

GOVERNMENT OF THE DISTRICT OF COLUMBIA

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STATE BOARD OF EDUCATION

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WEDNESDAY
OCTOBER 26, 2016

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The Regular Meeting of the District of Columbia State Board of Education convened at 1350 Pennsylvania Ave, N.W., Washington, D.C., 20004, at 5:30 p.m., Jack Jacobson, President, presiding.

BOARD MEMBERS PRESENT:

JACK JACOBSON, President

KAREN WILLIAMS, Vice-President

KAMILI ANDERSON, Member

TIERRA JOLLY, Member

MARY LORD, Member

LAURA WILSON PHELAN, Member

RUTH WATTENBERG, Member

JOE WEEDON, MEMBER

PRESENT:

NEELA RATHINASAMY, Assistant

Superintendent of Operations, OSSE

TIFFANY CRUZ OATES, Assistant General

Counsel, OSSE

AMY MAISTERRA, Assistant Superintendent,

Elementary, Secondary, and Specialized

Education, OSSE

JOYANNA SMITH, Ombudsman for Public

Education

CLARENCE PARKS, Assistant Ombudsman

FAITH GIBSON HUBBARD, Chief Student

Advocate

DAN DAVIS, Student Advocate

KHADIJAH WILLIAMS, Program Associate for

the Office of the Student Advocate and

the Office of the Ombudsman for Public

Education

JOHN PAUL HAYWORTH, Executive Director

HANSEUL KANG, State Superintendent

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

5:34 p.m.

PRESIDENT JACOBSON: Good afternoon.

The time is 5:34 p.m. on October 26, 2016, and this public meeting of the District of Columbia State Board of Education is now called to order. The roll will now be called to determine the presence of a quorum. Mr. Hayworth, please call the roll.

EXECUTIVE DIRECTOR HAYWORTH: Mr.

Jacobson?

PRESIDENT JACOBSON: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Williams?

VICE PRESIDENT WILLIAMS: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

MEMBER LORD: Here.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Wilson Phelan? Ms. Wilson Phelan? Ms.

Wattenberg?

MEMBER WATTENBERG: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

1 Anderson?

2 MEMBER ANDERSON: Here.

3 EXECUTIVE DIRECTOR HAYWORTH: Mr.

4 Jones? Mr. Jones? Mr. Weedon?

5 MEMBER WEEDON: Present.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms.

7 Jolly? Ms. Jolly? Ms. Hall? Ms. Hall? Mr.

8 Dorosin? Mr. Dorosin? Mr. President, you have a

9 quorum.

10 PRESIDENT JACOBSON: Thank you so much.

11 And I understand that Ms. Jolly and Ms. Wilson

12 Phelan are in route, but they're slightly

13 delayed.

14 EXECUTIVE DIRECTOR HAYWORTH: Mr.

15 President, I also wanted to note that Ms. Hall

16 actually went through some surgery last week and

17 will be out for this meeting. And Mr. Dorosin

18 also had some additional meetings and will be

19 unable to attend tonight.

20 PRESIDENT JACOBSON: Thank you for that

21 clarification, I appreciate it. A quorum has

22 been determined and the State Board will now

1 proceed with the business portion of our meeting.
2 Members, we have a draft agenda before us. Are
3 there corrections, additions, edits? Hearing
4 none, I would entertain a motion to approve the
5 agenda.

6 VICE PRESIDENT WILLIAMS: So moved.

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

9 MEMBER LORD: Second.

10 PRESIDENT JACOBSON: Second by At Large
11 Member Lord. The motion being properly moved and
12 seconded, I will ask for the yeas and nays. All
13 in favor, please say aye.

14 (Chorus of ayes.)

15 PRESIDENT JACOBSON: Any opposed? The
16 motion is approved. Next on our agenda is
17 approval of the minutes from our October 5
18 working session. Are there corrections or
19 additions to the minutes? Hearing none, I would
20 entertain a motion to approve the minutes. Moved
21 by Ms. Anderson. Is there a second?

22 VICE PRESIDENT WILLIAMS: Second.

1 PRESIDENT JACOBSON: Second by Vice
2 President Williams. The motion being properly
3 moved and seconded, I'll ask for the yeas and
4 nays. All in favor, please say aye.

5 (Chorus of ayes.)

6 PRESIDENT JACOBSON: Any opposed? The
7 motion is approved. Good evening. My name is
8 Jack Jacobson and I am the President and Ward 2
9 Representative of the State Board of Education.
10 On behalf of the members of the District of
11 Columbia State Board of Education, I want to
12 welcome our guests and our viewing public to our
13 Wednesday, October 26, 2016 meeting.

14 The State Board typically holds its
15 regularly scheduled meetings on the third
16 Wednesday of every month in the Old Council
17 Chambers at 441 4th Street Northwest. Tonight,
18 we are guests of the Council of the District of
19 Columbia in 412 of the John A. Wilson Building.
20 We want to thank Councilmember Grosso and his
21 team for assisting us in securing this space
22 while our normal meeting space is being used for

1 an important early voting space.

2 We will begin our meeting tonight with
3 an issue of transparency and open government.

4 The State Board is the only independently elected
5 body in the District solely committed to
6 education. As such, our members have a duty to
7 utilize the Agency's limited resources in the
8 best way possible to further the educational
9 outcomes of our students. Tonight, we will be
10 voting on two resolutions related to our budget
11 to make it clear to the public how we are
12 spending their money.

13 The State Board of Education will also
14 hear two presentations from the Office of the
15 State Superintendent of Education's office. The
16 first will provide additional detail into
17 proposed regulations related to student residency
18 verification. Each student is required to submit
19 annual paperwork to prove that they are eligible
20 to receive a free public education in the
21 District. These new regulations attempt to
22 provide a balance between the need for stronger

1 regulations and the burden this places on
2 families.

3 Last Saturday, OSSE held its third
4 annual Parent and Family Engagement Summit at the
5 Washington Convention Center. Parent and family
6 engagement is crucial to the student's success
7 and tonight, OSSE will discuss their work in
8 empowering students and families. I think this
9 is also a big issue for our Ombudsman and our
10 Student Advocate in their annual reports, so this
11 dovetails very nicely.

12 The Office of the Ombudsman for Public
13 Education and the Office of the Student Advocate
14 were added to the State Board of Education in
15 2012, but it has only been the last few years
16 that both Offices have been up and running.
17 Tonight, the Ombudsman will present her third
18 annual report to the State Board of Education,
19 while the Chief Student Advocate will present her
20 first annual report. We look forward to hearing
21 their comments and recommendations.

22 The State Board is continuing its work

1 on a new school accountability system. Last
2 week, a number of Board members and staff were
3 able to attend the National Association of State
4 Boards of Education Annual Conference, which
5 focused primarily on ESSA. If you are interested
6 in learning more about ESSA and its potential for
7 D.C. students, please visit our website as
8 sboe.dc.gov/essa. There, you will find an online
9 survey in English, Spanish, and Amharic to offer
10 your thoughts on what makes a school successful
11 at fostering student learning.

12 Later this evening, our ESSA Committee
13 Chair, Ruth Wattenberg from Ward 3, will share
14 her committee's work for the past month and we
15 will receive a report from our Governance
16 Committee Chair, Karen Williams, Vice President
17 and Ward 7 member. Ms. Kang is running a bit
18 late, so we are going to forego her opening
19 remarks and allow her to make those after her
20 meeting with the Mayor.

21 And in terms of public comment, which
22 is next on our agenda, the Board welcomes public

1 participation in activities under our authority.
2 At every public meeting, we begin with testimony
3 from public witnesses on education related
4 matters. If you are a member of the public and
5 would like to speak at a future public meeting,
6 please contact our staff at sboe@dc.gov or by
7 telephone at 202-741-0888. Tonight, we have no
8 public witnesses on our agenda.

9 Which means we're moving into our
10 budget discussion. Tonight, the State Board of
11 Education will consider two resolutions related
12 to its budget. Until recently, the three Offices
13 of the State Board have not utilized a budget
14 that reflects actual activities performed by
15 Board members and staff. Today, we are taking a
16 step to make the budget of the State Board more
17 transparent and to allow for greater oversight.

18 MEMBER WATTENBERG: Excuse me? I know
19 that one of the Board members who is not on the
20 stage was particularly interest in this. Could
21 we go to the next item and then come back to the
22 budget?

1 PRESIDENT JACOBSON: Board members, are
2 there objections? Is OSSE ready for the
3 residency verification discussion if we hold that
4 now? Okay.

5 MEMBER WATTENBERG: Thanks.

6 PRESIDENT JACOBSON: Then, is that an
7 official motion?

8 MEMBER WATTENBERG: Yes.

9 PRESIDENT JACOBSON: To amend the
10 agenda? Is there a second?

11 MEMBER WATTENBERG: Yes.

12 MEMBER LORD: Second.

13 PRESIDENT JACOBSON: Motion by Ms.
14 Wattenberg and second by Ms. Lord. All in favor,
15 say aye.

16 (Chorus of ayes.)

17 PRESIDENT JACOBSON: Any opposed? So
18 moved. We will move to residency regulations.
19 Each year, an unknown number of students from
20 outside the District enroll in our public
21 schools. While we understand their desire to
22 attend school in the nation's capital, by not

1 living here, they're putting a drain on our
2 system and blocking access to students who do
3 live in the District.

4 This problem has been exacerbated in
5 recent years because the schools themselves are
6 self-policing for residence fraud. This puts
7 school staff and parents in the incredibly
8 awkward position of having to file reports about
9 students that are part of the school family.

10 Tonight, we are joined by Neela Rathinasamy --
11 pretty close, my apologies -- Assistant
12 Superintendent of Operations at OSSE, who will
13 talk us through the proposal.

14 Ms. Rathinasamy, we will begin when
15 you are ready.

16 MS. RATHINASAMY: Thank you, State
17 Board members. Good evening. I am pleased to be
18 here with you again today and, Ms. Williams, you
19 get the second time around since I saw you at the
20 Cross-Sector Task Force meeting last night and
21 this is much the same. But what I wanted to do
22 is -- let me just make sure I can move this,

1 okay, great.

2 I wanted to make sure to come back
3 after the working session and go a little bit
4 more in-depth into the current state of what we
5 do around residency and enrollment, the
6 enrollment audit at large, and give more context.
7 And then go a little bit more deeply into
8 particular provisions of the advanced notice of
9 proposed rulemaking.

10 And just from the outset, the advanced
11 notice of proposed rulemaking is essentially the
12 proposal before the formal proposal. So, this is
13 an opportunity for us to get broad stakeholder
14 input prior to putting forward proposed
15 regulations and starting the formal public
16 comment period and formal rulemaking process.

17 So, we really had an interest at OSSE
18 in making sure that we were hearing as much as
19 possible from across the city, LEAs, parents,
20 council members, and you all, to ensure that what
21 we put forward as the proposed rulemaking was
22 really as close to final as possible. So, we are

1 pleased to have extended the public comment
2 period until the end of today to incorporate both
3 this session and any comments that might come out
4 of these last few hours of October 26.

5 To give context, why the residence
6 rules now, the regulations were last amended in
7 2008. We feel that the education landscape since
8 then has dramatically changed and it is time to
9 revisit those regulations, and that has been the
10 feedback from the community for a number of
11 years.

12 The current regulations lack clarity,
13 particularly for custody, as well as it doesn't
14 give a basic definition of residency. We felt
15 that this was an opportunity to do better, to
16 provide more clarity, but also make sure that we
17 were ensuring that seats were available first to
18 District residents and also addressing the
19 somewhat burdensome nature of the annual
20 residency verification, as Mr. Jacobson opened
21 with.

22 So, just to bring us back to the

1 timeline. The timeline around this is urgent and
2 the need to move forward from this point is
3 really driven by our wish to have these in place
4 prior to April 1. April 1 is when enrollment
5 kicks off across the school systems and by that
6 point, we would like it to be extremely clear
7 what the rules of residency are so that we're not
8 coming back months into it switching up the rules
9 and really creating a lot of confusion.

10 So, I preface that just to say, we
11 really want to push forward and get this through
12 by that April 1 date. In order to do so, we need
13 both State Board of Education approval, given
14 that this is about residency verification, as
15 well as approval from Council. Through these
16 dates, as you can see, our aim is to, after the
17 close of the public comment period on the 26th,
18 to come back in the next week having considered
19 those comments and bring forth proposed
20 rulemaking to the next State Board working
21 session.

22 And then, November 16, we hope to

1 have, provided that we are on the agenda, which I
2 am hopeful of, we would be at that public hearing
3 as well. Ultimately then, we would, if approved
4 at that point, we would move forward with Council
5 approval and then we would move forward with the
6 great communication work that it's going to take
7 to make sure that everyone understands what these
8 new rules would be.

9 In terms of current practices, just to
10 ground us in the current state, in order to
11 enroll, families come with their documents, the
12 OSSE residency verification form, supporting
13 documentation that are the proof of documents
14 that are listed in the statute, and then, if it's
15 another primary care giver, information or
16 documentation that demonstrates that.

17 One important note is that there are
18 alternative procedures at this point for homeless
19 and undocumented students, they do not have to
20 prove residency through these documentation, but
21 they can alert the schools in an alternate way
22 and not have to bring forward documents. The

1 timing of residency currently opens April 1 with
2 the enrollment audit and then, goes until October
3 5 or ten days after the date of initial
4 enrollment at a school.

5 We identify currently non-residents in
6 two major ways. First, through the annual
7 enrollment audit and then, secondly, through the
8 residency fraud program. I'll go touch shortly
9 on each of these topics. As you all know, the
10 enrollment audit goes across many different
11 populations.

12 I'd like to pull out that community
13 based organizations, the pre-K students who we
14 fund through the pre-K enhancement, are part of
15 that audit, as well as Wards and surrounding
16 counties and students registered with DYRS. The
17 auditors look at the residency verification
18 during the audit in 100 percent of the cases, so
19 they are always looking for that form, making
20 sure that it is part of the school's records.

21 They will look at samples of the
22 supporting documentation, ten percent of the non-

1 direct certified students, a ten percent sample
2 of the total three to four year old population,
3 which actually started last year, and then
4 additionally, a ten percent sample of the total
5 school population of any program that has pre-K 3
6 or 4, including the CDOs.

7 So, we look very closely in particular
8 at the schools with preschool population given
9 that that is an additional benefit for residents
10 of the District of Columbia beyond what
11 surrounding jurisdictions give. Additionally,
12 the auditors look at the non-resident tuition and
13 they examine what's been collected for non-
14 resident students who have filled out a form
15 prior to the school year and created a payment
16 plan.

17 Schools that show errors in that
18 initial sample undergo an additional ten percent
19 sample check at that time. So, if there are
20 irregularities in that documentation, immediately
21 those schools, we take another additional ten
22 percent sample, the auditors do. Schools that

1 show errors in that second sample as well are
2 flagged for a 100 percent audit the following
3 year. So, it is a monitoring check on schools
4 that have a large percentage of irregularities
5 based on the samples.

6 After the enrollment audit, the
7 auditors give the names of students that did not
8 have residency cleared throughout the entire
9 cycle to OSSE. OSSE then sends, currently a
10 formal request to schools for further residency
11 documentation. And if OSSE accepts that
12 documentation, the student is cleared as a
13 resident. However, if OSSE does not accept that
14 document, OSSE will reach out directly to the
15 parents and may initiate an investigation from
16 there, and it would fall through the process of
17 our Residency Fraud Program.

18 In terms of the numbers of tips that
19 are received through the enrollment audit, 103
20 students did not have verified residency through
21 the audit, 42 of which were sent directly to DCPS
22 for investigation, 17 were cleared as withdrawn,

1 15 were cleared as residents or they started
2 paying tuition, and 29 were active cases. I just
3 wanted to note that this data is from the report
4 that we sent in June, that's why it says, as of
5 June. As of now, I believe those active cases
6 have been cleared through.

7 The residency fraud process, I'm just
8 going to lay out what our general process is. We
9 receive a tip via phone, we request further
10 documentation from the LEA, and it says charter
11 LEA in particular here since OSSE conducts the
12 charter investigations and DCPS does its own.
13 OSSE sends residency cases -- oh, apologies.

14 PRESIDENT JACOBSON: It's been ten
15 minutes, so --

16 MS. RATHINASAMY: Okay.

17 PRESIDENT JACOBSON: -- we'll just ask
18 you to wrap up --

19 MS. RATHINASAMY: Okay.

20 PRESIDENT JACOBSON: -- so we can get
21 to discussion.

22 MS. RATHINASAMY: Absolutely,

1 apologies. I think I'll just skip ahead then to,
2 these are the findings, the number of findings
3 that we receive through tips, 134. Which has
4 gone up dramatically over the years through our
5 communication campaign, we have bus ads, we have
6 posters in every school. At one point, I think
7 you could count the number of tips on a hand.

8 I'm going to skip over into our
9 rulemaking. I think you all have seen this, we
10 presented this at the working meeting. However,
11 some of the key aspects are a definition of
12 residency that we have put forth that residency
13 means both physical and legal presence in the
14 District of Columbia.

15 I think one note that we are
16 evaluating closely is making sure that legal
17 presence is not taken as a barrier to
18 undocumented students or homeless students, and
19 just ensuring that we have the language right,
20 because that certainly is not our intent to
21 discourage students from enrolling in school. We
22 maintain protections for vulnerable populations

1 within the proposed regulations.

2 We -- one key aspect that we certainly
3 want to promote is figuring out ways to
4 streamline residency verification and allowing
5 parents to give other agencies consent to share
6 information with the school, Office of Tax and
7 Revenue, and Department of Human Services. This
8 is ultimately intended to alleviate some of the
9 burden of having to produce paperwork, ensuring
10 that the government can work better for families.

11 However, we do still need to receive
12 consent from families to be able to go to those
13 agencies, we cannot simply take data based on
14 laws that are in place in the District. This is
15 sample language around the streamlining. I think
16 another key thing is defining custody. We
17 purposefully said that for informal custody, both
18 parents have custody, and, therefore, if one
19 parent is a resident in the District of Columbia,
20 the child can attend school in the District.

21 If there's a formal custody agreement
22 and there's joint custody through that, the

1 student can attend as a D.C. resident. However,
2 if one parent has sole physical and legal custody
3 and is not the resident, the student would not be
4 able to attend, if it's sole custody, that parent
5 has to be in the District.

6 And the final note is just, looking at
7 a couple of practices to accompany these
8 regulations. Flagging in the system when a
9 student has been designated as a non-resident so
10 that if the student leaves one LEA and attends
11 another LEA, there is a flag to that LEA when
12 that student is enrolling. And additionally,
13 promoting a larger sample for the pre-K 3 and 4
14 population, up to 20 percent from the current ten
15 percent.

16 And we have appreciated all the
17 comments we've received so far. We've had some
18 really thoughtful working sessions with LEA
19 staff, with a public engagement session. And
20 we've heard that we still need to look at
21 protections for adult students, maintain those
22 protections for vulnerable populations and ensure

1 they're correct, but also a lot of positive
2 feedback on the reduced burden and maintaining
3 access to schools for D.C. residents. With that,
4 I will end there. Thank you.

5 PRESIDENT JACOBSON: Thank you so much,
6 Assistant Superintendent Rathinasamy. Wonderful
7 presentation. Just for the record, Ms. Jolly
8 from Ward 8 and Ms. Wilson Phelan from Ward 1
9 have joined us.

10 To set the schedule for the evening,
11 we're going to have member discussion and
12 questions of up to five minutes each and then
13 Superintendent Kang will make her opening
14 statement and then we'll move to the budget
15 discussion. Just so that is clear. So, Board
16 members, we'll do five minute rounds. Do Board
17 members have questions? Mr. Weedon from Ward 6?

18 MEMBER WEEDON: So, thank you. I think
19 this is long overdue and I really look forward to
20 moving it forward. A couple of just technical
21 things. You mentioned that if a student is
22 identified in one system as being a non-resident,

1 you'll flag that for the other system. How will
2 that work?

3 MS. RATHINASAMY: It would work through
4 our data systems, where we have both SLED and
5 then there are other membership tracking systems
6 where we would be able to share that data.

7 MEMBER WEEDON: So it would link to a
8 specific student ID of some sort --

9 MS. RATHINASAMY: Correct.

10 MEMBER WEEDON: -- that would follow
11 the student?

12 MS. RATHINASAMY: Yes.

13 MEMBER WEEDON: Okay. And then, I know
14 DCPS does their own investigations, has there
15 been any thought given to giving that power back
16 to OSSE? I still have --

17 MS. RATHINASAMY: Yes.

18 MEMBER WEEDON: -- a lot of concern of
19 the chicken guarding the henhouse on this.

20 MS. RATHINASAMY: Yes, we've had
21 conversations along those lines and the intent of
22 this is to have DCPS investigations also run

1 through OSSE.

2 MEMBER WEEDON: Thank you.

3 PRESIDENT JACOBSON: Then we'll go to
4 Ms. Lord.

5 MEMBER LORD: Thank you. Let's see,
6 yes. So, red means on. Thank you very much for
7 this presentation. Back in 2008, we tightened up
8 the residency verification requirements, which
9 the Board has statutory authority to approve,
10 because there were so many loopholes you could
11 drive a truck through it and we, in fact, added
12 something that it is fraud to lie on the
13 enrollment forms. So, fast forward, we now have
14 a snitch line or a hotline, we have a number of
15 cases that have been investigated.

16 Two points of clarification. You say
17 schools are given -- so say there is some
18 documentation that is lacking, you can't prove
19 that the student lives in the District of
20 Columbia. You say schools are then asked to
21 investigate or is it the District, so D.C. Public
22 Schools or the charter school?

1 MS. RATHINASAMY: If it is at the point
2 of a tip, OSSE would investigate. The LEAs have
3 an ability to ask for further documentation if
4 the documentation provided is not sufficient for
5 them to feel comfortable making a determination
6 that the student is a resident.

7 MEMBER LORD: Just since this is our
8 public meeting and nobody had the benefit
9 necessarily of seeing what we were talking about
10 in the working session, could you briefly talk
11 about what verification documents are required
12 now and how the new rules will protect the
13 student's privacy, but also make it easier for
14 families to be verified? So, for example, do the
15 vast majority of parents submit a tax form, which
16 would prove residency?

