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
CONTENTS

Call to Order ........................................ 3
Announcement of a Quorum .......................... 4
Approval of the Agenda ............................... 5
Approval of the Minutes .............................. 6
Comments from the President of the D.C. State Board of Education ......... 6
Comments from the State Superintendent of Education ......................... 9

Public Comments

Darius Baker, UDC-Community College Workforce Development & Lifelong Learning ............................................. 12
LaTricea Adams, President & Founder Black Millennials for Flint ......... 16

Eastern High School Class of 1996 Ceremonial Resolution ................. 23

ESSA Effects on Vulnerable Subgroups

Mathew McCollough, Executive Director, D.C. Developmental Disabilities Council ............................................. 30
Eric Masten, Director of Public Policy, National Network for Youth .... 37

Adjournment ............................................. 101
P-R-O-C-E-E-D-I-N-G-S

5:31 p.m.

PRESIDENT JACOBSON: Good afternoon.

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

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

MR. HAYWORTH: Mr. Jacobson?

PRESIDENT JACOBSON: Present.

MR. HAYWORTH: Ms. Williams?

MEMBER WILLIAMS: Present.

MR. HAYWORTH: Ms. Lord?

MEMBER LORD: Present.

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

(No response)

MR. HAYWORTH: Ms. Wattenberg?

MEMBER WATTEMBERG: Present.

MR. HAYWORTH: Ms. Anderson? Ms. Anderson?
(No response)

MR. HAYWORTH: Mr. Jones?

MEMBER JONES: Present.

MR. HAYWORTH: Mr. Weedon?

MEMBER WEEDON: Present.

MR. HAYWORTH: Ms. Jolly?

MEMBER JOLLY: Present.

MR. HAYWORTH: Mr. President, you have a quorum.

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

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

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

MR. HAYWORTH: Mr. President, so I did actually hear from Ms. Anderson. And she -- her daughter was going into labor about an hour ago.
PRESIDENT JACOBSON: Well, we should hear at any time.

(Laughter)

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

(No response)

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

VICE-PRESIDENT WILLIAMS: So moved.

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

MEMBER JOLLY: Second.

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

All in favor, please say aye.

(Chorus of ayes)

PRESIDENT JACOBSON: Any opposed?

(No response)

PRESIDENT JACOBSON: The motion is approved. Next on our Agenda is the approval of
the Minutes from the July 13, 2016 working
session.

Are there corrections or additions to
the Minutes?

(No response)

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

MEMBER WEEDON: So moved.

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

MEMBER LORD: Second.

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

All in favor, please say aye.

(Chorus of ayes)

PRESIDENT JACOBSON: Any opposed?

(No response)

PRESIDENT JACOBSON: The motion is
approved. Good evening. My name is Jack
Jacobson. And I am President and Ward Two Representative of the State Board of Education.

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

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

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

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

The State Board has taken the lead on including the community's voice in development of our mandated new statewide accountability plan
under the Every Student Succeeds Act.

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

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

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

I also want to thank Superintendent Kang and her team for their commitment to community involvement in this process. They've been excellent partners and we look forward to continuing our work together.
Tonight will be the first Board meeting in a year without Student Representatives. Applications for those positions, as well as our Student Advisory Committee, are open now.

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

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

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

SUPERINTENDENT KANG: Thank you, President Jacobson. And good evening everyone.

I wanted to just offer two brief comments tonight.
First, I'd like to offer my congratulations to the graduates of the Class of 1966 of the Eastern Senior High School.

(Applause)

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

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

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

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

And we're looking forward to tonight's panel. And the ability to offer some insights
into the needs of specific student populations, 
the learning and achievement and support of whom 
is deeply important to us at OSSE. 

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

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

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

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

Our public witnesses this evening are 
Ms. Merilyn Holmes, Executive Director of Total 
Sunshine, Inc., Darius Baker, UDC Community 
College Workforce Development and Lifelong 
Learning.
And if our witnesses are here, please come down to the table. And then lastly, LaTricea Adams, President and Founder, Black Millennials for Flint.

