



The District of Columbia  
State Board of Education

Annual Report for 2012

District of Columbia  
State Board of Education

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Improving Educational Outcomes for  
All District of Columbia Residents

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## PRESIDENT'S LETTER

May 2013

Dear Friends:

I am pleased to share with you the District of Columbia State Board of Education's Annual Report for 2012. The year saw significant progress on several major fronts, as we took steps towards improving public engagement, promoting innovation, advancing accountability, and building a system that rewards competency not just "seat time." Working with our partners, including District of Columbia Public Schools and public charter school leaders, the Deputy Mayor for Education, and the Office of the State Superintendent of Education, the State Board looks forward to continuing the transformation of public education in the District of Columbia.

Several milestones stand out in particular. First, the State Board worked with the Office of the State Superintendent of Education (OSSE) to secure a waiver from some of the most onerous provisions of the federal Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind. The State Board was instrumental in helping to develop the proposal and generating the deep, meaningful public engagement the U.S. Department of Education required. The final application reflected revisions based on input from Advisory Neighborhood Commission meeting attendees, parent-teacher groups, charter school leaders, teachers, and other stakeholders to whom State Board members and OSSE presented the waiver proposal. On July 19, 2012, the District of Columbia's waiver proposal was approved, allowing OSSE to create a new accountability and reward system that, instead of branding all but a handful of schools as "failing," acknowledges and holds schools accountable for academic gains at every level. Schools now will get credit for accelerating their struggling students, even if they miss proficiency, but they also must push their advanced students.

Second, prompted by concerns raised by parents and education advocacy groups, the State Board began an ambitious effort to revise the District of Columbia's high school graduation requirements—which had been established by District of Columbia Public Schools before the adoption of the "Common Core" state literacy and math standards, and the rise of charter schools. The goal in setting graduation requirements is to ensure that all high school students leave school well prepared for college and the workplace. Today's "creative knowledge economy" means our children must acquire skills beyond the three R's, such as teamwork, communication skills, and the ability to analyze, apply knowledge, and think critically – while ensuring that they are also prepared to make good decisions about their health and well-being.. Research and experience shows that completing a challenging, well-rounded curriculum that exposes students to a wide range of academic and technical knowledge builds a solid foundation for future success and citizenship. But what "counts" for credit? Some states are moving toward competency-based credits, and away from "seat time" requirements and are seeing increased engagement and graduation rates. The State Board spent the year hearing from hundreds of teachers, students, parents, advocacy groups, and experts on how to revise the District of Columbia's graduation requirements to provide maximum flexibility for students and teachers while still ensuring quality and access despite budget cuts. The State Board's final recommendation will reflect this transition toward a competency-based system – where the focus of a student's education is on achieving specific skills that may be acquired through learning or performance outside the classroom.

Finally, the State Board has been active in monitoring implementation of the "Common Core" state literacy and math standards that were adopted in August 2010. The District of Columbia has been a

national leader in aligning questions on the state assessment (DC-CAS) with these standards. The entire 2012 DC-CAS reading assessment, for instance, was Common Core aligned, as was the 8th grade writing test. Moreover, following recommendations from health educators and the National Association of State Boards of Education, the 2012 DC-CAS included health questions – providing a gauge of how well the District’s first health standards, approved by the State Board in 2008, were being taught and absorbed.

Since its inception in 2007, the State Board’s work has had a direct, positive impact on teachers, classroom instruction, and students, and its members and staff are committed to including the public at every step. Working together, we can achieve our shared goal of building a world-class public education system in the nation’s capital—one that prepares every child for success as scholars and as citizens.

Sincerely,

Laura Slover  
President, DC State Board of Education

**MISSION STATEMENT  
(proposed)**

*The mission of the District of Columbia State Board of Education is to support of all District residents in acquiring the skills and knowledge to succeed in a competitive global economy and thrive as 21st century citizens.*