17 MS. RATHINASAMY: I don't have the
18 figures on how many parents provide tax forms.
19 The two major forms that are very prevalent as
20 sort of the single source of residency
21 verification are certification that the family
22 has filed taxes in the previous year or that the

1 family is receiving benefits from the District
2 Government. And so, those are certainly the ones
3 that we see most often. Could you repeat the
4 second part of your question?

5 MEMBER LORD: Well, I'm sort of saying,
6 like, what do you have to show that proves
7 residency and then, sort of go a little bit over
8 those nuances. So, if a child is living with one
9 parent or the other and the parent lives in
10 Maryland or Virginia, that is considered their
11 residency, that just because you have one parent
12 living in D.C. doesn't mean you get to come to
13 school in D.C.

14 MS. RATHINASAMY: Well, these
15 regulations actually would say that if the
16 parents have joint custody and one lives in the
17 District, that that student would have the
18 ability to go to the school in the District.
19 Instead of parsing through the nuances of 45
20 percent here or 20 percent there, we felt that it
21 was important to have something that gave clarity
22 to the situation and a relatively easy rule to

1 follow. And we still have that one parent who is
2 in the District as a resident and a community
3 member.

4 MEMBER LORD: So, you would only
5 require one parent in that case to have the
6 documentation?

7 MS. RATHINASAMY: That's correct.

8 MEMBER LORD: Okay.

9 MS. RATHINASAMY: The parent who is the
10 District resident would need the documentation.

11 MEMBER LORD: And then, some of the
12 follow-up on the numbers, it seemed like -- there
13 are a number of us who have seen license plates
14 from Maryland and Virginia, kind of drives us
15 crazy, there were 134 tips, 41 sent to DCPS for
16 investigation, 83 for charters. There seem to be
17 a very few number of cases closed, do we collect
18 tuition or back pay or fines from any of the
19 people who are found to have committed residency
20 fraud?

21 MS. RATHINASAMY: We do collect
22 tuition, but it's been a handful of cases. We

1 also have 44 tuition paying students in the
2 District currently that was an up-front, not as a
3 result of an investigation.

4 MEMBER LORD: Well, I'm sort of worried
5 about enforcement. It's sort of, we have these
6 great rules, but it doesn't look like we're
7 following up and getting money back.

8 SUPERINTENDENT KANG: So, just to be
9 clear, once -- if the case is referred out of
10 OSSE, so if we are not able to make a
11 determination, it is sent to the Office of
12 Administrative Hearings. Part of the reason why
13 some cases aren't closed is the Office of
14 Administrative Hearings can take quite a while
15 for hearings to take place.

16 If in that hearing it is determined
17 that residency fraud has been committed, then I
18 believe the case is sent to OAG, to the Office of
19 the Attorney General, which then may decide to
20 bring a case of fraud or not. But it leaves
21 OSSE's hands at that point.

22 MEMBER LORD: But in general, if

1 somebody has taken advantage of our system for,
2 say, two or three years, they're not being done
3 for back tuition, it's sort of a long process and
4 we sort of are in the identification and making
5 it easier to enroll, but we're not necessarily
6 enforcing or getting our money back?

7 SUPERINTENDENT KANG: So, I would just
8 draw a distinction there. So, the Attorney
9 General, it's up to them around which charges to
10 bring and they have brought charges that include
11 costs of back tuition in the past. And so,
12 that's within their purview. Within OSSE's role,
13 I think we are taking very seriously the need to
14 investigate cases and to refer them as needed for
15 prosecution or for litigation.

16 But that would not be within our
17 purview to do ourselves and I think that the --
18 so not doing so does not show a lack of
19 seriousness about the importance of doing this.

20 PRESIDENT JACOBSON: Ms. Anderson from
21 Ward 4?

22 MEMBER ANDERSON: Hi, how are you? I

1 have three questions, and perhaps you can just
2 answer them in turn. If -- well, first of all,
3 during the investigation of whether a student is
4 actually out of bounds or, I mean, out-of-state
5 or not state, does the student get to remain in
6 school during that period?

7 MS. RATHINASAMY: Yes.

8 MEMBER ANDERSON: Okay. And then, can
9 you give me some idea of how payments are made?
10 Does a parent have to pay all of the tuition for
11 the year up front or are payment plans arranged?
12 Is it something that they're -- who collects the
13 money?

14 MS. RATHINASAMY: We -- I have an
15 Office of Enrollment and Residency and there's
16 one staff member in that office who is dedicated
17 to collecting payment and monitoring payment.
18 And --

19 MEMBER ANDERSON: Is the entire sum due
20 at the beginning of the school year or is it --

21 MS. RATHINASAMY: Yes --

22 MEMBER ANDERSON: -- on a monthly

1 basis?

2 MS. RATHINASAMY: Typically, parents
3 put payment plans into effect at the beginning of
4 the school year, so we have an understanding of
5 how that tuition would be paid. And then that
6 staff member follows up on those payment
7 arrangements.

8 MEMBER ANDERSON: What is that amount,
9 specifically? I mean, is it gradated through
10 different levels?

11 MS. RATHINASAMY: That's a great
12 question, I would have to get back to you on it.

13 MEMBER ANDERSON: Okay. Can't even
14 read my own handwriting. Oh, as paying consumers
15 then, do those parents have any different rights
16 or agreements with the school? I mean, they have
17 the same privileges and rights and under the same
18 kind of regulations as any other parent or
19 student?

20 MS. RATHINASAMY: I believe so, yes.
21 And going back to your previous question, was it
22 how much the payment is --

1 MEMBER ANDERSON: Yes.

2 MS. RATHINASAMY: -- how --

3 MEMBER ANDERSON: Yes. What is the
4 annual tuition then --

5 MS. RATHINASAMY: The annual tuition --

6 MEMBER ANDERSON: -- for the non --

7 MS. RATHINASAMY: Oh, okay.

8 MEMBER ANDERSON: -- non-resident?

9 MS. RATHINASAMY: Right. It's tied to
10 the UPSFF funding formula essentially.

11 MEMBER ANDERSON: Okay. All right.

12 Those are my questions, thank you.

13 PRESIDENT JACOBSON: Thank you, Ms.

14 Anderson. Ms. Wattenberg from Ward 3?

15 MEMBER WATTENBERG: Hi. First of all,
16 thanks. I really appreciate the new clarity on
17 the custody issue, because that is an issue that
18 did cause a lot of confusion and I think also a
19 lot of conflict among people. It is one of the
20 reasons why you'd have Maryland license plates
21 and, in fact, the child was totally eligible to
22 attend DCPS. So, I think this will be very

1 helpful.

2 And also, I really appreciate that you
3 have tried to ease the burden through this
4 ability to give the tax agency the right to
5 verify residency. So, I just have a question on
6 that. So, how would that work? The parent would
7 just sign something that says, I hereby authorize
8 you to get a verification from the Office of
9 Finance? It's that simple?

10 MS. RATHINASAMY: Yes. And we're
11 working on exactly what that platform would look
12 like, whether it's fully electronic or it's a
13 form.

14 MEMBER WATTENBERG: So, I think that's
15 great.

16 MS. RATHINASAMY: Sorry, I'm going to
17 -- okay. The language that I've just pulled up
18 on your screen as sort of -- oh, is it not? Oh,
19 well, sorry. Oh, okay. Okay, here we go. So,
20 these are sort of the statements that people
21 would consent to. Ultimately, check the box,
22 give us an ability --

1 MEMBER WATTENBERG: So this is what a
2 -- a parent would check one or more of these
3 boxes?

4 MS. RATHINASAMY: And this is draft
5 language, but we wanted to have something that
6 was tangible of what we were thinking.

7 MEMBER WATTENBERG: Great.

8 PRESIDENT JACOBSON: And to clarify,
9 this -- pardon my interjection, I'll give you
10 another few seconds at the end. This would be
11 after the first year of documentation, then for -
12 -

13 MS. RATHINASAMY: Correct.

14 PRESIDENT JACOBSON: -- the second year
15 and on --

16 MS. RATHINASAMY: Thank you. Okay.
17 Yes.

18 PRESIDENT JACOBSON: -- they would --
19 this would suffice for verification?

20 MS. RATHINASAMY: That's correct. The
21 first --

22 PRESIDENT JACOBSON: Thank you.

1 MS. RATHINASAMY: -- year would be the
2 full verification process, the second year would
3 be this more streamlined process. Our thought on
4 that originally was maintaining that relationship
5 when a student enters the school, that the school
6 is meeting with the parent, knows the families.

7 MEMBER WATTENBERG: So, in that first
8 year, would a parent need to do more? If a
9 parent wanted to use the tax payment as their
10 evidence of verification, would they need to do
11 more than to check a box?

12 MS. RATHINASAMY: They would. They
13 would need to bring in the tax certification as -
14 -

15 MEMBER WATTENBERG: So, it would be
16 similar to --

17 MS. RATHINASAMY: -- they are doing
18 now.

19 MEMBER WATTENBERG: -- what it is now?

20 MS. RATHINASAMY: That's right. That's
21 right.

22 MEMBER WATTENBERG: But it wouldn't be

1 that in all the subsequent years?

2 MS. RATHINASAMY: That's right.

3 MEMBER WATTENBERG: And would it be
4 true as each child moved to a new school?

5 MS. RATHINASAMY: No. So, we did put
6 in natural break points when a child moves to a
7 new school. An additional break point is when a
8 family moves addresses. We did say, if residency
9 verification was affirmed at an address the first
10 year, the family moves, then there would need to
11 be an additional verification.

12 MEMBER WATTENBERG: But if you go to
13 your next feeder school, but you haven't moved,
14 does the verification go with you and you just
15 have to do the easy form?

16 MS. RATHINASAMY: No, it would be a new
17 verification at that point, because it's a
18 student at a new school.

19 SUPERINTENDENT KANG: Can you clarify,
20 Neela, is that school or LEA?

21 MS. RATHINASAMY: School. But that is
22 open to comment of course.

1 MEMBER WATTENBERG: Well, let me just
2 weigh in and wish that you would fix that.
3 Because really, if you have multiple kids in
4 multiple schools, I can tell you, it's just a
5 huge burden. It's hard to believe it is, it
6 really is and it just puts people in a terrible
7 mood and it makes them mad, and in the case I'm
8 familiar with, with DCPS, and we just don't need
9 that. So, if you could make it go all the way
10 through, I think it would be a big, big help.

11 MS. RATHINASAMY: Thank you.

12 MEMBER WATTENBERG: The other question
13 I have is, when you spoke at the working meeting,
14 there were some questions raised about whether
15 the current ways in which you could verify your
16 residency, that some of them were more easily
17 tampered with than others.

18 And I'm not very familiar with this,
19 but I think leases were named as an example that
20 are easily tampered with, possibly some payroll
21 checks, I'm not sure. Have you thought about
22 trying to really minimize the reliance on those

1 kinds of documents and really move as much as
2 possible to just using the tax record for anybody
3 who didn't just move here?

4 MS. RATHINASAMY: It's something we're
5 exploring. This is part of the code, those
6 documents, so under the code, parents can use
7 payroll, leases, driver's licenses, et cetera.
8 So, it's something that we can't change within
9 the regulation, however, we're trying to
10 facilitate ways where parents can check the box
11 and we can work with those agencies, like OTR and
12 --

13 MEMBER WATTENBERG: So that's something
14 you'd have to take up with the Council?

15 MS. RATHINASAMY: Yes.

16 MEMBER WATTENBERG: Okay. And then,
17 last question is -- actually, I'll pass.

18 PRESIDENT JACOBSON: Thank you, Ms.
19 Wattenberg. Additional questions from Board
20 members? If not, I have --

21 VICE PRESIDENT WILLIAMS: Wait, can I
22 ask -- oh, you go -- one quick follow-up?

1 PRESIDENT JACOBSON: Go ahead.

2 VICE PRESIDENT WILLIAMS: Now, you had
3 also talked about oversampling the schools that
4 had pre-K 3 and pre-K 4, which I guess is meant
5 to get you the elementary schools where there's a
6 lot of demand on those early ed spots. What
7 about if the school only has pre-K 4, would that
8 fall into it?

9 MS. RATHINASAMY: Yes.

10 VICE PRESIDENT WILLIAMS: Yes? Okay.

11 PRESIDENT JACOBSON: So, thank you so
12 much for being here and for walking us through
13 this, very helpful. I notice that the number of
14 cases is really quite small, it's about 0.1
15 percent, if my math is right, which you can
16 double-check me on that, I was never a math wiz,
17 of our 82,000 students that are in public
18 schools.

19 MS. RATHINASAMY: Or 90,500 unverified.

20 PRESIDENT JACOBSON: There you go. Do
21 you have sufficient staff to investigate the
22 cases that come to you?

1 MS. RATHINASAMY: We have an office of
2 four in the Enrollment and Residency Office and
3 we also hire investigators, contractors, to
4 handle the caseloads. So, we believe it's
5 sufficient currently.

6 PRESIDENT JACOBSON: Terrific. So you
7 don't need any budget plus-up from Council or
8 anything like that?

9 MS. RATHINASAMY: Not that we're aware
10 of currently, but --

11 PRESIDENT JACOBSON: But it depends on
12 --

13 MS. RATHINASAMY: -- I think that --

14 PRESIDENT JACOBSON: -- what the final
15 regulation --

16 MS. RATHINASAMY: -- it depends --

17 PRESIDENT JACOBSON: -- looks like?

18 MS. RATHINASAMY: Exactly right. I
19 mean, I think it depends on where we land.

20 PRESIDENT JACOBSON: Terrific. And how
21 often -- you talked about the residency
22 verification and some triggers for additional

1 investigations at certain schools if certain
2 thresholds are met. How often does that happen?

3 MS. RATHINASAMY: It happens roughly 12
4 to 14 times. I think we have 12 to 14 schools
5 identified typically.

6 PRESIDENT JACOBSON: Annually?

7 MS. RATHINASAMY: Yes.

8 PRESIDENT JACOBSON: Okay, terrific.

9 That's all I have. If there are no further
10 questions, I would like to thank Assistant --

11 MEMBER LORD: Wait, let me --

12 PRESIDENT JACOBSON: Ms. Lord?

13 MEMBER LORD: Could you pull up the
14 slide about the concerns? You had some community
15 meetings and I just want to make sure we're
16 touching base on those. The more protections for
17 adult students, could you talk a little bit about
18 that, and the vulnerable populations, who
19 actually are we talking about?

20 MS. RATHINASAMY: With the adult
21 students, there were ways that adult students
22 weren't mentioned in certain places. These are

1 students who are over the age of 18, obviously,
2 and who need to prove residency of their own.
3 And many of the schools that serve that
4 population in particular are highlighted that the
5 past residency regulations have been hard to
6 follow for this particular population and they
7 fear that the current ones could too.

8 So, we're taking a very close look to
9 make sure that we're being as clear as possible
10 on how this affects adult students. With the
11 vulnerable populations, it's particularly
12 homeless students, undocumented students and
13 wards of the state.

14 MEMBER LORD: And is there any sort of
15 fresh thinking about, for example, how we would -
16 - because the new federal law requires us to
17 report out homeless students' test scores, a way
18 of sort of protecting them from having to say,
19 I'm homeless, and being kind of subjected to all
20 the embarrassment, but also to get at the
21 information about where they live and are they
22 resident for the purposes of boundaries, for

1 example?

2 MS. RATHINASAMY: We don't touch
3 boundaries in these regulations, it's the out-of-
4 state/in-state distinction. With homeless
5 families, we try to -- information should be held
6 confidentially about what they share as they're
7 enrolling. And the hope is that a family could
8 designate what is happening in their lives, it's
9 sort of check that box and then we don't do the
10 residency process, we try to make sure that we're
11 not being intrusive into their home space. So,
12 we're taking a very careful look to make sure.

13 MEMBER LORD: And do we have a rough
14 idea of how large a population we're talking
15 about? Is it ten percent of our school-age
16 population? Just to give a sense of the size of
17 the population.

18 MS. RATHINASAMY: I don't know that.

19 SUPERINTENDENT KANG: We can get you
20 that figure, but it's lower than ten percent.
21 The other thing we were just going to mention is,
22 McKinney-Vento as part of the Federal Elementary

1 and Secondary Education Act offers a number of
2 protections for homeless students, including
3 their ability to continue to attend their
4 original school even if their shelter placement
5 changes. And so, none of those protections are
6 affected by the residency regulations, we just
7 want to be very clear about the protections
8 regarding residency that continue to apply.

9 MS. OATES: And just to add, we've
10 actually adopted --

11 PRESIDENT JACOBSON: Could you
12 introduce yourself, please, for the record?

13 MS. OATES: Tiffany Oates, Assistant
14 General Counsel at OSSE. We added the definition
15 of homeless from the McKinney-Vento Act so that
16 there's consistency across the board with all
17 systems in the District.

18 And then, if a student at a school
19 when they're enrolling, if there's a signal to
20 the registrar or somebody that they meet the
21 definition of the McKinney-Vento, so for example,
22 if they're doubling up, then the registrar would

1 automatically have the student complete the
2 McKinney-Vento information form and send them
3 directly to work with the school coordinator and
4 with OSSE on getting them the resources that they
5 need.

6 MEMBER LORD: The school coordinator at
7 the school or OSSE has an office for --

8 MS. OATES: Both.

9 MEMBER LORD: Okay. Thank you.

10 PRESIDENT JACOBSON: Thank you, Ms.

11 Lord. And with that, Ms. Oates --

12 MEMBER WEEDON: Actually, Jack, can I
13 -- very quickly?

14 PRESIDENT JACOBSON: Do any other Board
15 members have --

16 (Laughter.)

17 PRESIDENT JACOBSON: -- questions,
18 because I'd like to try to move on after --

19 MEMBER WEEDON: Yes. So --

20 PRESIDENT JACOBSON: -- Mr. Weedon from
21 Ward 6.

22 MEMBER WEEDON: So, Ms. Lord's comments

1 sparked a question around the boundary process.
2 And I think this is something that's not in the
3 regs, but we need to look at. According to the
4 boundary process, you are given a seat if you are
5 in boundary. If you move out of boundary, do we
6 retain that seat that you secured as an in-
7 boundary applicant for that school for a DCPS
8 school? Or do you lose that?

9 I think the boundary process stated
10 that you would lose that and you would have to be
11 re-enrolled in your new neighborhood school or
12 secure a seat as a out-of-boundary student. But
13 if we could get clarification on how that would
14 work.

15 Quite frankly, I can tell you that
16 it's seldom enforced, if a parent has an address
17 in-boundary for a desirable school, they will use
18 that to enroll whether or not they live there.
19 It's often rental properties or they will rent a
20 apartment in-boundary for a year and use that to
21 verify their address without actually living
22 there.

1 So, I think we need to look a little
2 bit more closely as to how or whether we can
3 investigate and ensure that families truly live
4 in-boundary when they're using that to access
5 schools. That's more just a comment, something
6 that I think we need to think about as we move
7 this forward. I don't think there's really a
8 question there, it's not something that we've
9 really talked about at all, but I wanted to flag
10 it.

11 MS. RATHINASAMY: And just to
12 reiterate, these regulations are around in-state
13 versus out-of-state determinations versus within
14 state boundaries.

15 MEMBER WEEDON: But we're determining
16 an address where they live. So, once we've
17 identified that address, if they move, how does
18 that relate to their ability to stay in a school,
19 in a DCPS school, if they secured that as an in-
20 boundary resident versus via the My School DC
21 lottery?

22 MS. OATES: So, in the regs, there's a

1 section for non-resident students that speaks to
2 if a student is a resident student when they
3 enroll --

4 PRESIDENT JACOBSON: Ms. Oates, could
5 you turn your microphone on, please? Thank you.

6 MS. OATES: My apologies. If a student
7 is a resident student when they enroll, there are
8 certain protections that are provided to that
9 resident student to complete that school year.
10 If a student is enrolled, is found to not be a
11 resident for fraudulent reasons, the student
12 wouldn't be guaranteed a seat the following year
13 and would have to go through the entire actual
14 non-resident application process as a whole.

15 That depends on whether or not the
16 school has seats or if there's a waiting list.
17 In regards to the boundaries, OSSE doesn't
18 actually have legal authority over the boundary
19 process, but we'd be happy to communicate your
20 concerns to DCPS.

21 PRESIDENT JACOBSON: Superintendent
22 Kang, did you want to weigh in for a second?

1 SUPERINTENDENT KANG: Yes, that was
2 amazing.

3 PRESIDENT JACOBSON: Wonderful, thank
4 you. Anything further, Mr. Weedon? Other Board
5 members? Then, with that, Ms. Oates, Ms.
6 Rathinasamy, thank you so very much for your time
7 this evening. We appreciate it and we look
8 forward to working with you on these regulations
9 as they move forward.

10 MS. RATHINASAMY: Thank you.

11 PRESIDENT JACOBSON: Now, I will turn
12 the microphone over to our Superintendent of
13 Schools, Hanseul Kang, for her opening remarks.

14 SUPERINTENDENT KANG: Great. I'll be
15 very brief. Thank you President Jacobson
16 members. I was just going to thank you for the
17 rich discussion we just had around the residency
18 regulations and for all of your questions and
19 comments that have been very helpful to us as
20 we're developing this advance notice. So, thank
21 you for your engagement and we look forward to
22 continuing to stay in close touch as we address

1 the comments we've received and we move forward
2 with the proposed rulemaking.

3 And secondly, just that we at OSSE
4 were very pleased last Saturday to host a Parent
5 Summit for several hundred parents from across
6 the District. And again, we're very appreciative
7 of the Board's assistance in getting the word out
8 to your constituents and ensuring we had that
9 representation from across the city. And I'm
10 really looking forward to the update that
11 Assistant Superintendent Amy Maisterra is going
12 to share, I believe next or soon on the agenda,
13 about that discussion and great event.

14 PRESIDENT JACOBSON: Thank you so much,
15 Superintendent Kang. With that, we're going to
16 move on to our budget discussion. Tonight, the
17 State Board of Education will consider two
18 resolutions related to its budget. Until
19 recently, the three Offices of the State Board
20 have not utilized a budget that reflects actual
21 activities performed by the Board members and
22 staff. Today -- I'm reading the right part,

1 correct?

2 Today, we are taking a step to make
3 the budget of the State Board more transparent
4 and allow for greater oversight. Members, before
5 us we have two resolutions. I would like to
6 consider the resolution SR16-5, D.C. State Board
7 of Education Fiscal Year 2017 Budget Resolution,
8 first. Mr. Hayworth, will you please read the
9 resolution into the records?

