

Capital Reporting Company  
DC State Board of Education Public Meeting 09-16-2015

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DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION

PUBLIC MEETING

Wednesday, September 16, 2015

5:30 p.m.

Held At:

441 Fourth Street, N.W.

Old Council Chambers

Washington, D.C.

Reported and transcribed by: Gervel A. Watts,  
CERT\*D

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

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BOARD MEMBERS

3

Jack Jacobson, President

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Karen Williams, Vice-president

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Mary Lord, At Large

6

Laura Wilson-Phelan, Ward 1

7

Ruth Wattenberg, Ward 3

8

D. Kamili Anderson, Ward 4

9

Joe Weedon, Ward 6

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Marc Jones, Ward 5

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Tierra Jolly, Ward 8

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Brian Contreras, Student Representative

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John-Paul Hayworth, Executive Director

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Hansel Kang, Superintendent, OSSE

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C O N T E N T S

Call to Order

Announcement of Quorum

Approval of Agenda/Minutes

Comments from the President of the D.C. SBOE

Comments from the Superintendent of OSSE

Public Comments

Michael A. Lee

NASBE Conference

Ombudsman Annual Report

Committee Updates

Adjournment

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

2 CALL TO ORDER

3 MR. JACOBSON: Good evening. It is 5:32  
4 p.m. on September 16, 2015, and this is the  
5 monthly meeting of the District of Columbia Board  
6 of Education. We're now called to order.

7 ANNOUCEMENT OF QUORUM

8 The roll will now be called to determine the  
9 presence of a quorum. The roll will be called by  
10 our new Executive Director, Mr. John- Paul  
11 Hayworth. We're very excited to have him join the  
12 Board, and look forward to working with you.

13 MR. HAYWORTH: Thank you. Mr. Jacobson?

14 MR. JACOBSON: Present.

15 MR. HAYWORTH: Ms. Williams?

16 MS. WILLIAMS: Present.

17 MR. HAYWORTH: Ms. Lord?

18 MS. LORD: Present.

19 MR. HAYWORTH: Ms. Wilson-Phelan?

20 MS. WILSON-PHELAN: Present.

21 MR. HAYWORTH: Ms. Wattenberg?

22 MS. WILSON-PHELAN: Present.

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1 MR. HAYWORTH: Ms. Kamili Anderson?

2 MS. ANDERSON: Present.

3 MR. HAYWORTH: Mr. Jones? Mr. Jones?

4 (No response.)

5 MR. HAYWORTH: Mr. Weedon?

6 MR. WEEDON: Present.

7 MR. HAYWORTH: Ms. Jolly?

8 MS. JOLLY: Present.

9 MR. HAYWORTH: Brian Contreras?

10 MR. CONTRERAS: Present.

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

13 APPROVAL OF MINUTES

14 MR. JACOBSON: Thank you so much. A  
15 quorum has been determined and the State Board  
16 will now proceed with the business portion of its  
17 meeting.

18 Members, we have a draft agenda before  
19 us. Are there corrections or amendments?

20 I have a small one. The approval of  
21 minutes, Item 4, we would like to postpone until  
22 our October meeting.

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1 Any changes other than that?

2 (No response.)

3 Then I'd entertain a motion to approve the agenda  
4 as amended.

5 MS. ANDERSON: So moved.

6 MR. JACOBSON: Is there a second?

7 MS. WILSON-PHELAN: Second.

8 MR. JACOBSON: The motion has been  
9 properly moved and seconded. All those in favor  
10 please say aye.

11 (Board Members vote "aye")

12 MR. JACOBSON: Any opposed?

13 (No response.)

14 And any abstentions?

15 (No response.)

16 COMMENTS FROM PRESIDENT OF SBOE

17 MR. JACOBSON: All right. Now that  
18 housekeeping is completed, I'd like to turn to our  
19 agenda. Good evening. My name is Jack Jacobson.  
20 I'm the president and Ward 2 representative to the  
21 D.C. State Board of Education. On behalf of the  
22 members of the District of Columbia State Board of

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1 Education, I want to welcome you, our guests, and  
2 our viewing public to our Wednesday, September 16,  
3 2015 State Board of Education public meeting.

4 I also want to welcome our State  
5 Superintendent of Education, Hansel Kang. The  
6 State Board holds its regularly scheduled meetings  
7 on the third Wednesday of every month, here in the  
8 Old Council Chambers at 441 Fourth Street,  
9 Northwest. The members of the State Board of  
10 Education welcome your participation and your  
11 support in our efforts to improve education in the  
12 Nation's Capital.

13 Today's agenda includes a couple of  
14 important areas of concern to the Board. In a few  
15 minutes, we'll be hearing from the ombudsman for  
16 public education on her office's activities over  
17 the past year. We are very fortunate to have Ms.  
18 Joanna Smith as Ombudsman, and Beth Tossell as  
19 Associate Ombudsman. I look forward to hearing  
20 their report and the recommendations they're going  
21 to be sharing with us and other policy leaders  
22 across the city.

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1           We'll also hear a report from Ruth  
2 Wattenberg on a concept from OSSE that would allow  
3 OSSE to award state high school diplomas in  
4 specific circumstances. At our last meeting, we  
5 heard testimony from teachers and students outside  
6 the regular high school system about the barriers  
7 they face in the job market and other post-  
8 secondary activities. This is a continuing  
9 conversation that the Board will be engaged with  
10 for some time.

11           Our adult learners have the right to  
12 expect the government to do what it can to remove  
13 barriers to their success if it is able to do so.  
14 Today, we'll learn more about our inquiry into  
15 this issue. We'll also hear an update from Ms.  
16 Laura Wilson-Phelan, our Ward 1 colleague, about a  
17 taskforce that she is heading that is reviewing  
18 the concept of high school credit flexibility. She  
19 has put together an outstanding group that will  
20 examine the potential of a set recommendation for  
21 actionable rules and parameters for schools to  
22 award high school credit beyond the Carnegie unit.



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1           Next month, parents and students in the  
2 District will begin to receive the scores from  
3 last year's PARC evaluations. The Board has the  
4 authority to set a proficiency mark, along with  
5 our friends from OSSE. This differs from the cut  
6 scores that are set by PARC Governing Board, of  
7 which Ms. Kang is a member.

8           As this is the first year of PARC, all  
9 students across the country whose states are using  
10 PARC are being evaluated together in order to form  
11 a baseline of student performance. As the release  
12 of the individual test scores gets closer, the  
13 Board, the Superintendent's Office, the public  
14 charter schools and D.C. Public Schools will be  
15 providing information to assist parents and  
16 families in the understanding of their scores.

17           I'd also recommend that parents sign up  
18 at [understandthescore.org](http://understandthescore.org). That's  
19 [www.understandthescore.org](http://www.understandthescore.org) for additional  
20 information from PARC, as we get closer to the  
21 release. Moving back to tonight's agenda, the  
22 Board will conduct a procedural vote related to

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1 the upcoming National Association of State Boards  
2 of Education conference on October 22-24 in  
3 Baltimore, Maryland. Our at-large member, Ms.  
4 Mary Lord, is the current president of NASBE. And  
5 those of us who are able to attend are looking  
6 forward to a vibrant conference on topics like  
7 standards and assessments, new accountability  
8 models, education data use, early education,  
9 digital learning, college career and civic  
10 readiness, and school leadership.

11 We will now hear some introductory  
12 comments from the State Superintendent of  
13 Education, Ms. Hansel Kang.

14 COMMENTS FROM SUPERINTENDENT

15 MS. KANG: Thank you, President Jacobson  
16 and members. I will keep my remarks brief, but  
17 wanted to acknowledge the importance of the  
18 upcoming PARC release and the information that we  
19 think it will provide to our students, families  
20 and educators across the District and how much we  
21 are looking forward to partnering with the Board  
22 and LEAs and schools on sharing that information.

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1           At our last working session, I shared  
2 that as one step in that process, we are working  
3 to schedule a call that includes DCCPS, the Public  
4 Charter School Board, some voices from our charter  
5 LEAs and members of this Board, along with myself  
6 to inform our thinking about the proficiency  
7 discussion, and just wanted to report back that we  
8 are still in the midst of scheduling that call,  
9 but I look forward to hosting the call and being  
10 able to share the results of that conversation  
11 with all of you.

12           And then secondly, I just wanted to  
13 acknowledge also the receipt of the report from  
14 the Office of the Ombudsman and how much we're  
15 looking forward to reviewing at OSSE and  
16 continuing the discussion. So I look forward to  
17 hearing the report today and reviewing it in more  
18 detail with my staff as well.

19           Thank you.

20                           PUBLIC COMMENTS

21           MR. JACOBSON: Thank you, Superintendent  
22 Kang. The Board welcomes public participation and

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1 activities under its authority at every public  
2 meeting we begin with testimony from our public  
3 witnesses on education-related matters. If you are  
4 a member of the public and would like to speak,  
5 our staff will meet you in the back of the room  
6 and get you signed up.

7 The witnesses today is just one, Michael  
8 Augustus Lee.

9 MR. LEE: Come now?

10 MR. JACOBSON: Step right at the table  
11 and just speak directly into the microphone.  
12 You'll have three minutes.

13 MR. LEE: Oh, three minutes.

14 MR. JACOBSON: Make sure your microphone  
15 is on and that you speak directly into it.

16 MR. LEE: Well, since 2015, sadly to  
17 say, 28 percent of the European Americans did not  
18 graduate and 52 percent of the African Americans  
19 did not graduate. Can I get four minutes?

20 MR. JACOBSON: You have three minutes.  
21 Thank you, sir.

22 MR. LEE: I had to say that. Anyway,

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1 thank you for this gracious -- wonderful heavenly  
2 father, number one; His son, our savior, number  
3 two; the amazing Holy Ghost, number three; and  
4 angel of the Lord, number four; making sure  
5 everyone graduates, number five. To graduate on  
6 time, number six; all the 12th graders, number  
7 seven, and no one left behind.

