

GOVERNMENT OF THE DISTRICT OF COLUMBIA

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STATE BOARD OF EDUCATION

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WEDNESDAY
JULY 20, 2016

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The Public Meeting of the District of Columbia State Board of Education convened at 441 4th Street, N.W., Washington, D.C., 20001, at 5:30 p.m., Jack Jacobson, President, presiding.

BOARD MEMBERS PRESENT:

JACK JACOBSON, President
KAREN WILLIAMS, Vice-President
RUTH WATTENBERG, Member
MARK JONES, Member
TIERRA JOLLY, Member
MARY LORD, Member
LAURA WILSON PHELAN, Member
JOE WEEDON, Member

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

HANSEUL KANG, State Superintendent
JOHN-PAUL HAYWORTH, Executive Director

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

2 5:31 p.m.

3 PRESIDENT JACOBSON: Good afternoon.

4 The time is 5:31 p.m. on July 20, 2016. And this
5 public meeting of the District of Columbia State
6 Board of Education is now called to order.

7 The roll will now be called to
8 determine the presence of a quorum. Mr.
9 Hayworth, please call the roll.

10 MR. HAYWORTH: Mr. Jacobson?

11 PRESIDENT JACOBSON: Present.

12 MR. HAYWORTH: Ms. Williams?

13 MEMBER WILLIAMS: Present.

14 MR. HAYWORTH: Ms. Lord?

15 MEMBER LORD: Present.

16 MR. HAYWORTH: Ms. Wilson Phelan? Ms.
17 Wilson Phelan?

18 (No response)

19 MR. HAYWORTH: Ms. Wattenberg?

20 MEMBER WATTENBERG: Present.

21 MR. HAYWORTH: Ms. Anderson? Ms.
22 Anderson?

1 (No response)

2 MR. HAYWORTH: Mr. Jones?

3 MEMBER JONES: Present.

4 MR. HAYWORTH: Mr. Weedon?

5 MEMBER WEEDON: Present.

6 MR. HAYWORTH: Ms. Jolly?

7 MEMBER JOLLY: Present.

8 MR. HAYWORTH: Mr. President, you have

9 a quorum.

10 PRESIDENT JACOBSON: Thank you, Mr.
11 Hayworth. A quorum has been determined. And the
12 State Board will now proceed with the business
13 portion of the meeting.

14 It should be noted that Ms. Anderson
15 from Ward Four is not here because she has a new
16 grandchild, I believe. So, we wish her all the
17 best.

18 I have not heard officially. But,
19 we're very excited for her. So, on the way.

20 MR. HAYWORTH: Mr. President, so I did
21 actually hear from Ms. Anderson. And she -- her
22 daughter was going into labor about an hour ago.

1 PRESIDENT JACOBSON: Well, we should
2 hear at any time.

3 (Laughter)

4 PRESIDENT JACOBSON: Members, we have
5 a draft Agenda before us. Are there corrections
6 or additions to the Agenda as presented?

7 (No response)

8 PRESIDENT JACOBSON: Hearing none, I
9 would entertain a motion to approve the Agenda.

10 VICE-PRESIDENT WILLIAMS: So moved.

11 PRESIDENT JACOBSON: Moved by Vice
12 President Williams. Is there a second?

13 MEMBER JOLLY: Second.

14 PRESIDENT JACOBSON: Second by Ms.
15 Jolly from Ward Eight. The Motion being properly
16 moved and seconded, I will ask the yeas and nays.

17 All in favor, please say aye.

18 (Chorus of ayes)

19 PRESIDENT JACOBSON: Any opposed?

20 (No response)

21 PRESIDENT JACOBSON: The motion is
22 approved. Next on our Agenda is the approval of

1 the Minutes from the July 13, 2016 working
2 session.

3 Are there corrections or additions to
4 the Minutes?

5 (No response)

6 PRESIDENT JACOBSON: I believe Ms.
7 Wattenberg provided some that have been
8 incorporated. Hearing no others, I would
9 entertain a motion to approve the Minutes.

10 MEMBER WEEDON: So moved.

11 PRESIDENT JACOBSON: Moved by Mr.
12 Weedon. Is there a second?

13 MEMBER LORD: Second.

14 PRESIDENT JACOBSON: Second by Ms.
15 Lord. The motion being properly moved and
16 seconded, I'll ask for the yeas and nays.

17 All in favor, please say aye.

18 (Chorus of ayes)

19 PRESIDENT JACOBSON: Any opposed?

20 (No response)

21 PRESIDENT JACOBSON: The motion is
22 approved. Good evening. My name is Jack

1 Jacobson. And I am President and Ward Two
2 Representative of the State Board of Education.

3 On behalf of the Members of the
4 District of Columbia State Board of Education, I
5 want to welcome our guests and our viewing public
6 to our Wednesday, July 20, 2016 public meeting.

7 The State Board holds its regularly
8 scheduled meetings on the third Wednesday of
9 every month in the old council chambers here at
10 441 Fourth Street, Northwest.

11 The Members of the State Board of
12 Education welcome your participation and your
13 support in our efforts to improve education in
14 the Nation's capital.

15 The State Board of Education's work to
16 ensure school accountability continues on pace.
17 Tonight we are joined by National experts who
18 will help inform State Board on issues affecting
19 homeless and disabled students.

20 The State Board has taken the lead on
21 including the community's voice in development of
22 our mandated new statewide accountability plan

1 under the Every Student Succeeds Act.

2 We've held meetings across the
3 District and are planning to hold additional
4 community meetings next month and through the
5 fall. These meetings are designed to hear
6 directly from parents, students, teachers,
7 business leaders, school leaders, and community
8 members about their visions for student success.

9 If you are interested in learning more
10 about ESSA and its potential for District
11 students, please visit our website at
12 SBOE.DC.gov/ESSA. There you will find an online
13 survey in English, Spanish and Amharic to offer
14 your thoughts on what makes a school successful
15 at fostering student learning.

16 May the record reflect that Ms. Wilson
17 Phelan from Ward One is with -- has joined us.

18 I also want to thank Superintendent
19 Kang and her team for their commitment to
20 community involvement in this process. They've
21 been excellent partners and we look forward to
22 continuing our work together.

1 Tonight will be the first Board
2 meeting in a year without Student
3 Representatives. Applications for those
4 positions, as well as our Student Advisory
5 Committee, are open now.

6 If you are a student in the District
7 of Columbia, please consider applying to join the
8 school year 16/17 Student Advisory Committee. Or
9 join the State Board as a Student Representative.

10 The application can be found on our
11 website at SBOE.DC.gov/studentvoices. We have
12 had excellent Student Representatives and Student
13 Advisory Committee over the past years. And we
14 look forward to working with new students in the
15 coming years.

16 At this time, I would like to invite
17 our Superintendent to make an opening statement.
18 Superintendent Kang?

19 SUPERINTENDENT KANG: Thank you,
20 President Jacobson. And good evening everyone.
21 I wanted to just offer two brief comments
22 tonight.

1 First, I'd like to offer my
2 congratulations to the graduates of the Class of
3 1966 of the Eastern Senior High School.

4 (Applause)

5 SUPERINTENDENT KANG: Who I understand
6 are celebrating your 50th reunion. D.C.
7 appreciates all you have done to support current
8 Eastern Senior High School students, including
9 providing mentorships and offering scholarships.

10 And it's wonderful to have you here
11 this evening. I hope you have a wonderful
12 reunion.

13 Secondly, I just wanted to echo the
14 President's comments. And note that we have been
15 working closely with the State Board of
16 Education.

17 We continue to do so. And working
18 with you and with other stakeholders to prepare
19 for the implementation of the Every Student
20 Succeeds Act or ESSA.

21 And we're looking forward to tonight's
22 panel. And the ability to offer some insights

1 into the needs of specific student populations,
2 the learning and achievement and support of whom
3 is deeply important to us at OSSE.

4 So, I'm looking forward to the
5 testimony and to the discussion.

6 PRESIDENT JACOBSON: Thank you so much
7 Superintendent Kang. We will continue this
8 meeting with public witnesses.

9 The State Board welcomes public
10 participation in activities under our authority.
11 At every public meeting we begin with testimony
12 from public witnesses on education related
13 matters.

14 If you are a member of the public and
15 would like to speak at our future public meeting,
16 please contact our staff at SBOE@DC.gov. Or by
17 calling (202) 741-0888.

18 Our public witnesses this evening are
19 Ms. Merilyn Holmes, Executive Director of Total
20 Sunshine, Inc., Darius Baker, UDC Community
21 College Workforce Development and Lifelong
22 Learning.

1 And if our witnesses are here, please
2 come down to the table. And then lastly,
3 LaTricea Adams, President and Founder, Black
4 Millennials for Flint.

5 You're Mr. Baker?

6 MR. BAKER: Goody, Goody. Yes.

7 PRESIDENT JACOBSON: Wonderful.

8 You'll have three minutes to address the Board.
9 And make sure that your microphone is on. It
10 will be indicated by the green light.

11 MR. BAKER: Sure.

12 PRESIDENT JACOBSON: And you can tell
13 your time length at this. Green, yellow, red.
14 Just like stop lights.

15 MR. BAKER: Do I get nine minutes
16 since the other two aren't here?

17 (Laughter)

18 MR. BAKER: I'm joking. So, I'll be
19 brief here. Greetings. Good evening. My name
20 is Darius Baker. I'm here representing the
21 University of the District of Columbia Community
22 College, Workforce Development and Lifelong

1 Learners Division.

2 Our courses are at no cost for D.C.
3 residents. And we really want to stress that.
4 That our courses are at no cost for D.C.
5 residents upon them entering.

6 Our mission is essentially to reduce
7 employment and underemployment for D.C.
8 residents. And we do this by enhancing their
9 skills through various training courses.

10 We offer career pathways in five
11 different areas. And this is construction and
12 property management. We offer them in
13 healthcare. This is both direct healthcare and
14 indirect healthcare, more so of healthcare
15 administration.

16 And hospitality and tourism. This is
17 information technology and office administration
18 is one of our -- our fourth pathway. And then
19 transportation rounds up our pathways.

20 Very minimal requirements for our D.C.
21 residents. First, they have to prove their D.C.
22 residency. And they have to have a high school

1 diploma. Graduated from high school or a GED
2 equivalency.