**MEMBERS OF THE STATE BOARD OF EDUCATION  
2012**

**President and Ward 3 Representative**  
Laura McGiffert Slover

**Vice President and Ward 5 Representative**  
Mark A. Jones

**At-Large Member**  
Ted Trabue

**Board Representatives**

**Ward 1**  
Patrick Mara

**Ward 2**  
Mary Lord

**Ward 4**  
D. Kamili Anderson

**Ward 6**  
Monica Warren- Jones

**Ward 7**  
Dorothy Douglas

**Ward 8**  
Trayon White

**Student Representatives**  
Ray Clark  
Kelsea Johnson

**STATE BOARD OF EDUCATION STAFF**

**Executive Director**  
Jesse B Rauch

**Staff Assistant**  
Jamikka Briscoe

## PREAMBLE

The State Board of Education is a critical player in the District of Columbia’s ongoing school reform efforts. Prior to June 2007, the Board of Education existed as both a local and a state board of education, responsible for providing leadership and monitoring the District of Columbia Public Schools, as well as for setting and monitoring state-level education policy, such as setting graduation requirements and attendance rules. Today, the State Board’s focus and purpose are very different.

The enactment of the “Public Education Reform Amendment Act of 2007” (PERAA) gave the State Board responsibility for approving academic standards for students; high school graduation requirements; home school regulations; accountability metrics, including approval of school ‘report cards’ and the definition of “adequate yearly progress;” and the rules for establishing residency. In collaboration with the State Superintendent and staff, the State Board has made great strides in these and other areas, and its members look forward to continuing our fruitful partnership in the upcoming months and years.

Lay governance of public education dates back to Horace Mann’s original ‘common school’ and has a proud tradition in this country. The State Board serves as an unbiased broker for education decision-making, focusing on the big picture, articulating the long-term vision and needs of public education, and making policy based solely on what’s best for students. In short, the State Board encourages high expectations while ensuring that all students, whether they attend a traditional or charter public school, are held to the same high expectations and have an equal shot at a great education.

To accomplish this task, all State Board members are responsible for executing their official responsibilities. Adapted from statements by the National Association of State Board of Education (NASBE), the State Board plays a key role in maintaining and improving the quality of public schools, and does so in the following roles:

***Policymaker:*** The State Board is responsible for approving and advising on specified policies that promote educational quality throughout the District of Columbia. In this capacity, the State Board will continue to promote sound policies that affect the District of Columbia education system’s ability to prepare children and youth for college and career.

***Advocate for Quality:*** The State Board serves as a major advocate for a quality education for all children and youth in the District. As such, the Board seeks to promote excellence in the education of all students and to advocate for equality of access to educational opportunity.

***Liaison:*** The State Board serves as a bridge between educators and others involved in education policy. It translates the concerns of the general public, elected officials, business leaders and civic groups into policy and clearly communicates them to educators. At the same time, the Board has the ability to articulate the needs of the education system to the District’s public and private constituencies – and helps assure continued citizen support for education.

***Consensus Builder:*** The State Board encourages communication and consensus among all those who seek to influence current state education policies and help formulate long-range policy goals and plans. Although agreement may not always be possible, a commitment to consensus building ensures that all citizens will be heard. The State Board can ensure that the public voice is represented in decisions about public education.

## ROLES AND RESPONSIBILITIES

The State Board of Education is responsible for advising the State Superintendent of Education on educational matters, including: state standards; state policies, including those governing special, academic, vocational, charter and other schools; state objectives; and state regulations proposed by the Mayor or the State Superintendent of Education. The State Board is also responsible for approving the following state-level policies:

- State academic standards and ensure that standards meet the following qualifications: specify what children are expected to know and be able to do; contain coherent and rigorous content, encourage the teaching of advanced skills; and are updated on a regular basis;
- High school graduation requirements;
- Standards for high school equivalence credentials;
- State definitions of “adequate yearly progress” and “proficiency” that will be applied consistently to all local education agencies;
- State definition and standards for “highly qualified teachers,” pursuant to the No Child Left Behind Act of 2001;
- Standards for accreditation and certification of teacher preparation programs of colleges and universities;
- The state accountability plan for the District of Columbia developed by the Chief State School Officer, pursuant to the No Child Left Behind Act of 2001 ensuring that: (A) the plan includes a single statewide accountability system that will ensure all local education agencies make adequate yearly progress; and (B) the statewide accountability system included in the plan is based on academic standards, academic assessments, a standardized system of accountability across all local education agencies, and a system of sanctions and rewards that will be used to hold local education agencies accountable for student achievement;
- State policies for parental involvement;
- State policies for supplemental education service providers operating in the District to ensure that providers have a demonstrated record of effectiveness and offer services that promote challenging academic achievement standards and that improve student achievement;
- The rules for residency verification;
- The list of charter school accreditation organizations;
- The categories and format of the annual report card, pursuant to the No Child Left Behind Act of 2001;
- The list of private placement accreditation organizations, pursuant to Uniform Per Student Funding Formula for Public Schools and Public Charter Schools and Tax Conformity Clarification Amendment Act of 1998;
- Approve state rules for enforcing school attendance requirements; and
- Approve state standards for home schooling.