10 EXECUTIVE DIRECTOR HAYWORTH: State
11 Board of Education Resolution SR16-5, D.C. State
12 Board of Education Fiscal Year 2017 Budget
13 Resolution. Whereas, in 2013, the District of
14 Columbia Council approved the State Board of
15 Education Personnel Authority Amendment Act of
16 2012 effective April 27, 2013, D.C. Law 19-284,
17 D.C. Official Code 38-2652, SBOE Act, to ensure
18 that the District of Columbia State Board of
19 Education had the authority to operate as an
20 independent agency including through the hiring
21 of its own staff and preparing its own budget.

22 Whereas, the D.C. State Board of

1 Education staff have prepared a budget that
2 reflects the priorities of the three Offices of
3 the State Board, the Office of the State Board of
4 Education, the Office of the Ombudsman for Public
5 Education, and the Office of the Student
6 Advocate.

7 Whereas, the proposed budget has been
8 discussed at three working sessions of the D.C.
9 State Board of Education, on July 27, 2016,
10 September 7, 2016, and October 5, 2016. Whereas,
11 the D.C. State Board of Education is appreciative
12 of the trust placed in it by the residents and
13 shall remain open and transparent about its
14 spending.

15 Whereas, in the fiscal year that
16 begins October 1, 2016, the D.C. State Board of
17 Education will have a budget of \$1,498,515.81,
18 with \$286,971 being spent on program activities
19 and the remainder on personnel. Now, therefore,
20 be it resolved that on October 26, 2016, the
21 State Board approves its Fiscal Year 2017 budget.

22 PRESIDENT JACOBSON: Is there a --

1 thank you, Mr. Hayworth. Is there a motion on
2 the resolution?

3 MEMBER WILSON PHELAN: I'd like to open
4 for discussion.

5 PRESIDENT JACOBSON: Moved by Ms.
6 Wilson Phelan. Is there a second?

7 VICE PRESIDENT WILLIAMS: Second.

8 PRESIDENT JACOBSON: Second by Vice
9 President Williams. Now, discussion. Ms. Wilson
10 Phelan?

11 MEMBER WILSON PHELAN: Yes. I just
12 want to comment on, I know we're only considering
13 one resolution, the two are strikingly similar.
14 I just want to comment that there are a set of
15 open questions right now the Council is
16 considering regarding the authorities between the
17 Chief Student Advocate's Office, the Ombudsman's
18 Office, the State Board of Education, and I think
19 those questions make it difficult for clear,
20 aligned budgeting to take place.

21 And I've raised questions at the three
22 meetings that we've held related to this budget

1 and not all of those questions have been
2 answered. And so, I just want to state for the
3 record that I plan to abstain from these votes
4 because those questions aren't answered and
5 because we have legislation pending in Council
6 that actually affects our ability to implement
7 the budgets as they've been outlined.

8 PRESIDENT JACOBSON: Thank you, Ms.
9 Wilson Phelan. Additional comments? I will say
10 that I have two resolutions related to this that
11 I would like to discuss, two amendments rather
12 that I'd like to discuss at some point, but if
13 Board members would like the opportunity to speak
14 first, I'd --

15 MEMBER WATTENBERG: Well, maybe your
16 amendment's related to this, but I think that's a
17 good question as to whether or not we should be
18 adopting this without knowing how that
19 legislation is going to come down. So, maybe
20 that's what you're going to address. Or, if not,
21 could you address it?

22 PRESIDENT JACOBSON: Yes. I'll just

1 talk for a second about this. The State Board
2 has not had a specific budget process in past
3 years. We've discussed the budget, we've looked
4 at it, we've conversed about it, we've sent
5 around drafts, we've never voted on a budget
6 resolution, we've never had three working
7 sessions in a row that talked about budget
8 discussion leading up to an actual vote.

9 I think we're working on this process
10 and we're making very good headway and trying to
11 be more open and transparent and responsive to
12 Board members' concerns and our constituents and
13 tax payers' concerns. This is an imperfect
14 system, but we've learned a heck of a lot this
15 year and we will continue to learn and perfect
16 the process moving forward.

17 As it relates to Council legislation,
18 there is a conversation moving forward. I don't
19 think that that precludes us from initially
20 approving expenditures as they stand right now.
21 I think that Council will actually be prospective
22 on what happens in the future.

1 And to make sure that all three
2 Offices have confidence in what they have to
3 spend to fulfill their missions, we should
4 probably move forward tonight authorizing these
5 funds to be expended. Otherwise, they're going
6 to be expending funds without authorization,
7 which I think is bad government.

8 So, with that conversation, I would
9 like to entertain two amendments. My first, if
10 you'll look at the budget document that all of
11 you have, on the front page, Line 22 is public
12 meeting transcription. We have a
13 transcriptionist this evening, we've had
14 transcripts from years past. What we've done, as
15 we've moved to using Periscope, as we've moved to
16 YouTube, we actually have better than
17 transcription services, we have an actual
18 recording of our public meetings. And there's
19 \$9,000 a year that potentially could be saved
20 through that.

21 So, my amendment would be to move
22 remaining funds from Line 22 up to Line 1,

1 research and analysis. This would give us, I
2 would say, \$8,000 to \$8,500 to use to hire
3 consultants and researchers to assist our staff
4 in issues concerning ESSA, for instance, and
5 other priorities that Board designates at its
6 November Board Retreat. So, that is my motion.
7 And if anyone is willing to second, we can have -

8 -

9 MEMBER WILSON PHELAN: I'll second
10 that.

11 PRESIDENT JACOBSON: -- some
12 discussion. Second by Ms. Wilson Phelan.
13 Discussion? Ms. Lord, and then Ms. Wattenberg.

14 MEMBER LORD: So, we first have a legal
15 obligation to keep a record, I believe. And as
16 somebody who is a journalist and does a lot with
17 print work and in the archives, our transcription
18 you can word search. You don't have to listen
19 from beginning to end. You can see in the
20 document if people are added in. I believe we
21 get an incredibly good deal on our
22 transcriptionist and I'm not sure this is a good

1 use of the money.

2 I'm also a little bit reluctant, much
3 as I love research and policy analysis, to devote
4 and dovetail that transcription funds when we
5 might in fact have everything we need and more
6 with the free research, education labs, and with
7 the National Association of State Boards of
8 Education, with the Education Commission of the
9 States, with the U.S. Department of Education,
10 and so on and so forth.

11 I don't think \$8,500 buys you a heck
12 of a lot of talent and I would be very reluctant
13 to give up a tool that many researchers,
14 particularly those in the Sumner Archive and
15 Museum of School History, would probably use.
16 So, I think that the convenience for our
17 constituents of being able to see what we did and
18 for our own records is a lot more valuable in a
19 word form than it is to have to listen to
20 Periscope and relive these hearings over and over
21 again. Thank you.

22 PRESIDENT JACOBSON: Thank you so my,

1 Ms. Lord. For clarification, it was insinuated
2 that we would not have a record if we didn't have
3 transcription services, we would have a record,
4 it would be an actual audio/video record and not
5 a print record under my suggestion. And I just
6 want to make that clarification. Ms. Wattenberg?

7 MEMBER LORD: It's a good
8 qualification, I'm just saying, it's a lot easier
9 to scan a document than it is to listen gavel to
10 gavel.

11 PRESIDENT JACOBSON: Correct. And
12 there are a lot of tools online free from Google
13 that can translate sound to word for projects
14 such as that that are free. I also spoke with
15 staff to wonder how much they accessed our actual
16 transcriptions and my understanding is, it is
17 very infrequently. I understand our duty to our
18 constituents though and I appreciate your
19 comments. Ms. Wattenberg from Ward 3?

20 MEMBER WATTENBERG: Yes, I actually
21 find this a little complicated. I would very
22 much like to see that money go to research, I

1 don't agree with Mary that we can accomplish all
2 of our research goals through the third party
3 entities. But I do think it -- I share Mary's
4 concern about having only an audio/video record.
5 I think it is much more complicated to look at.

6 And I don't know about the staff, but
7 I can say I personally have often wanted to go
8 back to our meetings to find stuff and sort of
9 gave up because it was very time consuming to
10 have to use the video or the audio. I think that
11 this probably should -- I think this is not a
12 good thing to take up on this dais right now.

13 I think there are issues that should
14 be taken up with the kinds of people that look at
15 records. I mean, I don't know, what do the FOIA
16 people think? I don't know, but I think it's not
17 an insignificant question. And I say that sadly
18 because I would like to move that money.

19 PRESIDENT JACOBSON: Thank you so much.
20 Additional comment? Vice President Williams?

21 VICE PRESIDENT WILLIAMS: I concur with
22 President Jacobson. In going over this budget at

1 least four times since I was assigned this task,
2 the one thing I have learned that nothing is
3 written in stone and that we can be fluid with
4 this on the line to line items and reappropriate
5 them as we need them. And as far as the Council
6 making changes, that would not take effect this
7 fiscal year.

8 So, my suggestion is, because this is
9 our first experience doing this, that we adopt
10 with the knowledge that we can change and grow in
11 this process and do better in the future, and
12 also adopt this particular budget for 2017 and
13 make changes as needed.

14 PRESIDENT JACOBSON: Thank you, Vice
15 President Williams. Any additional discussion
16 regarding the Jacobson Amendment? Hearing none,
17 I'd like to call the roll on the amendment to
18 move remaining public meeting transcription funds
19 from Line 22 to Line 1 for research and analysis.
20 We are voting on just the Jacobson Amendment at
21 this moment.

22 EXECUTIVE DIRECTOR HAYWORTH: Mr.

1 Jacobson?

2 PRESIDENT JACOBSON: Aye.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms.

4 Williams?

5 VICE PRESIDENT WILLIAMS: Aye.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

7 MEMBER LORD: No.

8 EXECUTIVE DIRECTOR HAYWORTH: Ms.

9 Wilson Phelan?

10 MEMBER WILSON PHELAN: No.

11 EXECUTIVE DIRECTOR HAYWORTH: Ms.

12 Wattenberg?

13 MEMBER WATTENBERG: No.

14 EXECUTIVE DIRECTOR HAYWORTH: Ms.

15 Anderson?

16 MEMBER ANDERSON: Aye.

17 EXECUTIVE DIRECTOR HAYWORTH: Mr.

18 Jones? Mr. Jones? Mr. Weedon?

19 MEMBER WEEDON: No.

20 EXECUTIVE DIRECTOR HAYWORTH: Ms.

21 Jolly? Ms. Jolly?

22 MEMBER JOLLY: Abstain.

1 EXECUTIVE DIRECTOR HAYWORTH: Mr.
2 President, the amendment fails.

3 PRESIDENT JACOBSON: Thank you so much.
4 I have a second amendment. This would be not to
5 the budget, but to the budget resolution. This
6 would be before the final now, therefore, clause,
7 to introduce a new whereas. And it would read:
8 Whereas, any non-personnel expenditure over the
9 amount of \$2,500 shall require prior approval by
10 the Governance Committee of the State Board of
11 Education. And that is the entirety of the
12 amendment. Is there -- so moved.

13 MEMBER JOLLY: Can you repeat that
14 please?

15 PRESIDENT JACOBSON: Whereas, any non-
16 personnel expenditure over the amount of \$2,500
17 shall require prior approval by the Governance
18 Committee of the State Board of Education. This
19 is a cost control mechanism so that Board members
20 are completely educated on expenditure of funds.
21 As of now, any staff member has the ability to
22 spend any amount of funds, frankly, and this

1 would restrict that and provide additional
2 transparency and oversight by us for our
3 expenses. So, so moved. Is there a second?

4 MEMBER WEEDON: Second.

5 PRESIDENT JACOBSON: Second by Mr.
6 Weedon from Ward 6. Discussion?

7 MEMBER WILSON PHELAN: I have a
8 question. Are you saying that any expenditure
9 requires approval before the expense is made or a
10 shift from this budget of over \$2,500 in any non-
11 personnel item?

12 PRESIDENT JACOBSON: I'm saying actual
13 expenditures.

14 MEMBER WILSON PHELAN: Okay.

15 MEMBER LORD: Question.

16 PRESIDENT JACOBSON: Ms. Lord?

17 MEMBER LORD: Would that include things
18 like the attendance awareness thing or would that
19 include dues, would that include travel, would
20 that -- I mean --

21 PRESIDENT JACOBSON: Yes.

22 MEMBER LORD: -- is there a bucket for

1 that?

2 PRESIDENT JACOBSON: Any expenditure
3 over the amount of \$2,500. NASB dues would be
4 counted in that. But travel -- pardon?
5 Supplies, if, for instance, we were ordering five
6 computers, that would qualify and that would need
7 prior approval. For run of the mill office work,
8 the staff can do their jobs and spend money as
9 they see appropriate. For consultants, perhaps,
10 research consultants, that would need prior
11 approval from the Budget Committee.

12 MEMBER LORD: And has there been any
13 discussion with staff about -- can the Committee
14 meet on a quickly, as-needed basis in case there
15 were emergency expenditures?

16 PRESIDENT JACOBSON: I believe we could
17 do that by, the Committee could do that by email
18 or telephone call. It just needs approval by the
19 Governance Committee. Ms. Jolly?

20 MEMBER JOLLY: Is the \$2,500 cumulative
21 over the course of the year or is it a one-time
22 cost?

1 PRESIDENT JACOBSON: One-time cost.

2 MEMBER JOLLY: How many, or, I'm sorry,
3 how often are there non-personnel expenditures by
4 staff or Board members over \$2,500?

5 PRESIDENT JACOBSON: I'll let our
6 Executive Director, Mr. Hayworth, weigh in on
7 this.

8 EXECUTIVE DIRECTOR HAYWORTH: So, the
9 number \$2,500 comes from our purchase card.
10 Expenditures over that amount have to be in --
11 purchases over \$2,500 cannot go on the P-card,
12 and so, that's I think where this number came
13 from. In general, we have -- transcription
14 services are above \$2,500, our expenditures for
15 supplies are often over \$2,500 for the year,
16 purchases of computers are over \$2,500. So, I
17 would say, probably about half of our
18 expenditures are above \$2,500, it just depends on
19 the situation that we're talking about.

20 MEMBER JOLLY: Thank you.

21 PRESIDENT JACOBSON: Ms. Lord, again.

22 MEMBER LORD: So, just a point of

1 clarification, this is just our State Board of
2 Education staff, this is separate from the Chief
3 Student Advocate and the Ombudsman?

4 PRESIDENT JACOBSON: That would be all
5 expenditures by our Agency in the amount of
6 \$2,500 or more would require prior approval.

7 MEMBER LORD: So, basically, any money
8 that has been sort of passed through our Agency?

9 PRESIDENT JACOBSON: Correct.

10 MEMBER LORD: Okay. Thank you.

11 MEMBER WILSON PHELAN: I'd like to move
12 the question on this amendment.

13 PRESIDENT JACOBSON: The question has
14 been called. Without a -- if there are no
15 objections, I'd like to call the roll on the
16 Jacobson Amendment 2. Mr. Hayworth?

17 EXECUTIVE DIRECTOR HAYWORTH: Mr.
18 Jacobson?

19 PRESIDENT JACOBSON: Aye.

20 EXECUTIVE DIRECTOR HAYWORTH: Ms.
21 Williams? Ms. Williams?

22 VICE PRESIDENT WILLIAMS: Aye.

1 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

2 MEMBER LORD: Abstain.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms.

4 Wilson Phelan?

5 MEMBER WILSON PHELAN: Aye.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms.

7 Wattenberg?

8 MEMBER WATTENBERG: Aye.

9 EXECUTIVE DIRECTOR HAYWORTH: Ms.

10 Anderson?

11 MEMBER ANDERSON: Nay.

12 EXECUTIVE DIRECTOR HAYWORTH: Mr.

13 Jones? Mr. Jones? Mr. Weedon?

14 MEMBER WEEDON: Aye.

15 EXECUTIVE DIRECTOR HAYWORTH: Ms.

16 Jolly?

17 MEMBER JOLLY: Aye.

18 EXECUTIVE DIRECTOR HAYWORTH: Mr.

19 President, the amendment passes.

20 PRESIDENT JACOBSON: Thank you so much.

21 Is there additional discussion or additional

22 amendments on the resolution or on the budget as

1 proposed? Ms. Lord, our At Large Member.

2 MEMBER LORD: I just have one, it's not
3 on the resolution itself, but there is sort of
4 this perennial budget thing of, on Line, it's
5 actually below the line, doesn't have a number,
6 but sort of technology upgrade to the Old Council
7 Chambers. And I just want to save that as a
8 placeholder.

9 This is not a room that we have sole
10 exclusive rights to and I don't think we should
11 be in the sole position of paying for technology
12 upgrades, even if it's a deep discount over
13 something else. So, I would not like to see our
14 taxpayers dollars spent for something that is
15 kind of a buildings and ground thing.

16 PRESIDENT JACOBSON: I completely agree
17 with you and I appreciate you raising it. That
18 would be on our next resolution for our FY 2018
19 enhancement requests. So, that's not on our
20 current FY 2017 budget, that would be a request,
21 or not a request, that we would make to Council
22 for additional funds outside of our regular funds

1 in FY 2018 for upgrades to the Chamber.

2 MEMBER WATTENBERG: Comment on the
3 resolution, on the main resolution.

4 PRESIDENT JACOBSON: Ms. Wattenberg,
5 and then we're going to move forward with the
6 vote.

7 MEMBER WATTENBERG: I just want to say,
8 I agree with you that the effort to upgrade and
9 improve the way we handle the budget is underway.
10 I also want to say that at the last meeting we
11 considered whether we should have a separate
12 Budget Committee or merge it with the Personnel
13 Administration Committee and the decision was
14 made that it could all be handled by one
15 committee.

16 But I do want to raise that it would
17 be nice, I think, I think this is just further
18 evidence that maybe having a separate Budget
19 Committee is a good idea so these kinds of issues
20 can get vetted separately before we're on the
21 podium by a committee. So, I urge that for as we
22 move into the next year.

1 PRESIDENT JACOBSON: Terrific. And I
2 would just respond in two ways. One, it is the -
3 - no Board member is ever restricted from making
4 amendments from the dais on any resolution that
5 we consider. So, whether or not this goes
6 through a committee, I would still reserve my
7 right to make amendment from the dais on anything
8 that this body considers, as any other Board
9 member would have that ability.

10 Secondly, we're having a retreat in
11 two weeks and I think if you would like to bring
12 that up again at our Board Retreat, in terms of
13 committee structure, both ad hoc or standing,
14 that can be and should be part of our dialogue
15 there. With no further discussion, I'd like to
16 move the question on the resolution itself, SR16-
17 5, as amended.

18 EXECUTIVE DIRECTOR HAYWORTH: The vote
19 is on approval of the SR16-5, the State Board of
20 Education Fiscal Year 2017 Budget Resolution.
21 Mr. Jacobson?

22 PRESIDENT JACOBSON: Aye.

1 EXECUTIVE DIRECTOR HAYWORTH: Ms.

2 Williams?

3 VICE PRESIDENT WILLIAMS: Yes.

4 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

5 MEMBER LORD: Aye.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms.

7 Wilson Phelan?

8 MEMBER WILSON PHELAN: Abstain.

9 EXECUTIVE DIRECTOR HAYWORTH: Ms.

10 Wattenberg?

11 MEMBER WATTENBERG: Aye.

12 EXECUTIVE DIRECTOR HAYWORTH: Ms.

13 Anderson?

14 MEMBER ANDERSON: Abstain.

15 EXECUTIVE DIRECTOR HAYWORTH: Mr.

16 Jones? Mr. Jones? Mr. Weedon?

17 MEMBER WEEDON: Abstain.

18 EXECUTIVE DIRECTOR HAYWORTH: Ms.

19 Jolly?

20 MEMBER JOLLY: Aye.

21 EXECUTIVE DIRECTOR HAYWORTH: Mr.

22 President, the motion carries.

1 PRESIDENT JACOBSON: Thank you so much.
2 Next, we have SR16-5, D.C. State Board of
3 Education Fiscal Year 2018 Need for
4 Appropriations Resolution. I'm going to give you
5 a second and when you're ready, Mr. Hayworth,
6 would you please read the resolution into the
7 record?

8 EXECUTIVE DIRECTOR HAYWORTH: State
9 Board of Education Resolution SR16-6, D.C. State
10 Board of Education Fiscal Year 2018 Need for
11 Appropriations Resolution. Whereas, in 2013, the
12 District of Columbia Council approved the State
13 Board of Education Personnel Authority Amendment
14 Act of 2012, effective April 27, 2013, D.C. Law
15 19-284, D.C. Official Code Section 38-2652, SBOE
16 Act, to ensure that the District of Columbia
17 State Board of Education had the authority to
18 operate as an independent agency, including
19 through the hiring of its own staff and preparing
20 its own budget.

21 Whereas, D.C. Official Code Section
22 38-2652(d)(3) reads, Beginning in fiscal year

1 2013, the Board shall prepare and submit to the
2 Mayor, for inclusion in the annual budget
3 prepared and submitted to the Council pursuant to
4 part D of subchapter IV of Chapter 2 of Title 1,
5 annual estimates of the expenditures and
6 appropriations necessary for the operation of the
7 Board for the year. All the estimates shall be
8 forwarded by the Mayor to the Council for, in
9 addition to the Mayor's recommendations, action
10 by the Council pursuant to 1-204.46 and 1-
11 206.03(c).

12 Whereas, the D.C. State Board of
13 Education staff have prepared a budget that
14 reflects the need for appropriation to meet the
15 priorities of the three Offices of the State
16 Board, the Office of the State Board of
17 Education, the Office of the Ombudsman for Public
18 Education, and Office of the Student Advocate, in
19 Fiscal Year 2018.

20 Whereas, the proposed Fiscal Year 2018
21 budget has been discussed at three working
22 sessions of the D.C. State Board of Education, on

1 July 27, 2016, September 7, 2016, and October 5,
2 2016. Whereas, the D.C. State Board of Education
3 is appreciative of the trust placed in it by the
4 residents and shall remain open and transparent
5 about its spending.