3 Our courses again, are free. And
4 they're located at five different campuses
5 throughout the District of Columbia. At 801
6 North Capital, and our Bertie Backus location,
7 that's off of South Dakota or on South Dakota
8 Avenue.

9 Marion Shadd, P.R. Harris, and also
10 the United Medical Center. We offer new students
11 to come in and attend our information session.
12 And also sit for the CCAS assessment.

13 After they sit for the CCAS
14 assessment, they'll meet with an advisor, student
15 advisor, a student success specialist. Where we
16 will literally walk them through their career
17 track and their pathway.

18 We opened this up again, to all D.C.
19 residents. We've recruited at high schools,
20 community centers, libraries. And we look
21 forward to having a surplus of enrollment this
22 fall, 2016.

1 We will start our -- our registration
2 will start on August 10. And it will be for
3 three weeks.

4 And so, we look forward to again,
5 having a surplus of D.C. residents flood our
6 locations on August 10. And then it will be
7 again, for about three weeks.

8 And we just -- we really look forward
9 to having a nice show out for this fall.

10 It says 28 seconds, but that is about
11 all I have for you today. I open it up to any
12 questions or any comments.

13 PRESIDENT JACOBSON: Thank you, Mr.
14 Baker, for your services to the District. And
15 for working to reduce our unemployed and
16 underemployed population.

17 MR. BAKER: Definitely.

18 PRESIDENT JACOBSON: They're
19 incredibly important. And we will help you get
20 the word out about your courses -- course
21 offerings.

22 MR. BAKER: Please do. Thank you.

1 Thank you.

2 PRESIDENT JACOBSON: Thank you. And
3 I just want to make sure, is Ms. Adams from Black
4 Millennials from Flint here? Thank you.

5 You could come right down to the
6 witness table. And you've got three minutes.

7 Mr. Baker, if you're finished, you're
8 welcome to leave.

9 MR. BAKER: Thank you.

10 MS. ADAMS: Do I need to give these 15
11 copies too just --

12 PRESIDENT JACOBSON: And you'll have
13 three minutes. The time will be indicated at the
14 top of the table, green, yellow, red. And make
15 sure the green light is lit on your microphone.

16 And you have -- you can start when
17 you're ready.

18 MS. ADAMS: Thank you. Greetings D.C.
19 State Board Members. I want to thank you for
20 this opportunity to speak with you this evening
21 regarding Next Steps, regarding potential lead
22 exposure of our children in the District.

1 My name is LaTricea Adams, President
2 and Founder of Black Millennials for Flint, a
3 grassroots environmental advocacy group with
4 special interests in diminishing the occurrences
5 of lead exposure.

6 D.C. is no stranger to issues with
7 water quality. Between 2001 and 2004, D.C. water
8 had startling lead levels in the Washington
9 Aqueduct, which supplies city water. Changes to
10 treatment chemical from chlorine to chloramine,
11 which in turn caused pipes to corrode.

12 We are heartbroken that 15 years
13 later, the issue has emerged once again, putting
14 our children at risk of an array of critical
15 health issues.

16 Lead poisoning can lead to a variety
17 of health problems in children, specifically
18 those who are under the age of six. And
19 including but not limited to, decreased bone and
20 muscle growth, poor muscle coordination, damage
21 to the nervous system, kidneys and/or hearing,
22 speech and language problems, developmental

1 delay, seizures and unconsciousness in extreme
2 cases.

3 While we are champions of the recent
4 Bill proposed by Ward Three Council Member Mary
5 Cheh, in which the Washington City Paper quotes
6 her as stating, in order to maintain their
7 certifications, the facilities would have to
8 demonstrate to the District proof of compliance.
9 Lead tests would be required annually.

10 The Office of the State Superintendent
11 of Education, which oversees child development
12 facilities, would manage a new fund to help sites
13 install filters if they were to pose an undue
14 financial hardship.

15 A part of Councilwoman Cheh's
16 statement that resonates with us the most this
17 evening, is remedying shortcomings and protecting
18 District children. What resources, programs, and
19 the like will be provided to children who may
20 have already been substantially exposed to lead.

21 According to a statement from a
22 licensed pediatrician at the June 2016 D.C.

1 Council of Public Hearing regarding lead in
2 public facilities, depending on the length of
3 time of initial exposure to lead and the actual
4 lead screening, the tests may not adequately
5 demonstrate an accurate lead toxicity level due
6 to the lead being absorbed in the bones.

7 What policies are in place or are
8 being discussed to ensure that the District is
9 doing their diligence to ensure all children have
10 been properly evaluated and not just with a
11 routine screening, and that proper recourse is
12 taken?

13 How is the State Board of Education in
14 working in tangent with D.C. Council to ensure
15 that any recommendations for policy addresses the
16 whole child?

17 Though research supports that lead
18 exposure is not reversible, there are several
19 actions that could prevent some of the major side
20 effects. This evening we are asking for support
21 from the D.C. State Board to consider the
22 following.

1 Encourage a school lunch regiment for
2 all LEAs, including DCPS and Charters, to include
3 foods that are rich in nutrients which fight
4 against lead poisoning.

5 Encourage LEAs to provide additional
6 wrap around services, specifically for families
7 with students diagnosed with developmental delay,
8 emotional disturbance, intellectual disability,
9 and other specific learning disabilities,
10 including students of 504 plans that outline
11 health conditions that trace back to lead
12 poisoning.

13 Additionally, collect and closely
14 monitor the proportionality of suspensions and
15 expulsions of students within the aforementioned
16 special populations. And comparison between DCPS
17 and all D.C. Public Charter Schools.

18 And my time is winding down. The last
19 thing is, we hope that you will work closely with
20 the D.C. Council, of course with the Office of
21 the State Superintendent, and if possible, the
22 D.C. Department of General Services to ensure

1 there's alignment and recommendations for policy
2 as well as congruency in communication to parents
3 and families.

4 And then we also propose that the LEA
5 report card criteria include aspects outlined in
6 D.C. Councilwoman Cheh's prospective bill.

7 And thank you so much for your
8 attention to these issues. And I welcome any
9 questions if I have time to answer them.

10 PRESIDENT JACOBSON: Thank you, Ms.
11 Adams for your testimony. For coming down here
12 tonight.

13 We had a robust conversation with the
14 Deputy Mayor about lead at our May public
15 meeting. And we're continuing those
16 conversations to make sure that our students are
17 being treated well and this issue is being
18 addressed systemically.

19 So, please keep up your advocacy. And
20 we will keep up ours as well.

21 MS. ADAMS: All right. Thank you.

22 PRESIDENT JACOBSON: Thank you so

1 much.

2 MEMBER WATTENBERG: Can I please get
3 recognized?

4 PRESIDENT JACOBSON: Ms. Wattenberg's
5 recognized for parliamentary inquiry?

6 MEMBER WATTENBERG: Okay, yes. Or a
7 comment. I just want to say to the folks who
8 have testified that by our rules, we are not
9 allowed to ask questions.

10 Because I don't want them to think
11 that we're not interested. In fact, we're quite
12 interested.

13 And on the lead, if I may say one
14 other thing, maybe when we have a hearing around
15 report card data, perhaps someone related could
16 come and talk to us.

17 PRESIDENT JACOBSON: Thank you. Thank
18 you for sharing that and stating that. And then
19 we'll work on that.

20 Thank you to our public witnesses for
21 being here tonight. And thank you for providing
22 copies of your testimony to Mr. Hayworth for our

1 meeting record this evening.

2 We now turn to recognition of the
3 Eastern High School Class of 1966. Tonight the
4 State Board of Education is honored to welcome
5 members of the Eastern High School Class of 1966.

6 In the 50 years since their
7 graduation, the Class of 1966 has exemplified the
8 very best of District graduates. They have
9 become leaders in their communities, raised
10 families, and have been fantastic examples for
11 thousands of young people who have followed in
12 their footsteps.

13 In honor of the Class of 1966, the
14 State Board will consider a ceremonial
15 resolution. Mr. Weedon, would you like to make
16 comments and read the resolution into the record?

17 MEMBER WEEDON: Yes, please. I'd just
18 like to say thank you to the entire Eastern
19 community. With over 125 years of history,
20 there's no way I can do the legacy of Eastern
21 justice in just a couple of moments.

22 The points of pride of the school

1 include a long, rich, musical history, traveling
2 to Europe, great athletic teams, including many
3 city championships. And of course, academic
4 success.

5 But, I think most importantly, I'm
6 just continually impressed by the dedication and
7 the commitment of the Rambler Nation. Whether
8 it's out supporting the championship winning
9 football team over the last two years,
10 volunteering as mentors, tutors, being present in
11 the community for the students today, you just
12 play a vital role in the ongoing success of
13 Eastern.

14 The Rambler Nation is an inspiration.
15 And I look forward to continuing to work with you
16 to ensure that the next generation of Ramblers
17 can even approach your success.

18 And most of all, I look forward to my
19 daughter in 2023 walking down the marble steps.
20 And my son in 2025. I -- they know the tradition
21 already. They don't walk down the steps.

22 (Laughter)

1 MR. WEEDON: My thanks to the Class of
2 1966 for your 50 years of service. With that
3 I'll read the resolution into the record.

4 District of Columbia State Board of
5 Education Ceremonial Resolution, CR6, Honoring
6 Eastern Senior High School, Class of 1966 on
7 their 50th Reunion.

8 Whereas, the Eastern Senior High
9 School was founded in 1890 to provide a high
10 quality education to students of the District of
11 Columbia;

12 Whereas, the Eastern Senior Class of
13 1966 will celebrate its 50th Reunion on October
14 16, 2016 with a theme, 50, Fabulous, and Favored;

15 Whereas, members of the Class of 1966
16 have consistently provided mentorship in Eastern
17 Senior High School students -- to Eastern Senior
18 High School students, and have participated
19 annually in the school's career day;

20 Whereas, members of the Class of 1966
21 have provided generous financial assistance to
22 athletic teams, the school band, as well as

1 scholarships to graduating seniors;

2 And Whereas, the graduates of the
3 Class of 1966 have gone on to pursue successful
4 careers in a wide variety of fields, raise
5 families, and spread the mission of Eastern
6 Senior High School across the District and the
7 Nation;

8 Now therefore, it be resolved, that
9 the District of Columbia State Board of Education
10 honors and congratulates the Class of 1966 on
11 their 50th Anniversary for their accomplishments
12 and continued dedication to the students of
13 Eastern Senior High School.