## HIGHLIGHTS OF CALENDAR YEAR 2012

### *ORGANIZATIONAL CHANGES*

#### **Election Results**

Members of the State Board of Education are elected for four-year terms. In November 2012, **Mr. Jack Jacobson**, representing Ward 2, and **Ms. Karen Williams**, representing Ward 7, were elected to the State Board. They replaced Ward 2 member **Mary Lord** (who was elected to the State Board's at-large position) and Ward 7 member **Ms. Dorothy Douglas**. At-Large member **Mr. Ted Trabue** did not seek re-election.

#### **Officers**

At the first public meeting of each year, State Board member elect a President and a Vice President. In January 2013, the State Board re-elected **Ms. Laura Slover** as President and **Mr. Mark Jones** as Vice President.

#### **Staff**

From June 2012 to November 2012, the State Board was without an Executive Director. In November 2012, Mr. Jesse B Rauch was installed as the new Executive Director of the State Board of Education.

### *POLICY ACCOMPLISHMENTS*

#### **ESEA Flexibility Request**

In 2012, the State Board partnered with the Office of the State Superintendent of Education to develop the District of Columbia's application to the U.S. Department of Education requesting flexibility from the Elementary and Secondary Education Act (ESEA). This marked the first change in Federal education policy since the No Child Left Behind Act took effect a decade earlier and allowed states some flexibility in meeting the law's most onerous provisions—particularly the requirement that 100 percent of students be proficient in reading and math by 2014.

To win a waiver, states had to demonstrate deep, meaningful public engagement and input. State Board members, in partnership with OSSE, undertook a series of outreach sessions, speaking at Advisory Neighborhood Commissions, school PTA meetings, and other community forums.

On July 19, 2012, the U.S. Department of Education, citing the District of Columbia's outstanding public-engagement efforts, approved the waiver request. That has allowed OSSE to create a new accountability and reward system that does away with the old "light-switch" approach, where schools either met proficiency targets or were branded as failing if any subgroup of students fell below the cut score. Now, schools and teachers are rewarded for making progress with every group of students, even the advanced ones, and must accelerate those who are struggling. Moreover, science will now count along with reading and math, meaning schools no longer can neglect the subject. Without the waiver, the vast majority of District schools would have fallen far short of meeting ESEA accountability targets and seen their resources restricted.



## Graduation Requirements

In its first five years since its 2007 establishment, the State Board of Education approved the District of Columbia’s first academic standards for health and physical education—recruiting schools to help combat the city’s soaring rates of childhood obesity, teen HIV/AIDS infection, and pregnancy. The State Board also approved the District’s first-ever learning standards for world languages, early childhood education, and the visual and performing arts. In 2010, the State Board joined 45 other states in adopting the Common Core State Standards in English Language Arts/Literacy and Math. In response to these changes, the State Board initiated a revision of the District’s high school graduation requirements to ensure their alignment with those new standards and other best practices. This process provided the State Board with an opportunity to review the expectations we set for our students and to make sure the District’s education system was setting a high enough bar to prepare graduates for work and college.

Starting in Fall 2011 and concluding in 2013, the State Board held eleven (11) public meetings and heard from hundreds of teachers, students, experts, and members of the public on an initial draft of proposed high school requirements.

Overall, the State Board seeks to strike a balance between traditional classroom learning – the acquisition of knowledge – and skills that students can creatively and critically apply in the real world.

In 2013, a final recommendation will be made to the Office of the State Superintendent of Education. As today’s “creative knowledge economy” develops, students must acquire skills beyond the three R’s, such as teamwork, presentation skills, and critical thinking skills – while ensuring that they are also prepared to make healthy decisions about their bodies. Research and experience shows that completing a challenging, well-rounded curriculum that exposes students to a wide range of academic and technical knowledge builds a solid foundation for future success and citizenship.