6 Whereas, in the fiscal year that
7 begins on October 1, 2017, the D.C. State Board
8 of Education proposes a need of appropriations of
9 \$1,525,000, with \$355,000 being spent on program
10 activities and the remainder on personnel. Now,
11 therefore, be it resolved that on October 26,
12 2016, the State Board approves its Fiscal Year
13 2018 need for appropriation and request that the
14 Mayor include in her annual budget submission the
15 estimate approved herein.

16 PRESIDENT JACOBSON: Thank you, Mr.
17 Hayworth. Is there a motion on the resolution?
18 Even for discussion purposes.

19 VICE PRESIDENT WILLIAMS: So moved.

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

22 MEMBER WILSON PHELAN: Second.

1 PRESIDENT JACOBSON: Second by Ms.
2 Wilson Phelan. Discussion? Ms. Wilson Phelan?

3 MEMBER WILSON PHELAN: I would just
4 again reiterate my prior comments that I do
5 believe there are a number of open questions that
6 have not been answered and I want to put that on
7 the record.

8 PRESIDENT JACOBSON: Thank you, Ms.
9 Wilson Phelan. Additional comments, questions?
10 Well, actually, no questions, please, we've had
11 several working sessions for questions. But are
12 there amendments or additional dialogue? If not,
13 we'll move the question. Mr. Hayworth, please
14 call the roll.

15 EXECUTIVE DIRECTOR HAYWORTH: The
16 question is on approval of SR16-6, D.C. State
17 Board of Education Fiscal Year 2018 Need for
18 Appropriations Resolution. Mr. Jacobson?

19 PRESIDENT JACOBSON: Aye.

20 EXECUTIVE DIRECTOR HAYWORTH: Ms.
21 Williams?

22 VICE PRESIDENT WILLIAMS: Aye.

1 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

2 MEMBER LORD: Abstain.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms.

4 Wilson Phelan?

5 MEMBER WILSON PHELAN: Abstain.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms.

7 Wattenberg?

8 MEMBER WATTENBERG: Abstain.

9 EXECUTIVE DIRECTOR HAYWORTH: Ms.

10 Anderson?

11 MEMBER ANDERSON: Abstain.

12 EXECUTIVE DIRECTOR HAYWORTH: Mr.

13 Jones? Mr. Jones? Mr. Weedon?

14 MEMBER WEEDON: Abstain.

15 EXECUTIVE DIRECTOR HAYWORTH: Ms.

16 Jolly?

17 MEMBER JOLLY: Aye.

18 EXECUTIVE DIRECTOR HAYWORTH: Mr.

19 President, the motion carries.

20 PRESIDENT JACOBSON: Thank you so very

21 much. We'll now move on to discussion of Parent

22 and Family Engagement Summit. Parents and

1 families are vital to the success of students,
2 not only while they are in school, but for their
3 entire lives. We must do a better job of
4 reaching parents and supporting them through the
5 education system. Last Saturday, OSSE held its
6 third annual Parent and Family Engagement Summit.

7 Dr. Amy Maisterra, Assistant
8 Superintendent Elementary, Secondary, and
9 Specialized Education at OSSE is here tonight to
10 tell us what they learned. Dr. Maisterra, please
11 begin when you are ready. We would like to limit
12 your presentation to ten minutes, if possible.

13 Wonderful. You know how the timer works?

14 (Laughter.)

15 PRESIDENT JACOBSON: And that won't
16 begin until your presentation is up and you're
17 all ready.

18 DR. MAISTERRA: Good evening. It's
19 nice to see you all this evening and it's a
20 pleasure to speak with you about our recent event
21 on Saturday, which was very well attended and we
22 think very helpful in terms of connecting

1 directly with parents and community members from
2 OSSE to the community, making that link. So, I
3 will take very brief time to give you an overview
4 of the event and then open it up for any
5 questions you may have.

6 So, as President Jacobson noted, we
7 did have an annual city-wide summit this past
8 Saturday at the Convention Center. And you can
9 see here some pictures from the event. We were
10 thrilled to have Deputy Mayor for Education,
11 Jenny Niles, open up the event. And we had many
12 parents, students, and OSSE staff attend the
13 event, really to help make it a success.

14 We started with a plenary session, and
15 you can see here that we had a nicely full room
16 given the weather. I don't know if you recall,
17 but Saturday was pretty rainy and windy as it
18 started out, so we were pleased to have a full
19 room and have good representation from the
20 community. As you can see, more than 200 parents
21 attended the event. And we got into some really
22 good discussions directly with families.

1 This is a sense of attendance by
2 group, we broke this down by participant type, so
3 this gives you a snapshot of both numbers of
4 parents and then you can see the other
5 representatives that we had at the event. And
6 so, what was really nice, I think, was that, in
7 addition to parents, we had partners from other
8 D.C. agencies who facilitated and participated.

9 And we also had a nice group of youth
10 there, which was great. Some of the youth were
11 specifically asking questions directly about
12 PARCC and ESSA and it was really neat to be able
13 to talk to them. And then, our State Advisory
14 Panel, which really got fully engaged in the
15 event and actually held a session with families,
16 so that was also a really nice milestone for us.

17 This is an overview of the sessions
18 that we presented or made available. I won't
19 read through all of them, but you can see here
20 that we really had a broad range of topics and
21 tried to think about what was most important for
22 families. So each session was designed around a

1 critical question for families that the session
2 was intended to answer.

3 So, I'm going to walk you through just
4 a snapshot of some of the sessions now, give you
5 a sense of some of the feedback we had. I will
6 note that it's still preliminary, we had the
7 event all day on Saturday, so we've had, I think,
8 two or three business days to compile all of this
9 and we're still mining the data, looking at the
10 information that we gleaned from the sessions.

11 But, first, to give you a sense, in
12 terms of ESSA, we had both a plenary session, so
13 I presented an overview of the law, the
14 requirements for the State Education Plan, the
15 work that we're doing at OSSE, and mechanisms for
16 public engagement, and then we also touched on
17 the accountability framework and tried to tee up
18 that question of what was most important to
19 families in that framework.

20 And then we had a breakout session
21 where we gave families who were interested in
22 talking more a chance to have a smaller group

1 discussion. So, you can see here some of the
2 questions raised. Again, I won't read through
3 all of them, but some really interesting and good
4 comments and pushes for us as we're thinking
5 about the design of the accountability framework
6 and some of these core pieces of ESSA that we are
7 -- as you are thinking through together.

8 We also had a session on PARCC for
9 parents. And, again, just showing you some
10 highlights in terms of some themes that came out.
11 You can see here that there were some themes
12 around using the PARCC results.

13 One of the issues that came up both in
14 the ESSA session and in the PARCC session were
15 those questions around PARCC being the sole
16 measure of academic achievement and asking for us
17 to think about what other measures could be used
18 and an interesting conversation about growth,
19 which I think echoes what you've been hearing and
20 seeing in your survey results and your engagement
21 sessions as well.

22 We had a great session on STEM. Many

1 of you know Maya Garcia and she knocked it out of
2 the park of course. You can see that there's a
3 lot of interest in STEM, there were 50
4 participants in that session. And so, there was
5 both interest and, as you can see, concern about
6 the lack of opportunities and really an interest
7 in thinking about the use of technology and
8 making sure there's fluency for children and
9 adults in our schools.

10 I noted the session that was hosted by
11 the SAP, the Panel, and again that was a session
12 with some high interest, we had 20 participants.
13 A push for more dedicated aides in classrooms, a
14 lot of focus on teacher training and readiness to
15 serve students well. That also came out in our
16 focus groups that we've been having across this
17 topic, special populations and ESSA, so a real
18 interest in making sure that guidance and
19 professional development are provided.

20 And then, I think that tie again back
21 to data, assessment data and other sources of
22 data and making sure that teachers understand and

1 can use it. Moving quickly here. The next
2 session that we wanted to touch on was a session
3 that was facilitated with our Division of Post-
4 Secondary Education and some interesting
5 questions and themes that came out in terms of
6 support for ex-youth offenders trying to return
7 to school.

8 This also, we've seen this theme
9 echoed throughout all of our ESSA focus group
10 work, speaking specifically to students who are
11 highly mobile or may be involved in many systems,
12 including the correctional system, and what D.C.
13 is doing to make sure that those students, the
14 education for those students is continued. And,
15 as you all know, that's an emphasis in ESSA as
16 well.

17 And then, there was a kind of broad-
18 based discussion around family engagement, both
19 the importance of it and kind of thinking through
20 some of the barriers to engagement, school
21 engagement. And you can see some of the comments
22 here.

1 One thing that stood out was, about
2 two-thirds of the participants, when we asked
3 them about their relationship with schools, said
4 that they did not have a clear point of contact.
5 And that's significant, it means we have a lot of
6 work to continue to do with our LEAs and with our
7 schools to make sure that match is made for
8 families. Again, it's a sample of 42, but it's
9 information I think that we need to attend to.

10 And then, homelessness, we had a good
11 session on homelessness, touching on some of the
12 things you've been discussing today and, of
13 course, the focus in ESSA around serving students
14 who are identified as homeless well. Making sure
15 that literature around the rights of students who
16 are homeless is available to parents and
17 communities.

18 And we just sent out some, I think,
19 very helpful information about the rights of
20 homeless students to all of our LEAs and
21 throughout Homeless Liaison. So, we're trying to
22 beef up that information, particularly as we

1 transition to ESSA and their additional
2 requirements in the law.

3 And we had a wonderful parent panel
4 with some great questions posed, parent-to-parent
5 discussion. And, as you can see, a lot of
6 enthusiasm, they ended by saying, we'd like to do
7 this again in 2017. So, just a couple of more
8 pictures from the event. And that is a quick
9 summary of a great day. Nine minutes, great.

10 PRESIDENT JACOBSON: And thank you so
11 much. I'm guessing one of my colleagues will
12 take that extra minute.

13 (Laughter.)

14 PRESIDENT JACOBSON: With that, let's
15 dive into --

16 DR. MAISTERRA: Thank you.

17 PRESIDENT JACOBSON: -- discussion
18 among Board members, and we'll do a five minute
19 round, please. Ms. Jolly from Ward 8 will kick
20 us off, and then Ms. Anderson.

21 MEMBER JOLLY: Sure. Both of these
22 questions are actually from my colleague, Ms.

1 Wilson Phelan, she has childcare challenges
2 tonight and had to leave.

3 DR. MAISTERRA: I understand.

4 MEMBER JOLLY: But she's curious what
5 you're planning on doing with this input and how
6 it will influence your priorities.

7 DR. MAISTERRA: Thank you. So, as I
8 mentioned, we are very serious about reviewing it
9 and pulling out themes, both for the work around
10 ESSA and the development of the State Plan, but
11 also in our work generally at OSSE.

12 I think we are thinking through how to
13 make sure that we can make connections both to
14 teachers on the ground and parents on the ground
15 and that the work we're doing through our
16 guidance and our training is actually penetrating
17 and meeting the needs of schools. I think as we
18 started the engagement process with ESSA, that
19 something that has come out clearly that we
20 create a lot of high quality guidance and policy
21 and provide training, but making that match and
22 making sure that people who need it can access it

1 is something we're continuing to think through.

2 MEMBER JOLLY: Additionally, how does
3 the input you received align with what you
4 already thought were the concerns of parents and
5 what was surprising?

6 DR. MAISTERRA: That's a great
7 question. I think that what aligns is I think
8 what I just touched on, that the parents may not
9 always have access to information and resources
10 that are available in D.C. And I mentioned that
11 theme around the two-thirds of parents saying
12 they did not have a clear point of contact, I
13 think that really emphasizes that.

14 In terms of what surprises me or
15 surprised me from the event, it wasn't so much a
16 surprise, but really the opportunity to talk with
17 parents about how their children's success is
18 measured and hear from them their concerns about
19 that. So, again, maybe not a surprise, but
20 really helpful to think about as we're developing
21 the accountability framework, thinking about
22 additional mechanisms, how we can get the right

1 picture about, not just how schools are doing,
2 but how students are doing.

3 One other thing on that was that one
4 parent shared kind of an experience she had had
5 in terms of trying to compare schools and to make
6 a choice about what school was right for her
7 child. And she spoke about the fact that while
8 we have a lot of data available through, both on
9 the charter side and through OSSE, it wasn't
10 really the right slice and she felt like when she
11 dug deeper and actually met with schools and got
12 more information, she got a different picture.

13 And so, I think the goal of this
14 accountability framework that we're working on is
15 to make sure that picture is clear and easy to
16 access. So that was very helpful.

17 MEMBER JOLLY: Sure. And my third and
18 final question is my own. I was hoping that you
19 could expand a little bit more on the
20 conversation surrounding that data point of two-
21 thirds of parents saying they had no point of
22 contact in their school.

1 DR. MAISTERRA: So, I was not in that
2 session. The -- and so, what I know is that we
3 surveyed the group that was there and asked the
4 question, how many of you feel that you are able
5 to easily talk to someone, access someone for
6 support? It definitely stood out to the whole
7 team. And so, we're thinking about what it means
8 and what steps we can take at OSSE to follow up
9 on that, because it's powerful.

10 MEMBER JOLLY: It certainly is. Thank
11 you, Dr. Maisterra.

12 DR. MAISTERRA: You're welcome.

13 PRESIDENT JACOBSON: Thank you, Ms.
14 Jolly. Ms. Anderson, from Ward 4?

15 MEMBER ANDERSON: Hi. I've attended a
16 few of those summits before and I found them
17 really very great events. And I think in
18 particular, just to kind of touch on the last
19 question, some of the parents that attend these
20 kinds of events are persons who don't have
21 connections and so this is their opportunity to
22 try and force some connection.

1 Perhaps they can't do it for some
2 reason or the other at the individual schools
3 their children attend, but they find that these
4 kinds of events given them an opportunity to at
5 least connect better with school people.

6 My question, and, again, I know you
7 haven't had a whole lot of time to get this data
8 together, but if you could compare the attendance
9 at this year's event with previous events and did
10 you take notice of how many persons attending
11 this year's event were repeat attenders, had
12 attended previously?

13 And I just want to find out for my own
14 personal reference, did Dr. Alvin Thornton return
15 to this event this year? I know he was someone
16 who was very inspiring in some of the previous
17 activities and I know I had heard previously
18 folks say, oh, yes, he should come back. So,
19 he's a Howard University person, we're very proud
20 of him, but I'm glad to hear that he actually was
21 there, I thought I saw that on the --

22 DR. MAISTERRA: Yes, thank you --

1 MEMBER ANDERSON: -- announcement.

2 DR. MAISTERRA: -- for noting that.

3 MEMBER ANDERSON: Yes.

4 DR. MAISTERRA: He did return and was
5 as inspiring, I think, as previous. I had never
6 heard him speak, but certainly captivated the
7 room. So he did come back based on popular
8 demand.

9 In terms of your other questions, we
10 have not done that analysis. We have not
11 compared year to year and I think also it would
12 be difficult to look at repeat visitors. But
13 tying back to what Ms. Jolly was speaking to, I
14 think the other piece we want to do is really
15 take advantage of what you just shared, which is
16 that for some people it's the only time they will
17 have contact with OSSE and be able to express
18 something.

19 And so, we did -- we have registration
20 data and emails and sign-in sheets, phone
21 numbers, and so, we are thinking through, how can
22 we bring together a group from this event and

1 continue the conversation? And we were actively
2 kind of soliciting interest in that and we had a
3 team going around and taking information from
4 people who would be willing to continue the
5 dialogue with us. So, we absolutely want to make
6 it more than just a one-time event and think
7 about how we can capture the power of all of
8 those people who attended.

9 PRESIDENT JACOBSON: Thank you, Ms.
10 Anderson. Ms. Lord?

11 MEMBER LORD: Thank you. And I want to
12 first give a shout-out to OSSE, the Parent Summit
13 is always one of these just wonderful things
14 where it's a little like drinking from a fire
15 hose, but there's lots of great information and
16 lots of great interaction between parents and
17 various members of the State Board, of the State
18 Superintendent's Office, and with each other.

19 And it's also part of the continuum
20 where there's a college readiness and paying for
21 college. So, this is a very visible way that
22 your state agency is working for you, so just

1 want to start out with a shout-out.

2 In terms of family engagement, there
3 were only ten participants in the Every Student
4 Succeeds Act thing, was there a way of capturing
5 those comments and how will that be part of the
6 feedback? Because part of the federal
7 requirement is for timely meaningful public
8 engagement and I don't think we can really show
9 that with such a small number of participants.

10 DR. MAISTERRA: Thank you, Ms. Lord.
11 So, yes, we will be capturing the feedback. We
12 have a tool that we're using to capture notes
13 from each of the sessions, stakeholder sessions
14 that we're engaging in related to ESSA. And that
15 will be part of what we share and all of that is
16 being posted on our website as we draft them and
17 finalize them.

18 In addition, a couple of other
19 thoughts. One is that we've been working closely
20 with the SAP. We've had now, I think, two ESSA
21 related discussions and that's a majority parent
22 group. And at our last meeting with the SAP, the

1 parent representative from Ward 7 actually said,
2 we need you to come out to us and talk further to
3 my parents. And so, we're scheduling that as an
4 additional session.

5 And then, we also are working with the
6 community of practitioners both for Title I and
7 Title III. So, Title I of ESSA, essentially,
8 now, and Title III as well. We've been meeting
9 with them, working with them closely. There are
10 parent representatives on both of those groups as
11 well. I think that that doesn't mean that we
12 have broad input and I think we need to keep
13 thinking about how to continue to get input.

14 Also, when we finalize the draft plan
15 and start to have that second round of community-
16 based conversation in partnership with you, I
17 think that's another way that we can really get
18 input and, frankly, give people something more
19 concrete to react to. Right now, it can be --
20 it's pretty abstract, which is a good place to
21 start, but I think once people start to see the
22 plan and what we're proposing, that gives another

1 great opportunity for us to work together on
2 that.

3 MEMBER LORD: Okay. So, as the science
4 guy on the Board, you know I'm going to ask about
5 the number one hit of the Family Summit, which
6 was --

7 DR. MAISTERRA: Yes.

8 MEMBER LORD: -- the highest
9 participation rate was in science, or science,
10 technology, engineering, and math. I would like
11 to know a little bit more about what was said,
12 particularly around how it applies to ESSA, and
13 why we would not want to hold schools accountable
14 for science education as is currently proposed in
15 the drafty drafty draft of the plan.

16 And, frankly, I sort of think we're
17 locked into old thinking, like we've got the
18 Stockholm Syndrome when it comes to thinking
19 about accountability. And science seems to be a
20 place where the parents want it, the science
21 teachers are behind it, it opens doors of
22 opportunity both to careers, but also just to

1 critical thinking and engagement. So, give me a
2 flavor of what happened.

3 DR. MAISTERRA: Well, I will pull that
4 together for you. I think, again, we just
5 started pulling the information for today's
6 session and we can certainly share the notes and
7 give you that feedback and Ms. Garcia would be
8 happy to do that. And, in fact, for all of the
9 sessions, we can share additional notes. It was
10 very well attended and, actually, going back to
11 Ms. Jolly's question, I guess that was a nice
12 surprise, and a lot of interest, which is
13 exciting.

14 In terms of the accountability
15 framework, I can't speak to that in terms of
16 where I sit, but certainly I hear what you're
17 saying and the nice thing we're seeing is that
18 STEM is now widely kind of known and understood.
19 If you have 50 parents coming to a session, that
20 means that the concepts are out there, people
21 understand the importance and value of it, and
22 we're getting something right with STEM education

1 in D.C.

2 MEMBER LORD: Was that parent who -- or
3 there was a comment about how schools are
4 teaching science, is there some levers that the
5 State Superintendent's Office or perhaps the
6 Board could use to kind of change that equation?
7 Because there does seem to be, particularly at
8 the Elementary level, a reluctance to teach
9 science if a teacher isn't comfortable with the
10 subject.

11 DR. MAISTERRA: Well, we do have, and
12 we just released some toolkits for practitioners.
13 We have, as you know, the Educator Leader Cadre
14 and those kind of teacher communities of practice
15 to help promote best practice and comfort and
16 fluency with STEM education.

17 In terms of additional levers, we'd
18 need to talk further about that. But we
19 certainly have a very rich technical assistance
20 and support model in place in D.C. around STEM
21 education.

22 MEMBER LORD: We need more than

1 technical assistance, we actually need teachers
2 in the classroom teaching.

3 PRESIDENT JACOBSON: Thank you, Ms.
4 Lord. Mr. Weedon, and then Ms. Wattenberg.

5 MEMBER WEEDON: So, I want to echo Ms.
6 Lord's comments about science should be a part of
7 the accountability plan, I've heard that time and
8 time again. And also a couple things that came
9 up in the slides here around homework online,
10 lack of a computer curriculum is critical as we
11 move into the 21st century workforce. And I
12 think that plays out in a couple of ways.

13 One, the access issue. We just had an
14 FCC Commissioner at Eliot-Hine Middle School
15 being interviewed on the homework gap. Eliot's
16 radio/TV broadcast program did a great interview
17 with her. And as they're talking about the gap,
18 they also pointed out that most of the computers
19 at Eliot don't work. My daughter, who's a
20 student there, tells me all the time, well,
21 there's a computer I like to use because three of
22 the four arrow keys actually work, dad. That's

1 unacceptable.

2 At Miner Elementary, just down the
3 road, just before school started this year, 83
4 computers were removed from the school because
5 they could not longer be serviced. They were
6 replaced with 31 computers, that's a net loss of
7 52 computers. I haven't seen the homework portal
8 this year for homework, so I can't log in for my
9 daughter's middle school assignments and make
10 sure that we're accessing homework appropriately.

11 So, there's a gap within the LEAs in
12 ensuring that students have access in the
13 classroom, have the information they need to
14 access it at home too. And I don't know if
15 there's really a question in there, I think it
16 goes back to what Mary was just asking, what are
17 the levers that we can use to identify, do we
18 have adequate number of computers in classrooms
19 and are they functional?

20 And are the resources that we're
21 spending to promote access actually being used?
22 Could we do an audit of usage of some of these

1 online platforms, both during the day and after
2 school? A couple other quick notes. Metro Kids
3 Ride Free, again, my daughter's school, kids were
4 asked to bring money to put on their Metro Card
5 for a field trip. Why?

6 So, we've got to do a better job
7 within the LEAs of getting the students
8 registered for the program or that needs to be
9 done automatically in some way through their DC
10 One Card. Why parents need to log in and figure
11 it out is kind of bizarre considering that
12 students are given the DC One Cards at their
13 school each year. So, why are we going through
14 and putting parents through this extra layer of
15 paperwork? It's the same with the residency
16 verification, let's simplify as much as possible.