14 Colleagues, I move the resolution.

15 PRESIDENT JACOBSON: Is there a
16 second?

17 MEMBER PHELAN: Second.

18 PRESIDENT JACOBSON: Second by --
19 moved by Mr. Weedon, second by Ms. Wilson Phelan.
20 All in favor, please say aye.

21 (Chorus of ayes)

22 PRESIDENT JACOBSON: Any opposed?

1 (No response)

2 PRESIDENT JACOBSON: Any abstentions?

3 (No response)

4 PRESIDENT JACOBSON: The resolution is
5 adopted unanimously. And I would now like us to
6 take a five minute recess for Members to greet
7 the Class of 1966, and perhaps take a photograph
8 in the well. Please join us.

9 (Applause)

10 (Whereupon, the above-entitled matter
11 went off the record at 5:51 p.m. and
12 resumed at 5:57 p.m.)

13 PRESIDENT JACOBSON: And I'd like to
14 call us back to order, Board Members. While we
15 were in the well, I was informed that of the 700
16 or so students that graduated in the Class of
17 1966, they were challenged by their Principal to
18 give back to their communities. And to go into
19 the field of education.

20 And of those 700 students, over 100 of
21 them became teachers and educators. Many of them
22 in our communities.

1 So, thank you all so very much.

2 (Applause)

3 PRESIDENT JACOBSON: And please
4 continue to stay involved. We'll do our part as
5 well.

6 Now, we're going to move into ESSA's
7 effect on vulnerable subgroups. It is no secret
8 that the District has often failed to provide
9 adequate education to students who are facing
10 additional challenges, whether those challenges
11 are physical or circumstantial.

12 I believe we are doing a better job
13 today than we have in the past. But, we still
14 have much work to do.

15 Our witnesses tonight will provide
16 information for the State Board and OSSE to
17 consider as we develop our statewide
18 accountability plan that will help us ensure that
19 these vulnerable students aren't hampered by our
20 system.

21 Mathew McCollough is the Executive
22 Director, -- and Mr. McCollough you can come

1 right down to the witness table. Is the
2 Executive Director of the District of Columbia's
3 Developmental Disabilities Council.

4 The DDC promotes independence and
5 equal opportunity for individuals with
6 intellectual and developmental disabilities.

7 Eric Masten, a long time friend of
8 mine and highly respected in his field, is
9 Director of Public Policy at the National Network
10 for Youth. NN4Y is a national leader in advocacy
11 and education in the issues facing homeless
12 youth.

13 Thank you both for joining us tonight
14 for this discussion. The State Board is
15 committed, like you, to making the best decisions
16 possible based on solid research and best
17 information available.

18 Your testimony here will help inform
19 not only the State Board, but also the
20 Superintendent and her team, as we develop our
21 statewide accountability measures.

22 Each of you will have five minutes to

1 present your testimony. And then we will take
2 questions from Members.

3 Mr. McCollough, would you like to
4 begin? And I think you heard earlier, your
5 microphone should be green.

6 And the lights at the top of the table
7 go green, yellow, red. Yellow when you've got
8 about 30 seconds left. Thank you.

9 MR. MCCOLLOUGH: Excellent. So, good
10 evening. My name is Matt McCollough. I manage
11 the D.C. Developmental Disabilities Council.

12 The DD Council is solely funded
13 through the U.S. Health and Human Services
14 Administration of Disabilities. The DDC speaks
15 straight from the voice of people with
16 developmental disabilities and their families in
17 D.C. in support of greater independence,
18 including their impairment and the pursuit of
19 what -- as they choose.

20 The DDC possesses 15 community minded
21 members who serve as volunteers committed to
22 creating change that eliminates discrimination

1 and remove barriers to full inclusion throughout
2 advocacy.

3 These members value the idea and
4 principal that all people are created equal and
5 entitled to having their legal, civil and human
6 rights be respected and protected.

7 The DD Council is one of 56 councils
8 across the United States. And we are authorized
9 to exist through the Developmental Disabilities
10 Assistance and Bill of Rights Act of 2000,
11 passed by the United States Congress.

12 To give you a little background about
13 me, I am a person with developmental
14 disabilities. DDC deals with if a person was
15 diagnosed with a disability prior to the age of
16 22, and if it's going to continue indefinitely
17 and it impacts three mental activities.

18 My particular, I have cerebral palsy,
19 so my speech is impacted, my ability to move
20 around, and I'm partially deaf. So, you're
21 talking about folks who have intellectual
22 disabilities, autism.

1 Folks who have a dual diagnosis such
2 as a learning disability packed with behavioral
3 health issues. So, all those folks will be
4 categorized as people with DD.

5 Also, you should know that I graduated
6 from James Madison University with a minor in
7 middle school education. As you know, the
8 University does not have an education major.

9 So, and that's how I graduated with a
10 double major. And so, I fully understand what
11 the teachers go through. And I did my student
12 teaching in Stafford County, Virginia.

13 In terms of the recommendations that
14 I have, in terms of the new accountability plan,
15 I'm going to do it in three sections. I'm going
16 to give you five general recommendations. And
17 I'm going to talk about discipline and the
18 quality of teachers.

19 So, the first recommendation that I
20 have is to expand or create the new
21 accountability system that inspires meaningful
22 actions, and is coupled with evidence-based

1 strategies to improve student outcomes if
2 achievement gaps or low performance is detected
3 at the school level, or in one specific
4 circumstance.

5 Recommendation number two, create and
6 support the infrastructure necessary to interpret
7 accountability data in a valid and thoughtful
8 way.

9 The third recommendation, raise the
10 expectations for D.C. students with disabilities
11 and reject any proposal that relies on whether a
12 student has met his or her IAP goals as an
13 indicator of school quality and/or student
14 success.

15 Recommendation number four,
16 meaningfully engaging with and conferring with
17 the community of professionals who contribute to
18 student success during the design and
19 implementation of a new accountability system.

20 The fifth and final general
21 recommendation is meaningful engaging, consult
22 with various District stakeholders from the

1 disability community.

2 Dealing with discipline being one
3 recommendation I have, is as an indicator of
4 school quality or student success, the District
5 should include data relating to disciplinary
6 removals which includes rates of in school
7 suspension, out of school suspension, expulsion
8 with educational services, expulsion without
9 educational services, and informal school
10 removal.

11 These are lists the D.C. Board of
12 Education should build upon these definitions.
13 One, clean and uniform definition of informal
14 school removal. Two, ensure definitions are
15 implemented in a uniform way.

16 Third, conduct a thorough review of
17 the policy of using in school suspension and
18 informal school removal in place of out of school
19 suspension. And set the minimums or a separate
20 side for purposes of reporting this data by
21 school and District.

22 Being suspended from being from --

1 being suspended from school increases the risk
2 for all district students of high school drop
3 out, involvement in the juvenile justice system,
4 and it's associated with poor outcomes across
5 their life span.

6 For District students with
7 disabilities, suspension results in significant
8 loss of instructional time, which impedes the
9 academic growth. Can negatively impact academic
10 performance and contributes to lower rates of
11 graduation.

12 Talk about teacher equality. My
13 recommendation is that an indicator of school
14 quality and student success, the D.C. Board of
15 Education accountability system should include
16 the percentage of teachers who are fully
17 certified, fully licensed, and experienced.

18 In terms of being experienced as
19 teachers, they should have at least three years
20 of successful teaching and practice. And the
21 District needs to establish standards to define
22 qualified and successful.

1 Research has shown that kids from
2 disadvantaged backgrounds often have less
3 qualified teacher as compared to their non-
4 disadvantaged peers.

5 For students with disabilities, the
6 issue is further compounded by the fact that
7 nearly every State across the nation, including
8 the District, has assigned as special educators,
9 a challenge that has existed for years.

10 In closing the Developmental Disabled
11 Council believes there's a plan to take this next
12 logical step and include this important
13 information related to teacher qualification in
14 the District accountability system.

15 Furthermore, but including this
16 information with the District accountability
17 system, the DDC hopes that this will -- that the
18 result will be a greater emphasis on improving
19 teacher quality for all District students with
20 disabilities.

21 Thank you very much. That ends my
22 testimony. Thank you.

1 PRESIDENT JACOBSON: Thank you, Mr.
2 McCollough. We'll have questions at the end.
3 Mr. Masten, would you like to go?

4 MR. MASTEN: Yes. Thank you. Are we
5 on? There we go. I appreciate the opportunity
6 to offer testimony on behalf of the National
7 Network for Youth to the D.C. State Board of
8 Education.

9 The National Network for Youth is the
10 nation's leading organization advocating at the
11 Federal level for the -- to educate policy makers
12 on the needs and unique perspectives of homeless
13 and disconnected youth.

14 We're a member organization. There
15 are service providers, State agencies,
16 coalitions, faith-based organizations and
17 advocates and individuals who work toward a
18 vision of a world where youth can escape the
19 dangers of homelessness and access safety, youth
20 appropriate services, hope, and healing.

21 Particularly, we're excited to share
22 our feedback as you look at considering State

1 accountability standards for the District under
2 the Every Student Succeeds Act.

3 The Network has worked closely with
4 allied organizations at the Federal and State
5 level. In particular, the National Association
6 for the Education of Homeless Children and Youth
7 to develop recommendations regarding new ESSA
8 accountability provisions.

9 With NAEHCY, the Network recently
10 submitted recommendations to the U.S. Department
11 of Education regarding many aspects of the ESSA
12 and its impact on homeless youth. For your
13 reference I've included a full copy of these
14 complete recommendations to add along with my
15 remarks.

16 And they touch on a number of things
17 relating to State plans, local plans, and if we
18 do not have those available, I'll make sure to
19 get those over to Mr. Hayworth.

20 As many of you know, homeless children
21 and youth face basic educational challenges.
22 They lack access to supplies.

1 They lack a reasonable environment in
2 which to do homework. Their learning is often
3 compromised by high rates of mobility, hunger,
4 illness, mental health conditions, abuse,
5 neglect, and trauma.