The State Board recognizes that time-in-seat is not an accurate measure of academic attainment, nor is it an accurate measure of whether or not a student has acquired the skills they need to succeed. Consequently, the State Board recommendation will reflect an interest in moving towards a competency-based system – where the focus of a student’s education is on achieving specific skills that may be acquired through learning or performance outside the classroom.

The State Board held public meetings on the following topics related to the graduation requirements in 2012:

**January 25, 2012** – Public Comment on Graduation Requirements for Social Studies

**February 15, 2012** – Public Comment on Graduation Requirements for Physical and Health Education

**March 27, 2012** – Public Comment on Graduation Requirements for Visual/ Performing Arts and Music

**April 25, 2012** – Public Comment on Senior Thesis as a High School Graduation Requirement

**May 16, 2012** – Public Comment on Community Service

**June 27, 2012** – Public Comment on Next Generation Science Standards

**October 24, 2012** – Public Comment on Graduation Requirements

**December 19, 2012** – Public Comment on Graduation Requirements

The Board held the following meetings on the graduation requirements in 2013:

**January 23, 2013** – Public Comment on Graduation Requirements

**February 20, 2013** – Public Comment on Graduation Requirements

## **Autonomy**

When PERAA established the State Board in 2007, it was established as an entity within the OSSE, and not an independent entity. Since that time, the State Board has lacked the autonomy to determine its organizational structure, staff, budget, operations, among other matters affecting our functions. With the passing the “State Board of Education Personnel Authority Amendment Act of 2012” by the Council of the District of Columbia, the State Board to hire its own staff and expend funds as it deems necessary as of April 1, 2013.

## **National Youth Science Camp**

The State Board is committed to expanding learning opportunities for District of Columbia youth, particularly in the fields of science, technology, engineering, and math (STEM). President Obama has made STEM a priority, and the State Board has been involved. Since 2011, State Board member Mary Lord has served as the selection committee coordinator for the National Youth Science Camp—a prestigious residential summer science program in West Virginia. States select two standout graduating high school seniors to attend.

The District’s two 2012 delegates were Matthew “True” Haynes, who graduated from School Without Walls, and Israel Nunez, a Capital City Public Charter School graduate. The State Board honored them at its June public meeting.

## **DC-CAS Measure on Health Standards**

The District of Columbia has some of the nation’s highest rates of childhood obesity, teen pregnancy, and HIV/AIDS. In 2008, with much input and support pediatricians, pastors, parents, and community-based organizations, the State Board adopted the city’s first-ever learning standards for health, enlisting schools in the fight against this trio of scourges. In fact, the District of Columbia is the first state in the country to administer a statewide standardized health education assessment. Health educators and nonprofit groups like MetroTeen AIDS implemented the standards, but there was no gauge to see how students were learning the lessons. In 2012, OSSE included health questions on the statewide DC-CAS assessment, putting the District of Columbia in the national vanguard and providing a window on the effectiveness of instruction. Students answered an average of 62% of the questions correctly, according to statewide results released by OSSE.

## ***NASBE INVOLVEMENT***

Mary Lord served as an elected member of the board of directors, and Patrick Mara and Mark Jones served on the Government Affairs Committee, giving the District of Columbia a voice in shaping federal education policy. Through NASBE, State Board members get to exchange views with education leaders from other states, learn from experts, and bring back best practices from the annual conference.

## TIMELINE OF ACTIVITIES & ACTIONS

### January 25, 2012 – Public Meeting

- Review of Social Studies Graduation Requirements
- DC State Board of Education Leadership Vote
- LEA Review of Graduation Requirement for Social Studies
- OSSE Presentation: ESEA Flexibility Waiver

### February 15, 2012 – Public Meeting

- Review of Physical and Health Education Graduation Requirements
- DC Teacher of the Year Presentation
  - Shira Fishman – 2011 Milken Educator Award Winner
  - Steven King – 2012 District of Columbia Teacher of the Year Finalist
  - Drew Snodgrass – 2012 District of Columbia Teacher of the Year Finalist
  - Perea Brown-Blackmon - 2012 District of Columbia Teacher of the Year
  - Lisa Jensen - 2011 District of Columbia History Teacher of the Year
- OSSE Presentation: ESEA Waiver
- OSSE Presentation: Physical and Health Education Graduation Requirements