You're Mr. Baker?

MR. BAKER: Goody, Goody. Yes.

PRESIDENT JACOBSON: Wonderful.

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

MR. BAKER: Sure.

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

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

(Laughter)

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

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

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

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

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

Very minimal requirements for our D.C. residents. First, they have to prove their D.C. residency. And they have to have a high school
diploma. Graduated from high school or a GED equivalency.

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

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

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

We opened this up again, to all D.C. residents. We've recruited at high schools, community centers, libraries. And we look forward to having a surplus of enrollment this fall, 2016.
We will start our registration will start on August 10. And it will be for three weeks.

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

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

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

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

MR. BAKER: Definitely.

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

MR. BAKER: Please do. Thank you.
Thank you.

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

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

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

MR. BAKER: Thank you.

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

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

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

MS. ADAMS: Thank you. Greetings D.C. State Board Members. I want to thank you for this opportunity to speak with you this evening regarding Next Steps, regarding potential lead exposure of our children in the District.
My name is LaTricea Adams, President and Founder of Black Millennials for Flint, a grassroots environmental advocacy group with special interests in diminishing the occurrences of lead exposure.

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

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

Lead poisoning can lead to a variety of health problems in children, specifically those who are under the age of six. And including but not limited to, decreased bone and muscle growth, poor muscle coordination, damage to the nervous system, kidneys and/or hearing, speech and language problems, developmental
delay, seizures and unconsciousness in extreme cases.

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

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

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

According to a statement from a licensed pediatrician at the June 2016 D.C.
Council of Public Hearing regarding lead in public facilities, depending on the length of time of initial exposure to lead and the actual lead screening, the tests may not adequately demonstrate an accurate lead toxicity level due to the lead being absorbed in the bones.

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

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

Though research supports that lead exposure is not reversible, there are several actions that could prevent some of the major side effects. This evening we are asking for support from the D.C. State Board to consider the following.
Encourage a school lunch regiment for all LEAs, including DCPS and Charters, to include foods that are rich in nutrients which fight against lead poisoning.

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

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

And my time is winding down. The last thing is, we hope that you will work closely with the D.C. Council, of course with the Office of the State Superintendent, and if possible, the D.C. Department of General Services to ensure
there's alignment and recommendations for policy as well as congruency in communication to parents and families.

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

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

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

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

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

MS. ADAMS: All right. Thank you.

PRESIDENT JACOBSON: Thank you so
much.

MEMBER WATTENBERG: Can I please get
recognized?

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

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

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

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

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

Thank you to our public witnesses for
being here tonight. And thank you for providing
copies of your testimony to Mr. Hayworth for our
meeting record this evening.

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

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

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

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

The points of pride of the school
include a long, rich, musical history, traveling
to Europe, great athletic teams, including many
city championships. And of course, academic success.

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

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

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

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

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

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

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

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

Whereas, members of the Class of 1966 have provided generous financial assistance to athletic teams, the school band, as well as
scholarships to graduating seniors;

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

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

Colleagues, I move the resolution.

PRESIDENT JACOBSON: Is there a second?

MEMBER PHELAN: Second.

PRESIDENT JACOBSON: Second by -- moved by Mr. Weedon, second by Ms. Wilson Phelan.

All in favor, please say aye.

(Chorus of ayes)

PRESIDENT JACOBSON: Any opposed?
(No response)

PRESIDENT JACOBSON: Any abstentions?
(No response)

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

(Applause)

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

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

And of those 700 students, over 100 of them became teachers and educators. Many of them in our communities.
So, thank you all so very much.

(Applause)

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

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

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

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

Mathew McCollough is the Executive Director, -- and Mr. McCollough you can come
right down to the witness table. Is the
Executive Director of the District of Columbia's
Developmental Disabilities Council.