6 And those conditions may impact the
7 youth themselves. Or they may impact their
8 families. Which of course have a demonstrative
9 impact on the student's ability to learn.

10 We know that the most promising
11 instructional strategy or qualified teacher is
12 going to be of little benefit to students who
13 face paperwork challenges, who have limited
14 access to transportation, who are constantly
15 changing schools, who have other familial
16 considerations that may pull them out in the
17 middle of the day.

18 And because of that, we think that
19 there are a number of things that should be taken
20 into account both in terms of providing services.
21 And we would recommend ways that you could look
22 at developing State plans to make sure that in

1 the accountability provisions, homeless children
2 and youth are touched on.

3 There are two critical recommendations
4 that I want to highlight in my time tonight.
5 Those recommendations are critical to ensuring
6 that youth experiencing or who have experienced
7 at some point during their academic career
8 homelessness, have critical supports to help them
9 succeed academically.

10 And that these recommendations would
11 provide the District with vital information. And
12 excuse me, I should say the State, with vital
13 information that enables them to understand the
14 nature of student homelessness and to respond
15 accordingly.

16 First, we urge you to desegregate
17 graduation rates for homeless students. States
18 that currently desegregate graduation rates for
19 homeless students report significantly lower
20 graduation rates for homeless students than other
21 subgroups, including economically disadvantaged
22 students.

1 Specifically, we urge you to, number
2 one, report graduation rates for students who are
3 homeless at any time during grades nine through
4 12. As well as for those who are homeless as
5 their status most recently prior to graduation.

6 This is particularly critical because
7 research has shown that students who experience
8 homelessness at any point during high school are
9 at a higher risk of not completing high school.
10 And not doing so within four years.

11 Secondly, we urge you to report on the
12 extended five and six-year graduation rate for
13 students who have experienced homelessness at any
14 point during their secondary education.

15 And through both of these, we ask you
16 to utilize the full McKinney-Vento definition of
17 homeless in reporting on these students who are
18 homeless at any point during the academic year,
19 during their secondary education.

20 Second, in order to ensure that all
21 homeless students are able to be academically
22 successful, they must be able to fully

1 participate in academic and extracurricular
2 activities. In order to support this goal, we
3 urge you to establish procedures to award full
4 and partial credit to homeless students.

5 And to provide examples to -- for how
6 to calculate and award partial credits. And
7 transfer that information between schools.

8 Second, to remove barriers to
9 enrollment, retention of homeless students in
10 schools. Including any barriers that might exist
11 due to fines, fees, and absences. So that they
12 are able to transfer information and credits.

13 And to ensure that extracurricular
14 activity such as those policies developed by the
15 State Athletic Association don't act as barriers
16 to the participation in extracurricular and
17 athletic activities.

18 I should note, and I recognize that
19 I'm slightly over time, if I might be indulged,
20 that it's important to note that the McKinney-
21 Vento Education for Homeless Children and Youth
22 Act does provide critical supports and services

1 for youth experiencing homelessness.

2 It provides supports and provisions to
3 assist the LEAs in serving homeless youth.

4 Including support for outreach and
5 identification, enrollment assistance,
6 transportation assistance, records transfer,
7 immunization referrals, tutoring counseling, the
8 whole host of services, including professional
9 development for educators and referrals to
10 community services for homeless students.

11 We look forward to working with the
12 State Board of Education as you -- supporting
13 your efforts to ensure that students experiencing
14 or who have experienced homelessness are able to
15 succeed.

16 And I would also encourage you to work
17 and reach out to the National Association for the
18 Education of Homeless Children and Youth. They
19 are our partners on this. And frankly, they are
20 our subject matter experts who we turn to.

21 We look forward to working with you.
22 And I look forward to answering any questions you

1 may have. Thank you.

2 PRESIDENT JACOBSON: Thank you, Mr.
3 Masten. Board Members, let's do five minute
4 round of questions.

5 And Ms. Wilson Phelan. And then Ms.
6 Jolly.

7 MEMBER PHELAN: Thank you both for
8 your testimony today. And I appreciate you being
9 here.

10 My first question is for Mr.
11 McCollough. Could you please tell me a little
12 bit about your -- more about your recommendation
13 to not include, let me just pull it up so I don't
14 mis-cite it.

15 To not include whether a student has
16 met his or her IAP goals as an indicator of
17 school quality or student success?

18 MR. MCCOLLOUGH: So, the IAP is a
19 document that's totally legal. So, really, the
20 IAP owner, the Department of Education, the
21 schools have to comply with that document.

22 And the IAP is used as a tool to

1 access the curriculum. So, the fact that instead
2 of placing high school requirements in the IAP,
3 they should already be doing that.

4 Because that's applied to all
5 students. And instead of putting that a legal
6 document, they're already showing the proof that
7 they're not doing what they should be doing in
8 the first place, of giving bad students a quality
9 education with restriction of environment.

10 So, if we start putting requirements
11 in the IAP, you're basically telling the
12 developmental education that you're not meeting
13 the basic requirements of serving students with
14 disabilities who have access to basic curriculum.

15 MEMBER PHELAN: Thank you. Can I just
16 make sure I understand all of what you said?

17 MR. McCOLLOUGH: Sure.

18 MEMBER PHELAN: Can I just --

19 MR. McCOLLOUGH: Yes.

20 MEMBER PHELAN: So, are you saying
21 that having the IAP alone is sufficient in terms
22 of ensuring that students can access the

1 curriculum at an appropriate level?

2 MR. MCCOLLOUGH: Sure. Well, here's
3 the issue with a lot of the schools. The
4 schools, a lot of them rely on the special
5 education careers, or the material teachers, may
6 not fully understand their obligation under IDA.

7 And the fact that if you compare, I
8 know that OSSE has been doing a much better job.
9 But, historically if you take like one student
10 with disability's IAP and compare it to others,
11 it should be totally individualized.

12 And so the fact that one, we should be
13 trying to meet the potential of every single
14 student. And that that legal document should be
15 allowing that student to reach their potential.

16 But, if you -- including the
17 requirements of a high school diploma that's
18 afforded to your high school student going
19 through your school system, and so why do
20 students with disabilities are expected to have
21 an IAP if no other student without a disability
22 is required to have that?

1 MEMBER PHELAN: Okay. Let me ask one
2 more follow up if you don't mind.

3 MR. McCOLLOUGH: Yes.

4 MEMBER PHELAN: So, is it a problem
5 that once a student has an IAP that sometimes he
6 or she doesn't still receive the full complement
7 of supports to fulfill his or her IAP?

8 MR. McCOLLOUGH: So, when we -- if you
9 solely based it on supports that's what the IAP
10 is about. And you -- and so there's incidences
11 where the IAP may not fully meet that student's
12 particular needs.

13 But, that's another conversation for
14 another day. But, I -- but to include the
15 academic requirements into the IAP is not right.
16 And it also means that you should expect that for
17 all the students, to have a plan of their own.

18 And so it's totally not right. And it
19 shows a disparity among students with
20 disabilities versus students without
21 disabilities.

22 MEMBER PHELAN: I understand that. I

1 think that this is a really new bit of
2 information for me.

3 MR. McCOLLOUGH: Yes.

4 MEMBER PHELAN: So, it's helpful to
5 hear your perspective. One of the things I
6 wonder is whether we -- it would be included?

7 And how we think about whether a
8 school is actually meeting the needs of students
9 versus an additional requirement on a student.
10 You know what I mean?

11 MR. McCOLLOUGH: Yes.

12 MS. PHELAN: So, it would be saying,
13 is this -- it could be potentially a measure of
14 saying is this school actually meeting the needs
15 of the students with disabilities in the building
16 or those students who have IAPs?

17 MR. McCOLLOUGH: Yes. So, there are
18 -- there's a question that should be posed to
19 OSSE? Because my position is that each IAP,
20 really that it should be person centered.

21 And that it should meet the needs and
22 the desires of the student. But then once you

1 graduate with a diploma or quite possibly going
2 out to post-secondary opportunities, we still
3 have a long way to go with that.

4 And the fact that there are teachers
5 still struggling with regarding our students with
6 disabilities. To meet the fullest potential is
7 the struggle and the challenge that the District
8 will continue to have.

9 And if they start including
10 requirements of the high school diploma in kid's
11 IAPs, then we're taking a step back.

12 MEMBER PHELAN: Thank you.

13 MR. MCCOLLOUGH: Thank you.

14 MEMBER PHELAN: All right, I'm out of
15 time.

16 PRESIDENT JACOBSON: Thank you, Ms.
17 Wilson Phelan. We'll go to Ms. Jolly. And then
18 Ms. Lord, our At Large Member.

19 MEMBER JOLLY: Sure. So, my first
20 couple of questions are for Mr. Masten.

21 In your account of homeless youth, do
22 you count, or do you have any kind of special

1 tracking for former or current foster youth?

2 MR. MASTEN: That's a really good
3 question. And that's going to vary -- so, we
4 have separate recommendations regarding current
5 and foster youth in terms of tracking.

6 I would have to double check and sort
7 of see where we have provided recommendations in
8 terms of how to assess that. One of the, as you
9 may know, McKinney-Vento provides for provisions
10 around supporting transfers for youth who are
11 under the care of the child welfare system.

12 It's not necessarily something that is
13 tracked consistently from State to State. I
14 would have to check and see where we stand on
15 that.

16 MEMBER JOLLY: Okay. Given the high
17 rates of current and former foster youth that are
18 homeless though, would you recommend that they
19 also be counted as a special population?

20 MR. MASTEN: I would -- I am focused
21 on making sure that we would track homeless
22 youth. And those who have experienced it at some

1 point.

2 I don't know that I would be prepared
3 to speak to whether or not the numbers would be
4 there to get an accurate count of those youth
5 that are, or who have experienced homelessness
6 who were also a part of and engaged with the
7 child welfare system.

8 So, I kind of have to differ. I don't
9 know enough in terms of the specifics as we look
10 at the District to know.

11 MEMBER JOLLY: Okay. I am wondering
12 too though, what kinds of interventions you
13 recommend for schools? Specifically about
14 programs in place to support homeless students?