8 I come here because as I learned from  
9 Michael Schaeffer, statistician for Council Member  
10 David Grosso, in 2015, 52 percent of the African  
11 Americans did not graduate. Twenty-eight percent  
12 of the European Americans did not graduate.

13 We, as African Americans, we've become  
14 the President and the First Lady; the attorney  
15 general, or when Barack Obama was first elected,  
16 John Conyers was the Chairman of the House  
17 Judiciary Committee. We, as African Americans,  
18 should be ashamed of ourselves. This is totally  
19 disgusting. It's very, very sad. It's very, very  
20 sad. So I have to say that because I think that  
21 these young people, they deserve the best.

22 When Lamar Alexander was the Secretary

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1 of Education, I read it somewhere, he said he  
2 would abolish the Department of Education. I  
3 wonder why did he say this. And then now he's a  
4 senator for Tennessee. I think he chairs health  
5 education, labor and pensions in Congress. And so  
6 for me, I just don't understand -- Columbine High  
7 School was very sad during the Easter season.

8 Virginia Tech, very, very sad a few  
9 years ago. And even recently, Newtown,  
10 Connecticut, little girls and boys -- leadership  
11 can't see that God and Jesus is trying to tell us  
12 something that secular schools have failed.

13 Well, I said, during the Columbine High  
14 School, you know, Columbine just reflects that  
15 we're losing too many young people. We've lost  
16 too many young people. And when I think about the  
17 money that Chancellor Henderson is making, you  
18 know, 12 years of public school -- now, I don't  
19 have a college degree, but 34 years, no tobacco,  
20 no alcohol, no drugs, not one single drop. And  
21 I've been here for 24 years now.

22 Born here 58 years ago and I have been

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1 totally rejected in this town. It's a very, very  
2 sad game that we play in this town. The decisions  
3 you have made and will make, the actions you have  
4 taken and will take have grave effects upon the  
5 lives of these young people.

6           So I'm really trying to understand, you  
7 know, we have a chancellor and then, you know,  
8 Mayor Fenty had these strong feelings about this  
9 and then -- grace, mercy, peace, and love, faith,  
10 hope, and truth to hearts of these young people.  
11 May God and Jesus truly be with them.

12           This is the week of the fourth -- this  
13 is 38th -- Saturday is the 38th Sabbath. This is  
14 the fourth week of the school year and this is  
15 totally, totally disgusting. And this is on us as  
16 African Americans. This is on us. It's very,  
17 very sad.

18           MR. JACOBSON: Thank you for your  
19 comments and for your advocacy, Mr. Lee. Thank  
20 you for coming down tonight.

21           MR. LEE: Well, thank you, sir.

22           MR. JACOBSON: As I mentioned earlier,

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1 next month, members and staff of the Board will be  
2 attending the annual conference of the National  
3 Association of the State Boards of Education.

4 This conference is a great opportunity  
5 to learn about what our sister agencies and other  
6 states are trying and seeing if those can be  
7 adapted to the situation here in the District of  
8 Columbia.

9 As I mentioned earlier, NASBE's  
10 president is our own at-large members, Mary Lord.  
11 Ms. Lord, would you like to say a few words about  
12 the conference?

13 NASBE CONFERENCE

14 MS. LORD: Thank you, President  
15 Jacobson. I have had, as you've said, the honor  
16 and privilege of working with State Board members  
17 from all over the country, from rural states and  
18 urban areas, from red states and blue states on  
19 behalf of children in this nation, and it is just  
20 a fabulous group that not only develops all of our  
21 individual boards and board members, but also  
22 gives us an opportunity to find out what's going



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1 on in places like Colorado, where the Common Core  
2 is not doing so well or how did New Hampshire  
3 tackle the competency-based part of the graduation  
4 requirements? How did, to our advocates points,  
5 states manage to raise graduation rates?

6           So it's an amazing learning experience  
7 and we have a very full agenda, including our  
8 featured speaker, Kevin Kerry, whose book, "The  
9 End of College" suggests that maybe college isn't  
10 worth it, which is kind of an interesting  
11 contrarian angle, I would say. And then I think  
12 another big part of it for State Board members  
13 will be to see where Congress may wind up with  
14 reauthorizing, fixing No Child Left Behind.

15           Our executive director just came out  
16 with a broad post saying basically, this is  
17 Charlie Brown and the football, and that football  
18 will be snatched away, but she is on the  
19 pessimistic side, but we will have a number of  
20 people from Congress who keep an eye on this  
21 really closely. So the D.C. delegation is turning  
22 out in full force. We have no vote in Congress,

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1 but our voice is loud and clear in shaping  
2 national education policy through this  
3 organization.

4           Part of the major items that happen at  
5 the conference is the annual business meeting,  
6 where states elect officers for the National  
7 Association Board of Directors, of which I am now  
8 serving as president. We vote on By-laws. We  
9 vote on, most importantly, public education policy  
10 positions, which, essentially, guide all State  
11 Boards across the country on clear, reasonable,  
12 achievable, bipartisan, nonpartisan, education  
13 positions on everything from data privacy to  
14 school lunches, to health and wellness, to  
15 standards.

16           So I would like to make a motion to have  
17 our President and Chair, Jack Jacobson to  
18 represent our state at the business meeting so  
19 that he may carry our vote to the full Board.

20           MR. JACOBSON: Sounds like a motion. Is  
21 there a second?

22           MS. LORD: It is a motion.

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1 MS. WILSON-PHELAN: Second.

2 MR. JACOBSON: Motion by Ms. Lord and  
3 seconded by Ms. Wilson-Phelan. Any discussion?

4 (No response.)

5 Then I'll call a vote. Is a voice vote okay?

6 MR. LORD: That sounds great.

7 MR. JACOBSON: All those in favor,  
8 please say aye.

9 (Board members vote "aye.")

10 MR. JACOBSON: Any opposed?

11 (No response.)

12 And any abstentions?

13 (No response.)

14 Thank you, Ms. Lord. I'm very much looking  
15 forward to helping us represent Washington, and  
16 will certainly seek your counsel as we go into the  
17 business portion of that meeting.

18 MS. LORD: I think you might have a few  
19 sessions with people trying to twist your arm, but  
20 we'll protect you.

21 MR. JACOBSON: Wonderful. I'm looking  
22 forward to it. And thank you again for your

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1 leadership on the national scale. We really  
2 appreciate it.

3           We're now going to turn to the ombudsman  
4 for her report. The Office of the Ombudsman for  
5 Public Education was established in 2007 and was  
6 moved under the State Board of Education in 2013.  
7 Each year, the ombudsman works with hundreds of  
8 students and parents and is charged with resolving  
9 school-related problems as quickly and efficiently  
10 as possible as an independent arbiter.

11           Ombudsman Smith, the Board thanks you  
12 and your team for your hard work this year. I'd  
13 like to extend particular thanks to Associate  
14 Ombudsman Tossell, who really stepped up to the  
15 plate this year and did a fantastic job,  
16 particularly while you were out on leave for a  
17 short time, it was just thrilling to work with  
18 her. So thank you, Beth, from the entire Board.

19           When you are ready, Ms. Smith, you may  
20 proceed with your presentation.

21                           2015 OMBUDSMAN ANNUAL REPORT

22           MS. SMITH: Good evening, everyone. I

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1 guess I need this. My name is Joanna Smith, and I  
2 am the ombudsman for public education.

3 I am pleased to have an opportunity to  
4 present our second annual report of the Office of  
5 the Ombudsman for Public Education. First, I will  
6 second what you said about acknowledging efforts  
7 of my staff. I'd like to acknowledge Beth  
8 Tossell, of course, because she did provide so  
9 much support during my maternity leave, and  
10 allowed me to have the necessary time with my son,  
11 Malaki.

12 Our fellows, we've had a number of  
13 fellows over the last year and they have been  
14 really supportive in helping us with our caseload.  
15 Our annual report covers approximately the school  
16 year -- I'm sorry. It covers the school year of  
17 2014 through '15 and the summer months of 2015  
18 through July 31st of this year.

19 We would like to provide an overview of  
20 the office, talk about special education and  
21 student discipline issues and also to talk about  
22 some of the work that we have done on a systemic

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1 level. I would like to highlight a few items,  
2 which we have included within our executive  
3 summary. I would also like to highlight a few  
4 data points, which we are required to disseminate,  
5 by law, 90 days after the conclusion of the  
6 school year.

7 We received and closed 469 complaints  
8 and concerns through July 31 of this year. We had  
9 an additional 16 complaints that were pending as  
10 of August 1, 2015. Since we are presenting before  
11 you, over a month later, we have received  
12 additional complaints and concerns within the  
13 office that are not included within this report.

14 As you can see, in the appendix of this  
15 annual report, we resolved 450 cases, which  
16 comprises approximately 88 percent of the total  
17 number of cases through informal mediations,  
18 meeting facilitations and other conflict  
19 resolution strategies. We dismissed 24 complaints  
20 which comprises 5 percent as unfounded because we  
21 found that the complaints were without merit.

22 Finally, in our work, we are charged

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1 with making recommendations to schools as  
2 appropriate and found that the recommendations  
3 were followed by schools to the extent it can be  
4 determined in 20 cases, or about 2 percent of the  
5 time.

6 We would like to take an opportunity to  
7 highlight some of the data that we observed in our  
8 first full school year, which was school year 2014  
9 through '15. First, if you look at the executive  
10 summary on page 2, you will notice that more than  
11 63 percent of their complaints came from parents  
12 or DCPS students, and just over a third of the  
13 complaints came from parents of charter school  
14 students.

15 We also found that many of our  
16 complaints came from families living in Ward 7, 8  
17 and 5. Although we received complaints from all  
18 wards in the city. The most common subject of  
19 complaints were special education at 15 percent;  
20 school discipline at 16 percent. And I actually  
21 wanted to break down percentages across Wards 7  
22 and 8, as well as 5. So we had about 11.72

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1 percent for Ward 5. Ward 7, we had 14.92 percent,  
2 and for Ward 8, we had about 27.7 percent.