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

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

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

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

Each of you will have five minutes to
present your testimony. And then we will take
questions from Members.

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

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

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

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

The DDC possesses 15 community minded
members who serve as volunteers committed to
creating change that eliminates discrimination
and remove barriers to full inclusion throughout advocacy.

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

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

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

My particular, I have cerebral palsy, so my speech is impacted, my ability to move around, and I'm partially deaf. So, you're talking about folks who have intellectual disabilities, autism.
Folks who have a duel diagnosis such
as a learning disability packed with behavioral
health issues. So, all those folks will be
categorized as people with DD.

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

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

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

So, the first recommendation that I
have is to expand or create the new
accountability system that inspires meaningful
actions, and is coupled with evidence-based
strategies to improve student outcomes if
achievement gaps or low performance is detected
at the school level, or in one specific
circumstance.

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

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

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

The fifth and final general
recommendation is meaningful engaging, consult
with various District stakeholders from the
disability community.

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

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

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

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

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

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

In terms of being experienced as teachers, they should have at least three years of successful teaching and practice. And the District needs to establish standards to define qualified and successful.
Research has shown that kids from disadvantaged backgrounds often have less qualified teacher as compared to their non-disadvantaged peers.

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

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

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

Thank you very much. That ends my testimony. Thank you.
PRESIDENT JACOBSON: Thank you, Mr. McCollough. We'll have questions at the end.

Mr. Masten, would you like to go?

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

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

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

Particularly, we're excited to share our feedback as you look at considering State
accountability standards for the District under
the Every Student Succeeds Act.

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

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

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

As many of you know, homeless children
and youth face basic educational challenges.
They lack access to supplies.
They lack a reasonable environment in which to do homework. Their learning is often compromised by high rates of mobility, hunger, illness, mental health conditions, abuse, neglect, and trauma.

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

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

And because of that, we think that there are a number of things that should be taken into account both in terms of providing services. And we would recommend ways that you could look at developing State plans to make sure that in
the accountability provisions, homeless children
and youth are touched on.

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

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

First, we urge you to desegregate
graduation rates for homeless students. States
that currently desegregate graduation rates for
homeless students report significantly lower
graduation rates for homeless students then other
subgroups, including economically disadvantaged
students.
Specifically, we urge you to, number one, report graduation rates for students who are homeless at any time during grades nine through 12. As well as for those who are homeless as their status most recently prior to graduation.

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

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

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

Second, in order to ensure that all homeless students are able to be academically successful, they must be able to fully
participate in academic and extracurricular activities. In order to support this goal, we urge you to establish procedures to award full and partial credit to homeless students.

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

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

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

I should note, and I recognize that I'm slightly over time, if I might be indulged, that it's important to note that the McKinney-Vento Education for Homeless Children and Youth Act does provide critical supports and services
for youth experiencing homelessness.

It provides supports and provisions to assist the LEAs in serving homeless youth. Including support for outreach and identification, enrollment assistance, transportation assistance, records transfer, immunization referrals, tutoring counseling, the whole host of services, including professional development for educators and referrals to community services for homeless students.

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

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

We look forward to working with you.

And I look forward to answering any questions you
may have. Thank you.

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

And Ms. Wilson Phelan. And then Ms. Jolly.

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

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

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

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

And the IAP is used as a tool to
access the curriculum. So, the fact that instead
of placing high school requirements in the IAP,
they should already be doing that.

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

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

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

MR. MCCOLLOUGH: Sure.

MEMBER PHELAN: Can I just --

MR. MCCOLLOUGH: Yes.

MEMBER PHELAN: So, are you saying
that having the IAP alone is sufficient in terms
of ensuring that students can access the
curriculum at an appropriate level?

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

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

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

But, if you -- including the requirements of a high school diploma that's afforded to your high school student going through your school system, and so why do students with disabilities are expected to have an IAP if no other student without a disability is required to have that?
MEMBER PHELAN: Okay. Let me ask one more follow up if you don't mind.