15 MR. MASTEN: Sure. One of the biggest
16 things I think that as you probably know, you
17 know, McKinney-Vento ensures that there are those
18 supports available for teachers, for other
19 professionals.

20 Schools are supposed to have their
21 McKinney-Vento liaison to help with identifying
22 and connecting those students to services. And I

1 think the biggest thing that we see as successful
2 because in so many cases it is educators that are
3 encountering and sort of discovering youth who
4 are experiencing homelessness.

5 And I should note that I use the
6 broader definition for those who are maybe couch
7 surfing. For those who are living in hotels.

8 For those who are sort of, you know,
9 not kids that are, you know, on the streets or in
10 a car. You know, they maybe doubled up.

11 You know, a lot of times -- so I think
12 there are two. One is making sure that the
13 educators have the training, the capacity to
14 recognize certain signs.

15 And two, in an age appropriate,
16 developmentally appropriate manner, connect with
17 those students to look at, you know, identify,
18 indicate their willingness to provide supports
19 and services.

20 And then make sure that those
21 educators or at least those within the school
22 setting have the knowledge of other local

1 resources. Whether it's referrals within
2 government agencies or to local providers.

3 And we know of course, the District
4 has a wealth of really good, competent service
5 providers.

6 I say this, we're co-located with
7 Sasha Bruce Youthworks. I see the work that
8 they're doing every day in terms of helping to
9 connect with homeless youth in the District.

10 MEMBER JOLLY: And then my second
11 question with my last minute is for Mr.
12 McCollough. You talked about defining informal
13 school removal.

14 MR. MCCOLLOUGH: I'm sorry?

15 MEMBER JOLLY: You spoke in your
16 recommendations about coming up with an official
17 definition for informal school removal.

18 MR. MCCOLLOUGH: Yes.

19 MEMBER JOLLY: If you were to write
20 that definition, how would you define that?

21 MR. MCCOLLOUGH: I would -- well if
22 the student is asked to go home because of

1 behavioral issues, I mean, the offense -- if
2 there's any incidences where the student was
3 asked to be removed from school grounds for a
4 there being some violent issue, that's how I
5 would -- I should define it.

6 Because there wasn't enough grounds to
7 formally remove him or -- but because on that
8 particular day, he or she may have had a
9 behavioral issue that just needed to take a break
10 from school for a day.

11 But, instead of placing a formal --
12 being in the record saying that they got into
13 trouble, I think you guys should still tighten
14 that type of information.

15 MEMBER JOLLY: Thank you, Messrs.
16 McCollough and Masten.

17 PRESIDENT JACOBSON: Thank you, Ms.
18 Jolly. We'll go to Ms. Lord. And then Mr.
19 Jones.

20 MEMBER LORD: Thank you very much. I
21 want to first of all thank you for bringing this
22 very important subject to the table.

1 We talk about making sure vulnerable
2 populations of students are attended to. And
3 very little attention is -- I won't say very
4 little attention is paid.

5 But, everybody tends to get lumped
6 into a population known as special education or
7 foster children. And one of the big things I see
8 coming out of the ESSA is it requires States to
9 pay attention to foster care students, to
10 homeless students.

11 And to give us, I think, an
12 opportunity to really drill down and say, among
13 these various populations, who is being well
14 served and who is being stepped back from?

15 So, I just wanted to preface my
16 remarks by saying that. I'd like to follow up on
17 a few of the comments.

18 Which is identifying the barriers to
19 success. One of my concerns is that life is full
20 of speed bumps.

21 And for example, a student who might
22 have been doing very well and experiences shelter

1 difficulties, not necessarily homelessness, but
2 an erratic shelter, has kind of like an extra
3 burden to bare. How do we make sure we identify
4 the barriers to success?

5 And then set up what we consider
6 success in a way that doesn't penalize students
7 who for no fault of their own are experiencing
8 for example, homelessness.

9 Or who would be able to graduate with
10 a full diploma. But the full diploma requires a
11 physical education course or an art course that
12 the school doesn't offer.

13 MR. MCCOLLOUGH: True. So for me,
14 there are a lot of students with disabilities
15 that experience homelessness. And so part of the
16 reasons why I succeeded so well is because I was
17 closely connected to the community.

18 I was a boy scout. I got my Eagle
19 Scout. The fact that I was able to be mentored
20 by other folks that made me have similar
21 situations that I experienced really helped me
22 understand why was it important to move forward.

1 So, the fact that you offer after
2 school programs such as shelter first, they're an
3 America Program. So the fact that you've big
4 brother and big sisters and other programs that
5 really emphasize development around young adults
6 are critical to their development.

7 The key is getting them connected to
8 resources. Because it can be very overwhelming
9 for a young student with or without disabilities
10 experiencing homelessness.

11 And we need to express to them that
12 they're not alone on this journey. And that
13 there are supports, very good supports out there
14 that could help them move to the next phase of
15 their lives.

16 MR. MASTEN: I would echo those
17 remarks. And I think that specifically when we
18 look at youth who have experienced or who are
19 experiencing homelessness as you said, you know,
20 maybe that's moving from place to place, doubled
21 up, staying with friends. That sort of couch
22 surfing.

1 The biggest thing and I touched on
2 this a little bit is making sure that we look at
3 some of those supports. And reducing those
4 barriers within school settings.

5 In particular, I think we would
6 advocate and make sure that those McKinney-Vento
7 provisions and services are very robustly
8 practiced and put into effect.

9 So, making sure that the liaisons have
10 the time and have the capacity. There's some new
11 language in ESSA about making sure that they're -
12 - and I'm looking specifically.

13 Like, making sure that they have the
14 capacity to really address those needs within the
15 schools. Making sure that in some cases, really
16 thinking critically about whether the McKinney-
17 Vento liaison is also the child welfare liaison.

18 Because, and I think Ms. Jolly sort of
19 indicated some of this about those youth that are
20 part child welfare or maybe not. You know, in
21 some cases of youth who might be experiencing
22 homelessness may not necessarily want to identify

1 as much.

2 Especially if they're unaccompanied.
3 Because they're fearing that they're going to end
4 up being referred to the child welfare agency.

5 So, -- and they may also be a youth
6 who has run away from a child welfare placement
7 because it was a bad placement.

8 So, making sure that that capacity for
9 the liaison to provide supports is appropriate.
10 Making sure that the educators have the right
11 sort of cultural training to identify how to make
12 those supports.

13 And then, you know, there's a host of
14 other elements within that. Transportation for
15 services, I refer to some of the things about
16 access for transfers within schools, you know,
17 between schools.

18 Access to you know, credits.
19 Extracurricular activities, et cetera.

20 MEMBER LORD: Just to follow up. So,
21 most of those seem like they're not in the
22 accountability plan.

1 But, certain segments have a tracking
2 for example, a student's mobility might be an
3 indicator that we would want to consider
4 including somewhere in this mix.

5 MR. MASTEN: Sure. I think so. I
6 think we'd want to make sure that -- and we, as I
7 said, I've got recommendations here that I'll
8 make sure you get.

9 That include sort of very clearly
10 accountability, State plan, LEA plan, and then
11 non -- sort of non-plan other recommendations.

12 So, absolutely. And I do think that
13 I would say, we just want to make sure that
14 however we're doing that monitoring and tracking
15 that it is respectful of the privacy of the
16 students.

17 So, and that even plays in when we
18 look for instance at accountability standards on
19 end size. Making sure that they're not going to
20 be so small that we can figure out who we're
21 talking about.

22 PRESIDENT JACOBSON: Thank you, Ms.

1 Lord. We'll go to our Ward Five Member, Mr.

2 Jones. And then Ms. Wattenberg from Ward Three.

3 MEMBER JONES: Thank you, Mr.

4 President. Thank you both for testifying today.

5 Mr. Masten, I have a few questions.

6 But first, some clarification. I just want to be
7 clear.

8 MR. MASTEN: Yes.

9 MEMBER JONES: The families who are in
10 hotels and motels, you don't consider them
11 homeless? Or you do consider them part of the
12 homeless?

13 MR. MASTEN: We do. McKinney-Vento
14 does. Interestingly enough, the Department of
15 Housing and Urban Development may or may not.

16 McKinney-Vento and the U.S. Department
17 of Education broadly take a -- take a broader
18 view as to what constitutes homelessness.

19 For instance, the couch surfing, being
20 doubled up. That would be considered for the
21 purposes of educational services, that would be
22 considered homeless.

1 It is not necessarily considered
2 homeless by the Department of Education -- or
3 excuse me, by the Department of Housing and Urban
4 Development for HUD services.

5 I speak to that on Federal
6 definitions. I cannot speak to how the District
7 would evaluate homelessness definitions between
8 various different departments.

9 MEMBER JONES: Okay. That would be --
10 I'm curious to know that.

11 MR. MASTEN: Sure.

12 MEMBER JONES: Because clearly they
13 have the same challenges.

14 MR. MASTEN: Yes.

15 MEMBER JONES: As far as
16 transportation is concerned, I want to hear your
17 suggestions. We spend a fortune on
18 transportation for our children in the city
19 currently.

20 So, what are your suggestions? I
21 don't know how far you can drill down on
22 transportation and how it might assist some of

1 the families.

2 MR. MASTEN: Sure. So, the -- we want
3 to make sure and first I should say, you know,
4 ESSA and its predecessors include an obligation
5 for students who are designated as homeless to be
6 continued in their school of origin.

7 And we have some specific
8 recommendations about making sure that they
9 continue in their school of origin.

10 Now I understand that the District has
11 some distinctions from other jurisdictions as to
12 making sure that those students remain in a, you
13 know, in terms of providing transportation
14 services.

15 So, first off I would note, you know,
16 there is that obligation to ensure that students
17 are able to remain in their home of origin -- in
18 their school of origin.

19 We would make sure -- we would urge
20 that there is clarification that when a homeless
21 student obtains permanent housing that
22 transportation to the school of origin should be

1 continued until the end of the academic year, if
2 it's in the student's best interest to remain in
3 that school.

4 And those school of origin provisions
5 typically include the, you know, making sure that
6 students remain in their school of origin if it's
7 in their best interests.

8 There is, and I think one of the
9 things you might be getting at is this question
10 about sort of the financial accountability for
11 that. The financial obligation does lie at least
12 for homeless students with the LEA.