3           In Section 1 of the report, we took time  
4 to provide an overview of the office, as we are  
5 often asked about the role of the ombudsman. It  
6 is important to use that parents, students,  
7 families, and stakeholders understand our work and  
8 the services that we offer. The goals for the  
9 office include responding to concerns in a timely,  
10 caring, and productive manner; contributing  
11 creative policy solutions by identifying and  
12 sharing trends and reducing the need or  
13 administrative hearings and litigation by  
14 facilitating appropriate and timely resolution of  
15 education related conflicts.

16           On page 7, we also took the time to  
17 outline the services that were in compatible with  
18 our mission because there is still a fair amount  
19 of confusion regarding the services that we can  
20 actually provide to parents, students, and  
21 families. We would also like to take an  
22 opportunity to share some of the data that we



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1 collected over the last school year.

2 We found that approximately 17 percent  
3 of students become aware of our office through our  
4 website and 24 percent were referrals from D.C.

5 government agencies, including the State  
6 Board of Education. We continue to pay attention  
7 to our referral sources because we always want to  
8 understand how to continue to refine our approach  
9 to community outreach as necessary.

10 As mentioned earlier, we found that  
11 nearly half of the students and families that  
12 contacted our office in Ward 7 and 8 -- excuse me,  
13 resided in Wards 7 and 8. We know that these two  
14 wards are areas with high distress and often  
15 require additional resources. We are pleased that  
16 we have an opportunity to provide assistance on  
17 issues such as bullying, special education, and  
18 school discipline to these families. If we look  
19 to page 11, Section 3, we have one pie chart,  
20 which provides a breakdown of the grade levels  
21 that we have provided services on behalf of.

22 As you can see, approximately 32.8

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1 percent of our cases involved elementary schooled  
2 aged students, followed by 24.5 percent involved  
3 high school-aged students, and then 21.9 percent  
4 of our cases involved middle school students.  
5 Finally, approximately 9 percent of our cases  
6 involved pre-kindergarten, which we actually  
7 included pre-school and pre-kindergarten. In the  
8 future we will separately track preschool and  
9 prekindergarten.

10 We also tracked the type of complaint  
11 issues on page 12 and we found that many issues  
12 involved, as I said, student discipline, special  
13 education, and student safety and abuse and  
14 enrollment issues, which comprise some of our top  
15 complaint issues.

16 If we move to Section 6, we provided  
17 observations in the areas of special education and  
18 school discipline, the two issues for which our  
19 office received the most complaints. We found  
20 that many parents observed that their children had  
21 challenges, academically, such as concentrating on  
22 classwork, behavioral challenges, interacting with

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1 students, fighting, being distracted and walking  
2 the hallways and were being suspended at alarming  
3 rates.

4 Parents then become aware of the  
5 possibilities in helping their children believe  
6 that having their children evaluated for  
7 eligibility as special education services might  
8 assist them with reducing the amount of  
9 disciplinary actions or educational failure faced  
10 by their students. In fact, many of the parents  
11 who called our office with concerns about out of  
12 school suspensions have children who have either  
13 been identified as having a disability or are  
14 awaiting evaluation.

15 If you turn to pages 18 and 19 of the  
16 report, discipline cases represented our second  
17 largest complaint category. The majority of  
18 callers with discipline complaints identified the  
19 student's race as African American. None of the  
20 discipline complaints we received self-identified  
21 the student's race as white. This data accords  
22 with OSSE's data, showing that African American

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1 students in D.C. are nearly six times more likely  
2 to be disciplined than white students.

3           Nearly half of the students who were  
4 disciplined complaints were either identified as  
5 having a disability, at 27 percent, or suspected  
6 of having a disability at 19 percent. This  
7 corresponds with city-level data, showing that  
8 students with disabilities are more likely to  
9 receive discipline than their non-disabled peers.

10           Furthermore, throughout the year, we had  
11 serious concerns about students and parents not  
12 being provided full due process protection when  
13 students are proposed for suspension. We received  
14 many calls from parents at both charter and DCPS  
15 schools who did not receive written notice of  
16 proposed discipline. In some cases, our inquires  
17 show that parents have been told to keep their  
18 children home from school without formal  
19 suspension paperwork ever being issued. Other DCPS  
20 parents reported that they were asked to waive  
21 their right to a disciplinary hearing.

22           We have grave concerns about this

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1 practice, which is called the Parent Waiver. As  
2 in the cases we're aware of, school staff did not  
3 fully inform parents of the rights they were  
4 giving up in signing the waiver. Moreover, some  
5 parents who waive their rights to a hearing, would  
6 have likely obtained a better outcome for their  
7 student through the learning process. Excuse me,  
8 through the hearing process.

9           We know that out of school time affects  
10 the trajectory of learning for students, and even  
11 when well intentioned suspensions and expulsions  
12 should be used as a last resort. As we know, some  
13 of the negative effects are criminal involvement,  
14 unemployment, and increased reliance on social  
15 programs.

16           Moreover, we know that there are grave  
17 consequences for students who receive long-term  
18 suspensions because they are doubly represented as  
19 both the student with disabilities and a member of  
20 the minority group. As an education community, we  
21 need to assess the value that removing a child  
22 from a classroom offers.

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1           We need to understand whether long-term  
2 suspensions actually change student behavior. As  
3 ombudsman, we will always strive to support  
4 families, students and schools in keeping children  
5 in the classroom and on an uninterrupted learning  
6 trajectory.

7           On page 15, under Section 5, some of our  
8 accomplishments this year included preventing the  
9 transfer of two rising eighth graders with  
10 intellectual disabilities out of the middle school  
11 -- excuse me -- DCPS middle school, where they had  
12 been flourishing toward new and completely  
13 unfamiliar DCPS middle school. For one of the  
14 students, the transfer would have been his third  
15 school change in the three years. We identified a  
16 committee organization willing to provide  
17 transportation to a school for a kindergarten  
18 student whose disabled mother could not transport  
19 him to school.

20           We also assisted multiple homeless  
21 parents with enrolling their children after  
22 various schools had wrongly told the parents that

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1 the children were not allowed to enroll.

2           Finally, in Section 7 of this report, we  
3 provided our recommendations for the school year,  
4 which included recommendations under the following  
5 areas: school discipline, special education,  
6 student safety, homeless students, and engagement.  
7 We will go over just two of the issues, which are  
8 special education and discipline recommendations.

9           Some of our recommendations in this  
10 report included charter schools should not use  
11 zero tolerance policies or suspend students for  
12 uniform violations or tardiness. DCPS should  
13 minimize the use of the emergency situation  
14 exception outlined in Chapter 25.

15           Schools should provide parents with a  
16 current list of legal services providers when they  
17 suspend or expel students. Under the special  
18 education section of recommendations, we contend  
19 that students in special education should be able  
20 to fully access their education; thus, DCPS should  
21 shorten the time the student placement office for  
22 new students with IEPs to get placed in school.

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1 Charter schools should not force  
2 students to have shortened school days when they  
3 have behavioral problems. All schools should  
4 implement curricula designed to prevent --  
5 actually, I'm sorry, it's under "bullying" as well  
6 -- to prevent bullying and improve school climate.

7 Finally, we have accomplished a great  
8 deal within the Office of the Ombudsman within the  
9 last two school years and we have expanded our  
10 outreach efforts in order to raise awareness of  
11 our office and promote our services.

12 We have worked collaboratively with  
13 District government agencies that  
14 provide services to children. We have also been  
15 asked to serve as expert panelists around school  
16 discipline issues and parent engagement. Our  
17 office has also recently been invited and will  
18 participate as part of a panel entitled, "Moving  
19 to the left on the Cadre Continuum: New Early  
20 Dispute Processes in D.C."

21 In this panel, I will have an  
22 opportunity to present our work special education,



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1 dispute resolution. We have also been recently  
2 invited to be a part of the truancy taskforce,  
3 convened by the deputy mayor for education. Much  
4 of our work is concentrated on working with  
5 individual families. We have had a unique  
6 opportunity to engage on broader policy work and  
7 continuous engagement is critical to our ability,  
8 to ensure as a city, that we provide equal access  
9 to education for all D.C. public students.

10           Finally, again, for the third time,  
11 right, I believe that strong collaboration between  
12 families and schools is essential to dramatically  
13 improve student achievement. Through our office,  
14 parents, guardians, students, and families now  
15 have access to a resource to help them navigate  
16 and resolve their issues and concerns. And in  
17 turn, public education stakeholders have a  
18 dedicated mechanism for tracking issues and  
19 outcomes across the school districts. I always  
20 have to do this, so parents, families, and  
21 students, and educators can share their problems  
22 and concerns with our office by calling 202-741-

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1 0886, or emailing us at ombudsman@dc.gov.

2 Thank you for your time, and I welcome  
3 any questions.

4 MR. JACOBSON: Thank you, Ms. Smith.  
5 That was very thorough. I think I speak for the  
6 entire Board when I say we're very impressed with  
7 the work that you've done and the report that  
8 you've created that will help us and other  
9 policymakers show us where we need to do work on  
10 these issues.

11 MS. SMITH: Thank you.

12 MR. JACOBSON: We'll do five-minute  
13 rounds of questions. I'd like to offer to Wards  
14 5, 7, and 8 first, if any of them are interested.  
15 Ms. Williams from Ward 7.

16 MS. WILLIAMS: Okay. Thank you, Joanna,  
17 for that wonderful report and for the work that  
18 you do.

19 MS. SMITH: Thank you.

20 MS. WILLIAMS: We know that there are a  
21 lot of good teachers and staff in the District.  
22 Did you find that any of the school staff were

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1 overly burdened by the procedures and protocols  
2 that some of our laws and policies require for  
3 them?

4 For example, reporting attendance  
5 requirements, et cetera, and that they need more  
6 staff and/or funding to adequately keep up with  
7 the demands of these laws and/or regulations.

8 MS. SMITH: So I think that that is an  
9 ongoing concern. So we do know that there is a  
10 lot of confusion around attendance requirements.  
11 So from our perspective, I don't know if  
12 additional funding will be needed, but I do know  
13 that what we've tried to do is to provide, as much  
14 as possible, technical assistance to schools when  
15 we find that they don't understand the applicable  
16 policy or laws.