17 And then, PARCC, just because it came
18 up, I note, I haven't received my daughter's
19 PARCC scores yet. And I've heard from -- I
20 didn't actually realize that until it was brought
21 to my attention at a community meeting a couple
22 of weeks ago by three or four other parents that

1 are like, oh, yes, we haven't received our one
2 child scores yet. I'm like, oh, yes, no, I
3 didn't receive my daughter's either, I received
4 my son's a month ago. So, there's something
5 going on and if we could look into that too to
6 make sure that everyone has received their PARCC
7 scores.

8 DR. MAISTERRA: Thank you. All good
9 points and we need to think further on them.

10 PRESIDENT JACOBSON: Thank you, Mr.
11 Weedon. Ms. Wattenberg?

12 MEMBER WATTENBERG: Let me follow up on
13 a couple of points that Mr. Weedon raised and
14 then I want to raise some specific ones around
15 ESSA. One, on the technology issue, I continue
16 to hear yet again last night that the technology
17 issues around the PARCC test are huge. That at
18 the high schools in particular, I think, there
19 aren't enough computers for everybody to do it at
20 once, kids have to rotate through it, and wings
21 of buildings get shut down, school gets disrupted
22 for weeks, I think over a month at a time, at a

1 number of high schools.

2 And I think you guys really need to
3 figure out a way to exert some greater influence
4 on how this happens and whether that's, as Mr.
5 Weedon says, audit the computers, I don't know,
6 but it's a huge, huge issue and it is really
7 building a head of steam against any kind of
8 testing. And that's an issue that we're going to
9 face.

10 There's -- so, part of it is the
11 computers, part of it is the bandwidth, that's
12 the other thing. And, as I understand it, at a
13 few schools, the computers just didn't work. So,
14 that's my technology piece. Now, a question on -
15 -

16 PRESIDENT JACOBSON: Could I weigh in
17 for half a second? I --

18 MEMBER WATTENBERG: Yes.

19 PRESIDENT JACOBSON: -- apologize. I
20 just want to make sure that -- the purpose of
21 this conversation is to talk about a Parent
22 Summit. And, certainly, having Dr. Maisterra

1 here is a terrific opportunity for us and I'm
2 going to let you use the remainder of your time
3 as you wish, but I just remind Board members that
4 we'd really to talk about a Parent Summit and how
5 we can get that word out to our constituents and
6 how we can get greater participation in that and
7 how we can make the Parent Summit a more
8 effective tool moving forward.

9 If there are -- if you're suggesting
10 that we have surveys or something like that at
11 the Summit to address some of these issues that
12 you're raising, I think that's a great discussion
13 that we should be having. If this is a
14 discussion just to say what's not working right
15 in our schools, I'd just like to make sure that
16 we're thoughtful about how we're working with our
17 partner agencies on that. With that, please put
18 her back up to four minutes on the timer, and you
19 can use your time as you see fit.

20 MEMBER WATTENBERG: Well, when I -- the
21 way I understood the question was a little
22 different and I'd be happy to talk about how to

1 expand the Parent Summit as well. I understood
2 it a bit more as to respond to what we're hearing
3 about from parents and I think what's important
4 is I think all of us really suffer from not being
5 able to have our hands on the entire elephant.
6 And so, I find it's important if something comes
7 up at a given meeting to have some sense of, wow,
8 is that more broad? And that was the intent of
9 my comment.

10 My next question actually is about
11 what parents thought around the ESSA issues and,
12 specifically, you raised that they had indicated
13 they'd like to see broader measures beyond
14 testing. That's something that certainly we came
15 across and I'm wondering if you have anything
16 specific around it that people offered?

17 Second, we also heard a lot about
18 growth, anything specific you want to add to
19 that? And then, one other issue that we heard
20 about a lot was, was there anything we could put
21 into the accountability formula that would really
22 deal with issues around Special Ed, which I know

1 you know a lot about and care a lot about, what -
2 - is there more we could do? And then I will say
3 something about expanding the parent conference.

4 DR. MAISTERRA: Thank you. So, in
5 terms of feedback on the assessment and ideas
6 that were suggested, there was actually some
7 interesting discussion around applying some of
8 the tools in early literacy assessment to older
9 students. So, for example, the teaching
10 strategies where there is an observation
11 component in the classroom and teachers assess
12 students' ability to perform in five different
13 domains, some of that application of knowledge.

14 That came up and that was really
15 interesting to think about and a push for us to
16 think about in terms of additional assessment
17 tools and structures. You mentioned the emphasis
18 on growth, that was also raised, wanting to make
19 sure that we're being fair in terms of where
20 students are starting and where they go. And
21 then, Ms. Wattenberg, you had another comment
22 related to --

1 MEMBER WATTENBERG: Special education.

2 DR. MAISTERRA: Special education,
3 thank you. So, that did not come up specifically
4 in the context of ESSA in this setting.

5 Certainly, with the SAP, there's been, again,
6 similar interest in thinking about how students
7 with disabilities, how the performance and
8 progress of students with disabilities can be
9 fairly measured in the system.

10 And I think that same issue of PARCC
11 being one tool, one data point, but what else
12 should we be thinking about and looking at? So,
13 very similar for issues and considerations that
14 have been raised.

15 MEMBER WATTENBERG: Well we've been
16 hearing a lot about it, and I won't go into it
17 now, but know that. And then, in terms of the
18 Summit and expanding it, so I can get to your
19 point, I do think it's terrific, I would love to
20 see it bigger. And one question I have is, how
21 do you publicize it and do you use at all kind of
22 the structure within DCPS, I don't know enough

1 about the charters, of the LSATs and the PTAs to
2 sort of get the word out? Do you guys have good
3 lists for that? I mean, are you able to get
4 information out that way?

5 DR. MAISTERRA: So, I think, as the
6 team was debriefing and looking at Lessons
7 Learned and how we can improve, that idea
8 actually came up. At OSSE, we do not currently
9 have that direct connection to the school-based
10 parent groups and so, there was discussion about
11 how to work with the LEA leadership to do that
12 differently.

13 And I think that would certainly help.
14 We did do a ton of outreach, a multi-media
15 approach. But we also want to continue thinking
16 about how to bring more folks out and would love
17 your input and your help, in terms of your
18 connection to each of the neighborhoods.

19 MEMBER WATTENBERG: I wonder if around
20 ESSA, where we really want to get this feedback,
21 if there might be an opportunity to work together
22 to figure out how to create good communication

1 with these parent organizations that would allow
2 us to sort of jointly get out. As you say, these
3 more specific proposals are going to be a better
4 opportunity to hear what people are thinking and
5 maybe there's a way to join forces and use that,
6 and then it would sort of build that
7 communication mechanism for the future. Anyway,
8 thanks.

9 PRESIDENT JACOBSON: Thanks so much,
10 Ms. Wattenberg. And I apologize for interjecting
11 myself. Ms. Anderson or Vice President Williams,
12 any questions? If not, I'd like to cede maybe
13 two minutes to the Superintendent for a quick
14 statement. Two minutes of my time.

15 SUPERINTENDENT KANG: Great. Just very
16 briefly since the question is coming up, I wanted
17 to make sure that the members of the State Board
18 knew that for the past three or four years, the
19 Council and the Administration have made a joint
20 commitment to assisting schools with technology.
21 This was in readiness for online testing.

22 And so, there's been a \$4 million fund

1 as part of OSSE's budget that we administer that
2 goes directly to LEAs and that's been \$4 million
3 annually for at least the past three years,
4 possibly four years. And I think that's really
5 contributed to the significant upgrades we've
6 seen in both broadband access and in equipment in
7 our schools. That's distributed on a per pupil
8 basis.

9 And, as you all know, 99 percent of
10 D.C. students tested online last year for PARCC,
11 that's the highest in the PARCC consortium. I
12 think we've had one of the most -- while I
13 absolutely acknowledge that there is always going
14 to be issues with online testing and with
15 technology and equipment, as we have all
16 experienced, we have had some of the smoothest
17 administration of online testing of any state
18 we've talked to, not only in the PARCC
19 consortium, but of any state across the country.
20 So, I think that commitment that the Council and
21 the Administration have made has been really key
22 to our schools and our LEAs.

1 And on PARCC reports, I'll just say
2 that we -- the reports are in the hands of
3 schools, both hard copies and electronic copies
4 through SLED, for both their currently enrolled
5 students and the students who were enrolled last
6 year. So, certainly feel free to reach out to
7 your school, they have both the electronic and
8 hard copy. And we continue to encourage our LEAs
9 to not only be sharing those results with their
10 parents, but also to be using those results
11 themselves.

12 We've had a series of great
13 workshops, both at OSSE and on-demand for schools
14 and LEAs at the sites of the schools, to talk
15 about the results and how they can be used for
16 instruction. So, we absolutely believe that this
17 data is only meaningful when it is used to
18 improve student learning. And we wanted to make
19 sure that the members also knew about that great
20 series of workshops that's been going on, led by
21 our assessment team.

22 PRESIDENT JACOBSON: Thank you,

1 Superintendent Kang. I'm similarly concerned
2 about the lack of individual schools or LEAs not
3 providing families information that they have
4 about those families.

5 I think we should talk off-line about
6 perhaps the Board sending a letter to the Interim
7 Chancellor and to the Executive Director of the
8 Public Charter School Board confirming that they
9 have all of the information they need and to get
10 that information to students and to parents
11 immediately.

12 MEMBER WEEDON: If I can, I would
13 certainly agree with that. And the point in
14 bringing up those examples was to emphasize that
15 these are the topics that I think parents need to
16 be engaged around. The issues in their schools
17 and in their communities, whether it's getting
18 access and understanding what PARCC means for
19 their student and how it's being used in the
20 schools, whether it's computer access.

21 There's a lot of reports that, yes,
22 DCPS has done and the public charters, thanks to

1 the Council, have done a great job in ensuring
2 that there are computers for the PARCC, but how
3 are they being used the rest of the year? And
4 are they being used so that students can be
5 prepared to take the test?

6 And I think answering those types of
7 questions and ensuring that there's a commitment
8 at the State level to make sure that students
9 have computers, that the data's being used, and
10 how that's articulated to parents, is utterly
11 important if we want to retain the engagement.

12 PRESIDENT JACOBSON: Thank you so much.
13 Reclaiming my time, I will ceded 30 seconds to
14 Ms. Wattenberg.

15 MEMBER WATTENBERG: Maybe one thing
16 that would be helpful is to think about what the
17 definition is of smooth administration, because I
18 agree in all kinds of ways there's smooth
19 administration, and that's great that we are
20 doing better than so many other states, but then
21 there are these issues that, if school is
22 disrupted for roughly a month, people might say

1 the administration was smooth, right, because the
2 computers didn't break down or whatever, but it's
3 disruptive to education. And I think we need to
4 figure out some definitions on that so that we
5 can get, so that you can get some good
6 information so that whatever needs to be done can
7 be done.

8 PRESIDENT JACOBSON: I'm reclaiming my
9 time once again. I'd like to wrap up this
10 discussion by asking how we can support next
11 year's Summit, either in terms of planning and
12 outreach or in terms of attending and
13 contributing? We'd love to be involved. So, you
14 have 20 seconds if you'd like to respond.

15 DR. MAISTERRA: Thank you and we'll
16 take you up on that offer.

17 PRESIDENT JACOBSON: Wonderful. I was
18 disappointed we had our annual conference --

19 DR. MAISTERRA: Yes.

20 PRESIDENT JACOBSON: -- in Missouri, so
21 I wasn't able to attend, but I look forward to
22 attending next year.

1 DR. MAISTERRA: Thank you very much.

2 PRESIDENT JACOBSON: With that, we
3 have, Board members, we have two more
4 presentations. Both presenters have very small
5 children at home, so I would like to move forward
6 if we can to discussions with the Ombudsman and
7 the Student Advocate. We'll start with the
8 Ombudsman for Public Education Annual Report.
9 And thank you, Dr. Maisterra.

10 The Office of the Ombudsman for Public
11 Education was moved from the Deputy Mayor for
12 Education to the State Board of Education in 2012
13 to help ensure that the Office would be
14 independent from mayoral agencies. Since that
15 time, our Ombudsman, Joyanna Smith, and her staff
16 have increased their workload every year,
17 developed a database system to track complaints,
18 and trained numerous temporary fellows in the
19 conflict resolution skills that are the heart of
20 the Ombudsman's work.

21 Tonight, Ombudsman Smith will present
22 the third annual report of her tenure. When

1 you're ready, you can begin. If you would like
2 staff to join you at the table, they're more than
3 welcome to if you introduce them.

4 MS. SMITH: Would you like to join me?
5 I'm so small that it's really hard to sit in this
6 chair.

7 PRESIDENT JACOBSON: I feel your pain.

8 (Laughter.)

9 MS. SMITH: Good evening, State Board
10 members, President Jacobson, and State
11 Superintendent Kang. I am so pleased to present
12 this annual report, which is our third annual
13 report since I was appointed in 2014. I have
14 with me here today, or this evening, Mr. Clarence
15 Parks, who is our newly minted Assistant
16 Ombudsman, and he's been with us for -- how long,
17 Clarence? He has the days down, I think.

18 MR. PARKS: Like, 40 days.

19 MS. SMITH: Forty days, wow. And so,
20 we're so pleased to have him. So, we're going to
21 jump right into our report and I'd like to turn
22 first to the Appendix, which is statutorily

1 required information that I'd like to share
2 briefly. I know that the President has said that
3 we, mentioned that we have small children, but
4 I'm sure he wants to get home as well.

5 (Laughter.)

6 MS. SMITH: Okay. So, we accepted in
7 School Year 2015-2016 478 complaints through July
8 31, 2016. That's the similar time period that we
9 used last year when we presented our second
10 annual report. That is -- so, last year, we
11 accepted 469 complaints, so just a few more
12 complaints than the prior year. We examined and
13 resolved informally 81 percent of our total
14 cases.

15 We also examined and resolved through
16 a formal process, which is a formal mediation,
17 just one case, actually. We had about 55 cases
18 that were pending as of August 1, 2016, which is
19 a slightly higher number than the prior year. We
20 made recommendations in four percent of our
21 cases, so 21 cases. And we were able to
22 determine, I guess to the extent it could be

1 determined, recommendations that were followed,
2 comprised of 14 cases, and so, a small
3 percentage. So, the 67 percent represents of the
4 21 total cases in that population.

5 So, we would like to take a brief
6 opportunity to highlight some the data that we
7 observed in School Year 2015-2016. First, if you
8 look at the Executive Summary on Page 2, you will
9 notice that we received -- 65 percent of our
10 cases involved DCPS students and about 29 percent
11 of our cases involved charter school students.

12 We found that most of our complaints,
13 or many of our complaints, came from families
14 living in Wards 5, 7, and 8. So, we had 59
15 percent of our total cases came from those three
16 wards, although we received cases from all eight
17 wards in School Year 2015-2016. So it is very
18 clear to us that we are helping some of our most
19 vulnerable populations in the city.

20 The most common subject of complaints
21 were special education at 21 percent, access,
22 which typically involves enrollment, at 28

1 percent, and school environment at 13 percent.
2 And actually, discipline fell by a little bit, so
3 now it's ten percent, but still was a top five
4 complaint area. We think it's always important
5 to remind the public about the role of the
6 Ombudsman and their work in the services that we
7 offer. So, we just want to briefly talk about
8 our goals.

9 The goals for the Office include: one,
10 responding to complaints in a timely, caring, and
11 productive manner; two, contributing creative
12 policy solutions for identifying and sharing
13 trends; and, three, reducing the need for
14 administrative hearings and litigation by
15 facilitating appropriate and timely resolution of
16 education related conflicts.

17 This year, we have found that we did
18 not spend as much time doing outreach. We still
19 did a fair amount of outreach, but we, last year,
20 were really inundated with the amount of requests
21 for assistance. So, actually we looked at how
22 many calls we received. We received a 40 percent

1 increase from the prior school year. So, we had
2 about 744 calls and we accepted 478 cases. And
3 that's 40 percent more calls than we received in
4 the prior school year, which was 2014-2015.

5 If we were to look at Ward 7 and 8, we
6 found that 49 percent of our cases came from
7 those two wards. We know that these are two
8 wards which are high areas or are areas, excuse
9 me, of high distress and often require additional
10 resources. We are pleased that we have had an
11 opportunity to provide assistance on issues such
12 as bullying, special education, and school
13 discipline to these families.

14 While we would do a very brief
15 overview of some of our high level data, I would
16 like to take an opportunity to highlight that it
17 is the midpoint of my five year term. So, it is
18 a great opportunity to reflect about our work at
19 the Ombudsman Office and the communities that we
20 serve.

21 One of the recurring themes in many
22 conversations that my staff and I have had with

1 families and students is the feeling of
2 invisibility and powerlessness. Parents have
3 expressed that their voices are not being heard
4 and they feel as if they're ignored because of
5 their race, gender, or zip code, among other
6 things.

7 This is a challenging space for me to
8 navigate as the Ombudsman, because I recognize
9 the importance of being neutral, but I'm also
10 fully aware and accept with great responsibility
11 being a person of color, a woman, and a mother of
12 a black son. My staff and I are doing this work
13 because we are passionate about serving as change
14 agents in the lives of families that come to our
15 office for assistance.

16 Within the State Board as an agency,
17 we must have some real conversations about race
18 and equity. The Board has a unique opportunity
19 to demonstrate leadership around the discussion
20 of race and equity in public school education.
21 It's a difficult conversation, because it
22 requires us to carefully consider our implicit

1 biases about students of color, students with
2 disabilities, and other vulnerable populations
3 within the District.

4 It is important for us as a collective
5 body, and for us as D.C. residents, to tackle
6 issues that black and brown populations are
7 facing, and not wonder whether kids are failing
8 because the school work is just too hard and they
9 just don't get it or if some students are just
10 not well behaved and require more discipline or
11 their parents just don't care.

12 In light of work with very vulnerable
13 populations and the structural inequities that
14 they face, we have adopted an activist classical
15 ombudsman model. That means that we engage in
16 direct intervention on issues that plague our
17 most vulnerable families. It is our shared
18 responsibility to actively respond to injustice
19 and to treat the struggle of others from a place
20 of empathy.

21 The work at the Ombudsman's Office
22 should strike a chord within all of us, because

1 every child and every person deserves to have a
2 voice and for their humanity to be recognized and
3 valued. Accordingly, we are always looking at
4 fairness and justice when thinking about how to
5 help families and students to resolve their
6 issues with the public school systems.

7 Now, if you turn with me to Page 8,
8 we'll briefly talk about the data. As you see on
9 Page 8, we have a graph that shows us our grey
10 bands for preschool, pre-kindergarten, excuse me,
11 elementary school, middle school, high school,
12 and then we have a category as unknown. As you
13 can see, 40 percent of our cases involved
14 elementary school age student, which are K-5,
15 followed by high school, which is the next
16 highest percentage, which is 24 percent. It was
17 very close last year on that data point, it was
18 24.5 percent last year. And then 16 percent
19 involved middle school students.

20 We also tracked the number of
21 complaint issues, which you'll find on the very
22 next page. We found that we received, 21 percent

1 of our cases were on special education, 20
2 percent were on school access, 13 percent were on
3 school environment, 12 percent in academic
4 progress, and ten percent were school discipline.

5 I'd like to give one example of the
6 type of work that we do. We had a special
7 education student who was expelled from a public
8 charter school and the parent did not know where
9 or how to get her child enrolled in her in-
10 boundary school or another charter school.

11 The Ombudsman's Office leveraged
12 existing relationships with the Public Charter
13 School Board, the DCPS Central Office, the Deputy
14 Mayor for Education staff, which is My School DC,
15 that we worked with, and two community-based
16 organizations, Children's Law Center and the
17 Special Education Cooperative, in order to
18 determine the appropriate and the proper
19 enrollment policy procedure and practice for the
20 transfer of a student from one charter school to
21 another or from one charter school to a DCPS
22 school in the middle of a semester.

1 One public charter school expressed
2 concern about accepting a special education
3 student late into the school year, because there
4 was concern regarding whether the school would
5 receive full funding for special education
6 students admitted late in the year.

7 While the funding issue might be
8 another area for further discussion, we
9 ultimately assisted the parent in enrolling her
10 son at the appropriate school, which included
11 funding for the delivery of special education and
12 related services. If you will move with me to
13 Page 10, which is Section 4 --

14 PRESIDENT JACOBSON: And can you give
15 us just a brief update about how much more time
16 you'll need?

17 MS. SMITH: Sure. I would say two
18 minutes or so.

19 PRESIDENT JACOBSON: Thank you.

20 MS. SMITH: Yes. We'll move to Section
21 4 of the report, we have observations. So, last
22 year, we focused a lot of our observations around

1 special education and school discipline. Because
2 school discipline dropped, we did include some
3 observations because it continues to be an
4 ongoing issue in many schools, but it was the
5 fifth complaint area this year in terms of our
6 data.

7 And so, in special education, we found
8 that two of our most prevalent special education
9 complaints included issues regarding initial
10 evaluations, delivery of related services,
11 discipline, and transportation. So, in our
12 observations, we limited it to two areas, which
13 were the failure to timely conduct initial
14 evaluations and the delivery of related service.

15 What we found is that even though the
16 Enhanced Special Education Services Act of 2014
17 empowers parents to submit oral or written
18 requests for initial evaluations and requires
19 LEAs to document oral referrals within three
20 business days, we often worked with parents who
21 after orally making a request were not hearing
22 from DCPS or charter LEAs or told that their

1 evaluations were not warranted or an evaluation
2 would not be warranted because their children
3 were either performing well academically or that
4 the school just did not believe that their
5 student had a disability.

6 We believe that schools must do a
7 better job of accepting and documenting oral
8 requests for evaluation. I'm going to skip a
9 little bit so we can wrap up. Finally, in
10 Section 5, moving to discipline, which is Page
11 19 of your version, we highlighted an example of
12 systemic work that we engaged in this year.

13 We worked with a suspension rules work
14 group convened by Professor Alan Morrison with GW
15 Law School to identify ways that we could work
16 with DCPS to improve Chapter 25 in its
17 application to our students. While some of the
18 discussions are still ongoing, I would like to
19 highlight two issues that we discussed in last
20 year's report and we actually followed up this
21 year.