13 And the SCA should make sure that
14 there are provisions for ensuring that there is
15 LEA to LEA discussions. I don't know how
16 frequently that might enter into the
17 conversations between the two LEAs within the
18 State.

19 But the other element is, and this is
20 one where there is some interest. And where we
21 have been really strongly advocating, is a
22 question about joint responsibility for students

1 that are engaged in the child welfare system and
2 foster care.

3 We are currently working on guidance
4 and making recommendations regarding the rule
5 making that is coming out of ED, in terms of that
6 that would look like.

7 We strongly feel that there needs to
8 be joint responsibility between the LEA and the
9 child welfare agency, in terms of the financial
10 obligations for that. Because oftentimes you
11 will see a placement that might place a student
12 out of their school of origin.

13 We think that it's fully appropriate
14 that there be a method worked out by which the
15 LEA would be continuing to provide services, but
16 then be compensated appropriately for those
17 transportation services from the child welfare
18 agency.

19 MEMBER JONES: Yes. Well, I'm -- have
20 a simple follow up. Well, I've got a number of
21 other questions. But this, the last one on
22 transportation, I think I'm going to go over my

1 time.

2 But, from a practical standpoint.
3 First of all, I agree with you. We need to do
4 something to support our homeless families and
5 children.

6 We have far too many in the District.
7 But, from a practical standpoint, from my
8 personal observation, if we take New York Avenue,
9 we have, I believe that I know of, four hotels
10 that have hundreds, literally of homeless
11 families.

12 And from a financial and a practical
13 standpoint, how do we keep those schools -- those
14 children in their school of origin?

15 I'm not saying we shouldn't. Because
16 I agree, it would be best for the families. But,
17 how could we do it? Not only financially, but
18 logistically? It would --

19 MR. MASTEN: Sure. And I guess I
20 would have to say that I would need to defer to
21 you all as the experts on that.

22 I can certainly, you know, contact

1 with you know, -- do some research and provide
2 some supports for you in terms of practices that
3 other jurisdictions have done in terms of looking
4 at that.

5 But, I don't have sort of in my pocket
6 necessarily best practices.

7 MEMBER JONES: Yes.

8 MR. MASTEN: And unfortunately I don't
9 have a silver bullet. Because I recognize that
10 is a challenge.

11 MEMBER JONES: Yes. I appreciate your
12 honesty. And I'm not an expert. I don't have a
13 clue. I agree with you.

14 We need to figure it out. But, I
15 don't know what the answer is.

16 MR. MASTEN: Right.

17 MEMBER JONES: But, I also know it
18 looks like an obstacle. I don't know how we
19 would achieve it.

20 MR. MASTEN: Sure.

21 MEMBER JONES: Transporting that many
22 children. I'm only speaking of my Ward.

1 MR. MASTEN: Right.

2 MEMBER JONES: So, if we look at all
3 across the city, it would be a humongous
4 challenge for the city to accomplish that. So --
5 but, it warrants the discussion.

6 MR. MASTEN: Yes.

7 MEMBER JONES: Thank you, Mr.
8 President.

9 PRESIDENT JACOBSON: Thank you, Mr.
10 Jones. Ms. Wattenberg?

11 MEMBER WATTENBERG: Thanks. Hi to
12 both of you. Let me start with Mr. Masten.

13 MR. MASTEN: Um-hum.

14 MEMBER WATTENBERG: So, my first
15 question is, you talked about how important it
16 would be to report high school graduation rates
17 for students who had been homeless anytime from
18 grade nine onward as a way of just spotlighting
19 whether or not high schools are attending to
20 their needs.

21 MR. MASTEN: Yes.

22 MEMBER WATTENBERG: But what about

1 middle school and elementary school? Why do you
2 not include them in some way?

3 Or do you think that just is handled
4 by acknowledging their existence and their test
5 scores? Is that --

6 MR. MASTEN: So, I'm going to again be
7 a little frank. These recommendations were
8 drafted before I came onboard with NN4Y.

9 My understanding is that some of the
10 developmental policy of our recommendations were
11 focused in on the graduation rates in terms of
12 secondary. I certainly would always advocate
13 that the more data the better.

14 So, you know, I definitely think that
15 expanding that beyond nine through 12 would be,
16 you know, consistent with our recommendations for
17 instance that we would look at five and six year
18 graduation rates.

19 MEMBER WATTENBERG: So, you're more
20 data the better is right up the alley of the next
21 question. Which is, as I understand it, the new
22 Federal law, the ESSA law requires that we report

1 on the test scores of homeless students and of
2 foster care students as special categories.

3 Am I right?

4 MR. MASTEN: I would need to double
5 check on that.

6 MEMBER WATTENBERG: So, here's my
7 question. I think that's right.

8 MR. MASTEN: Yes.

9 MEMBER WATTENBERG: And then the
10 question is, if you're advocating to us that
11 issue, there are probably sort of sub-issues as
12 to how we do that that are very relevant. Maybe
13 related to the definition of homelessness.

14 So, maybe -- can you speak to what you
15 would want us to collect? Or just go back to
16 your question about more data is better.

17 What would you want us to know beyond
18 here's the homeless. Here's the percentage of
19 the students who are homeless at a given school.
20 And here's how they're doing.

21 What else do you want us to know?

22 MR. MASTEN: Sure. So, I think what

1 I'm understanding the question is, you know,
2 beyond -- in term of going beyond just where
3 we've got the number.

4 Are you looking at sort of what do we
5 do with them? Or what else should we be
6 collecting beyond just were they homeless?

7 MEMBER WATTENBERG: Well yes. I mean,
8 so part of ESSA is that we'll collect -- it's an
9 opportunity for us to update what kind of
10 information we collect. What kind of data we
11 collect.

12 MR. MASTEN: Right.

13 MEMBER WATTENBERG: And how we
14 desegregate test scores.

15 MR. MASTEN: Yes.

16 MEMBER WATTENBERG: So, I'm asking you
17 with that as an opening, what would you want us
18 to do beyond what I believe is the Federal
19 minimum, which is that we have to desegregate the
20 test scores for students who are homeless.

21 MR. MASTEN: Sure. I think the
22 biggest thing is making sure that we -- as I

1 said, you know, making sure that we utilize the
2 definition of homeless within McKinney-Vento.

3 Which is the more expansive definition
4 as I indicated.

5 MEMBER WATTENBERG: Okay. Is that
6 what we do?

7 MR. MASTEN: Yes. Yes.

8 MEMBER WATTENBERG: Okay. So we
9 already do that. So, that's not an issue. Okay.

10 MR. MASTEN: Yes. Which I assume you
11 would. We just want to make sure that that is
12 clear.

13 Also, you know, so the status in terms
14 of reporting. Also, I think the biggest is, and
15 as I indicated you know, making sure that we're
16 looking at sort of that at any time during the
17 educational perspective that we're looking at.

18 So, collect on was a student homeless
19 at any point? And reporting it on that. Because
20 we know that homelessness, also fosters status,
21 you know, impacts students throughout their
22 educational experience.

1 I did make reference earlier to
2 utilizing an appropriate end size. Such that the
3 State would be reporting in a suf -- you know,
4 make sure that the size is not large enough that
5 it's getting -- make sure that the size is not so
6 large that the number is getting lost and that it
7 doesn't look like there are any homeless youth.

8 But also making sure that we're able
9 to get a full sense. The other I think is as we
10 look to LEAs, there are some other
11 recommendations that we have around the amount of
12 funds reserved, the amount of funds spent.

13 How they were spent out. So, if we're
14 looking at drilling further down, you know, we'd
15 look for more specificity within how funding
16 under McKinney-Vento is utilized to provide those
17 services for students who have experienced
18 homelessness.

19 MR. McCOLLOUGH: And Miss, I would
20 like to respond to your initial question. I
21 would be -- I think it would be in the best
22 interest in terms of the school, to have School

1 Board track homelessness for K through 12.

2 Part of it, I say this because in
3 recent studies, there's a link between
4 homelessness and sometimes mental health issues.
5 And so -- and for me in the second grade I was
6 held back because I couldn't read.

7 And so I repeated that grade. But, in
8 terms of a student whose first grade through
9 fourth grade is where the students are learning
10 the basic fundamental skills of mathematics and
11 reading.

12 And so if we don't -- aren't able to
13 measure those skills early on through test
14 results, they will have a very difficult time
15 graduating from high school. So, it would be in
16 the best interest of the District and the School
17 Board to track homelessness K through 12.

18 MEMBER WATTENBERG: One quick question
19 to you. And then on my next round I'll have more
20 questions for you.

21 MR. MCCOLLOUGH: Okay.

22 MEMBER WATTENBERG: Do you know what

1 an ideal end size would be? Do you have anything
2 to recommend to us?

3 MR. MASTEN: I do not.

4 MEMBER WATTENBERG: Okay. It would be
5 useful to know if your organization has one.

6 MR. MASTEN: Right. And I don't know
7 that we've gotten into the level of recommending
8 based on population size.

9 MEMBER WATTENBERG: Okay. I assume my
10 time is up. So, I'm --

11 PRESIDENT JACOBSON: Thank you, Ms.
12 Wattenberg. Mr. Weedon, do you have any
13 questions?

14 MEMBER WEEDON: No. Not at this time.

15 PRESIDENT JACOBSON: Thank you. Vice
16 President Williams?

17 (No response)

18 PRESIDENT JACOBSON: I have two
19 questions. I'll take my five minutes now.

20 And in terms of really good account at
21 -- State accountability plans, I don't want to
22 reinvent the wheel if we don't have to.

1 Is there -- are there gold standards
2 out there, both for students with disabilities
3 and for States that are tracking and serving
4 homeless students well?

5 Is there something else where we
6 should be looking at to adopt and adapt for D.C.?

7 MR. MCCOLLOUGH: I mean, the way that
8 I describe folks to other people outside who
9 don't live here, I describe D.C. as an inner
10 city urban city. Whereas the low educated, low
11 economic status is quite prevalent.

12 And so, how are other districts
13 dealing with making sure that the disadvantaged
14 students during the stage with displaced
15 homelessness and so forth, are still getting the
16 quality services that are required by law
17 essentially.