MR. McCOLLOUGH: Yes.

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

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

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

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

MEMBER PHELAN: I understand that. I
think that this is a really new bit of information for me.

MR. McCOLLOUGH: Yes.

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

And how we think about whether a school is actually meeting the needs of students versus an additional requirement on a student.

You know what I mean?

MR. McCOLLOUGH: Yes.

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

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

And that it should meet the needs and the desires of the student. But then once you
graduate with a diploma or quite possibly going
out to post-secondary opportunities, we still
have a long way to go with that.

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

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

MEMBER PHELAN: Thank you.

MR. McCOLLOUGH: Thank you.

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

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

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

In your account of homeless youth, do
you count, or do you have any kind of special
tracking for former or current foster youth?

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

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

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

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

MR. MASTEN: I would -- I am focused on making sure that we would track homeless youth. And those who have experienced it at some
I don't know that I would be prepared to speak to whether or not the numbers would be there to get an accurate count of those youth that are, or who have experienced homelessness who were also a part of and engaged with the child welfare system.

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

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

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

Schools are supposed to have their McKinney-Vento liaison to help with identifying and connecting those students to services. And I
think the biggest thing that we see as successful because in so many cases it is educators that are encountering and sort of discovering youth who are experiencing homelessness.

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

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

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

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

And then make sure that those educators or at least those within the school setting have the knowledge of other local
resources. Whether it's referrals within government agencies or to local providers. And we know of course, the District has a wealth of really good, competent service providers.

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

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

MR. McCOLLOUGH: I'm sorry?

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

MR. McCOLLOUGH: Yes.

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

MR. McCOLLOUGH: I would -- well if the student is asked to go home because of
behavioral issues, I mean, the offense -- if there's any incidences where the student was asked to be removed from school grounds for a there being some violent issue, that's how I would -- I should define it.

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

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

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

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

MEMBER LORD: Thank you very much. I want to first of all thank you for bringing this very important subject to the table.
We talk about making sure vulnerable populations of students are attended to. And very little attention is -- I won't say very little attention is paid.

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

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

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

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

And for example, a student who might have been doing very well and experiences shelter
difficulties, not necessarily homelessness, but an erratic shelter, has kind of like an extra burden to bare. How do we make sure we identify the barriers to success?

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

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

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

I was a boy scout. I got my Eagle Scout. The fact that I was able to be mentored by other folks that made me have similar situations that I experienced really helped me understand why was it important to move forward.
So, the fact that you offer after
school programs such as shelter first, they're an
America Program. So the fact that you've big
brother and big sisters and other programs that
really emphasize development around young adults
are critical to their development.

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

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

MR. MASTEN: I would echo those
remarks. And I think that specifically when we
look at youth who have experienced or who are
experiencing homelessness as you said, you know,
maybe that's moving from place to place, doubled
up, staying with friends. That sort of couch
surfing.
The biggest thing and I touched on this a little bit is making sure that we look at some of those supports. And reducing those barriers within school settings.

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

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

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

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

Especially if they're unaccompanied.

Because they're fearing that they're going to end up being referred to the child welfare agency.

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

So, making sure that that capacity for the liaison to provide supports is appropriate.

Making sure that the educators have the right sort of cultural training to identify how to make those supports.

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

Access to you know, credits.

Extracurricular activities, et cetera.

MEMBER LORD: Just to follow up. So, most of those seem like they're not in the accountability plan.
But, certain segments have a tracking
for example, a student's mobility might be an
indicator that we would want to consider
including somewhere in this mix.

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

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

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

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

PRESIDENT JACOBSON: Thank you, Ms.
Lord. We'll go to our Ward Five Member, Mr. Jones. And then Ms. Wattenberg from Ward Three.

MEMBER JONES: Thank you, Mr. President. Thank you both for testifying today.

Mr. Masten, I have a few questions. But first, some clarification. I just want to be clear.

MR. MASTEN: Yes.

