects labeling pre-K4 students as truant, and condemns DCPS for reporting families to child welfare agencies. The Board recommends statutory changes to the D.C. Official Code.</p>
<p><u>SR25-10</u></p>	<p>Supporting the Expansion of Shirley Chisholm Elementary School into a Dual-Language Education Campus</p>	<p>This resolution urges DCPS to work with the D.C. Council to assess the viability of expanding Shirley Chisholm Elementary School into a dual-language middle school</p>
<p><u>SR25-11</u></p>	<p>Appointing Student Representatives to Ad Hoc Committees</p>	<p>This resolution appoints the State Board's four student representatives for the '25-26 school year - Issa Ouarid, Nyla Dinkins, Perry Pixely Chamberlain, and Sitara Mazumdar - to committees on which to serve for the duration of their term. Mazumdar and Ouarid will serve on the College, Career, and Life Readiness Committee; Dinkins and Chamberlain will serve on the Student Experience and Engagement Committee. The resolution also appoints Ward 4 Representative T. Michelle Colson to the Student Experience and Engagement Committee.</p>
<p><u>SR25-12</u></p>	<p>Calling for the Establishment of Civic Learning Week in D.C. Schools</p>	<p>This resolution calls on the the State Board, OSSE, DCPS, DC Public Charter School Board (PCSB), students, educators, and local civic organizations to start collaborating, beginning July 1, 2026, to prepare for 2027 Civic Learning Week activities.</p>

2025 ANNUAL REPORT - CHAMPIONING CONSTITUENT NEEDS

<u>SR25-13</u>	Establishing Membership of the High School Graduation Requirements Task Force	The State Board names individuals to the High School Graduation Requirements Task Force.
<u>SR25-14</u>	Establishing Strategic Priorities	The State Board adopts priorities to guide its activities for the remainder of the current board term ending December 31, 2026.
<u>SR25-15</u>	Approving Fiscal Year 2027 Need for Appropriations	The State Board approves its Fiscal Year 2027 request for appropriations to Mayor Muriel Bowser.

Ceremonial Resolutions

A Ceremonial Resolution, or CR, has no legal effect, nor does it express an official State Board policy position, but it does afford the State Board a way to formally recognize, honor or celebrate individuals or groups for service or achievement. In 2025, the State Board approved 10 Ceremonial Resolutions. The table below provides a brief summary for each.

Resolution Number	Full Title	Description
<u>CR25-1</u>	Congratulating Jacqueline Pogue Lyons on Receiving the Outstanding Trade Unionist of the Year Award	The State Board honors and recognizes Ms. Pogue Lyons for her exceptional leadership, engagement, and dedication to educators and the students they serve across the District of Columbia.
<u>CR25-2</u>	Recognizing Outgoing Eastern High School Principal Steve Miler	The State Board recognizes Principal Steve Miller; celebrates his outstanding leadership and commitment to serving the students, families, and surrounding communities of Eastern High School; and wishes Miller the best in his relocation and future endeavors.

2025 ANNUAL REPORT - CHAMPIONING CONSTITUENT NEEDS

<u>CR25-3</u>	Supporting Culture Club Guidelines in DC Schools	The State Board encourages schools to promote guidebooks similar to the BASIS DC Culture Club Standards to ensure quality and meaningful education outside of the classroom is available to every student.
<u>CR25-4</u>	Recognizing the Organizers of Recess at the Capitol	The State Board commends the leadership of Ward 8 Representative LaJoy Johnson-Law, Allyson Criner Brown, Jhonna Turner and Christina Hanson of CARE DC, and all partner organizations for organizing Recess at the Capitol in service of protecting the wellbeing and financial stability of D.C. residents.



Members Johnson-Law, Patterson and Thompson among the crowd at the Capitol on March 13.

<u>CR25-5</u>	Recognizing 2024-2025 Student Representative Calique Barnes	The State Board recognizes Calique Barnes' contributions and exemplary service to the District of Columbia on behalf of his fellow students and wishes him the best in his studies at Morehouse College and his future endeavors.
<u>CR25-6</u>	Recognizing 2024-2025 Student Representative Anna Mayer	The State Board recognizes Anna Mayer's contributions and exemplary service to the District of Columbia on behalf of her fellow students and wishes her the best in her studies at Swarthmore College and her future endeavors.