18 And so I would compare D.C. with other
19 urban settings and see how New York and Los
20 Angeles or Boston or Atlanta. I know Atlanta has
21 had issues in the past dealing with academics and
22 their performance.

1 But the fact that they were -- or
2 required to improve their stats with regards to
3 residency, how they're trying to deal with it.
4 And I think that we can pick and choose those
5 best practices that you identify.

6 PRESIDENT JACOBSON: Thank you. Mr.
7 Masten?

8 MR. MASTEN: I would ditto the
9 recommendation to utilize and look at other best
10 practices that are put out there by comparable
11 jurisdictions. Recognizing that those may be
12 SCAs rather than SEA -- or LEAs, excuse me,
13 rather than SCAs.

14 And I would have to, you know, contact
15 with some colleagues to see if we have any other
16 specific SCA plans that we know of that would be
17 considered kind of that gold standard.

18 PRESIDENT JACOBSON: I think that that
19 would be helpful if there are large districts
20 like ours that are doing a really good job.

21 If you could help bring that to our
22 attention so that we can take a really critical

1 look at that. And our staff can. I think that
2 would be incredibly helpful.

3 One other piece that I've been very
4 intent on is not everything can fit into an
5 account -- a State accountability plan under
6 ESSA.

7 It becomes overly cumbersome and
8 overly burdensome. And difficult for LEAs to
9 implement and for the State to effectively
10 monitor and implement as well.

11 So, I'm really focused also on data
12 that's reported through our school report cards
13 and the State report card.

14 One of the components that I'm curious
15 as to whether you would be favorable or not
16 favorable is having a school report card report
17 some of these wrap around services that
18 specifically support disabled students or
19 homeless students.

20 And making that available to families
21 and to students. And to frankly welfare agencies
22 when they're looking to place students.

1 To make sure that they're placing a
2 student at a school that has the resources
3 available to meet that student's needs. Could
4 you speak to that?

5 MR. MCCOLLOUGH: I mean, I would be in
6 favor of that. Because we already do that in the
7 DD Service Agencies. What we serve in terms of
8 service providers that are required to help
9 folks with DD out in the community using home
10 like community resources.

11 They do receive some sort of a report
12 card. Because families should deserve options of
13 which services are good and credible for their
14 son or daughter.

15 And so, I'm quite for having some type
16 of report card when it comes to the wrap around
17 services because the parents of a student should
18 be able to pick and choose what's best for them.

19 MR. MASTEN: I would absolutely agree
20 as well that making sure that there is
21 information about services available within the
22 school report cards is present. I think that

1 would be very useful for parents, for family
2 members.

3 I think providing information to
4 community providers about the presence and
5 prevalence would be important as well. I want to
6 be careful, I think you used the word placement.

7 PRESIDENT JACOBSON: I did.

8 MR. MASTEN: I would say direction of
9 services. The word placement in part because of
10 sort of thinking of sort of from a child welfare
11 perspective kind of makes me very cautious.

12 You know, we would not certainly
13 advocate first off because of the legal
14 requirements as it relates to homeless students
15 being in their schools of origin. You know,
16 advocate for instance, you know, placing people
17 in terms of concentrations and things like that.

18 But, in terms of making sure that both
19 city agencies and community-based providers
20 understand where there is a need, absolutely.

21 PRESIDENT JACOBSON: Great. And then
22 I'm just going to have one really quick follow

1 up.

2 Mr. Masten, you talked about ensuring
3 that a school of origin -- that a student is able
4 to stay in his school of origin "if it's in the
5 student's best interest."

6 Who makes that determination of the
7 student's best interest?

8 MR. MASTEN: Yes. My understanding,
9 and I would need to double check to see if
10 there's a specific existing guidance and citation
11 around that.

12 It should be -- my recollection is
13 that that is a collaborative process with the
14 McKinney liaisons and a student and their family.

15 PRESIDENT JACOBSON: Thank you. If
16 that is different, please follow up with us.

17 MR. MASTEN: Yes.

18 PRESIDENT JACOBSON: So that we're
19 aware. I think Ms. Wattenberg had another
20 question or two. And Ms. Lord and Ms. Wilson
21 Phelan.

22 So, we'll do another five minute

1 round.

2 MEMBER WATTENBERG: Starting here?

3 PRESIDENT JACOBSON: Yes.

4 MEMBER WATTENBERG: So, first to Mr.
5 McCollough. I just wanted to follow up on your
6 back and forth with Ms. Wilson Phelan before.

7 I thought I understood it. And then
8 I think I might have become confused.

9 But, is this correct that you're
10 proposing that in terms of accountability that we
11 want to not let schools off the hook by just
12 saying that students reach their IAP even if they
13 didn't reach the high school graduation
14 requirements?

15 MR. MCCOLLOUGH: So, the IAP is a
16 legal document. So, it's toying with the school
17 obligation to meet those accommodations that the
18 student needs.

19 And so if a school does not comply
20 with that legal document, then they're in
21 violation of a student's rights. Through the IDA
22 and Section 504 and so forth.

1 And so the fact that the document is
2 signed, there's no way that the school is all
3 done. The issue with the individualized IAP is
4 that some schools, some of them do not know how
5 to maximize one's potential.

6 And so for example, if you have a
7 student with autism, do they have to -- is there
8 anywhere in your IAP saying that they have access
9 to sensitive technology.

10 And granted that that's one piece of
11 technology is really showing up in more and more
12 in IAP. But I don't say in public charter
13 schools where they are OEA. And they may not
14 fully understand now , but they should under OEA
15 or Section 504, are they questioned that they're
16 fully compliant with that student's needs and the
17 parent's needs as well.

18 MEMBER WATTENBERG: Okay. So, let me
19 ask a different question.

20 MR. McCOLLOUGH: Okay.

21 MEMBER WATTENBERG: Which is, so one
22 issue is whether or not schools are complying

1 with the IAPs.

2 MR. McCOLLOUGH: Yes.

3 MEMBER WATTENBERG: Another issue, I
4 mean, part of what I have experience with is that
5 you can -- teams can write IAPs that maybe don't
6 speak to the most important aspects, or at least
7 from the family's point of view, the most
8 important aspects of a child's education.

9 MR. McCOLLOUGH: True.

10 MEMBER WATTENBERG: And so the school
11 can be compliant and yet there can be definitely
12 a feeling of dissatisfaction about what's being
13 provided.

14 And so one question that we have all
15 talked about, is how do we capture that in
16 reporting or accountability? And one tool that
17 we've talked about is surveys of parents, surveys
18 of students.

19 And to specifically have some
20 questions related to special ed and IAP. And
21 whether or not it was just compliance or it was
22 high quality.

1 MR. MCCOLLOUGH: True. Well, I would
2 argue, D.C. has the highest rate of dispute
3 resolutions in terms of students with
4 disabilities.

5 And if you compare D.C.'s dispute
6 resolutions versus other State, like D.C.'s so
7 high up there. And the next State is like -- the
8 second highest State is so low in terms of
9 dispute resolutions.

10 If you can find a way to one, try to
11 listen to the parents and the student and say --
12 and understand what their expectations are. And
13 you can see the decrease of dispute resolutions
14 occurring within the school system.

15 But so I -- see in my mind if you see
16 a decrease in dispute resolution that means that
17 the teachers, the special education coordinators
18 are starting to get how they are accommodating
19 our students with disabilities probably are
20 acquiring based under the law.

21 So, I think these survey, the fact
22 that we get a low response from parents in the

1 first place through surveys, or unless you get
2 over 200, really don't matter.

3 And so I know the statistical report
4 of observing, however the fact that many parents
5 will most likely not respond. And the fact that
6 there are other ways to fix the system within
7 itself.

8 And so, looking at the dispute
9 resolutions that the District is currently we
10 spend millions and billions of dollars in dispute
11 resolution. And if we can save money, redirect
12 that money towards our students, we're doing a
13 great job serving our students.

14 So, that's how I would approach this
15 little issue of making sure that our students get
16 what they need.

17 MEMBER WATTENBERG: Thank you. My
18 last question is actually a comment. As much to
19 my colleagues and our Superintendent as you guys.

20 Which is, this has been a discussion
21 about subgroups and how we should use them in our
22 accountability system. It's been very

1 interesting and I've learned a lot.

2 One set of subgroups that we didn't
3 fully look at are income-based subgroups. To
4 some extent obviously, homelessness is that.

5 But I just want to raise with
6 everybody that there's the original way in which
7 schools would desegregate for income was based on
8 school lunch.

9 And because of new ways in which we
10 provide school lunches to many, many more people,
11 to make sure the kids don't have to reveal
12 themselves at school as being low income means
13 it's no longer a reasonable tool for identifying
14 whether or not a poor student, low income
15 students are getting services and where -- how
16 their scores desegregate.

17 So, I just wanted to put on the table
18 how important it is for us to include something
19 that we can desegregate with. Something like
20 temporary assistance for needy families, SNAP,
21 and so on.

22 So, I want to put that on the table.

1 And maybe that's something we can also hear about
2 in the future. And if you guys have anything to
3 say about that, I'd be --

4 MR. MCCOLLOUGH: Yes. So, in terms,
5 I don't necessarily have too much to say. But,
6 the fact that disability doesn't discriminate.

7 You know, you can have a child from a
8 high income family that need our public supports.
9 And then it could be the same for a student
10 coming from a low income family.

11 So, in truth the disability itself,
12 doing it based on economic status alone, doesn't
13 really work. Because like I said, you can have
14 high affluent families still having students with
15 disabilities struggling in their school system.

16 MR. MASTEN: And I would similarly add
17 I think, you know, you are correct that often
18 students' experiencing homelessness are more
19 likely to be in a lower, you know, familial
20 income or socioeconomic status.

21 But, you know, we know that youth who
22 are out of home, who are homeless, whether they

1 are with their families or whether they are
2 unaccompanied, it is definitely going to cut
3 across those categories and sort of those income
4 brackets.

5 You could have a youth whose family
6 based on the data that the LEA has available to
7 them may appear to be a high income family. And
8 the youth may be not with the family for any
9 number of reasons, and they would be considered a
10 homeless student. So, yes.

11 PRESIDENT JACOBSON: Thank you. Ms.
12 Lord, our At Large Member.

13 MEMBER LORD: Thank you. I will try
14 to keep it short. For the record, I am never
15 going to refer to human beings as subgroups
16 again.