### March 27, 2012 – Public Meeting

- Review of Arts & Music Graduation Requirements
- OSSE Presentation: Arts & Music Graduation Requirements
- Expert Panel Discussion:
  - Washington Ballet Company
  - DC Commission for the Art & Humanities
  - Duke Ellington School

### April 25, 2012 – Public Meeting

- Review of Senior Thesis Graduation Requirements
  - OSSE Presentation: Review on Senior Thesis

### May 16, 2012 – Public Meeting

- Review of Community Service Graduation Requirements
- Presentation: National Youth Science Camp Winners
- OSSE Presentation: Community Service as a High School Graduation Requirement
- Expert Panel Discussion:
  - DC Mayor's Youth Leadership Institute
  - Environmental Educators Consortium
  - Centro Nia
  - Wilson SHS

### June 27, 2012 – Public Meeting

- Review of Next Generation Science Standards
- OSSE Presentation: Update on Next Generation Science Standards
- OSSE Presentation: Summary of Public Feedback on Graduation Requirements
- Expert Panel Discussion:
  - The George Washington House

- Carnegie Academy for Science Education, Carnegie Institution for Science

#### **July 25, 2012 – Public Meeting**

- Presentation: Student Representatives - Recognition of Service
- Khan Branch – 2012 Graduate of McKinley Technical Senior High School
- Christopher Jones – 2012 Graduate of Wilson Senior High School
- OSSE Presentation: Graduation Requirements
- OSSE Presentation: National Technology Standards
- OSSE Presentation: Dual Enrollment Program
- OSSE Presentation: ESEA Waiver
- Action: Approval of State Accountability Plan for the District of Columbia

#### **August 2012 – Public Meeting**

- State Board Recess – No Meeting

#### **September 27, 2012 – Public Meeting**

- Expert Panel Commentary (Proposed Graduation Requirements):
  - DCPS
  - School Without Walls
- Reward School Panel: Highlight on Best Practices:
  - School Without Walls
  - DC Preparatory Academy
  - Janney Elementary School
- OSSE Presentation: 2012 School Classification List Presentation
- OSSE Presentation: Briefing on National Education Technology Standards (NETS)
- OSSE Presentation: Graduation Requirements

#### **October 24, 2012 – Public Meeting**

- Presentation: Introduction of New Student Representatives
  - Ray Clark, Senior, Benjamin Banneker HS
  - Kelsea Johnson, Senior, School Without Walls
- Reward School Panel: Highlight on Best Practices:
  - Achievement Preparatory Academy
  - Benjamin Banneker SHS
  - Plummer ES
  - Hyde-Addison ES

#### **November 28, 2012 – Public Meeting**

- Reward School Panel: Highlight on Best Practices:
  - Lafayette Elementary School
  - Deal Middle School
  - Reed Elementary School
- OSSE Presentation: Graduation Rates (2012 Cohort)

#### **December 19, 2012 – Public Meeting**

- Discussion of Title 5A 821 Compulsory Attendance Rule Changes
- Release of Proposed Graduation Requirements for Public Comment

## RESOLUTIONS AND RULEMAKING

### *RULEMAKING*

No Rulemaking in 2012.

### *STATE RESOLUTIONS*

#### **SR12-01 State Accountability Plan for the District of Columbia – July 25, 2012**

In 2001, Congress enacted the No Child Left Behind Act, which amended the Elementary and Secondary Education Act of 1965 and established a system of accountability for schools receiving federal funds with a goal of improving student achievement and closing achievement gaps. The District of Columbia State Board of Education believes that the District's accountability plan will accurately identify schools that need improvement as well as schools that are high-performing, and will provide targeted supports and interventions that are designed to increase student proficiency and growth. The State Board of Education believes that the District's accountability plan will accurately identify schools that need improvement as well as schools that are high-performing, and will provide targeted supports and interventions that are designed to increase student proficiency and growth.

### *CEREMONIAL RESOLUTIONS*

#### **CR12-01 Honoring State Board of Education Member Ted Trabue**

The District of Columbia State Board of Education recognized the stewardship of Former President and current At-Large Representative Ted Trabue for his dedicated service in improving educational outcomes for the students in the District of Columbia since January 2, 2007.

District of Columbia State Board of Education Member Ted Trabue has served in multiple leadership positions with the State Board of Education, including President from January 2010 through January 2012, and Vice President from January 2009 through January 2010.