17 MS. WILLIAMS: Thank you.

18 MR. JACOBSON: Ms. Wilson Phelan from  
19 Ward 1.

20 MS. WILSON-PHELAN: Thanks so much for  
21 your testimony and for your report. One thing  
22 that I wondered and one thing that particularly

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1 drew my attention is your testimony today  
2 associated with children of color being especially  
3 identified, or at least their parents calling into  
4 you, associated with disciplinary action.

5           And you made sure to point out that no  
6 white families or families who identified as white  
7 had called in. As you've worked with or reported  
8 this out to our various education entities, what  
9 is the reaction then? Have you heard about any  
10 actions that entities intend to take?

11           I mean, what are we doing to call out  
12 racism?

13           MS. SMITH: That's an excellent  
14 question. So are different stakeholders aware of  
15 this data? Absolutely. So these have been ongoing  
16 problems for a long time. In terms of what we do  
17 about it, I think that for us, we have really  
18 worked hard to advocate on behalf of students, in  
19 terms of fairness of process and ensuring that  
20 they understand what their rights are.

21           For many families that we engage with,  
22 we find that they just don't understand what their

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1 rights are. I mean, when I talked about the  
2 parent waiver earlier, there are a lot of families  
3 who said, "They asked me to sign something, but I  
4 didn't really know what I was signing and I just  
5 wanted my child to get back in school." So for  
6 the DCPS schools, they said well, you can always  
7 go to Choice Academy if you just sign this paper  
8 and you can go to Choice within the next couple of  
9 days. So parents were concerned about leaving  
10 their children out of school for a long period of  
11 time, so they just signed the waiver and didn't  
12 realize that there were times -- and I mentioned  
13 in my testimony -- where the outcome would've been  
14 much less. They would've probably received 10  
15 days rather than 80 days.

16           So from our perspective, ongoing  
17 education about the rights of children is  
18 something that we continue to do.

19           MS. WILSON-PHELAN: And when you think  
20 ab out that very specific challenge, I'm curious  
21 if you -- and maybe this is in your report, I  
22 haven't read it yet, but what are the patterns

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1 that you're seeing?

2           There's a difference between dropout and  
3 pushout. If I hear the song beneath your words,  
4 we're talking about pushout in a system that isn't  
5 enabling all our students to thrive for whatever  
6 reasons that exist. So I'm wondering if there is  
7 more or if you have enough data to identify  
8 systemic causes.

9           MS. SMITH: I'll let you weigh in, Beth,  
10 if you'd like as well, but the challenge for us is  
11 that we reach about 469 families, but we know that  
12 unfortunately, that's a drop in the bucket when  
13 you think about the 80,000 plus students that are  
14 attending both sectors.

15           From our perspective, you're right. We  
16 do find that there are pushout practices. We find  
17 that students often are disengaged because they've  
18 been pushed out of school or asked to go home so  
19 many times that home seems like a better  
20 alternative.

21           So one of the things, from our  
22 perspective, is really thinking about ways to --

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1 and we've been talking about this as a community,  
2 to further engage students. I know that I can  
3 think of one particular case I worked on before I  
4 actually went on maternity leave, where we had a  
5 pregnant student and she was in high school and  
6 she tried to return back to school countless  
7 times, but she was given the runaround by her  
8 principal countless times. And there were  
9 multiple agencies involved and working on her  
10 behalf to get her back in school. And so that is  
11 a frustrating process for any student, and it's  
12 particularly frustrating when you have an infant  
13 at home and trying to handle that as well as  
14 trying to re-enter school.

15           So what we've seen in our work is that  
16 families have been really appreciative for the  
17 services that we provide because they feel like  
18 even though we are a neutral party, that we can  
19 ensure that, like I said, the rights of the  
20 children are being met. That they even understand  
21 what is going on and they learn to really advocate  
22 for themselves.

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1 MS. WILSON-PHELAN: I hear all that and  
2 the individual work is great, and I'm sure it  
3 alleviates some pain that some families feel, and  
4 at the same time, to your earlier point, that it's  
5 a drop in the bucket. I'm sure many families  
6 don't even know about you.

7 MS. SMITH: Right.

8 MS. WILSON-PHELAN: I'm just wondering,  
9 do you hold, you know, like a confidential  
10 briefing with Kya so that she knows which schools  
11 are the largest perpetrators, and the leadership,  
12 and the things that you're hearing from families  
13 and things that will address the systemic  
14 challenges that you're identifying?

15 MS. SMITH: Right. So we actually have  
16 had quarterly meetings with staff at DCPS, the  
17 central office. We have not had regular meetings  
18 with the Public Charter School Board, but that is  
19 something that we would like to do this upcoming  
20 school year. I think one of the challenges for a  
21 lot of schools is figuring out what to do. I do  
22 think that they are aware of some of the



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1 challenges, but no one has an easy fix for the  
2 situation.

3 MS. WILSON-PHELAN: Thanks.

4 MR. JACOBSON: Ms. Lord.

5 MS. LORD: Thank you very much. And  
6 thank you, Madam Ombudsperson for this splendid  
7 summary of the work. Just to do the math, 469  
8 cases is more than one per day, including  
9 weekends. So when we see that this is a small  
10 toll compared with 80,000 families, it's a huge  
11 step in the right direction and it testifies to  
12 the amazing dedication of you and your deputy and  
13 the very, very small staff of fellows.

14 So I just wanted to say thank you so  
15 much for brining not only the work that you do,  
16 but to distill it down into this essence. I want  
17 to follow-up first on Ms. Wilson-Phelan's  
18 question, and to get at that pushout factor.  
19 Charter schools are often accused of dumping  
20 students or of, you know, getting the head count  
21 and then dumping them. In your work, did you see  
22 much evidence of that?

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1 MS. SMITH: So we certainly heard from a  
2 number of schools, I would say, especially  
3 principals in DCPS schools who have complained  
4 about that practice because they feel like they're  
5 taking the kids who have had behavioral problems  
6 or other issues at the end of the school year  
7 because they have said that charter schools are  
8 pushing out the students. So we've definitely  
9 heard cases -- we've definitely talked to schools  
10 about that and we've definitely heard from  
11 families that they felt that was happening.

12 Do you want to add anything?

13 MS. TOSSELL: Yes. I just had an  
14 anecdote to share on that point. As Joanna was  
15 saying, we don't have all the data we would want  
16 to be able to really talk about trends in a very  
17 nuance across the board way, but just one example  
18 that came to mind is there was a family I worked  
19 with where I was at several meetings where the  
20 charter school principal told the family, you  
21 know, if you don't want to be here, you don't have  
22 to be here, in a way that was really suggesting

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1 you should leave. And we were able to work  
2 together.

3           It was a student who hadn't been  
4 evaluated for his special needs. He got an IEP;  
5 he was placed in a classroom where the mom tells  
6 him he's doing great, and I think the school now  
7 feels that it's a good fit, but it is a trend we  
8 still see. It is something that is still  
9 happening, but as I say, it's hard for us to say  
10 how broad that is. Of course, we only have people  
11 coming to us when there are problems.

12           MR. JACOBSON: And Beth, could you  
13 introduce yourself, please?

14           MS. TOSSELL: Oh, yes. I apologize.  
15 For the record, Beth Tossell, the associate  
16 ombudsman.

17           MS. LORD: So that sounds like a place  
18 where we could maybe dive a little further and  
19 sort of do a little public education in the  
20 community. So that's a really useful area.

21           I'd like to also now sort of just drill  
22 down a little on these comprehensive set of annual

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1 recommendations, which is pretty amazing. Are  
2 there any that we should, as a State Board, take  
3 up sooner rather than later? And are there any  
4 areas where we need to maybe interact and  
5 collaborate with say, the Council?

6 I'm thinking specifically, for example,  
7 of homeless students. There is clearly a  
8 challenge when families lose their home, but it's  
9 very specific about enrollment and asking for  
10 proof of residency if someone is homeless. That,  
11 to me, seems like that's on the books, but maybe  
12 there's a gap in our policies or our legislation  
13 that that could be filled. Some of the discipline  
14 things, the suspensions, the expulsions, we have  
15 some fabulous data.

16 What I'd like to know now is what do we  
17 do with it? Do we need to reexamine our truancy  
18 policies? Do we need to reexamine whether we  
19 should sign off on the, I think it's a national  
20 anti-bullying model policy. So I'd like to get  
21 your thoughts on that.

22 MS. SMITH: From our perspective, in

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1 terms of, you mentioned homeless students, we feel  
2 like it's a training issue. What we've seen is  
3 that a lot of school registrars are just not  
4 familiar with what the law says and it's hard for  
5 them to really identify that the student presented  
6 before them is actually homeless because we know  
7 that you can live in your sister's home or someone  
8 else's home and still be considered homeless.

9           So there's just a lack of clarity among  
10 some registrars, in terms of what the law says.

11 And we found that in our work, when we've had an  
12 opportunity to speak to the registrars and explain  
13 what the law actually says, they've been very  
14 receptive and then we were able to appropriately  
15 direct the students to a coordinator around the  
16 event so that they can get the services that they  
17 require.

18           We also have the Office of the Student  
19 Advocate. One of the things I think would be  
20 useful is to have, perhaps, training around  
21 McKinney Mento (phonetic), what it means so that  
22 parents understand what their rights are. And

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1 maybe even working in collaboration with both  
2 school sectors to talk about the training that  
3 they would need in their professional development  
4 efforts.

5 MR. JACOBSON: Thank you so much. Ms.  
6 Wattenberg?

7 MS. WATTENBERG: Thanks again.  
8 Terrific, terrific work. Clearly a great report.  
9 I want to go back to the question of the  
10 discipline issue and approach it a little  
11 differently, which is to ask you, it sounds like  
12 most of the time, what you're being confronted  
13 with is students and families who are already  
14 being pushed out in some way or another, being  
15 suspended and such.

16 So my question is what -- and then  
17 you're asking the schools to take them back in.  
18 And so my question is what should the schools be  
19 doing differently that they're not doing, either  
20 before it reaches this point, or after it reaches  
21 this point; I mean, it's a continuum. But really,  
22 what should they -- what do you propose ought to

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1 be the best practice so that this is not such a  
2 problem?