17 I think it is a term we can abandon.
18 Students are students. And to imply that there
19 are certain difficult to educate students, I
20 think does all of us a disservice.

21 And so, thank you for kind of raising
22 that to my -- front of my attention tonight. I

1 think we can all do a better job about talking
2 about all means all. And every student means
3 every student.

4 And tonight it's starting with me
5 abandoning that term. If you catch me doing it,
6 slap me on the wrist.

7 Two questions. Are either of you
8 gentlemen familiar with trauma-informed schools?
9 And would that be something that we, not as
10 accountability, but we should think about?

11 And my second question will sound, I
12 think, a little bit disrespectful. And I don't
13 mean it that way.

14 But, we have residency requirements.
15 And when a student is homeless or in a
16 challenging situation, he or she may be moving
17 from place to place, or in with relatives who may
18 live in Maryland and Virginia in our case.

19 And are there additional rules we have
20 to think about in order to accommodate those
21 students so that we're not unintentionally
22 penalizing a student who is already suffering

1 substantial displacement?

2 MR. MCCOLLOUGH: Go ahead.

3 MR. MASTEN: Sure. I am familiar with
4 trauma-informed practices and care. I've been
5 out of doing education policy for a few years.
6 So, I am less familiar with trauma-informed
7 schools.

8 But, we would of course advocate that,
9 you know, all services and care that youth,
10 homeless youth are experiencing as, you know,
11 provided with trauma-informed approach.

12 I would definitely be interested in
13 learning more about trauma-informed schools
14 specifically.

15 To your other question, most of where
16 we have focused around those questions about
17 access to services, the school of origin sort of
18 nature, has typically occurred within State
19 lines. I would need to look into sort of what we
20 have seen and experienced around interstate
21 service provision.

22 I'm happy to do that for you.

1 MR. MCCOLLOUGH: So when you said
2 trauma-informed schools, that threw me off too.
3 Because I know about trauma-informed services
4 within the schools.

5 So, I think it would definitely be
6 terrific to the schools to have some expertise in
7 trauma-informed services. Simply because issues
8 like homelessness go on for years in a person's
9 mind.

10 But you know, they may have
11 experienced, the needed experts help them focus
12 early on in their life. It could have a
13 traumatic impact on them going forward.

14 But they're naturally focused on
15 academics. But they're worried about what can
16 happen to me tomorrow.

17 And the fact that among low income
18 families experience this very same issue. Having
19 those type of services that support the student,
20 understanding that their situation is not out of
21 the normal.

22 That there are a lot of folks that

1 experience that. But I would say that if we
2 prepare our students early on, or when it
3 happens, when it occurs, and not wait around to
4 show symptoms per se, I think we would be
5 preparing our students so much easier to deal
6 with other issues that may or may not be related
7 to homelessness.

8 But if they're able to cope and
9 address those issues head on, I think they would
10 be much more prepared for post-academic
11 opportunities and so forth.

12 PRESIDENT JACOBSON: Thank you, Ms.
13 Lord. Ms. Wilson Phelan?

14 MEMBER PHELAN: Thank you. I just
15 wanted to ask a very quick question of Mr.
16 Masten.

17 So, in your work, just so I understand
18 it, your only identifying and making
19 recommendations at this point associated with
20 homeless youth not the other at risk categories?

21 MR. MASTEN: When you say that, you
22 mean other youth who might be at risk of

1 experiencing homelessness?

2 MEMBER PHELAN: No, I noticed that the
3 organization you represent is -- I thought it was
4 for all disconnected youth.

5 MR. MASTEN: The National Network for
6 Youth is a membership organization of runaway and
7 homeless youth service providers. So, those are
8 organizations that work with --

9 MEMBER PHELAN: Okay.

10 MR. MASTEN: Predominantly. We are
11 particularly focused on homeless youth.

12 MEMBER PHELAN: Okay.

13 MR. MASTEN: So, yes. That is --

14 MEMBER PHELAN: That's all. Thank
15 you.

16 MR. MASTEN: That's why I've kept my
17 remarks focused there.

18 MEMBER PHELAN: Okay.

19 PRESIDENT JACOBSON: Vice President
20 Williams?

21 VICE PRESIDENT WILLIAMS: I'd like to
22 thank both of you for this very informative talk.

1 I just have a quick question Mr. Masten.

2 You talked about part -- awarding
3 partial credit to homeless students. I think
4 that would also be appropriate for students with
5 developmental disabilities.

6 Do you have any suggestions of how
7 that kind of system would look?

8 MR. MASTEN: I don't know that we have
9 specific recommendations for what that system
10 would look like. We know, and I am sure that
11 both LEAs have policies and procedures in place
12 for determining that.

13 I would hope that they do. We would
14 just ensure -- we would just advocate for making
15 sure that those policies are in place.

16 And that they are not so burdensome
17 that they would prohibit a student from being
18 able to progress academically when they change
19 schools.

20 MR. MCCOLLOUGH: So, in terms of the
21 disability community, I think in terms of my --
22 my community that we serve, we really emphasize

1 employment, or either post-secondary
2 opportunities.

3 And that for folks with intellectual
4 disabilities, if we could get them into like
5 mentorships while they're in high school, and if
6 they can be potentially in some sort of credits
7 that would link to their academic performance, I
8 think that would be very good.

9 Because I know what the post-secondary
10 opportunity of college is -- sometimes takes a
11 person of expertise, depending on what they've
12 done in their career. And they would give X
13 number of credits over the their -- applied to
14 their degree.

15 And so for students that may have
16 trouble speaking a foreign language, but are
17 actually involved in the community trying to
18 access or understand what their career needs are,
19 I think that's an alternative to doing foreign
20 language.

21 Because I was never great in foreign
22 language. But, I had to do it. But if we can

1 find other ways of using that strength, skills
2 and talents that would make sure that they have
3 access to either post-secondary opportunities or
4 a career of their choice.

5 I think that's what's more important
6 then a standardized test or a foreign language
7 that they may not ever use if they don't go
8 overseas or go into the Latino community.

9 And that's how I see it. So, yes.

10 VICE PRESIDENT WILLIAMS: Thank you
11 both. Thank you.

12 PRESIDENT JACOBSON: Mr. Jones, Ms.
13 Jolly? Any further questions? Mr. Weedon?

14 (No response)

15 PRESIDENT JACOBSON: If not, thank you
16 so much both, for being here this evening. And
17 for sharing your thoughts and your expertise with
18 us.

19 We take this very seriously. And
20 we'll work with OSSE on trying to get this right.
21 And we're going to be following back up with you
22 as we get down the road here to get your input on

1 the drafts that we prepare.

2 So, thank you so much for being here
3 this evening.

4 MR. McCOLLOUGH: Thank you.

5 MR. MASTEN: Thank you.

6 PRESIDENT JACOBSON: Do Board Members
7 have any, as we wrap up, any special
8 announcements that they'd like to make? Mr.
9 Jones and then Ms. Lord.

10 MEMBER JONES: Thank you, Mr.
11 President. I'd like to, to the viewing audience,
12 to announce that on August 20 at Rita's Ice on
13 Rhode Island Avenue, OCASE Foundation is
14 sponsoring a book bag give away.

15 And last year I believe they gave out
16 close to six thousand book bags and school
17 supplies.

18 And for high school rising seniors and
19 juniors, well and sophomores as well, there's an
20 opportunity to get community service hours for
21 volunteering.

22 And on August 27, I am partnering with

1 the OCASE Foundation to distribute book bags and
2 school supplies to the homeless. And that's at
3 the Days Inn, 2700 New York Avenue. And on August
4 27 from 1:00 to 5:00.

5 PRESIDENT JACOBSON: Thank you so
6 much, Mr. Jones. Ms. Lord?

7 MEMBER LORD: Thank you, Mr.
8 President. That was one of the few announcements
9 I had to make.

10 First of all, I want to just thank
11 everybody for this amazing discussion. It kind
12 of points us to the future. But also, it gives
13 us a chance to talk about learning as a continuum
14 across the seasons.

15 And everybody is familiar with the
16 summer slide. It particularly affects low income
17 students or those who don't have the opportunity
18 to go to summer camps or visit relatives out of
19 town.

20 And so, D.C. public schools have an
21 extended day -- an extended year program. And
22 they start August 8 unless you're in Pre-K Three

1 and Pre-K Four, in which case it's August 11 at
2 the following eleven schools:

3 Garfield, H.D. Cook, Hart Middle
4 School, Hindley Elementary, Johnson Middle
5 School, Kelly Minting Middle School, King
6 Elementary School, Randall Highlands Elementary,
7 Raymond Education Campus, Neville Thomas
8 Elementary, and Turner Elementary.

9 I think this is, you know, a public
10 service announcement. But it's also sort of a,
11 you know, this is one of the innovations that
12 D.C. public schools has initiated.

13 And it's well worth watching. I can't
14 imagine going to school myself in early August.
15 But, I'm just old school.

16 There are also, other opportunities
17 for summer learning that are free and really
18 great, I would urge everybody to check out the
19 D.C. public library. It's Maker Month this month.

20 And there are awesome things that you
21 can make and have carved out on a 3-D printer.
22 And there are also of course books and reading

1 sessions and lectures.

2 Our park service has free concerts.
3 And there's just -- the District of Columbia is a
4 wonderful place to be in the summer. And to
5 learn in the summer.

6 And I hope all our families will take
7 advantage of that. Thank you.

8 PRESIDENT JACOBSON: Thank you, Ms.
9 Lord. Any further announcements?

10 (No response)

11 PRESIDENT JACOBSON: Hearing none, I
12 would entertain a motion to adjourn.

13 VICE PRESIDENT WILLIAMS: So moved.

14 PRESIDENT JACOBSON: Moved by Vice
15 President Williams. Is there a second?

16 MEMBER LORD: Second.

17 PRESIDENT JACOBSON: All in favor,
18 please say aye.

19 (Chorus of ayes)

20 PRESIDENT JACOBSON: We're adjourned.

21 (Whereupon, the above-entitled matter
22 went off the record at 7:14 p.m.)

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In the matter of: Public Meeting

Before: DC State Board of Education

Date: 07-20-16

Place: Washington, DC

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