22 First, we discussed a hearing waiver,

1 which is a document that parents sign waiving
2 their right to an administrative hearing if their
3 child has received a proposed long-term
4 suspension.

5 Through the advocacy of the work
6 group, DCPS has put some procedural safeguards in
7 place to strengthen the due process rights of
8 families and students by removing school level
9 staff from administering the waiver. Instead,
10 the only staff empowered at this point to offer a
11 hearing waiver are staff with the Youth
12 Engagement Division.

13 There is also a checklist which
14 provides language ensuring that written notice
15 regarding the hearing was offered to the parent,
16 a low cost and/or pro bono legal services list is
17 offered to parents, and an acknowledgment by
18 parents that they understand and agree to waive
19 their right to a hearing. While procedural
20 safeguards are important, we still believe that
21 DCPS should ideally abolish the hearing waiver.

22 In conclusion, we have had quite a

1 year. As I mentioned earlier, we received 40
2 percent more requests for assistance than School
3 Year 2014-2015, with less staffing at critical
4 junctures, and still accepted a slightly higher
5 amount of cases than the year before.

6 We have engaged with relationship
7 building with other D.C. government agencies,
8 such as the Child and Family Services Agency and
9 the Department of Behavioral Health. We are
10 working with the Harvard Negotiation and
11 Mediation Clinical Program to engage in program
12 evaluation.

13 And we have proposed a number of
14 statutory amendments that will better align our
15 work with best practices around the country for
16 ombudsman offices and the legislative intent of
17 the Office. I have the best team in the world
18 and I am very proud of the work that we have
19 done.

20 As an office, we look forward to
21 continuing to refine our ombudsman practice and
22 providing the best services to our D.C. families.

1 And I have to say, in sum, parents and families
2 and educators can share their problems and
3 concerns with our office by calling us at 202-
4 741-0886. Thank you for your time.

5 PRESIDENT JACOBSON: Thank you so much
6 for that impressive report.

7 MS. SMITH: Thank you.

8 PRESIDENT JACOBSON: We greatly
9 appreciate it and we greatly appreciate the
10 services you provide families. I know I've
11 called on you several times to assist families
12 that have contacted me, so, thank you so very
13 much. We will do five minute rounds, Board
14 members. Who would like to start? Ms. Anderson,
15 then Vice President Williams.

16 MEMBER ANDERSON: Hello, good evening.
17 I'm glad to hear, at least from my synthesis of
18 your report, that neither you nor your office
19 have either backed down from or stood away from
20 the many conflicting and complex issues and
21 concerns that address some of our most distressed
22 and underserved students and families.

1 I think when we were hiring the
2 Ombudsman, I think I was looking for someone who
3 would be tough, who would be realistic, who would
4 be pragmatic, but also someone who would be
5 caring and very attentive to the needs of those
6 parents and those students who come to you with
7 issues that cannot be resolved or that they don't
8 have the means to resolve them, they need it an
9 easier means to resolve them, or they just feel
10 hopeless and helpless. So, I think that's
11 something that you have been able to do.

12 And I also wanted to thank you for not
13 backing down from the racial and social,
14 political, economic issues that these students
15 have to address and their families have to
16 address. So, I want to say that I -- I'm going
17 off the Board in December, but I feel confident
18 that your office is doing the work that we really
19 need you to do, not just as the State Board, but
20 as a city.

21 And I also want you to know that I
22 have always given you my great support and I will

1 continue to do that even off the Board and
2 looking at ways in which, as I go on to the
3 public library, going to see ways in which the
4 libraries can help you and help schools and
5 families in educational pursuits for their kids.

6 So, I just want to let you know that
7 if staffing is something that would certainly
8 support you in that effort, I think your office
9 needs to be expanded in that regard and I
10 wholeheartedly support that, and anything that
11 would be necessary for you to continue the kind
12 of work that you need, that's long overdue, that
13 the District has long overlooked for many years
14 by not having an ombudsman for education. I
15 certainly do want to let you know that you have
16 that support. So, thank you.

17 MS. SMITH: Thank you.

18 MEMBER ANDERSON: That's the extent of
19 my comments.

20 PRESIDENT JACOBSON: Short and to the
21 point, as always, and eloquent in the meantime.
22 Thank you so much, Ms. Anderson. Vice President

1 Williams? And then, Ms. Lord.

2 VICE PRESIDENT WILLIAMS: Ms. Smith,
3 especially since I've called on you many times to
4 help constituents in my ward, I'd like to thank
5 you and your staff for the great job that you've
6 done. No one has ever come back to me and said,
7 she didn't help me. I know that you have
8 resolved those cases in one way or another.

9 As for the data that you're
10 collecting, I think that could be very valuable
11 to the Board in our policies and things that
12 we're looking at in the future and I know it's in
13 your report, but maybe after you get your report
14 completed and you have a moment, you could pull
15 out specific issues that we might be able to look
16 at and work on.

17 I think that would be very helpful to
18 us all. And again, thank you and your staff, and
19 welcome aboard again Khadijah, for working with
20 the students and children and families of our
21 fair city. Thank you.

22 MS. SMITH: Thank you.

1 PRESIDENT JACOBSON: And before Ms.
2 Lord speaks, I wonder if you might want to
3 introduce --

4 MS. SMITH: Yes.

5 PRESIDENT JACOBSON: -- your additional
6 staff member?

7 MS. SMITH: Thank you. I'd like to
8 introduce Khadijah Williams, who is our Program
9 Associate. She supports the Office of the
10 Ombudsman, as well as the Office of the Student
11 Advocate.

12 PRESIDENT JACOBSON: Thanks so much.
13 Now, Ms. Lord, you have five minutes.

14 MEMBER LORD: Well, I would love to
15 echo my colleagues' praise. Before the
16 Ombudsman's Office was restored and some of us
17 fought very hard to get that effort revived, we
18 were flooded with calls. And we didn't have the
19 resources, we didn't have the relationships, but
20 we really didn't have the combination of skills
21 that you and your office bring to this job, which
22 includes a very good set of ears to listen and

1 some mediation skills and some legal skills and
2 you get to yes an awful lot for our families.

3 And I would like to just sort of
4 follow up on the praise to say, are there a
5 couple of policy recommendations or areas where
6 the State Board could be of maximum use
7 immediately? I'm thinking in terms of the Every
8 Student Succeeds Act, with the kind of indicators
9 that we now can put in place, such as
10 social/emotional well-being or school climate.

11 I'm particularly keen to look at, it's
12 not number one on the list, but discipline is one
13 and transportation. I'm getting an awful lot of
14 concerns expressed about transportation, it
15 comes, but it's so late that the students are
16 actually tardy and their learning time is cut
17 short through no fault of their own. So that
18 seems an area that OSSE has control of.

19 And then, finally, I'm looking at this
20 sort of social justice, the tough issues around
21 race and income and privilege that you see every
22 day, that our teachers see every day, that our

1 families see every day, and how can we build that
2 into policy or maybe just elevate that to the
3 Family Summit next year, to have trauma-informed
4 schools, to have safe communities.

5 Because there seems to be an awful lot
6 that is not really policy, it's more practice and
7 more mindset. So, just help me work through a
8 couple of the places where we can have maximum
9 benefit to you and to our families.

10 MS. SMITH: I'm going to let our
11 Program Associate respond to the school climate
12 question that you raised. But I think one of the
13 things that I think that I'd like to do more of
14 is to have, I think as a Board and then as staff
15 members, and I oversee, obviously, the Office of
16 the Ombudsman and Faith Gibson Hubbard oversees
17 the Office of the Student Advocate, more robust
18 discussions internally so that we can think about
19 collaborative ways to raise awareness around some
20 of these issues.

21 I mean, the Board has such a unique
22 role within the city and has the ability, because

1 you represent all eight wards and, of course,
2 your At Large, to really highlight some of the
3 challenges that we're seeing in our work. And
4 what's unfortunate, and someone made this remark
5 to me when they were reviewing our report the
6 other day, is that some of the problems that
7 we've seen over the last three reports are the
8 same.

9 I mean, some are different, certainly,
10 but they're the same, especially around special
11 education and school discipline. And that's
12 concerning. And then, obviously, some of our
13 most vulnerable populations keep getting hit over
14 and over again with the same injustices and the
15 same, I guess, violations of their rights. And
16 so, I would like to have those discussions.

17 I know sometimes we're looking for,
18 especially the State Board, tangible
19 recommendations and we have provided some, but I
20 think the first step, to be honest, is to have
21 more robust discussions so we can really dig in
22 to some of our data. I mean, we presented pretty

1 graphs and charts to you today, but we do have
2 data that we can share, the raw data that we can
3 share and kind of dig into and I'd love that
4 opportunity. Khadijah?

5 MS. WILLIAMS: Repeating your question
6 just to make sure I fully answer it, I think --

7 MEMBER WEEDON: It was school climate.

8 MEMBER LORD: Exactly, school climate
9 and discipline. One of the things that has come
10 up in our meetings around the Every Student
11 Succeeds Act is a measure of student well-being
12 or school climate, bullying has been an issue,
13 safety. So, we have an opportunity to kind of at
14 least put it on the bulletin board and talk about
15 it. And so, it dovetails so well with your work,
16 I thought there's probably some innovative ideas
17 coming out of your shop.

18 MS. WILLIAMS: Yes. I think school
19 climate is critically important, because it does
20 in fact play a role in some of the discipline
21 issues we've seen, issues of bullying, as well as
22 issues of student and parent engagement with

1 schools. And we have the OSSE Youth Behavior
2 Risk Survey, which is helpful.

3 I think it would be great if we can
4 expand that to help provide some guidance to
5 schools around how to engage students and parents
6 and families in a more informed way, and to also
7 incorporate that as requirements. My
8 understanding is that in ESSA, you can have one
9 non-academic --

10 MEMBER LORD: At least one.

11 MS. WILLIAMS: -- educator. We can
12 have more?

13 MEMBER LORD: Yes, we can have a lot.

14 MS. WILLIAMS: So it would be great to
15 have school climate be a part of that, because I
16 think if we address that, then we'll be able to
17 see some improvements in the other areas you
18 mentioned as well.

19 PRESIDENT JACOBSON: Thank you, Ms.
20 Lord. And thank you, Ms. Williams. We'll go to
21 Ms. Jolly from Ward and then, Ms. Wattenberg from
22 Ward 3.

1 MEMBER JOLLY: I just wanted to echo
2 again my colleagues' praise of the work that your
3 office does. The statistics show what I already
4 knew, which is that you do so much good work on
5 behalf of the families that live in my village,
6 personally.

7 And often you work with student who
8 used to be mine and I hear about the good work
9 that you do, not just through your office and
10 through the fact that my phone stops ringing, but
11 also through my own students who I've maintained
12 relationships. So, on behalf of my students and
13 their families and all the students that you've
14 helped, particularly in Ward 8, thank you very
15 much. And I'm really excited for you to continue
16 doing this work with more resources.

17 MS. SMITH: Thank you. We would
18 appreciate that.

19 PRESIDENT JACOBSON: Thank you, Ms.
20 Jolly. Ms. Wattenberg, from Ward 3?

21 MEMBER WATTENBERG: It's getting very
22 boring, so I won't go into a lot of detail about

1 how much we appreciate what you're doing. I want
2 to add one aspect of that that I find
3 particularly important, which is that you're at
4 the State Board.

5 I think that we're in a city where
6 parents and families don't have a lot of
7 democratic rights and I appreciate that you're
8 here with us so that we're in a position to try
9 to, as a democratically elected people, in a
10 position to try to deal with the policies that
11 people raise that are problems.

12 And that you're also here to deal with
13 the problems that parents have on a one-to-one
14 basis in the schools, it makes it more like a one
15 stop shop. And it's not enough, either what
16 you're able to do or what we're able to do, but I
17 do really appreciate it and I think it's
18 important in our setting.

19 I also want to raise the issue of the
20 Every Student Succeeds Act. Mary raised in
21 particular the climate indicator and I know
22 there's a lot of people on the Board, including

1 me, who think that might be something that we
2 could add to the accountability system, so that's
3 something we want to talk to you about.

4 And I just hope you guys will think
5 among yourselves, and then, I think we should
6 brainstorm maybe with the ESSA Committee that we
7 have to sort of think about what kinds of things
8 might go in the accountability formula, what
9 kinds of things might go on the state report card
10 that could make more transparent the kinds of
11 issues that parents should be aware of, schools
12 should be aware of, policymakers, researchers,
13 should all be aware of.

14 And I won't say more other than, one
15 issue that has come up, so just to give you a
16 sense of the kinds of things we might be able to
17 look at or that you could have either as
18 something on a report card or even something
19 that's an accountability, how quickly IEPs get
20 developed, both the referral and the actual
21 development of the IEP, and if there was a way to
22 do a qualitative take on it, there's a huge --

1 qualitative take on the services that are then
2 provided, the education that kids actually get,
3 that would be great. That's not easy and it may
4 not be possible, but I think we should think
5 about it.

6 MS. SMITH: So, we are really lucky to
7 have a special education expert sitting to the
8 right of me, Mr. Clarence Parks. And so, I
9 definitely think that's an interesting thing for
10 us to pay attention to, because as I mentioned to
11 you earlier, 21 percent of our cases were special
12 ed and it continues to be our top complaint area.

13 And so, we'd love to kind of make some
14 recommendations around that work and, of course,
15 we did in our annual report, but continue to make
16 some recommendations to the State Board around
17 that. I think there's -- Ms. Williams wants to
18 mention something about the school climate piece.

19 MS. WILLIAMS: Yes, thank you. So, I'm
20 also happy to work with the Ombudsman to provide
21 some school climate recommendations, but some
22 things to keep in mind for indicators are around

1 different practices around discipline. So, for
2 instance, how much -- not only how many
3 suspensions, as the equity report calculates, and
4 expulsions, but what types of practices does the
5 school use? Do they use a restorative justice
6 approach? Do they use a trauma-informed approach
7 and how active is that?

8 And then also, around school climate,
9 some sort of indicator around parent and student
10 engagement. So, one indicator for parent
11 engagement could be how many home visits, how
12 active is the parent-teacher organization, a
13 survey of how parents are feeling about their
14 school.

15 And I think it would be great to have
16 something for, that would be for the entire
17 District, because right now DCPS does a
18 stakeholder survey and I found in my research
19 that, although students overall felt very happy
20 about their schools, there was a huge gap in the
21 percentage of Ward 3 students that were survey
22 versus Ward 7 and 8.

1 And as you may be aware, Ward 7 and 8
2 has our highest percentage of at-risk students
3 and so, it is critical that we have their voice
4 more. And so, some sort of survey -- and that
5 only applies to DCPS, not charter schools. So,
6 something that can survey both the charter sector
7 and the DCPS sector that aligns with best
8 practices around school climate surveying would
9 be, I think, critically important.

10 MEMBER WATTENBERG: We really would
11 like to get your expertise on that, so you should
12 --

13 MS. WILLIAMS: Yes.

14 MEMBER WATTENBERG: -- sit down with
15 them.

16 MS. WILLIAMS: That would be great.

17 PRESIDENT JACOBSON: Thank you, Ms.
18 Wattenberg. Mr. Weedon? If not, I've already
19 praised you and your work, so I'm not --

20 MS. SMITH: But you can do it again, I
21 can take a little more.

22 (Laughter.)

1 PRESIDENT JACOBSON: So, I -- from a
2 business standpoint, I want to -- I think we're
3 missing an opportunity to talk about our return
4 on investment here for the work that you do.
5 You're settling, I think you said, 81 percent of
6 cases without going to formal action, is there
7 any way to quantify that?

8 That's something I think I asked last
9 year is, how much is the City saving in avoided
10 litigation because you're able to resolve these
11 complaints informally or even through a less
12 costly and less burdensome administrative
13 process? Do you have any numbers that you can
14 provide the Board on that?

15 MS. SMITH: Yes. So, I don't. I think
16 the challenge for us in trying to quantify, and I
17 think it's an excellent question, is that a lot
18 of families that call us will say things like,
19 I'm going to sue if someone doesn't help me, but
20 actually they don't have the resources to sue.
21 And so, that's the question, right?

22 There are a number of families that we

1 don't help because they have the resources to
2 hire an attorney. So, that's why we continue to
3 talk about vulnerable populations and we really
4 spent a lot of time digging into the data to see,
5 who are we serving, what is the profile of the
6 average family and what are their needs?

7 And so, we found that 59, like I said,
8 percent of our cases came from Wards 5, 7, and 8,
9 we found that many of those families actually
10 don't have access to resources. And so, when
11 we're thinking about how many of those cases
12 would have gone through litigation, it's hard to
13 say because many of those families wouldn't have
14 had those resources to pay for attorneys.

15 PRESIDENT JACOBSON: Could you just
16 clarify, I think I heard you say that you don't
17 help some families because you know they have the
18 resources --

19 MS. SMITH: Oh, no.

20 PRESIDENT JACOBSON: -- to litigate on
21 their own?

22 MS. SMITH: No, I didn't say that. No.

1 PRESIDENT JACOBSON: Okay.

2 MS. SMITH: What I was saying --

3 PRESIDENT JACOBSON: That's what I --

4 MS. SMITH: I'm happy to --

5 PRESIDENT JACOBSON: That's why I

6 wanted to give you an opportunity --

7 MS. SMITH: Thank you.

8 PRESIDENT JACOBSON: -- to clarify,

9 because that's --

10 MS. SMITH: No.

11 PRESIDENT JACOBSON: -- what I heard.

12 MS. SMITH: Right. What I was saying

13 is that there are a number of families who don't

14 come to our office for support because they do

15 have access to resources which would allow them

16 to hire an attorney.

17 PRESIDENT JACOBSON: Thank you for that

18 clarification.

19 MS. SMITH: Yes.

20 PRESIDENT JACOBSON: I'm glad we asked

21 for it.

22 MS. SMITH: Yes.

1 PRESIDENT JACOBSON: There is a lot of
2 conversation in your report about trends, trends
3 that are issues, trends for different population
4 groups, et cetera. What I don't see very much of
5 is trends for what I will call repeat offenders,
6 whether that's an administrator who is
7 continually singling out a subgroup and treating
8 the subgroup unfairly, whether it is an entire
9 school that is acting unfairly in a certain --
10 maybe they're not addressing bullying and you're
11 seeing a single school have extra high levels of
12 complaints.

13 And I want to figure out with you how
14 we can get to that root cause, because we've had
15 this conversation in a lot of members and I know
16 Board members like Mr. Weedon are very interested
17 in this. If we're not solving the root problem,
18 we're leaving additional vulnerable students at
19 risk under regimes that are not treating them
20 fairly.

21 So, how can we figure that out so
22 that, first of all, that would reduce your

1 caseload if we're taking out the root cause, if
2 it's an individual or a certain school, and
3 figuring that out. How can we do that?

4 MS. SMITH: That's an excellent
5 question. So, I think one of the reasons why you
6 don't see data on repeat offenders is because we
7 have such small numbers of people. Ultimately,
8 when you compare, if you say 470 families came to
9 us and we have 85,000 or more students in the
10 entire system, it really feels like a drop in the
11 bucket, even though it's not a drop in the bucket
12 for the lives of the individual families, right?

13 And so, I think the challenge for us
14 is, how do we share that data in a way that does
15 not reveal the school? And the one thing I think
16 that's hard to appreciate when you're not this
17 work every day is how much work we put into
18 developing relationships with our schools. We
19 are a neutral party, so we are not the Inspector
20 General and we're not here to find bad actors and
21 say, here's a bad actor, everyone jump on the bad
22 actor.

1 And so, one of the things we found,
2 and we've talked to a lot of ombudsman offices
3 across the country, is as soon as you do that,
4 you're not going to get responses from schools.
5 They don't feel like they have to respond, so
6 they respond because they think it's a valuable
7 process and they trust us to be a neutral party
8 in the overall conversation.

9 But I would love to continue the
10 conversation, like I said before, to figure out,
11 how can you get to the root of the problem while
12 preserving the confidentiality of the schools and
13 the families so that we can resolve the
14 individual complaints?

15 But I hear your point about sort of
16 the systemic part, which is -- what we try to do
17 in both this year and other years, is to work on
18 system issues with other partners across the
19 city. But we'd love to think through in a
20 collaborative fashion other ways of doing that.

21 PRESIDENT JACOBSON: So, Ms. Williams
22 had suggested the Youth Risk Behavior Survey or a

1 school climate survey, would a school climate
2 survey that is required to be administered at
3 every public school in the District, would that
4 be an effective tool to be able to uncover those
5 bad actors or repeat offenders that we're talking
6 about?

7 Because we've all encountered a vice
8 principal who's just not good and treats certain
9 segments of populations poorly. And how can --
10 would that be a tool that could keep your
11 relationships strong, but at the same time,
12 ensure that the powers that be know what's
13 happening down the food chain?

14 MS. SMITH: Right. And I think that
15 would make sense. I mean, certainly, there is
16 some work, I think, coming out of the Office of
17 Human Rights around a school climate survey, I
18 think they're doing a pilot right now of a
19 certain amount of schools, from charter schools
20 and DCPS. And so, I think the hope, I would
21 assume, is to kind of do more than a pilot and
22 offer that, I would imagine, across both sectors

1 for all schools. So that would be an interesting
2 thing to do.

3 PRESIDENT JACOBSON: Great. And I know
4 I'm over time, but I'm usually under time, so I'm
5 just going to keep the microphone hot for a
6 couple more minutes.

7 (Laughter.)

8 PRESIDENT JACOBSON: We've got
9 legislation before the Council as an agency and
10 you mentioned in your recommendations that
11 several of these recommendations have been on
12 here year after year after year. It's only been
13 three years, so I can only --

14 MS. SMITH: Yes, right.

15 PRESIDENT JACOBSON: -- say it those
16 three times. One of the subjects that we've
17 discussed with Council is either requiring
18 agencies to respond to the Board of Education the
19 way they're required to neighborhood
20 commissioners and/or to allow the Board to have
21 some sort of policy initiation authority, with
22 perhaps a Superintendent veto would make sense.

1 We have it just the opposite way right
2 now. So, I don't know that there's any risk in
3 having it be both ways. But would that be --
4 would either of those or both of those be a way
5 that this Board could help address these policy
6 recommendations that year after year after year
7 you're seeing and that other agencies are not
8 addressing when they have the power to do so?