3 MS. SMITH: That's an excellent  
4 question. So one of the things that I would like  
5 to point out is as ombudswomen, we are supposed to  
6 remain neutral. So we are not typically in the  
7 position to try to tell the school that they need  
8 to accept the student back into their school.  
9 What we're trying to figure out from the cases  
10 that are presented to us is has there been  
11 fairness or process? So did the school follow its  
12 own policy and did they follow the law. If we  
13 find that, in fact, the school has followed the  
14 applicable policy and/or the law, then there are  
15 times where if we believe that the student has  
16 particular needs where that school is the best  
17 school for them because we are focused on what is  
18 the in the best interest of the student. Then  
19 there are times when we are able to talk to the  
20 principal and do a mediation or an informal  
21 mediation and see if the principal is willing to  
22 take the student back. That doesn't always work

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1 and principals sometimes have the right, if they  
2 follow what the law said and if they follow the  
3 applicable policy, not to accept the student back.

4           So we consider it to be a successful  
5 outcome if either happens because if we find that  
6 the school has actually followed their own policy,  
7 then we have ensured fairness of process. If the  
8 student gets to return back to their school and  
9 that's the best school for them, then that is also  
10 a successful outcome.

11           MS. TOSSELL: I wanted to share a little  
12 bit more on that, if you don't mind. This also  
13 goes a bit to Mary's question about best practices  
14 we suggest. We did identify a number of schools  
15 that have similarly interesting positive behavior  
16 interventions they're putting in place, charter  
17 schools and DCPS.

18           So there is a program being shepherded  
19 by the OSSE through the restorative justice  
20 circle, where DCPS schools and also charter  
21 schools are working together to put in place a  
22 model restorative justice that really focuses on



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1 making students feel more engaged with their  
2 school and more connected to their classmates and  
3 their teachers and to take more responsibility for  
4 their actions, rather than just feeling like their  
5 being punished out of the blue. And we have seen  
6 a lot of success across the country.

7 California has adopted it quite widely.  
8 So we have highlighted that and also highlighted  
9 some trauma-informed practices that have also been  
10 gaining traction in D.C.

11 MS. WATTENBERG: This is my question.  
12 Jo, you used the language that you deal with  
13 fairness of policy and laws. Are you limited to  
14 that or can a parent come to you and say, you  
15 know, my child is acting up. I know they're  
16 acting up. They're getting in trouble and the  
17 child needs more support than they are getting.

18 Nothing's unfair; it's just not good  
19 practice. Are you empowered to get involved in  
20 those situations?

21 MS. SMITH: We are empowered to get  
22 involved in those situations. I think what I'm

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1 saying is that those are the lens that we apply to  
2 the work that we're doing. So from our  
3 perspective, if we see that a student needs  
4 something that they're not getting, then even if a  
5 policy has not been violated, we're going to try  
6 to figure out what they need. So it may not even  
7 be that school. We might have to identify another  
8 school that is more suitable. So from our  
9 perspective, like I said, we are focused on what  
10 is on what is in the best interest of the student  
11 because we are focused on ensuring that that child  
12 can achieve.

13 MS. WATTENBERG: I'm trying to figure  
14 out what is the infrastructure in our schools that  
15 is available to provide the support that you think  
16 the student should need. That is, is it mainly  
17 there and these are the students who just aren't  
18 getting it?

19 And so when you're able to say could you  
20 provide "x" it's easy enough to provide, or are we  
21 talking about a whole level of infrastructure,  
22 whether it's counseling services or positive

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1 behavior interventions. It could be any number of  
2 things, you'd be in a better position to say, but  
3 to what extent is this a programmatic weakness or  
4 a staffing lack?

5 I don't know. I'm just trying to get a  
6 sense of, beyond the individual case, what do you  
7 think is in that school that is able to support  
8 the kid. I mean, is the problem that nobody wants  
9 to or is the ability there not to do it?

10 MS. SMITH: So I think for a lot of  
11 schools, there are a number of resources  
12 available, but I do think that for a lot of  
13 students and for a lot of school staff members,  
14 they have a lot of students that they have in  
15 their particular school. So sometimes it's easy  
16 for a child to fall through the cracks. I mean,  
17 that's what we see in a lot of the cases that have  
18 presented to our office.

19 So what we've been able to do is take a  
20 very individualized approach to that particular  
21 family and what the parent needs or wants the  
22 child to have; learn more about the students,

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1 which sometimes that means actually being the  
2 student. If the student is old enough, we can  
3 talk to the student and say, you know, what do you  
4 need? What do you want? What are you interested  
5 in? What careers are in you interested in? So  
6 trying to really help them navigate the somewhat  
7 complex educational systems and also really  
8 navigate through the District government.

9           So what we did this year is to really  
10 focus on developing stronger relationships with  
11 our D.C. government agencies such as Department of  
12 Human Services, Department of Behavioral Health,  
13 so that we understand how to work collaboratively  
14 with them because many families come to us and  
15 their student doesn't just have an education-  
16 related issue, they have a lot of issues and we're  
17 doing our best to try to meet all of them, I think  
18 as a government -- or we need to do a better job  
19 of that.

20           MR. JACOBSON: Thank you. Mr.  
21 Contreras, our student representative.

22           MR. CONTRERAS: Thank you. Looking at

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1 the 11th page, the number of complaints by grade,  
2 the 9th grade, the first year of high school,  
3 seems to be far above the other grades, in terms  
4 of the number of complaints received. What do you  
5 think it is about the transition to high school  
6 that increases the number of problems that  
7 students are having? And then how do you think  
8 that problem can be solved or made less  
9 pronounced?

10 MS. SMITH: That's an excellent  
11 question. I don't think that we actually know, to  
12 be honest. We do know, as you said, that it's of  
13 the four grade in high school, there is a spike  
14 there, but we are sort of open to sort of  
15 exploring that.

16 MR. CONTRERAS: On the next page, page  
17 13, you have top complaints by grade, but all of  
18 the high school complaints are grouped together.  
19 Do you have data on an individual grade basis that  
20 you could see which specific complaints were being  
21 raised by ninth grade parents for ninth graders?

22 MS. SMITH: So we now have the capacity

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1 because until about a month ago, we didn't have a  
2 case management system, so I think that's an  
3 excellent question and it's something we're  
4 willing to see and would be happy to provide that  
5 to you.

6 MR. CONTRERAS: Okay. Thank you. And  
7 then my other question, for the annual  
8 recommendations on page 24, you refer to the  
9 emergency situation for DCPS and suggest it be  
10 minimized. Could you explain what that is?

11 MS. SMITH: Certainly. Typically, when  
12 a student has been involved in an incident and  
13 there is a proposal for a long-term suspension.  
14 They are not supposed to be removed from the  
15 school immediately unless the safety of others has  
16 been potentially compromised. So we're finding  
17 that schools are broadly applying that emergency  
18 exception to say that a lot of students  
19 potentially present a danger to other students, so  
20 a lot of students are sitting outside of school  
21 for a long time

22 MR. CONTRERAS: Thank you.

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1 MS. SMITH: You're welcome.

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

3 MR. WEEDON: I want to first thank you  
4 for the tremendous information. I wanted to  
5 follow up on a comment that Ms. Wattenberg  
6 mentioned around interagency coordination,  
7 collaboration. I notice there's no specific  
8 recommendations in the report on that. I'm  
9 wondering if there are more examples, more areas  
10 that we should be looking at. I know student  
11 health is one major issue that causes tardies,  
12 absenteeism, should we be engaging public health  
13 more? Homelessness, obviously, but there are a  
14 number of agencies. Do you have any thoughts or  
15 ideas, other recommendations around engaging those  
16 agencies and the work that they can and should be  
17 doing in our school systems?

18 MS. SMITH: So I think that that's an  
19 excellent idea. I think that since this is my  
20 third District Government agency that agencies  
21 have had a hard time really collaborating so from  
22 our perspective, I think that we would be

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1 committed to continuing to see if there are ways  
2 to involve some of the other agencies that you  
3 mentioned. For us, it's really this past school  
4 year of being the first time that we've seen such  
5 collaboration between our office and some of the  
6 other District government agencies. So I think  
7 it's just an ongoing effort from our perspective.

8 MR. JACOBSON: Ms. Anderson from Ward 4.

9 MS. ANDERSON: Thank you very much,  
10 Joanna, for your report and for the work you've  
11 been doing. I can certainly say that one thing  
12 that I'm very pleased to be able to do with many  
13 of the people that I encounter in my ward is to  
14 say go to the ombudsman, and they have found some  
15 results from you.

16 One thing that I found in the report is  
17 that you show that the charter schools have these  
18 sites of innovation and change and different  
19 approaches and tactics for addressing some real  
20 intrinsic kinds of problems in education or they  
21 really fair a little better than some of the  
22 traditional public schools in terms of



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1 suspensions. And I really would've expected a  
2 bigger difference between the sectors. That is  
3 somewhat disappointing.

4           In particular what is troubling for me  
5 is that students are still being suspended for  
6 tardiness, which has been a contributing factor,  
7 which kind of seems counterintuitive, really. But  
8 we have the Board and then the deputy mayors that  
9 recently created truancy taskforce, have been  
10 examining the cofounding effect of the new 80/20  
11 ratio for determining the point in which a student  
12 is determined either absent or tardy. They may be  
13 tardy during the school day. And it's interesting  
14 to see that truancy and tardiness is not one of  
15 the most pressing issues that comes before you,  
16 but it is something that seems to merit attention  
17 and that you do address. But how frequently does  
18 your office encounter cases where parents have  
19 expressed concern about their application of the  
20 new rule to their children and their family's  
21 particular cases or that their children have been  
22 subjected to unfair categorization as either

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1 chronically absent or delinquent due -- not due to  
2 absences, per se, but due to tardiness and late  
3 arrivals?

4           How frequently would you say that is the  
5 case, even if it's something embedded within a  
6 larger issue?