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

MR. MASTEN: We do. McKinney-Vento does. Interestingly enough, the Department of Housing and Urban Development may or may not. McKinney-Vento and the U.S. Department of Education broadly take a -- take a broader view as to what constitutes homelessness.

For instance, the couch surfing, being doubled up. That would be considered for the purposes of educational services, that would be considered homeless.
It is not necessarily considered homeless by the Department of Education -- or excuse me, by the Department of Housing and Urban Development for HUD services.

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

MEMBER JONES: Okay. That would be --

I'm curious to know that.

MR. MASTEN: Sure.

MEMBER JONES: Because clearly they have the same challenges.

MR. MASTEN: Yes.

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

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

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

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

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

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

We would make sure -- we would urge
that there is clarification that when a homeless
student obtains permanent housing that
transportation to the school of origin should be
continued until the end of the academic year, if it's in the student's best interest to remain in that school.

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

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

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

But the other element is, and this is one where there is some interest. And where we have been really strongly advocating, is a question about joint responsibility for students
that are engaged in the child welfare system and foster care.

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

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

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

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

But, from a practical standpoint.

First of all, I agree with you. We need to do
something to support our homeless families and
children.

We have far too many in the District.

But, from a practical standpoint, from my
personal observation, if we take New York Avenue,
we have, I believe that I know of, four hotels
that have hundreds, literally of homeless
families.

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

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

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

I can certainly, you know, contact
with you know, -- do some research and provide
some supports for you in terms of practices that
other jurisdictions have done in terms of looking
at that.

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

MEMBER JONES: Yes.

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

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

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

MR. MASTEN: Right.

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

MR. MASTEN: Sure.

MEMBER JONES: Transporting that many
children. I'm only speaking of my Ward.
MR. MASTEN: Right.

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

MR. MASTEN: Yes.

MEMBER JONES: Thank you, Mr. President.

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

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

MR. MASTEN: Um-hum.

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

MR. MASTEN: Yes.

MEMBER WATTENBERG: But what about
middle school and elementary school? Why do you not include them in some way?

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

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

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

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

MEMBER WATTENBERG: So, you're more data the better is right up the alley of the next question. Which is, as I understand it, the new Federal law, the ESSA law requires that we report
on the test scores of homeless students and of foster care students as special categories.

Am I right?

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

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

MR. MASTEN: Yes.

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

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

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

What else do you want us to know?

MR. MASTEN: Sure. So, I think what
I'm understanding the question is, you know, beyond -- in term of going beyond just where we've got the number.

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

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

MR. MASTEN: Right.

MEMBER WATTENBERG: And how we desegregate test scores.

MR. MASTEN: Yes.

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

MR. MASTEN: Sure. I think the biggest thing is making sure that we -- as I
said, you know, making sure that we utilize the
definition of homeless within McKinney-Vento.
Which is the more expansive definition
as I indicated.

MEMBER WATTENBERG: Okay. Is that
what we do?

MR. MASTEN: Yes. Yes.

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

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

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

So, collect on was a student homeless
at any point? And reporting it on that. Because
we know that homelessness, also fosters status,
you know, impacts students throughout their
educational experience.
I did make reference earlier to utilizing an appropriate end size. Such that the State would be reporting in a suf -- you know, make sure that the size is not large enough that it's getting -- make sure that the size is not so large that the number is getting lost and that it doesn't look like there are any homeless youth.

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

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

MR. McCOLLOUGH: And Miss, I would like to respond to your initial question. I would be -- I think it would be in the best interest in terms of the school, to have School
Board track homelessness for K through 12.

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

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

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

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

MR. McCOLLOUGH: Okay.

MEMBER WATTENBERG: Do you know what
an ideal end size would be? Do you have anything
to recommend to us?

MR. MASTEN: I do not.

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

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

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

PRESIDENT JACOBSON: Thank you, Ms.

Wattenberg. Mr. Weedon, do you have any
questions?