2025 ANNUAL REPORT - CHAMPIONING CONSTITUENT NEEDS

<u>CR25-7</u>	Recognizing 2024-2025 Student Representative Ryan Ting	The State Board recognizes Ryan Ting's contributions and exemplary service to the District of Columbia on behalf of his fellow students and wishes him the best in his studies at Harvard University and his future endeavors.
<u>CR25-8</u>	Honoring the Late Alberta Paul	The State Board honors the life and legacy of Alberta Paul, Ward 7 resident.
<u>CR25-9</u>	Honoring Blue Ribbon Schools	The State Board recognizes the accomplishments of DC schools who were identified and nominated for to be National Blue Ribbon Schools but who were not awarded due to the program being ended by the US Department of Education.
<u>CR25-10</u>	Honoring the Late James L Wright Jr	The State Board honors the life and legacy of James L. Wright, Jr, journalist who wrote for several District of Columbia-based papers, including the Washington Informer, AFRO-American Newspaper and The Washington Post.

Gave Testimony Before D.C. Council

Every year, in addition to the required budget and performance oversight hearings held by the D.C. Council, the members of the State Board of Education also identify which education oversight hearings they would like to provide testimony for. The State Board is the only elected body with an exclusive focus on public education, and Council hearings are one critical avenue to elevate their constituents' feedback and concerns to the members of the D.C. Council. In 2025, these testimonies were delivered by State Board President Jacquie Patterson on behalf of the State Board:

- March 5, FY 2024 Agency Performance Oversight Testimony
- May 30, FY 2025 Agency Budget Oversight Testimony
- April 8, Bill 26-0073 - Heads Up! Distraction-Free Learning Amendment Act of 2025 (Written Testimony)
- November 7, Academic Achievement in the District of Columbia
- December 9, School Improvement in the District of Columbia

APPENDIX A

State Board Committee Assignments

Administrative Committee

- Chair: Ben Williams (Ward 1; Vice President)
- Members: Jacque Patterson (At-Large; President), Eric Goulet (Ward 3), Eboni-Rose Thompson (Ward 7)

Student Advisory Committee

- Co-Chairs (SY 2024-25): Ryan Ting, Anna Mayer, Calique Barnes, Mengting Lin
- Members: Members are listed on the State Board website: <https://sboe.dc.gov/page/student-advisory-committee>
- Co-Chairs (SY 2025-26): Perry Pixley Chamberlain, Nyla Dinkins, Issa Ouarid, Sitara Mazumdar
- Members: Members are listed on the State Board website: <https://sboe.dc.gov/page/student-advisory-committee>

Ad Hoc Committees

College, Career, and Life Readiness (CCLR) Committee

- Co-Chairs: Robert Henderson (Ward 5), Eboni-Rose Thompson (Ward 7)
- Members: Brandon Best (Ward 6), LaJoy Johnson-Law (Ward 8), Jacque Patterson (At-Large, President, ex-officio)

Educator Excellence (EE) Committee

- Chair: Allister Chang (Ward 2)
- Members: Ben Williams (Ward 1, Vice President), Robert Henderson (Ward 5), Jacque Patterson (At-Large, President, ex-officio)

Student Experience and Engagement (SEE) Committee

- Chair: Eric Goulet (Ward 3)
- Members: T. Michelle Colson (Ward 4 - appointed to the committee in September 2025), Brandon Best (Ward 6), LaJoy Johnson-Law (Ward 8), Jacque Patterson (At-Large, President, ex-officio)

External Committees

- Community School Advisory Committee - Eboni-Rose Thompson (Ward 7)
- Interstate Compact on Educational Opportunity for Military Children - Jacque Patterson (President, At-Large)
- Every Day Counts! Truancy Taskforce - T. Michelle Colson (Ward 4)
- Research Practice Partnership - Robert Henderson (Ward 5)

APPENDIX B

Featured Panelists at Public Meetings

January - Indoor Air Quality in Schools

Featured Panelists:

- Claire Barnett, Executive Director, Health Schools Network
- Delano Hunter, Director, Department of General Services
- Corey Metzger, Board Member, American Society of Heating, Refrigerating, and Air-Conditioning Engineers
- Momoko Soltis, DCPS Elementary School Parent
- Kristin Yochum, Executive Director of Operations, Paul Public Charter Schools

Written Testimony:

- Oni Gaston, Director, Facilities Planning and Design, District of Columbia Public Schools

March - Expanding Student Access to Advanced Coursework

Featured Panelists:

- Corie Colgan, Chief of Teaching and Learning, District of Columbia Public Schools
- Cathy Reilly, Executive Director, DC Senior High Alliance for Parents, Principals, and Educators
- Sneha Shah-Coltrane, Senior Director, Advanced Learning and Gifted Education/Academic Policy at the North Carolina Department of Public Instruction
- Maureen Stover, Vice President of Policy and Engagement, North Carolina Business Leaders for Education

April - Student and School Staff Safety

Featured Panelists:

- Tara Brown, Parent Leader, Parents Amplifying Voices in Education
- Sheila Clark, Deputy Administrator, Youth Services Division, Department of Human Services
- Justin Patchin, Professor of Criminal Justice, University of Wisconsin-Eau Claire
- Valeria Popolizio Torres, Student Advocate, Office of the Student Advocate

Written Testimony:

- Kimberly R. Humphrey, Esq., Ombudsman for Public Education

May - Students Experiencing Homelessness

Featured Panelists:

- Dr. Deitra Bryant-Mallory, Senior Deputy Chief, Student Supports, District of Columbia Public Schools
- Barbara Duffield, Executive Director, School House Connection
- Kamari Felton, DCPS Graduate
- Nicole Lee-Mwandha, Homeless Education State Coordinator, Office of the State Superintendent of Education

- Rachel White, Deputy Director of Youth Advocacy, DC Action
- Written Testimony:
- Teresa Mooney, Senior Analyst, Bellwether

June - High School Diploma and Certificate Options for Students with Disabilities

Featured Panelists:

- Maria Blaeuer, Director of Programs and Outreach, Advocates for Justice and Education
- Hannah Blumenfeld-Love, Program Manager, DC Special Education Hub
- Chelsea Kovacs, Strategy and Programming Director, SchoolTalk DC

August - What Do Graduates Need Today?

Featured Panelists:

- Tanya Borachi, Director, Education and Workforce Initiatives, Federal City Council
- Christian Jones, Senior Director of Federal Services, District of Columbia Hospital Association
- Dr. Sita Ramamurti, Dean, College of Arts and Sciences, Trinity Washington University
- Willina Robson, Program Manager, Transition, Rehabilitation Services Administration, Department on Disability Services
- Leah Sloan, KIPP DC NAF Academy of Finance Alumna, CareerWise DC Alumna

September - Reimagining High School Math Requirements

Featured Panelists:

- Dr. Katey Arrington, Director of Systemic Transformation, Charles A. Dana Center, The University of Texas at Austin
- Dr. David Barnes, Associate Executive Director, National Council of Teachers of Mathematics
- Lyndsey E. Brightful, Director of Mathematics, Division of Instructional Programs, Office of Teaching and Learning, Maryland State Department of Education
- Andrea McChristian, National Policy Director, Just Equations
- Eboney McKinney, Director of Mathematics and Educational Technology, State Tutoring Grant Coordinator, Arizona Department of Education; President, Association of State Supervisors of Mathematics

October - Victim-Centered Restorative Justice

Featured Panelists:

- Dr. Justin Allen, Assistant Professor of Education Psychology, Texas A&M University
- Megan Challender, Director of Legal Services, Volare
- Nancy Duchesneau, Research Senior Manager, EdTrust
- Yazid Jackson, Director, Restorative DC

- Nadiya Pope, Education Justice Attorney, Advocates for Justice & Education
- Written Testimony:
- Jo Al Khafaji-King, Researcher, Urban Institute
 - Ashley Ogbonna, Director of Student Policy & Title IX Coordinator, KIPP DC

November - Advancing Career and Technical Education in DC Schools

Featured Panelists:

- Glenn Starnes, Senior Deputy Chief for SEAD Strategy, District of Columbia Public Schools
- William Massey, Principal, H.D. Woodson High School
- Dara Zeehandelaar Shaw, Research Director, DC Education Research Collaborative

December - Building Policies for Artificial Intelligence (AI) in DC Schools

Featured Panelists:

- Aaron Cuny, Founder and CEO, AI for Equity
- Amina Fazlullah, Head of Tech Policy Advocacy, Common Sense Media
- Elizabeth Laird, Director, Equity in Civic Technology, Center for Democracy and Technology
- David Williams, Innovation Coordinator, Friendship Collegiate Academy



**HERE'S TO
A BRIGHT YEAR
AHEAD!**





ABOUT THE D.C. STATE BOARD OF EDUCATION

The D.C. State Board of Education is an independent agency within the Government of the District of Columbia. The State Board is made up of nine elected representatives, one representing each of the district's wards, and one representing D.C. at large. There are also four appointed student representatives.

www.sboe.dc.gov