7           MS. SMITH: So I can't give you specific  
8 data around that, but I do know that we've worked  
9 on a number of cases where we felt like schools  
10 understood that certain students just weren't in  
11 school. That they are out of school for several  
12 months, you know, they've been tardy for multiple  
13 months and a lot wasn't done around that.

14           From my perspective, obviously, that's  
15 very problematic because that means that many of  
16 those students will potentially drop out in the  
17 future or have other issues, but it did seem as if  
18 it crossed both sectors that that was an ongoing  
19 issue and that many school leaders were aware of  
20 that issue.

21           MS. ANDERSON: In those cases where that  
22 was an issue, could you explain the interaction

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1 that you had between the schools and the families  
2 and students. In those cases, do you make efforts  
3 to try and -- well, in some cases, you may make  
4 that first contact to the school to explain those  
5 circumstances better than, perhaps, the parent or  
6 family could, in terms of addressing absences -- I  
7 mean, tardiness that have marked as absences. How  
8 does that process really work for you?

9 MS. SMITH: So we have been able to do  
10 that. It really depends on the school. So some  
11 schools are really open to receiving more  
12 information about the special circumstances around  
13 a particular school and, you know, why are they  
14 attending or arriving at school late or missing so  
15 much school. But we found that in those cases, we  
16 found that some principals were willing to figure  
17 out how to help that student because typically,  
18 there are underlining issues as to why they  
19 couldn't come to school on time or they were  
20 missing so much school.

21 We have found that there are times where  
22 the school didn't seem to care and that they would

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1 -- especially for out of boundary students, they  
2 can just not invite the student back, and so that  
3 happened in a number of cases.

4 MS. ANDERSON: That is actually  
5 disturbing, but thank you for that.

6 MR. JACOBSON: Any others on the first  
7 round?

8 (No response.)

9 I'd like five minutes for myself. You talked  
10 about the number of cases that were able to close,  
11 which is an impressive number. I think you said  
12 something like 88 percent.

13 MS. SMITH: That's correct.

14 MR. JACOBSON: Could you talk to us a  
15 little bit about the 12 percent that you weren't  
16 able to close? What happened to those? Did they  
17 go onto adjudication? Do those students drop out?  
18 What happens to those students?

19 MS. SMITH: Right. So of the 12  
20 percent, there were some complaints which were  
21 just dismissed as unfounded, so it didn't have  
22 merit. In those situations, we found that a family

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1 might present a problem to us and then when we've  
2 reached out to the school, we found that, in fact,  
3 the school had taken the appropriate steps to  
4 resolve their complaint or if in fact there is  
5 nothing there.

6 In other instances, we found that --  
7 let's see, that is 5 percent.

8 MS. TOSSELL: There was about 6 percent  
9 where we closed because the client had ceased  
10 contact with our office.

11 MS. SMITH: Right.

12 MS. TOSSELL: So in those cases, we  
13 would make follow-up efforts to try to get in  
14 touch with the family and find out if they did  
15 still need our services, but typically, if we  
16 have, you know, left several voicemails and emails  
17 that have gone unreturned, we will close the case  
18 at that point, and then, of course, would reopen  
19 it if the family did get back in touch.

20 MR. JACOBSON: And that 5 percent, does  
21 that go into your closed success or does that go  
22 into the 12 percent?

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1 MS. TOSSELL: That goes into the 12  
2 percent.

3 MR. JACOBSON: Right. Well, that's very  
4 helpful. Thank you. Ms. Lord hit on this, but I  
5 think we're going to be working with our partners  
6 at Council and with OSSE and our LEAs on residency  
7 verification. We're going to need your help on  
8 that.

9 We're going to want to try and figure  
10 out a way to strike a balance that ensures ease of  
11 registration and attendance for our homeless and  
12 disadvantaged students, but at the same time, not  
13 overburdening families with excess paperwork. It's  
14 something I think Ms. Wattenberg has been  
15 concerned about for quite some time and we just  
16 need your help to get that right. So when we  
17 start working on this later this year, we would  
18 like to have your participation in that if you're  
19 willing.

20 MS. SMITH: Of course.

21 MR. JACOBSON: Wonderful. On the  
22 bullying side of things, that's something that's

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1 really near and dear to my heart, as an LGBT  
2 person, formally economically disadvantaged, folks  
3 with disabilities see a lot of bullying issues.  
4 What more should we be doing that we're not to  
5 address those students that have the need?

6 MS. SMITH: So we've done a lot of work  
7 with students around bullying and actually, in  
8 collaboration with the -- and I'm going to butcher  
9 the name. It's a D.C. bullying prevention program  
10 director that is housed with the Office --

11 MR. JACOBSON: Susanne Greenfield.

12 MS. SMITH: Right. Susanne Greenfield.  
13 -- who is housed within the Office of Human  
14 Rights. From my perspective, and we've talked to  
15 Susanne at great length over this issue, is that  
16 we really find that schools should implement  
17 curricula around bullying. We do find that there  
18 are a lot of families who really don't understand  
19 what bullying actually means. So it doesn't mean  
20 that there isn't a problem, it just doesn't meet  
21 the definition of bullying.

22 So for us, it doesn't actually matter if

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1 it meets the definition of bullying; we're just  
2 trying to figure out, you know, what's the problem  
3 and what does the student actually need. So we  
4 have done with many of our cases, we actually just  
5 loop in Susanne Greenfield and work in  
6 collaboration with her office.

7 MR. JACOBSON: Wonderful. And one of  
8 the things that I've been working with Susanne on  
9 is trying to figure out a way to get richer,  
10 deeper, school climate data to really understand -  
11 - as you said, technically, there may not be  
12 bullying, but a student may still not feel safe at  
13 that school. And if a student doesn't feel safe,  
14 they're either not going to go or they're not  
15 going to be paying attention when they are there.  
16 Same thing if a student is hungry and the same  
17 thing if a student doesn't have the supplies he or  
18 she needs.

19 So would richer, deeper, school climate  
20 data assist you in your work and assist schools in  
21 understanding what the systemic problems are and  
22 how to address them?



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1 MS. SMITH: That is a recommendation  
2 that I know that I know Susanne Greenfield cares  
3 much about, and from our perspective, we are  
4 supportive of that.

5 MR. JACOBSON: Wonderful. And finally,  
6 I just want to close out by reiterating what a  
7 wonderful resource your office is and the chief  
8 student advocate for our students and families and  
9 I encourage constituents across the city to reach  
10 out to you when they have a problem. You are  
11 highly effective in resolving these issues and do  
12 it in a professional and independent manner and  
13 I'm just very appreciative of your efforts.

14 MS. SMITH: Thank you.

15 MR. JACOBSON: I think Ms. Wattenberg  
16 had a short follow-up and Ms. Williams. We'll go  
17 down the row here. If we can try to stay around  
18 two minutes, that would be terrific.

19 MS. WATTENBERG: We'll be short. So  
20 last spring, as you may know, the Wilson High  
21 School, which is in my ward, was directed to  
22 pushout, effectively, students from out of bounds

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1 whose attendance didn't reach a certain threshold.  
2 And part of the reasoning behind that was the  
3 Wilson budget was caught and in order to make the  
4 budget work, the idea from the administration was  
5 to move out the students who seems not a very  
6 logical way to either make a budget or work with  
7 your students. And so I'm wondering, looking at  
8 you, it looks like some of those families made  
9 their way to you and I'm wondering what you were  
10 able to do and what you know about where that  
11 stands.

12 MS. SMITH: I don't know specifically of  
13 Wilson.

14 MS. TOSSELL: I think some of those  
15 families have made their way to us and we also  
16 hear similar concerns from out of boundary  
17 students in many schools across the city.

18 MS. SMITH: So yes, it's an ongoing  
19 issue. A lot of our families who have students  
20 attending out of boundary schools seem to be  
21 unaware of how they can actually not be invited  
22 back. And there have also been, for some schools,

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1 some issues with how attendance is counted. And  
2 so there have been discrepancies and the tardies  
3 and the absences. So we have worked with families  
4 to really try to obtain an accurate count for both  
5 tardies and absences to ensure that they can  
6 return back to their out of boundary school.

7 MS. WATTENBERG: One quick thing; in  
8 terms of going forward, you guys are so effective  
9 in dealing with the people that come to you, but  
10 as you have said and everyone else has said, it's  
11 a drop in the bucket. So my question is how can  
12 we somehow raise some of these issues up so that  
13 something more can be done about them?

14 The couple that strike me are 1) what  
15 can we do to better understand whether or not  
16 schools do or don't have in place the kinds of  
17 programs and supports that kids need?

18 It seems to me that we need to know  
19 whether that happened, whether that exists. And I  
20 wonder, is that on anybody's agenda on the agenda  
21 or DCPS or the charters or on the agenda of OSSE,  
22 on the agenda of the City Council, and is that

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1 something we ought to try to get on somebody's  
2 agenda?

3           The other one is about the effect of the  
4 out of bounds truancy issue, and then the third  
5 one that has come up is this issue of are there  
6 some schools that are pushing students out?

7           I mean, I think we need to know, as a  
8 city, whether these things are going on and how do  
9 we do that.

10           MS. SMITH: So from my perspective, many  
11 students have access to a lot of services. Not  
12 all of the services are effective. So I think as  
13 a community, it makes sense to really look at, you  
14 know, what services are being offered, but  
15 actually, are they benefiting the students and  
16 should we perform a review of the types of  
17 services being offered and really figure out is  
18 this really changing the trajectory for students,  
19 in terms of their learning?

20           MR. JACOBSON: Thank you. Ms. Anderson,  
21 a short follow-up.

22           MS. ANDERSON: Okay. Ms. Wattenberg

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1 already touched on this, but we know the  
2 Ombudsman's Office is usually the point of the  
3 last resort, in many cases, where you really get  
4 to the most challenging points in conflicts, as  
5 well as some of the more challenging cases. I  
6 would really like to see the Ombudsman's Office  
7 become a partner in some of proactive types of  
8 activities that are going on in order to resolve  
9 some of these conflicts. What kind of resources  
10 do you think your office needs, after this year of  
11 review, to continue the work you're doing to  
12 alleviate some of your caseload and to perhaps, go  
13 out and kind of intercept some of the problems  
14 that you typically come across?