MEMBER WEEDON: No. Not at this time.

PRESIDENT JACOBSON: Thank you. Vice

President Williams?

(No response)

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

And in terms of really good account at

-- State accountability plans, I don't want to

reinvent the wheel if we don't have to.
Is there -- are there gold standards out there, both for students with disabilities and for States that are tracking and serving homeless students well?

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

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

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

And so I would compare D.C. with other urban settings and see how New York and Los Angeles or Boston or Atlanta. I know Atlanta has had issues in the past dealing with academics and their performance.
But the fact that they were -- or required to improve their stats with regards to residency, how they're trying to deal with it. And I think that we can pick and choose those best practices that you identify.

PRESIDENT JACOBSON: Thank you. Mr. Masten?

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

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

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

If you could help bring that to our attention so that we can take a really critical
look at that. And our staff can. I think that
would be incredibly helpful.

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

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

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

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

And making that available to families
and to students. And to frankly welfare agencies
when they're looking to place students.
To make sure that they're placing a student at a school that has the resources available to meet that student's needs. Could you speak to that?

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

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

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

MR. MASTEN: I would absolutely agree as well that making sure that there is information about services available within the school report cards is present. I think that
would be very useful for parents, for family members.

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

PRESIDENT JACOBSON: I did.

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

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

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

PRESIDENT JACOBSON: Great. And then I'm just going to have one really quick follow
Mr. Masten, you talked about ensuring that a school of origin -- that a student is able to stay in his school of origin "if it's in the student's best interest."

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

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

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

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

MR. MASTEN: Yes.

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

So, we'll do another five minute
MEMBER WATTENBERG: Starting here?

PRESIDENT JACOBSON: Yes.

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

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

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

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

And so if a school does not comply with that legal document, then they're in violation of a student's rights. Through the IDA and Section 504 and so forth.
And so the fact that the document is signed, there's no way that the school is all done. The issue with the individualized IAP is that some schools, some of them do not know how to maximize one's potential.

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

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

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

MR. McCOLLOUGH: Okay.

MEMBER WATTENBERG: Which is, so one issue is whether or not schools are complying
with the IAPs.

MR. McCOLLOUGH: Yes.

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

MR. McCOLLOUGH: True.

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

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

And to specifically have some questions related to special ed and IAP. And whether or not it was just compliance or it was high quality.
MR. McCOLLOUGH: True. Well, I would argue, D.C. has the highest rate of dispute resolutions in terms of students with disabilities.

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

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

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

So, I think these survey, the fact that we get a low response from parents in the
first place through surveys, or unless you get over 200, really don't matter.

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

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

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

MEMBER WATTENBERG: Thank you. My last question is actually a comment. As much to my colleagues and our Superintendent as you guys. Which is, this has been a discussion about subgroups and how we should use them in our accountability system. It's been very
interesting and I've learned a lot.

One set of subgroups that we didn't fully look at are income-based subgroups. To some extent obviously, homelessness is that. But I just want to raise with everybody that there's the original way in which schools would desegregate for income was based on school lunch.

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

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

So, I want to put that on the table.
And maybe that's something we can also hear about in the future. And if you guys have anything to say about that, I'd be --

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

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

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

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

But, you know, we know that youth who are out of home, who are homeless, whether they
are with their families or whether they are unaccompanied, it is definitely going to cut across those categories and sort of those income brackets.

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

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

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

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

And so, thank you for kind of raising that to my -- front of my attention tonight. I
think we can all do a better job about talking 
about all means all. And every student means 
every student.

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

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

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

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

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

MR. McCOLLOUGH: Go ahead.

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

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

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

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

I'm happy to do that for you.
MR. McCOLLOUGH: So when you said trauma-informed schools, that threw me off too. Because I know about trauma-informed services within the schools.

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

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

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

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

That there are a lot of folks that
experience that. But I would say that if we prepare our students early on, or when it happens, when it occurs, and not wait around to show symptoms per se, I think we would be preparing our students so much easier to deal with other issues that may or may not be related to homelessness.