9 MS. SMITH: It's quite possible.

10 (Laughter.)

11 MS. SMITH: I don't know.

12 PRESIDENT JACOBSON: You're not giving
13 me the support I'm giving you.

14 (Laughter.)

15 MS. SMITH: It's quite possible. I
16 mean, I certainly think, I mean, if I just
17 reflect on the work and the practice of on
18 ombudsman, there are offices that have subpoena
19 power, right? And so --

20 PRESIDENT JACOBSON: Correct.

21 MS. SMITH: -- that's not something
22 that we have. So, should the Board have it? I

1 don't know, but that is not inconsistent, it's
2 definitely not inconsistent with what other
3 ombudsman offices have. But without seeing it, I
4 can't really --

5 PRESIDENT JACOBSON: Right. Well, I'd
6 --

7 MS. SMITH: -- say. I'm sorry.

8 PRESIDENT JACOBSON: -- like to figure
9 out as an agency, as a collective agency --

10 MS. SMITH: Sure.

11 PRESIDENT JACOBSON: -- how we can
12 support each other and how we can improve the
13 system across the city. And I think we have a
14 lot of opportunity here. I'd like to see more
15 specifics in your recommendations, to be quite
16 honest, in terms of actual policies that need to
17 be changed, rather than, we see this general
18 trend, and would love to work with you over the
19 next year to put some teeth into that.

20 MS. SMITH: Absolutely, thank you.

21 PRESIDENT JACOBSON: Wonderful. With
22 that, I would thank you for testifying and --

1 MS. SMITH: Thank you for having me.

2 PRESIDENT JACOBSON: -- appearing here.

3 We'll be looking forward to the final version --

4 MS. SMITH: Yes.

5 PRESIDENT JACOBSON: -- that comes out.

6 MS. SMITH: Me too.

7 PRESIDENT JACOBSON: And --

8 (Laughter.)

9 PRESIDENT JACOBSON: Thank you so much.

10 MS. SMITH: All right, thank you.

11 PRESIDENT JACOBSON: We're going to

12 turn to the Student Advocate's Annual Report.

13 The Office of the Student Advocate was created

14 within the State Board of Education in 2012, but

15 was not funded until the State Board moved

16 resources within its budget to do so.

17 The first Chief Student Advocate,

18 Faith Gibson Hubbard, was hired in 2015 and has

19 been working tirelessly to establish the Office.

20 Tonight, Chief Student Advocate Gibson Hubbard

21 will present her first annual report of her

22 tenure. When you're ready, please begin, and

1 please introduce your colleagues.

2 MS. GIBSON HUBBARD: Okay. Well, thank
3 you. So, I'll start first by just saying, good
4 evening to the Board members, staff, and also to
5 Superintendent Kang, who I think has stepped out.
6 Thank you for this opportunity to share with you
7 the work of the Office of the Student Advocate
8 for School Year 2015-2016.

9 Today, we publicly release our School
10 Year 2015-2016 annual report, which outlines the
11 work of the Office in a very detailed way.

12 Tonight, I want to share with you some of the
13 highlights of our work from School Year 2015-2016
14 and notes some of the products and programs that
15 our office has on the horizon for this current
16 School Year 2016-2017.

17 So, I'll start first by introducing
18 the great staff of the Office of the Student
19 Advocate. So, Dan Davis is our new Student
20 Advocate, who will have been here for, I think,
21 about two weeks, right? And Khadijah Williams, I
22 like to say she's like our trusty sidekick for

1 both the Office of the Ombudsman for Public
2 Education and the Office of the Student Advocate.
3 And my name is Faith Gibson Hubbard and I am
4 honored to serve as the Chief Student Advocate
5 for the Office of the Student Advocate.

6 The mission of our office is to
7 support and empower D.C. residents to achieve
8 equal access to public education through
9 advocacy, outreach, and information services. In
10 our work, we provide step-by-step assistance for
11 students, parents, families, and community
12 members to be informed, connected, and empowered.

13 Last year around this time, I had the
14 pleasure of introducing myself as the brand new
15 person in this role and talk to you about my
16 hopes and vision for this particular office. At
17 that time, it was truly a pleasure to share with
18 you this vision that I have for the office, but
19 now I'm really excited to share with you how this
20 vision has evolved into real functions, programs,
21 and resources to serve and support students and
22 families in the District of Columbia in a very

1 tangible way.

2 The work of our office takes place in
3 three ways. First, through gaining insight into
4 the needs of families and communities. This is
5 done in three ways: by addressing the needs and
6 questions of families through our Request for
7 Assistance Hotline; through visibility in the
8 community to have direct dialogue with families
9 and communities to gain input and insights into
10 relevant issue areas; to organize and participate
11 in community events to establish relationships
12 and provide opportunity for discussion; and then
13 -- I lied, because it's actually four -- and
14 then, fourth, to develop partnerships and
15 coalitions to engage in formal and informal
16 discussions with community leaders, community-
17 based organizations, and government agencies to
18 elevate the issues that families and communities
19 are having and ensure that they're at the
20 forefront.

21 Second, our office works to connect
22 students and families to resources and tools that

1 address their individual needs and support their
2 ability to navigate the educational landscape and
3 nurtures their own self-advocacy.

4 Third, our office works to interject
5 parent, student, and community voice into the
6 policymaking and implementation process. This is
7 done through special interest working groups on a
8 host of different topics, some of which I'll talk
9 about later, which is special education as well
10 as Safe Passage. And this is really important,
11 because we need to create solutions or work plans
12 that are very specific to the needs of our
13 students and families.

14 The work of our office would not be
15 possible without the collaboration of our partner
16 agencies, community-based organizations and
17 nonprofits, community leaders, our public LEAs,
18 and each of you as a State Board member, because
19 you've been very supportive of our office. But
20 most importantly, our work wouldn't be possible
21 if students, families, and community members
22 didn't come to us in the first place. So, we

1 really exist to serve them.

2 An office like ours is rather unique.
3 While advocate offices or functions like this
4 exist in some form, the structure and vision for
5 this office is something that I have not seen
6 functional in other jurisdictions. The structure
7 of our office allows us to address the community
8 concerns on a systemic, day-to-day level by
9 aligning community and governmental goals and
10 providing access to government, which can be
11 really challenging to many families, while also
12 closing silos.

13 But getting to the place where we are
14 at today has required a lot of work and a very
15 entrepreneurial spirit, which I actually didn't
16 realize I had. So much of my work over the
17 course of School Year 2015-2016 entailed creating
18 the mission, vision, structure, and just about
19 everything that this office needed in order to
20 support the families of the District of Columbia.

21 I would be remiss if I did not mention
22 some of the challenges our office has experienced

1 in this journey of standing up something so brand
2 new. So, this will work to illustrate the many
3 exciting opportunities for growth within our
4 office. Our office has developed itself in a
5 very crowded and confused landscape, a landscape
6 that was created to serve our community with the
7 best of intentions.

8 The shift to Mayoral control has been
9 quite challenging, but has also provided lots of
10 opportunity, but has significantly reduced areas
11 for parent, student, and community voice into
12 public education. There are a host of
13 organizations that exist on behalf of families to
14 work on their behalf, but getting to them is
15 quite challenging for families and we've never
16 quite had a centralized place to help get
17 families started.

18 Differentiating ourselves from past
19 initiatives and gaining the trust of families has
20 required consistent meaningful engagement, which
21 due to our staffing constraints in our first year
22 has proven to be quite difficult, but yet, we've

1 risen to the challenge.

2 It is no secret that in our first
3 year, we've been an office of one and a half, me
4 and Khadijah, and two really great fellows,
5 Farhana Rabbi and also Kevin Jackson, who
6 supported our work. And now that Dan is here,
7 that's really great, so we really look forward to
8 him jumping right in, which he actually has. But
9 we also know that there were other budget
10 constraints that challenged this year for us all,
11 not just for our office.

12 The opportunities in the midst of
13 those barriers still allowed us to do really
14 great work. My staff's commitment to going above
15 and beyond to serve families has meant that we
16 were able to complete some really incredible
17 things despite these constraints. Our tiny team
18 ensured that we were really getting out there to
19 let families know that we were standing up our
20 public education hotline and we were able to
21 serve 135 families through our Request for
22 Assistance line.

1 And we've also identified other ways
2 to engage families beyond just that particular
3 hotline. But what we do know is that a lot of
4 families are looking for places where they can
5 come for centralized information and they don't
6 want to wait 24 to 48 hours for their call to be
7 returned just for a simple question. And so, we
8 know that last year, we didn't answer live, but
9 this year, we are.

10 And so, we've already seen a real
11 return on that investment of answering the phone
12 live and being able to connect to families.
13 Since moving to this process, we see that in
14 answering the phone live that we're already
15 trending much higher than where we were last year
16 and we'll by far, I think, if we keep at this
17 rate, surpass the number of families we serve
18 through our Request for Assistance line.

19 In the statute for the Office of the
20 Student Advocate, it's outlined to have public
21 education resource centers. With an office of
22 one and a half, that's virtually impossible, but

1 we definitely want to make sure to rise to the
2 challenge of this particular initiative, because
3 it's really important to ensure that families,
4 whether they can talk to you, that they have
5 somewhere that they can go, and even other
6 educators who are working on their behalf also
7 have something that they can reference.

8 So, in August of 2015, after much
9 work, much of which Kevin Jackson, who was one of
10 the fellows with our office, helped with, we
11 launched the online Education and Community
12 Resource Guide, which is a centralized place for
13 public education information, not just completely
14 focused on public education impacting things, but
15 also things that touch on education.

16 This guide has more than 400 resources
17 in 33 category areas and continues to grow. We
18 see it as a real starting place for self-advocacy
19 for families and have gotten a lot of great
20 feedback about other community-based
21 organizations and agencies that also use this
22 guide.

1 Through the concerns communicated by
2 families through our hotline and then our
3 extensive outreach to communities, we recognize
4 the need around the issue of Safe Passage and
5 reached out to the Office of the Deputy Mayor for
6 Education to work in a parallel way around the
7 work that she's doing with Safe Passage for our
8 students, because we realized that there was no
9 process for community or family voice in the
10 process that she was working on for Safe Passage.
11 And so, she was excited to have this parallel
12 working group.

13 And our office established a Safe
14 Passage Community and Collaboration Working Group
15 around these Safe Passage issues to support the
16 policy solutions in a way that's really parent,
17 community, and family focused. This work allows
18 us to address the issues of safety and the
19 multiple modalities that students use across all
20 sectors to get to and from school in a
21 comprehensive and collaborative way.

22 As a result, we've been able to

1 provide numerous deliverables for both community
2 members and schools, with a school-facing survey,
3 a community-centered survey that we do already
4 have online, but we're also planning for high
5 traffic canvassing for the survey. We've also
6 stood up on our website a Safe Passage Resource
7 Toolkit, which is both family and school-facing,
8 so curricula that schools can use, as well as
9 other relevant resources around Safe Passage.

10 And lastly, our social media campaign,
11 DC Safe Routes, which we partnered with several
12 other organizations and agencies to really show
13 communities how they can support efforts of safe
14 passage. This work allows the City to address
15 the reoccurring issue of Safe Passage that we
16 experience constantly in a multi-pronged
17 collaborative way and is inclusive of not only
18 the National Safe Routes to Schools and best
19 practices around Safe Passage, but most
20 importantly is informed by students and parents
21 who are most impacted by issues of Safe Passage.

22 Throughout our hotline and stakeholder

1 engagement, we saw trends from parents echoing
2 sentiments that their voice is not being heard or
3 welcomed in direct conversations about the school
4 that their child attends. School administrators
5 and staff often experience frustration that
6 parents were not engaged or that there was a lack
7 of willingness of parents to be engaged in their
8 school community.

9 Thus, our office worked along with
10 Karen Williams and the Ward 7 Education Council
11 to develop the Ward 7 Parent Empowerment Series.
12 This was a way to better engage schools, as well
13 as parents, in a shared framework around
14 supporting their school and the needs of their
15 particular students.

16 This series was not only focused, and
17 is still ongoing, on equipping the school
18 communities with the tools they need to revive or
19 establish parent organizations, but also focused
20 on capacity building tools to support parent
21 organizations in a way that ensures that they can
22 thrive and have longevity, create a community

1 forum amongst parents so that they can really
2 support each other, because that's the best form
3 of support I think, and also foster the
4 engagement of parents by leveraging parent voice
5 and parent power. We have also engaged with Ward
6 5 and Ward 8 in similar work and so, I look
7 forward to taking that on this school year.

8 PRESIDENT JACOBSON: And Ms. Gibson
9 Hubbard, about how much --

10 MS. GIBSON HUBBARD: I have --

11 PRESIDENT JACOBSON: -- time do you
12 have left?

13 MS. GIBSON HUBBARD: Thirty seconds.

14 PRESIDENT JACOBSON: Thank you.

15 MS. GIBSON HUBBARD: I thank you for
16 keeping me on track. I mention --

17 (Laughter.)

18 MS. GIBSON HUBBARD: I mention some of
19 these successes to highlight why I'm so excited
20 about the second year of our office and provide
21 just a small snapshot of the possibilities moving
22 forward. I want to thank the Board for your

1 support of our office and definitely for the fact
2 that we've now hired our second full-time person,
3 Dan Davis, which is awesome, and we look forward
4 to working more with you to continue to improve
5 our own capacity and ways that we can work
6 together. With our increased capacity, we look
7 forward to continuing the work of the Office.

8 We are excited to finally be able to
9 launch in this school year our volunteer advocate
10 program, as well as do more with our online
11 Education and Community Resource Guide and, most
12 importantly, we really look forward to reaching
13 even deeper into non-native English speaking
14 communities, because we know that that's a
15 vulnerable population that often gets missed.

16 We want to ensure that we continue to
17 disseminate the many resources that we have
18 online, because I didn't speak about a lot of
19 those, as well as expand some of our trainings,
20 which we've already started to work on. So, it
21 is with excitement and optimism that I present to
22 you this report, which I have given you a draft

1 copy and I'm also looking forward to completing
2 that.

3 But before I close, I want to remind
4 anyone who's watching or in this room that if
5 they want to reach out to our office, that they
6 can do so by calling us at 202-741-4692 or they
7 could also reach us online at
8 studentadvocate.dc.gov. I thank you for the
9 support of our office and I welcome any questions
10 you might have.

11 PRESIDENT JACOBSON: Thank you so very
12 much, Ms. Gibson Hubbard. And so glad that
13 you're here, so glad that you gave us such a
14 detailed report, and with that, I'm going to let
15 my colleagues heap the praise on by turning over
16 the microphone.

17 MS. GIBSON HUBBARD: Well, I hope so.
18 I'd be so jealous --

19 (Laughter.)

20 PRESIDENT JACOBSON: We'll start with
21 Vice President Williams, five minutes.

22 VICE PRESIDENT WILLIAMS: I can give

1 you a lot of praise, but I don't know if I can go
2 for five minutes, okay?

3 (Laughter.)

4 VICE PRESIDENT WILLIAMS: That's just
5 not in me for anybody, not even my husband or my
6 children. I'd really like to thank you for
7 helping with the initiative to have parent
8 engagements or empowerment. I don't think we've
9 come up with a final name, but I --

10 MS. GIBSON HUBBARD: That's the name,
11 we put that name out there.

12 VICE PRESIDENT WILLIAMS: Okay, Parent
13 Empowerment Summit for Ward 7 Parents. We
14 realize that one of the components that make the
15 schools great is parent involvement and to be
16 able to take these lessons and this information
17 to my ward has made a lot of difference and I
18 really appreciate your efforts. You've put a lot
19 more into it than I thought anybody would, taking
20 the time to do the dissemination and putting
21 together the agendas, et cetera, et cetera.

22 So, I'd like to thank you for that and

1 I'd like to see that, now that you have the
2 staff, you expand your services to other areas
3 that need help and support and I hope we can
4 continue to have a relationship with you, and
5 with Joyanna, that's productive for all the
6 students in the Washington Metropolitan school
7 system. I think it's wonderful that we can all
8 work together to increase the advocacy and level
9 of education in the District of Columbia. Thank
10 you.

11 PRESIDENT JACOBSON: Thank you, Vice
12 President Williams. Ms. Anderson from Ward 4?

13 MEMBER ANDERSON: Thank you. I want to
14 thank you for your report. It was very dense,
15 but it was refreshingly so, because I think you
16 took the time and the attention to put as much
17 thought and substance behind the issues as we
18 need.

19 But it also makes a very strong point,
20 it's one that I think that many of us who work
21 within the para framework don't want to admit,
22 but it's that the avenues for direct engagement

1 of parents and students as citizens in the
2 operational and procedural functioning of the
3 schools has been minimized over the years. And I
4 think the Ombudsman's Office and the Student
5 Advocate's Office allow us to kind of walk back
6 from that distancing, kind of allow people to get
7 a little bit more sense of power and empowerment
8 within the school system.

9 So, while it truly kind of distresses
10 me that your offices still have such low support
11 and I hope that's going to be a fleeting stage, I
12 hope the struggling stage will be a fleeting one,
13 but I commend you for digging in and taking this
14 kind of new born baby to kind of young adult
15 stage.

16 And I think that it certainly will
17 become a functional office over, not that it
18 isn't, it will become a more functional and
19 important office, one that I anticipate that
20 those of us who work, those folks who do work in
21 education governance in this city will be able to
22 utilize and get some real substance and meaning

1 from as they go forward. So, I appreciate it.

2 I haven't had a chance to -- again,
3 because it is such a dense and such a very
4 exacting kind of report, I do want to go a little
5 bit deeper into it and have the time at some
6 point to discuss it even further with you some of
7 the things that you're finding, some of the kinds
8 of sentiments that you're getting from the
9 public, from students and parents about some of
10 the issues that they confront.

11 But I think this is something that
12 really gives us on the State Board and other
13 folks at OSSE and in D.C. Government, the
14 Council, some real substance to kind of wrap
15 their heads around, maybe start to address. So,
16 thank you very much for this report and continued
17 good luck to you and your staff.

18 MS. GIBSON HUBBARD: Yes, thank you.

19 PRESIDENT JACOBSON: Thank you, Ms.
20 Anderson. Ms. Jolly from Ward 8?

21 MEMBER JOLLY: Again, I wanted to echo
22 my colleagues' praise, but I wanted to

1 specifically call out, in addition to just
2 commending you for an incredible job, well done,
3 I wanted to commend you for doing a really
4 fantastic job of distinguishing the work that you
5 do from the work of the Ombudsman's Office.

6 Both are very important roles to be
7 played, but they're different and, despite some
8 initial criticism that that role or that
9 difference was murky, I think that you've done a
10 really wonderful job of making it clear what your
11 office does and doing it well. So, I wanted to
12 say thank you for that and you're awesome. Thank
13 you.

14 MS. GIBSON HUBBARD: Thank you and
15 thank you for making that point, because I think
16 we've heard that a lot. I'm sure Joyanna and I
17 both have nightmares about that at night, being
18 asked that constantly. And so, that's why I was
19 rather dense, because I felt like I really had to
20 distinguish the work of the Office of the Student
21 Advocate.

22 I mean, we definitely work very

1 collaboratively with the Office of the Ombudsman
2 for Public Education and many other agencies and
3 community-based organizations throughout the
4 city, but it was dense because I really had, I
5 was trying to make it very clear as to the
6 difference. And so, I really thank you for
7 bringing up that point.

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

10 MEMBER LORD: Well, thank you very
11 much. There is so much information in this that
12 it really, it's exactly what we need to help
13 inform our policy, it is huge. And I want to
14 just point out a couple of things.

15 You do community engagement, you also
16 do school visits, you also work with a number of
17 stakeholders, and I want to dig down a little bit
18 into that to see how some of the observations and
19 encounters that you've had might inform our
20 policy, if there are a couple of things, for
21 example, Safe Passage, that really just stand out
22 to you, and then, understand how we would gauge

1 if it was effective.

2 So, where I'm sort of leading with
3 this is, are there things that you're hearing in
4 the community or issues that you're seeing
5 bubbling up that we should think about in terms
6 of our task with changing the way we,
7 essentially, hold schools accountable? And then,
8 also figure out if there are different partners
9 who should be at that table.

10 So, I just specifically want to talk
11 about two things. Safe Passage, what is the real
12 issues that are plaguing our youth and are there
13 certain practices where you've seen an immediate
14 impact? Just knowing, for example, that there's
15 a neighbor or a hall monitor out there at the
16 subway walking your child to school, and just to
17 put a face on this thing, rather than it's a
18 program, it's a person.

19 And then, the other thing is, you
20 mapped the school governance organizations. And
21 so, talk to me a little bit about what that
22 revealed to you, because other than there's a lot

1 of cooks stirring the pot, are there any
2 suggestions for how we might improve our
3 collaboration and cooperation?

4 MS. GIBSON HUBBARD: Yes, thank you so
5 much for that question. So, I'll start first,
6 before I even get to Safe Passage, on just
7 echoing the sentiments of my colleague who spoke
8 before me, Joyanna Smith, around race and equity,
9 which I think actually ties together almost
10 everything and every issue that we have going on
11 in the city.

12 And she did a very eloquent job of
13 explaining it very early on in her report, and I
14 talk about it later in my report, about just how
15 as the fabric of the city continues to change, if
16 we do not address it head-on, we will have many,
17 many more problems. I see it coming up all the
18 time, I feel it even more and more, because I am
19 also the mother of a black son in a city that is
20 changing.

21 And it's also changing for our
22 families who not of color as well and how they

1 really want to engage in their school and feeling
2 like sometimes when they're a white family and
3 they're coming to the school and they want to get
4 engaged, but it's a heavily African American or
5 Hispanic school, maybe they're not also welcome.
6 So, I think there any many, many issues around
7 race and equity that our bodies, such as the
8 State Board, could really take on and discuss
9 even more.

10 I think about it, it comes up all the
11 time. So, I think that is definitely something
12 that I continue to think about, how I can work to
13 address that in the Office of the Student
14 Advocate, in our work, either individually with
15 communities or more broadly as a partner in a
16 collaborative way as a city, but we must continue
17 to look to what we should be doing in that area.

18 When it comes to Safe Passage, I
19 think, although it's not an issue that
20 immediately bubbled to the top or that families
21 were talking about, we know that it's an issue
22 that comes up all the time, it comes up in the

1 beginning of the year, it comes up in the end of
2 the year, and we're always very reactive.