15 MS. SMITH: Thank you so much for that  
16 question. So from my perspective, one of the  
17 things that was really important to me was to  
18 really demonstrate value, the value of our office.  
19 So we did ask the Council for additional funding  
20 for an intake specialist, which will be funded in  
21 FY16. But one of the things currently is that as  
22 we have been increasing caseload, we really

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1 haven't seen additional support, in terms of we  
2 don't have additional members.

3           So we have utilized the services of  
4 fellows, which has been great in the sense that  
5 it's been a great learning experience for them and  
6 they have allowed us to increase our caseload.  
7 The challenge with that is that they leave.

8           So many of them are in graduate school  
9 and looking for jobs, and so once we train them  
10 and they become effective in their roles, they  
11 leave and then we have to start the process all  
12 over again. And we think that this definitely  
13 negatively impacts our ability to provide quality  
14 services to the public.

15           MR. JACOBSON: Ms. Lord, a short follow-  
16 up.

17           MS. LORD: Just to follow up on that,  
18 how is your space allocation?

19           I know there is a premium on privacy for  
20 your clients. And the second question is who  
21 should conduct that survey of what services are  
22 being provided to students? Because I agree,

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1 there is a lot of there, but we don't have a sense  
2 of what's working. So space and who does that  
3 work?

4 MS. SMITH: So in terms of our space, we  
5 are in very tight quarters. I am currently  
6 sharing an office with the chief student advocate.  
7 So we have had some challenges when we are both  
8 trying to have conversations with families, you  
9 know, people hearing background noise and  
10 certainly, they have questioned whether our space  
11 is actually confidential. That is one of the main  
12 tenents of our office, so it can be quite  
13 embarrassing to share with families that, in fact,  
14 we are not fully providing confidential services.

15 Also, in our current space, we do have  
16 very thin walls, and so you can hear conversations  
17 across all of the offices. So from our  
18 perspective, the confidentiality of a space would  
19 be particularly important and we're hopeful that  
20 something can be done very soon about that.

21 In terms of services that are being  
22 provided to our students, and I'm curious if you

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1 have some thoughts around this, Beth, we don't  
2 know the proper place, but we really think that we  
3 could assist with that as well as the Office of  
4 the Student Advocate, and working on that with  
5 some of our stakeholders within the city to try to  
6 identify that.

7 MS. TOSSELL: I think one interesting  
8 place to look would be the information that's been  
9 put out about how schools are using their at risk  
10 funding. That certainly doesn't encompass all of  
11 the supportive services they have for vulnerable  
12 students, but it is one big piece of that that's  
13 been put in place recently, and my understanding  
14 is that schools and LEAs are reporting back, I  
15 believe, to counsel on how they're using those  
16 funds. So I would say we'd love to start a  
17 process looking at that and looking at the other  
18 information that already exists to find out what  
19 could be most useful.

20 MR. JACOBSON: Ms. Williams?

21 MS. WILLIAMS: Joanna, you made some  
22 very interesting points and some very definite



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1 needs to continue your work, but I'm going to ask  
2 you some other questions about things that maybe  
3 we can do in the future. I know for a fact that  
4 your database for doing your research has just  
5 recently, after a year, become a useful tool.

6           So I was wondering if in the future,  
7 because I see special education and discipline as  
8 two of your major issues and they go hand-in-hand  
9 because most of the children who are having  
10 discipline problems are in special ed, could we  
11 track the reasons for their problems being maybe  
12 they don't understand the coursework. Maybe they  
13 have communication problems. Maybe they have  
14 physical problems that are not being addressed in  
15 their classrooms, therefore, they're acting out,  
16 or it could be an IEP issue or what the issue that  
17 is causing the discipline problem.

18           At some point, could we follow-up on our  
19 cases to see if there is still a proper placement  
20 and proper treatment going on?

21           And thirdly, this is a question. I know  
22 that you and Faith work very closely together, and

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1 I was wondering have the two offices come up with  
2 some strategies to help mediate some of the  
3 problems that we're facing, especially with  
4 educating parents on how to advocate for their  
5 students, which will also help you in your work?

6 MS. SMITH: Yes. So you had three  
7 things that you mentioned. We are absolutely  
8 interesting in further tracking some of the data  
9 that you mentioned. In some of our intake  
10 process, we have been further refining our data  
11 collections so that we can get a sense of some of  
12 the contributing factors.

13 In terms of following-up on our cases, I  
14 think this was mentioned last year and it's a  
15 really good point, in that it's important to  
16 really figure out what's happening with our  
17 students. Our issue is a capacity issue, and so  
18 certainly, when we're able to not only resolve the  
19 case but to actually have someone circling back.  
20 That is a priority, from our perspective, but  
21 we're just having some challenges around staffing.

22 Two offices coming up with strategies to

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1 -- remind me, if you would?

2 MS. WILLIAMS: Since you now achieved  
3 student advocacy, some of the issue that you're  
4 dealing with need parent advocacy for. Have you  
5 and Faith come up with some basic strategies on  
6 how to accomplish your mutual objectives?

7 MS. SMITH: So we started to talk about  
8 it. I mean, certainly, she has been in the office  
9 for a very short period of time, and while she  
10 started when she started, I was actually on  
11 maternity leave, and so there hasn't been as much  
12 overlaps since I've only been back at the office  
13 for the three weeks, but we have definitely been  
14 talking about the strategies.

15 We're really excited about her new  
16 office because we do see a lot of need for parent  
17 trainings and parent empowerment and that's been  
18 something that we, through our data, can figure  
19 out where some of the challenges are and where  
20 there is a lack of information around some of  
21 these issues, but we haven't had the capacity to  
22 do that and we're really excited and it appears as

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1 if her office might be able to do some of that  
2 work.

3 MR. JACOBSON: Going back down the other  
4 end, Ms. Jolly.

5 MS. JOLLY: Ms. Smith, I just wanted to  
6 say thank you so much for your work. I don't have  
7 a question. I just wanted to kind of take off my  
8 State Board of Education member hat for a second  
9 and say as a Ward 8 educator and resident, thank  
10 you for your report, not just because it's giving  
11 data, but because it's validating the concerns and  
12 fears that so many of us have for students and  
13 schools in our ward.

14 I think it's really clear, given just  
15 the sheer numbers of complaints that you're  
16 getting and are reporting out that we have serious  
17 problems. And thank you, again, just for making  
18 them valid. We appreciate your work.

19 MR. JACOBSON: Any other Board members  
20 have follow-up?

21 (No response.)

22 With that, I will thank you for your time tonight.

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1 I thank you for this report. I hope that we can  
2 work with you throughout the rest of this year and  
3 the other policy bodies in the city to address  
4 some of these issues. If we're not doing our  
5 jobs, please let us know. We're going to need  
6 your help from time-to-time as we engage on these  
7 issues, but certainly, our ultimate goal is to  
8 serve students and to clear -- to make it a point  
9 in time, at some date, where your office won't be  
10 needed anymore, hopefully.

11 MS. SMITH: I agree with that.

12 COMMITTEE REPORTS

13 MR. JACOBSON: Thank you so much. Thank  
14 you back. Now we're going to go into Committee  
15 Reports. Two of our members have been very  
16 active, leading committees -- well, all of our  
17 members have been very active, two in particular,  
18 are leading committees that are doing wonderful  
19 work behind the scenes and I would love to call on  
20 Ms. Wattenberg first, if she'd like to update us  
21 on what she's engaged with and then we'll go to  
22 Ms. Wilson-Phelan on her taskforce.

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1 MS. WATTENBERG: We're working with the  
2 Board to lead up the work that the State Board is  
3 doing that will lead to a decision as to whether  
4 or not D.C. residents who get GEDs ought to also  
5 get a D.C. state diploma.

6 I'm not going to say much, but let me  
7 just say, in July, we heard from a number of  
8 students and educators from schools, mainly public  
9 charter schools that are engaged in preparing  
10 students for the GED, and we heard from students  
11 who were studying for it, and we heard a lot from  
12 them that was terrifically valuable.

13 In October, we will be hearing from some  
14 additional folks. Let me say, between our staff  
15 and also staff at OSSE, and staff, I believe at  
16 the deputy mayor's office are doing some research.  
17 Let me just give you a sense of what that is; one,  
18 how are other states handling this? Have other  
19 states done it? To what extent have they done it  
20 and what are their experiences with it?

21 We also want to look at what is the  
22 comparability of the rigor and the breadth of the

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1 kind of work that GED certificate earners have  
2 vis-a-vis, the DCPS academic standards. So we're  
3 looking at that and also the comparability of  
4 another certificate called the NEDP and how that  
5 compares to what is required in D.C.

6           We've also been talking to a number of  
7 D.C. employers who will be affected by this, and  
8 we expect to hear from some of them down the line.  
9 And also, beginning a number of conversations with  
10 teachers and individuals on this Board and  
11 elsewhere are also going out into the community to  
12 talk to different people about this.

13           So hopefully, there will be some  
14 interesting reports on that next time. And also,  
15 another big issue is to understand better how it  
16 is that D.C. right now is supporting high students  
17 who may be looking to drop out. How do we support  
18 disengaged students because we want to make sure  
19 that whatever we're doing is bolstering that, not  
20 undermining that.

21           So that gives you a sense of the kinds  
22 of things we'll be looking at and I look forward

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1 to our conversation in October about that.

2 MR. JACOBSON: Thank you so much for  
3 your leadership. Do Board members have any really  
4 brief questions for Ms. Wattenberg on her work,  
5 our work?

6 Mr. Jones?

7 MR. JONES: Thank you, Mr. President.  
8 I'd like to ask Ms. Wattenberg, can you tell me  
9 what employers were involved in the process?

10 MS. WATTENBERG: I can you who've we've  
11 reached out to.

12 MR. JONES: Yes.

13 MS. WATTENBERG: We've been talking to  
14 people at the Board of Trade. I've personally  
15 talked to people at the Board of Trade. I think  
16 our staff have been talking to people at the  
17 Chamber of Commerce. I know there is some  
18 interest in talking with us at some of the  
19 business leaders who work with the D.C.