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

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

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

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

MR. MASTEN: When you say that, you mean other youth who might be at risk of
experiencing homelessness?

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

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

MEMBER PHELAN: Okay.

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

MEMBER PHELAN: Okay.

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

MEMBER PHELAN: That's all. Thank you.

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

MEMBER PHELAN: Okay.

PRESIDENT JACOBSON: Vice President Williams?

VICE PRESIDENT WILLIAMS: I'd like to thank both of you for this very informative talk.
I just have a quick question Mr. Masten.

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

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

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

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

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

MR. McCOLLOUGH: So, in terms of the disability community, I think in terms of my -- my community that we serve, we really emphasize
employment, or either post-secondary
opportunities.

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

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

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

Because I was never great in foreign
language. But, I had to do it. But if we can
find other ways of using that strength, skills and talents that would make sure that they have access to either post-secondary opportunities or a career of their choice.

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

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

VICE PRESIDENT WILLIAMS: Thank you both. Thank you.

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

(No response)

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

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

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

MR. McCOLLOUGH: Thank you.

MR. MASTEN: Thank you.

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

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

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

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

And on August 27, I am partnering with
the OCASE Foundation to distribute book bags and
school supplies to the homeless. And that's at
the Days Inn, 2700 New York Avene. And on August
27 from 1:00 to 5:00.

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

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

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

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

And so, D.C. public schools have an
extended day -- an extended year program. And
they start August 8 unless you're in Pre-K Three
and Pre-K Four, in which case it's August 11 at
the following eleven schools:

    Garfield, H.D. Cook, Hart Middle

School, Hindley Elementary, Johnson Middle
School, Kelly Minting Middle School, King
Elementary School, Randall Highlands Elementary,
Raymond Education Campus, Neville Thomas
Elementary, and Turner Elementary.

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

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

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

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

Our park service has free concerts.

And there's just -- the District of Columbia is a wonderful place to be in the summer. And to learn in the summer.

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

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

(No response)

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

VICE PRESIDENT WILLIAMS: So moved.

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

MEMBER LORD: Second.

PRESIDENT JACOBSON: All in favor, please say aye.

(Chorus of ayes)

PRESIDENT JACOBSON: We're adjourned.