3 We try some proactive things, but we
4 try proactive things sometimes either in certain
5 areas of the city or without really asking the
6 people who we're expecting to fall into the
7 habits to do these things that we're setting up.

8 So, I would say that there are a
9 couple places that do it well. I'm sure
10 everybody knows about Richard Wright and their
11 Man The Block and how they really try to have
12 really cover over their students as they travel
13 to wherever they're going in the city. And our
14 students are very mobile during the day, maybe
15 they don't move from school to school, but they
16 definitely leave their community and go to school
17 all around the city and in various different
18 schools and then they change from year to year as
19 to where they would go to school.

20 I think the challenge becomes is that
21 we have different programs that are in individual
22 places, but yet, we've never really evaluated how

1 those programs are working or how we could work
2 to scale those across DCPS and public charters.
3 We do have two sectors, but these are our public
4 schools and they're our public students and their
5 families don't select schools based on sector,
6 they just choose what schools work best for their
7 children.

8 So, I think evaluating the programs
9 and also seeing how we can scale and really work
10 together. And I think that that's really --
11 well, I don't think, I know for certain, those
12 are the conversations that we've had in our
13 working group around how can these things be
14 scalable?

15 And also, taking it back to the
16 working group that the Deputy Mayor for Public
17 Education and also the Deputy Mayor for Public
18 Safety and Justice, they have the combined
19 working group, school safety working group, how
20 it can be scaled.

21 Because many schools are looking for
22 opportunities and looking for ways to partner,

1 because even if McKinley and Dunbar are having an
2 issue at Rhode Island Metro, there are tons of
3 other schools in that area. Even if you think
4 about Eastern Market, there are tons of other
5 schools in that area. So finding ways to work
6 collaboratively is really important.

7 And I believe that I forgot the last
8 question you asked me, it was Safe Passage and
9 then it was one other question. The governance
10 chart. Yes, so what I found when I -- I actually
11 was looking for ways that I could explain to
12 families how certain bodies work on their behalf,
13 right? So, it wouldn't be a good idea for me to
14 send a family always to the Committee on
15 Education here at the Council.

16 I mean, they could go and they could
17 talk with them about things and they would
18 definitely be -- they would listen and they would
19 be empathetic to what the families were dealing
20 with, but a lot of times, families just don't
21 really know what that particular body is supposed
22 to be doing for them.

1 It helped me understand that I also
2 might have not known exactly what those different
3 bodies were supposed to do, as well as many --
4 how could we even expect for parents or community
5 members to know how these different bodies are
6 interconnected and how they work together, how
7 they serve families?

8 And so, it was really to just let
9 families know, as another resources, like, you
10 might want to go to this particular person for
11 this or you might want to go to this other body
12 for that. And really, this is all the way that
13 they work together, which I think is really
14 important.

15 And I know in Ward 7, we're getting
16 ready to talk about the budget at the next Parent
17 Empowerment Summit event that we're having on
18 November 5, but I think that it becomes really
19 important even when you're talking about issues
20 of budget or anything really that families need.

21 So, mapping it out just let me know
22 that sometimes the knowledge that we have

1 individually, we don't really share down to
2 parents so that they can really understand how
3 systems should not only be operating for them,
4 but how they can also expect that they should be
5 able to operate within those systems. Thank you.

6 PRESIDENT JACOBSON: Thank you, Ms.
7 Gibson Hubbard and Ms. Lord. Now, Ms. Wattenberg
8 from Ward 3, five minutes.

9 MEMBER WATTENBERG: Again, thanks for
10 what you're doing and let me just say again, the
11 whole idea of setting up a brand new office, it
12 just takes a lot of work, it takes a lot of
13 creativity, it takes a lot of discipline, it
14 takes a lot of self-initiation, and I think what
15 you've done is really admirable. So,
16 congratulations.

17 I'm sort of on a one-track, I have a
18 one-track mind tonight, which is really trying to
19 figure out how we're going to engage with the
20 Every Student Succeeds Act. So, I want to put to
21 you a different kind of question, which is, it
22 sounds like you're really developing sort of a

1 broader and broader group of parents, especially
2 in Ward 7, but it sounds like through lots of
3 other organizations as well and it seems like
4 those are people that we can really try to tap
5 and get some input from.

6 And as somebody raised earlier, I
7 think maybe Dr. Maisterra, that as we get to a
8 more detailed proposal, I think it will become
9 easier and more interesting to engage people
10 about, does this make any sense? I would imagine
11 people have some real strong ideas about how they
12 feel about how their school is rated and why it's
13 rated that way and what are better ways to rate
14 it.

15 And I think we should try to really
16 figure out how to tap into that and I would
17 really like to sit down with you and try to
18 figure that out and get you to think about it a
19 bit. Does that sound right?

20 MS. GIBSON HUBBARD: Of course, Ruth,
21 I would love to sit down and talk with you about
22 that. I would just say right off the top of my

1 head that when I was teaching, No Child Left
2 Behind had just really rolled out. Even as a
3 teacher in a classroom, I never really thought
4 about No Child Left Behind until for some reason
5 some provision of that was impacting me in some
6 way and I had to figure out how to deal with
7 that.

8 I think it's the same way with
9 parents. So, we have parents call sometimes and
10 they say, well, my child isn't getting X service
11 and I need to know who I need to talk to because
12 no child should be left behind. So, they'll use
13 it in that way, because they really don't know
14 what these things mean to them because it can
15 feel very abstract.

16 So, I do think that making things a
17 lot more tangible so that families can say to
18 themselves, okay, this is what the Every Student
19 Succeeds Act really means, this is really what it
20 means to us as a city, this is what it means to
21 my individual school, this is what it means to my
22 child.

1 But I'm really excited about the other
2 indicators that we can have, because nothing is
3 more challenging than when you're talking to a
4 parent about selecting a school, for example, and
5 they say, proficiency is low at this school, and
6 then their child is in pre-K 3. And that
7 proficiency number is going to change probably
8 significantly by the time their child would get
9 to the third grade, but that's a concern.

10 But we don't really share other
11 factors with families about why some schools are
12 really great, because I believe that even schools
13 that are not proficient in the way that families
14 would like to see, they still have something
15 really awesome brewing just below that. And so,
16 being able to highlight what that is for families
17 and how they can really connect to that would be
18 really amazing.

19 I can't say enough about the fact that
20 we can have meetings and we can ask families to
21 come, likely we will get a lot of people who like
22 to come to the meetings or some families will

1 come and they might want to come because somebody
2 else has invited them, but we have to go to where
3 people are and perhaps even train people within
4 the schools who families trust to maybe help us
5 with getting this information about what
6 indicators would work best. Because there are
7 parents giving a lot of feedback all the time
8 about different things, but we just aren't the
9 people there to capture them.

10 I would also say to really tap into
11 the Cross-Sector Collaboration Task Force,
12 because there has been a conversation that we
13 just had last night, which was so robust, around
14 how to really capture more information from
15 families and how to do so through trusted places
16 where they're already at, whether it's a guidance
17 counselor or whether it's the coffees that the
18 principal has with parents in the morning or in
19 the afternoon.

20 Lots of different schools try to do
21 different things to engage families, so I think
22 we have to connect to those different things,

1 because they're not going to come to our
2 meetings, and even if they do and we talk about
3 ESSA, they're going to say, I don't even know
4 what that is, and then they're going to move on.

5 So, just finding other ways, and it's
6 hard, we all experience that challenge in getting
7 to, and I know Laura would appreciate this and
8 she's not here, but the disproportionate voices
9 that we really want to hear from in order to get
10 those indicators.

11 So, I look forward to talking with you
12 more about that, because I think it's a challenge
13 that many people are experiencing, but I think a
14 lot of us are collecting a lot of things all at
15 one-time, so finding a way maybe to streamline
16 that, but also going to the trusted sources that
17 could probably help us with some of that
18 collection.

19 MEMBER WATTENBERG: Well, it would be
20 great to --

21 MS. GIBSON HUBBARD: Oh, I think Ms. --

22 MS. WILLIAMS: I just also wanted to

1 add that through the work in Faith's Office,
2 especially around the working groups for the
3 Special Education Panels and the behavior
4 intervention plan, the Parent Empowerment Series,
5 we've found that through that specific kind of
6 engagement, which is framing the issue as
7 something that the parent could immediately
8 identify with and has a question or concern
9 about, does a lot to increase engagement.

10 And so, in our Parent Empowerment
11 Series, we framed it around, how do we better
12 engage parents? In our Special Education Panels,
13 we framed it around specific questions that
14 parents had about the special education process
15 based on what we've heard in different
16 interactions and through our own Request for
17 Assistance line.

18 And so I think that the Office of the
19 Student Advocate can be very helpful in
20 identifying ways to engage parents in a way that
21 they can best identify with so that we're not
22 forcing them to engage in ways that we think

1 might be the best way. And then we'll see an
2 increased amount of engagement from these parents
3 so that we can really understand what indicators
4 work for them.

5 MEMBER WATTENBERG: Thanks.

6 PRESIDENT JACOBSON: Thanks so much,
7 Ms. Wattenberg. Do any other Board members have
8 questions? I actually don't have questions. We
9 talk frequently and see each other frequently and
10 I don't think I have anything to add for our
11 viewing public. So, with that, I will thank you
12 and your terrific team for being here tonight.
13 We will look forward to working together and
14 continuing to support you through your second
15 year as our Chief Student Advocate and supporting
16 families across the District.

17 MS. GIBSON HUBBARD: Yes. Thank you so
18 much and, again, I just appreciate the support
19 and I also look forward to engaging with you more
20 around the report, this isn't the only
21 opportunity, and also finding other ways to
22 continue to align our work in the way that I did

1 with Ms. Williams and then also even with Ms.
2 Jolly when we did the Special Education Panel
3 discussion in Ward 8 and also in Ward 4, so with
4 Ms. Anderson. So I really look forward to
5 engaging more.

6 PRESIDENT JACOBSON: Thank you all so
7 very much. Have a good evening. Now, we're
8 going to close out our meeting with reports from
9 Committee Chairs. This will be -- I think that
10 was the Governance Committee volunteering to go
11 first. Ms. Wattenberg, would you like to give a
12 little update on ESSA? Let's start with you
13 then.

14 MEMBER WATTENBERG: Okay. So, I'm
15 going to try to be very quick in running through
16 this. I expect that we're going to have a group
17 conversation at the working meeting about some
18 initial proposals coming out of the ESSA
19 Committee, but let me say a couple of things more
20 broadly and quickly to people who may not know a
21 lot about what the ESSA Committee is, the Every
22 Student Succeeds Act.

1 As many of you know, since the
2 adoption of the No Child Left Behind Law in the
3 early 2000s, D.C., along with every other state,
4 has been required to test all students grade 3 to
5 8 and ones in high school in reading and math and
6 to then rate the quality of schools almost
7 entirely based on the scores that kids get on
8 those tests, whether or not they have reached
9 proficiency. In addition, high schools were
10 based on their graduation rates.

11 As you also may know, both here in
12 D.C. and around the country, there's been an
13 enormous amount of dissatisfaction with the test
14 focus that this has created. And in response,
15 Congress passed and the President signed last
16 year the Every Student Succeeds Act, which
17 explicitly aims at giving states the flexibility
18 to alter the way in which they rate schools so
19 that it doesn't have to be strictly around the
20 tests and strictly around reading and math.

21 Here in D.C., what that means is that
22 OSSE is going to promulgate new rules for how we

1 evaluate the schools. These rules have to be
2 approved by the State Board of Ed and then the
3 plan has to be submitted to the Federal Education
4 Department. The plan can be submitted either in
5 March or in July and I think both OSSE and the
6 State Board hope that we will be able to make
7 that submission in March, and that assumes that
8 we can work effectively and efficiently and get
9 the input that we need to come up with good
10 proposals by then.

11 In preparation for this work, the
12 State Board of Ed held community meetings all
13 last spring and individual Board members have
14 been engaged in a large number of meetings in
15 their wards with communities, conversations with
16 teachers, parents, community leaders, tax payers,
17 and so on. And I just want to say a few things
18 about what we've learned from that.

19 We learned that the focus on almost
20 entirely reading and math has caused schools to
21 narrow their curriculum, that the focus on tests
22 has often led to rules that required, pressured,

1 or encouraged teachers to spend inordinate time
2 on testing, that parents want schools that are
3 focused on much broader issues, that are safe,
4 that are nurturing, that help their kids feel
5 engaged.

6 These are the same kinds of issues
7 that states around the country are feeling and we
8 were all just at a meeting of the National
9 Association of the State Boards of Ed and both
10 there and in our own community meetings here and
11 in our own conversations with experts, a number
12 of ideas have been floated about how we can try
13 to broaden the ways in which we evaluate schools.
14 And I just want to throw out a few of them now,
15 I'm not going to give any detail on it, but I
16 want people to know that this is the kind of
17 thing we're thinking about.

18 One is this idea of a climate survey,
19 in which parents, teachers, kids would have an
20 opportunity to offer their views about whether or
21 not their schools were nurturing places, whether
22 they were places that were challenging kids,

1 whether they were places where teachers felt like
2 they could do their best work. And that's
3 something that a lot of states are considering
4 using in their measurements and I think we're
5 thinking about it as well.

6 There are also other ways that you can
7 track school climate, things like chronic student
8 absenteeism, things like teacher turnover, both
9 of those are indicators of, on the one hand, a
10 climate that may not be very positive or a
11 climate that is very positive. We want to look
12 at that. We also want to look at this whole
13 issue of using only proficiency scores and not
14 student progress in the way that we judge
15 schools, because most people feel the schools
16 should be judged on progress.

17 And so, that's really what I want to
18 say. We're hearing a lot, we're going to be
19 putting together an initial set of proposals,
20 there will be a big discussion on it, like I say,
21 at the next working meeting of the Board.
22 Anybody who has input they want to give to this,

1 you can write to me, ruth.wattenberg@dc.gov. The
2 Committee will be meeting and I'll be reporting
3 back. Thanks.

4 PRESIDENT JACOBSON: Thank you so much,
5 Ms. Wattenberg.

6 MEMBER LORD: I just want to add --

7 PRESIDENT JACOBSON: Ms. Lord, our At
8 Large Member. Could you turn on your microphone?

9 MEMBER LORD: Yes. I'm a member of the
10 Committee and the conversations we've been having
11 are broader than just the traditional parents,
12 teachers, students, principals. We've also
13 reached out to employers, to higher ed, and our
14 Executive Director and staff and I had a very
15 interesting meeting over at the Department of
16 Employment Services with employers and workforce
17 development types.

18 They have a completely different
19 expectation than anything educators are talking
20 about. And so, that too has to inform our
21 conversation. Some of the literacy and math
22 things that we are so focused on, they're sort of

1 taking for granted, but they're looking for
2 communication skills, able to work in diverse
3 teams, competency based measurements came up a
4 lot.

5 So, I feel like this is an ongoing
6 process conversation that doesn't sort of end
7 with the initial plan and that we could even open
8 the conversation up so that individual schools or
9 district could, for example, if they have a
10 career technical focus or if they have a science
11 focus or if they have an arts focus, have a piece
12 of the accountability that they would like to be
13 held accountable for.

14 And you give it a weight, but it's
15 separate, it's distinct, it's unique to them, but
16 it's a state-wide protocol, if you will, that
17 could allow flexibility and innovation. So, I
18 commend my Committee Chair and Ward 3 colleague
19 for the outstanding work that she has done and
20 look forward to continuing the conversation.

21 PRESIDENT JACOBSON: Thank you so much.
22 Now, I'll have Vice President Williams give an

1 update on the Governance Committee.

2 VICE PRESIDENT WILLIAMS: As you may
3 know, the State Board of Education was
4 established in 2007 at the beginning of Mayoral
5 control. However, we were an agency housed in
6 OSSE, so we were subject to OSSE's budget, hiring
7 policies, et cetera. And in April 2013, we
8 obtained our autonomy, however, that created a
9 whole myriad of problems that we never
10 anticipated when we were seeking independence.

11 We lost our staff, our budget, et
12 cetera, et cetera. So, over the last few years,
13 we've had to stumble along as we put in place
14 Executive Directors and policy people and the
15 Ombudsman and the Chief Student Advocate, et
16 cetera, et cetera. So, we finally decided or
17 realized that we could not continue in that vein
18 and we had to formalize some processes. So, Ms.
19 Wattenberg, my colleague, decided that we should
20 have a Governance Committee and not only that,
21 she decided I should head it. Thank you, Ruth.

22 MEMBER WATTENBERG: And everybody else

1 voted for it.

2 (Laughter.)

3 VICE PRESIDENT WILLIAMS: Okay. So, we
4 had no choice. So, over the past month, since
5 the last meeting when this Board was convened, we
6 have met three times. The members of the Board
7 are myself as the Chair, the President, Jack
8 Jacobson, Joe Weedon, and Mark Jones.

9 We have met approximately four times
10 over the last four weeks to try to bring some
11 systems, first of all, to our priorities, to tell
12 what our priorities are, and to put some systems
13 in place. So, we have a way to go and some
14 things we are -- the things that we're now
15 working on are our policy manual, our bylaws, and
16 our budget.

17 Some of these decisions and things
18 that we have to do cannot take place until the
19 Ombudsman bill that's now in front of the Council
20 is vetted. And so, we cannot make some of the
21 changes that we may need to make, and so, we have
22 delayed that process. We have to take the old

1 bylaws and encompass them with new bylaws and new
2 things and we have to look at the old budgets and
3 encompass them.

4 So, I just want to tell you that,
5 again, we've met four times, that we have looked
6 at what our priorities are, and we will continue
7 to work on these issues until we come to a
8 compromise and the entire Board buys into
9 whatever systems we put in place. Thank you.

10 PRESIDENT JACOBSON: Thank you so much,
11 Vice President Williams, really appreciate it.
12 We are heading towards adjournment, I have a
13 quick announcement and then if Board members have
14 brief announcements, we will all allow them to do
15 so, as we do every month.

16 But I wanted to highlight that the
17 Board is fortunate to have a new staff member
18 with us. Mr. Paul Negrón has joined us as a
19 Support Specialist and we are very glad that you
20 have joined us and you know that we've got a lot
21 of work to do. So, we're glad that you're
22 rolling up your sleeves and joining us. With

1 that, do Board members have brief announcements
2 prior to adjournment? At Large Member Lord?

3 MEMBER LORD: Thank you. I'd like to
4 take the next 25 minutes to give a detailed --
5 no, I'm just kidding.

6 (Laughter.)

7 MEMBER LORD: Let me talk really slow
8 like my son used to do. I just want to take this
9 opportunity to give a shout-out to my colleagues.
10 We had just an amazing trip into the National
11 Association of State Boards of Education annual
12 conference and it started with a Freedom Rider
13 bring us to tears as he described his life
14 journey as a poor homeless kid who had maybe 15
15 hours of contact with his father, who was in jail
16 since the time he was a young one.

17 And violence and living in tatters and
18 having that one teacher in high school see
19 something in him and bring him to the next step,
20 which included all the way to a Ph.D. He left
21 the conference to go right to get his Ph.D. And
22 a number of ways of looking at student growth and

1 student achievement and really redefining student
2 success.

3 So, the takeaway I had is that
4 involvement with this national organization has
5 made me a better Board member and a more
6 effective advocate for our students and our
7 communities, but it has also opened my eyes up
8 and all of our eyes up to the students who we
9 need to serve, not necessarily the ones who we
10 are serving now.

11 And the rules that we put in place
12 affect every kid in every classroom in every
13 subject in every school across the city and I
14 think now we have the amazing opportunity to
15 redefine success and reimagine accountability in
16 a way that truly accelerates the change that
17 begin back in 2007 when this State Board of
18 Education was formed. So, there are lots of
19 things coming up in fall, including an election
20 next month, and great opportunity for a civics
21 lesson. So, thanks very much. That's it. Over
22 and out.

1 PRESIDENT JACOBSON: Thank you so much,
2 Ms. Lord. I don't know if you mentioned, that
3 you were the immediate past president?

4 MEMBER LORD: I did not.

5 PRESIDENT JACOBSON: Well, Ms. Lord, we
6 are proud that she is the immediate past
7 president of NASB and I think that term expires
8 at the end of the calendar year, if I'm correct?

9 MEMBER LORD: That's true, but I also
10 want to say that last year as president, I
11 brought together the red states, the blue states,
12 the north, the south, the rural, the urban, and
13 we could all agree on one thing, No Child Left
14 Behind was a disaster. We cobbled together a
15 series of recommendations.

16 So, we may not have a vote in
17 Congress, but our voice was -- and we had a
18 prominent seat at the table in shaping the
19 federal education law that we are now wrestling
20 with. So, that is pretty powerful and I think
21 that's why I'm so excited about the work that
22 lies ahead. But, yes, immediate past president,

1 I've got another two months and then I get to
2 really pass the gavel.

3 PRESIDENT JACOBSON: Thanks so much.
4 Do any other Board members have brief
5 announcements? If not -- Vice President
6 Williams?

7 VICE PRESIDENT WILLIAMS: I just wanted
8 to reiterate the Parent Engagement Summit will be
9 Saturday, November 5 at D.C. Prep, the Benning
10 Road Campus. And it's 9:30 to 1:30 and everyone
11 is invited. Thank you.

12 PRESIDENT JACOBSON: Paul --

13 MEMBER ANDERSON: Oh, can I --

14 PRESIDENT JACOBSON: Paul, can you
15 tweet that, please?

16 MEMBER ANDERSON: Can I take --

17 PRESIDENT JACOBSON: Ms. Anderson?

18 MEMBER ANDERSON: -- this opportunity,
19 Jack, to wish our Vice President a belated happy
20 birthday?

21 PRESIDENT JACOBSON: Hear, hear. And
22 with that, I would entertain a motion to adjourn.

1 MEMBER WATTENBERG: So moved.

2 PRESIDENT JACOBSON: Moved by Ms.

3 Wattenberg and second by --

4 MEMBER JOLLY: Second.

5 PRESIDENT JACOBSON: -- Ms. Jolly. All

6 in favor?

7 (Chorus of ayes.)

8 PRESIDENT JACOBSON: We stand

9 adjourned.

10 (Whereupon, the above-entitled matter

11 went off the record at 8:58 p.m.)

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C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Board Meeting

Before: DC State Board of Education

Date: 10-26-16

Place: Washington, DC

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