20 academies, for example, in hospitality.

21 I know the Board of Trade is trying to  
22 connect us with a number of their HR people. So



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1 we're beginning and we hope to sort of reach out  
2 and talk to a wide variety of people.

3 MR. JONES: Okay. I'd like to chat with  
4 you later because I'm a member of a couple of  
5 those organizations and I have had extensive  
6 conversations with leadership.

7 MS. WATTENBERG: I would love to do  
8 that. That would be terrific.

9 MR. JACOBSON: If that's all, we're  
10 going to move to Ms. Wilson-Phelan. I'm going to  
11 get the name of the taskforce wrong, so I'll let  
12 you speak.

13 MS. WILSON-PHELAN: High school credit  
14 flexibility. Thank you. So we had meeting number  
15 2 of the high school credit flexibility taskforce.  
16 It's intentionally named that way. They've  
17 embraced the ambiguity of what we're discussing  
18 and leaving open solutions and not predetermining  
19 what the solution might be, which is a taskforce  
20 comprised of 25 people from across the city,  
21 representing all the education agencies in our  
22 city, as well as a number of school based

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1 educators, both in the classroom and at the  
2 administrative level of principals and assistant  
3 principals and a member of the D.C. workforce as  
4 well, in terms of thinking about how this all  
5 applies outside the context of our K-12 system.

6           At the last meeting, we heard from our  
7 friends at OSSE about the actual regulations that  
8 govern the academic criteria associated with  
9 graduation and then we heard directly from three  
10 school leaders from Columbia Heights Education  
11 Campus, Thurgood Marshall Academy and Ballou Stay  
12 about their exact experiences associated with the  
13 way that we award credit for high school  
14 graduation in the city. And the committee members  
15 divided into groups to discuss what they had heard  
16 and identify, commonly, a problem that the task  
17 force, or the problem that the taskforce will come  
18 up with. And overall, the members of the group  
19 coalesced around the idea that graduation  
20 requirements should be based on things beyond  
21 credit hours and seat time.

22           That might sound very broad, but that's

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1 because we haven't taken a crack at all the kinds  
2 of solutions that could be out there. And again,  
3 we don't want to predetermine anything. So we  
4 really want to embrace the diversity of opinions  
5 that are being brought to the table by the number  
6 of people and the diversity of perspective and  
7 background that they bring.

8           The next meeting will be held on  
9 September 24, which is a Thursday at 4:30, in this  
10 building, on the 11th floor, in 1116. And it is  
11 open to the public. The last one was as well. At  
12 that meeting, we will hear from other states, in  
13 terms of how they have addressed credit  
14 flexibility, and they will actually begin to  
15 discuss a range of solution themselves. I welcome  
16 members of the public to join us.

17           MR. JACOBSON: I think it is actually  
18 Room 1114.

19           MS. WILSON-PHELAN: 1114.

20           MR. JACOBSON: They'll get you there.  
21 If you get up to the 11th Floor, we'll get you to  
22 the right room.

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1 Do Board members have questions for Ms.  
2 Wilson-Phelan?

3 (No response.)

4 ADJOURNMENT

5 MR. JACOBSON: If not, thank you so much  
6 for you work. Seeing no further questions, I'd  
7 like to thank you both, and the Board and the  
8 staff for their efforts to inform the Board on  
9 your work.

10 That is all of the formal business  
11 before the Board tonight. I'd entertain a motion  
12 that the meeting be adjourned.

13 MS. WILSON-PHELAN: So moved.

14 MR. JACOBSON: Moved by Ms. Wilson-  
15 Phelan.

16 MS. ANDERSON: Second.

17 MR. JACOBSON: Seconded by Ms.  
18 Wattenberg. All in favor, please say aye.

19 (Board members vote "aye.")

20 MR. JACOBSON: Any opposed?

21 (No response.)

22 And any abstentions?

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1 (No response.)

2 We stand adjourned.

3 (Whereupon, at 7:00 p.m., the

4 Public Meeting was adjourned.)

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CERTIFICATE OF NOTARY PUBLIC

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3

I, GERVEL A. WATTS, the officer before whom the

4

foregoing meeting was taken, do hereby certify

5

that the testimony that appears in the foregoing

6

pages was recorded by me and thereafter reduced to

7

typewriting under my direction; that said meeting

8

is a true record of the proceedings; that I am

9

neither counsel for, related to, nor employed by

10

any of the parties to the action in which this

11

meeting was taken; and further, that I am not a

12

relative or employee of any counsel or attorney

13

employed by the parties hereto, nor financially or

14

otherwise interested in the outcome of this

15

action.

16



17

*Gervel A. Watts*

18

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GERVEL A. WATTS

19

Notary Public in and for the  
District of Columbia

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21

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My Commission expires: February 14, 2019

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<hr/> <p style="text-align: center;">0</p> <hr/> <p><b>0886</b> 34:1</p> <hr/> <p style="text-align: center;">1</p> <hr/> <p><b>1</b> 2:6 8:16 22:10 24:3 35:19 67:14</p> <p><b>10</b> 37:14</p> <p><b>11</b> 25:19</p> <p><b>11.72</b> 23:22</p> <p><b>1114</b> 83:18,19</p> <p><b>1116</b> 83:10</p> <p><b>11th</b> 53:1 83:10,21</p> <p><b>12</b> 14:18 26:11 60:15,19 61:22 62:1</p> <p><b>12th</b> 13:6</p> <p><b>13</b> 53:17</p> <p><b>14</b> 86:22</p> <p><b>14.92</b> 24:1</p> <p><b>15</b> 21:17 23:9,19 30:7</p> <p><b>16</b> 1:7 4:4 7:2 22:9 23:20</p> <p><b>17</b> 25:2</p> <p><b>18</b> 27:15</p> <p><b>19</b> 27:15 28:6</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p><b>2</b> 6:20 23:4,10 81:15</p> <p><b>20</b> 23:4</p> <p><b>2007</b> 20:5</p> <p><b>2013</b> 20:6</p> <p><b>2014</b> 21:17 23:8</p> <p><b>2015</b> 1:7 4:4 7:3 12:16 13:10</p>	<p>20:21 21:17 22:10</p> <p><b>2019</b> 86:22</p> <p><b>202-741</b> 33:22</p> <p><b>21.9</b> 26:3</p> <p><b>22-24</b> 10:2</p> <p><b>24</b> 14:21 22:19 25:4 54:8 83:9</p> <p><b>24.5</b> 26:2</p> <p><b>25</b> 31:14 81:20</p> <p><b>27</b> 28:5</p> <p><b>27.7</b> 24:2</p> <p><b>28</b> 12:17</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p><b>3</b> 2:7 25:19</p> <p><b>31</b> 22:8</p> <p><b>31st</b> 21:18</p> <p><b>32.8</b> 25:22</p> <p><b>34</b> 14:19</p> <p><b>38th</b> 15:13</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p><b>4</b> 2:8 5:21 56:8</p> <p><b>4:30</b> 83:9</p> <p><b>441</b> 1:10 7:8</p> <p><b>450</b> 22:15</p> <p><b>469</b> 22:7 38:11 41:7</p> <hr/> <p style="text-align: center;">5</p> <hr/> <p><b>5</b> 2:10 22:20 23:17,22 24:1 30:7 34:14 61:7,20</p> <p><b>5:30</b> 1:8</p>	<p><b>5:32</b> 4:3</p> <p><b>52</b> 12:18 13:10</p> <p><b>58</b> 14:22</p> <hr/> <p style="text-align: center;">6</p> <hr/> <p><b>6</b> 2:9 26:16 55:2 61:8</p> <p><b>63</b> 23:11</p> <hr/> <p style="text-align: center;">7</p> <hr/> <p><b>7</b> 23:16,21 24:1,16 25:12,13 31:2 34:14,15</p> <p><b>7:00</b> 85:3</p> <hr/> <p style="text-align: center;">8</p> <hr/> <p><b>8</b> 2:11 23:16,22 24:2 25:12,13 34:14 76:9</p> <p><b>80</b> 37:15</p> <p><b>80,000</b> 38:13 41:10</p> <p><b>80/20</b> 57:10</p> <p><b>88</b> 22:16 60:12</p> <hr/> <p style="text-align: center;">9</p> <hr/> <p><b>9</b> 26:5</p> <p><b>90</b> 22:5</p> <p><b>9th</b> 53:2</p> <hr/> <p style="text-align: center;">A</p> <hr/> <p><b>ab</b> 37:20</p> <p><b>ability</b> 33:7 51:9 70:13</p> <p><b>able</b> 8:13 10:5 11:10 31:19 42:16 43:1 45:14 47:19 50:19 51:7,19 56:12</p>	<p>59:9 60:10,16 66:10 74:18 76:1</p> <p><b>abolish</b> 14:2</p> <p><b>absences</b> 58:2 59:6,7 67:3,5</p> <p><b>absent</b> 57:12 58:1</p> <p><b>absenteeism</b> 55:12</p> <p><b>absolutely</b> 36:15 74:7</p> <p><b>abstentions</b> 6:14 19:12 84:22</p> <p><b>abuse</b> 26:13</p> <p><b>academic</b> 79:2 82:8</p> <p><b>academically</b> 26:21</p> <p><b>academies</b> 80:20</p> <p><b>Academy</b> 37:7 82:11</p> <p><b>accept</b> 47:8 48:3</p> <p><b>access</b> 31:20 33:8,15 68:11</p> <p><b>accomplish</b> 75:6</p> <p><b>accomplished</b> 32:7</p> <p><b>accomplishments</b> 30:8</p> <p><b>accords</b> 27:21</p> <p><b>accountability</b> 10:7</p> <p><b>accurate</b> 67:4</p> <p><b>accused</b> 41:19</p> <p><b>achievable</b> 18:12</p> <p><b>achieve</b> 50:12</p> <p><b>achieved</b> 75:2</p> <p><b>achievement</b></p>
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