(Whereupon, the above-entitled matter went off the record at 7:14 p.m.)
above-entitled 27:10
101:21
absences 42:11
absolutely 60:12 79:19
80:20
absorbed 19:6
abstentions 27:2
abuse 39:4
academic 24:3 35:9,9
40:7 41:18 42:1 47:15
64:1 96:7
academically 40:9
41:21 95:18
academics 76:21 92:15
access 37:19 38:22
39:14 45:1,14,22
59:16,18 83:8 91:17
98:17 97:3
accommodate 90:20
accommodating 85:18
accommodations 82:17
accomplish 68:4
accomplishments 26:11
account 39:20 49:21
75:20 78:5
accountability 7:16,22
28:18 29:21 32:14,21
33:7,19 35:15 36:14
36:16 38:1,8 40:1
59:22 60:10,18 64:10
75:21 78:5 82:10
84:16 86:22 90:10
accurate 19:5 51:4
achieve 67:19
achievement 11:2 33:2
acknowledging 69:4
acquiring 85:20
act 8:1 10:20 31:10 38:2
42:15,22
actions 19:19 32:22
activities 11:10 31:17
42:2,17 59:19
activity 42:14
actual 19:3
Adams 2:11 12:3 16:3
16:10,18 17:1 21:11
21:21
adapt 76:6
add 38:14 88:16
additional 8:3 20:5
28:10 48:9 90:19
Additionally 20:13
additions 5:6 6:3
address 12:8 58:14
93:9
addressed 21:18
addresses 19:15
adequate 28:9
adequately 19:4
adjourn 101:12
adjourned 101:20
Adjournment 2:22
administration 13:15
13:17 30:14
adopt 76:6
adopted 27:5
adults 57:5
advantage 101:7
advisor 14:14,15
Advisory 9:4,8,13
advocacy 17:3 21:19
29:10 31:2
advocate 58:6 69:12
80:13,16 91:8 95:14
advocates 37:17
advocating 37:10 64:21
70:10
affluent 88:14
afforded 46:18
aforementioned 20:15
afternoon 3:3
age 17:18 31:15 52:15
agencies 37:15 53:2
78:21 79:7 80:19
agency 59:4 65:9,18
Agenda 2:4 5:5,6,9,22
ago 4:22
agree 66:3,16 67:13
79:19
ahead 91:2
alignment 21:1
alley 69:20
allied 38:4
allowed 22:9
allowing 46:15
alternative 96:19
amazing 99:11
America 57:3
Amharic 8:13
amount 73:11,12
and/or 17:21 33:13
Anderson 3:21,22 4:14
4:21
Angels 76:20
Anniversary 26:11
announce 98:12
announcement 2:3
100:10
announcements 98:8
99:8 101:9
annually 18:9 25:19
answer 21:9 67:15
answering 43:22
anytime 68:17
appear 89:7
Applause 10:4 27:9
28:2
application 9:10
Applications 9:3
applied 45:4 96:13
applying 9:7
appreciate 37:5 44:8
67:11
appreciates 10:7
approach 24:17 86:14
91:11
appropriate 37:20 46:1
52:15,16 59:9 65:13
72:3 95:4
appropriately 65:16
approval 2:4,5 5:22
approve 5:9 6:9
approved 5:22 6:22
Aqueduct 17:9
areas 13:11
argue 85:2
array 17:14
art 56:11
asked 53:22 54:3
asking 19:20 71:16
aspects 21:5 38:11
84:6,8
assess 50:8
assessment 14:12,14
assigned 36:8
assist 43:3 62:22
assistance 25:21 31:10
43:5,6 87:20
associated 35:4 93:19
Association 38:5 42:15
43:17
assume 72:10 75:9
athletic 24:2 25:22
42:15,17
Atlanta 76:20,20
attend 14:11
attended 55:2
attending 68:19
attention 21:8 55:3,4,9
77:22 89:22
audience 98:11
August 15:2 68:12,22
99:3,22 100:1,14
authority 11:10
authorized 31:8
autism 31:22 83:7
available 29:17 38:18
51:18 78:20 79:3,21
89:6
Avene 99:3
Avenue 14:8 66:8 98:13
award 42:3,6
awarding 95:2
aware 81:19
awesome 100:20
aye 5:17 6:17 26:20
101:18
ayes 5:18 6:18 26:21
101:19
back 20:11 27:14,18
49:11 55:14 70:15
74:6 82:6 97:21
background 31:12
backgrounds 36:2
Backus 14:6
bad 45:8 59:7
bag 98:14
bags 98:16 99:1
Baker 2:10 11:20 12:5,6
12:11,15,18,20 15:14
15:17,22 16:7,9
band 25:22
bare 56:3
barriers 31:1 42:8,10
42:15 55:18 56:4 58:4
based 29:16 47:9 75:8
85:20 87:7 88:12 89:6
basic 38:21 45:13,14
74:10
basically 45:11
behalf 7:3 37:6
behavioral 32:2 54:1,9
beings 89:15
believe 4:16 6:6 28:12
66:9 71:18 98:15
believes 36:11
benefit 39:12
Bertie 14:6
best 4:17 23:8 29:15,16
64:2,7 66:16 67:6
73:21 74:16 77:5,9
79:18 81:5,7
better 28:12 46:8 69:13
69:20 70:16 90:1
beyond 69:15 70:17
71:2,6,18
big 55:7 57:3,4
biggest 51:15 52:1 58:1
71:22 72:14
bill 18:4 21:6 31:10
110
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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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Court Reporter

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