The District of Columbia State Board of Education acknowledges the outstanding service Member Ted Trabue has provided to the At-Large Community in engaging government leaders and education stakeholders in furtherance of the vision that all District Residents receive an excellent education.

#### **CR12-02 Ceremonial Resolution Honoring Perea Brown-Blackmon – 2012 District of Columbia Teacher of the Year – February 5, 2012**

The State Board of Education is proudly recognized a District of Columbia Public School teacher, Perea Brown - Blackmon, as 2012's recipient of the prestigious award of Teacher of the Year; which provides public recognition and an unrestricted financial award of \$5,000 to an elementary or secondary school teacher, who is furthering excellence in education.

#### **CR12-03 Ceremonial Resolution Honoring Lisa Jensen – 2012 District of Columbia History Teacher of the Year – February 5, 2012**

The State Board of Education is proudly recognized a District of Columbia Public School teacher, Lisa Jensen, as 2012's recipient of the prestigious award of History Teacher of the Year; which provides public recognition and an unrestricted financial award of \$1,000 to an elementary or secondary school teacher who is furthering excellence in education.

#### **CR12-04 Ceremonial Resolution Honoring Matthew "True" Haynes – DC Delegate to the 2012 National Youth Science Camp – May 15, 2012**

The District of Columbia State Board of Education coordinates the selection of two graduating high school seniors each year to represent the District of Columbia at the prestigious National Youth Science Camp in West Virginia. This opportunity to exchange ideas with top scientists and participate in outdoor learning experiences with peers from around the country is granted to students who have exhibited leadership and outstanding scholastic achievement in science and mathematics. Matthew “True” Haynes was the citywide Grand Champion of the 2011 District of Columbia International Science & Engineering Fair.

**CR12-05 Ceremonial Resolution Honoring Israel Antonio Nuñez – DC Delegate to the 2012 National Youth Science Camp – May 15, 2012**

The District of Columbia State Board of Education coordinates the selection of two graduating high school seniors each year to represent the District of Columbia at the prestigious National Youth Science Camp in West Virginia. This opportunity to exchange ideas with top scientists and participate in outdoor learning experiences with peers from around the country is granted to students who have exhibited leadership and outstanding scholastic achievement in science and mathematics. The District of Columbia State Board of Education recognized Israel Nuñez for excellence in science, mathematics, and the performing arts throughout his high school career.

## CONNECTING WITH THE STATE BOARD OF EDUCATION

The State Board of Education holds public meetings on the third Wednesday of each month. Meetings are held in the Old Council Chambers located at 441 4<sup>th</sup> Street, NW, Lobby Level, unless otherwise specified.

All meetings are open to the public. Members of the public are welcome to testify before the board on educational matters. Meeting dates and time schedules are posted at least one week in advance on the agency's website, [www.sboe.dc.gov](http://www.sboe.dc.gov). The monthly meetings include discussions on education topics that have an impact on students in the District of Columbia. Depending on the topic of discussion, internal and external stakeholders are welcome to present on topics for which they or their organization serve as subject matter experts.

All interested individuals who would like to testify on an agenda item or other education issue can do so by contacting the District of Columbia State Board of Education Staff, by email at [sboe@dc.gov](mailto:sboe@dc.gov) by the close of business (5:30 p.m.) on the Monday prior to the meeting.

All meetings are live broadcasts on District Knowledge Network (DKN) on Comcast Channel 99 and RCN Channel 18.

### Monthly Meetings

The monthly meeting offer State Board members the opportunity to ask questions and gain new information about important education topics during presentations from researchers, advocates, community organizations, parents, students and other stakeholders. This forum also provides an opportunity for state board of education members that opportunity to ask questions and gain new information about important education topics during presentations from researchers, advocates, community organizations, parents, students and other stakeholders. This forum also provides an opportunity for the State Board and the public to hear from experts in the Office of the State Superintendent of Education on a number of key initiatives, from learning standards to school report cards. Prior to a vote, draft regulations and rulings are available on the Office of the State Superintendent's website for a designated public comment period.

### Public Hearings

The public hearings offer individuals an opportunity to provide comment on an education-related topic of their choice or on the subject of hearing. All who wish to comment must submit their name and affiliation in advance to the Board office. All comments are compiled and reviewed by the state board prior to a vote. If warranted, the state board of education has the authority to re-open the public comment period.

### Working Sessions

The State Board convenes with subject matter experts to engage in more in-depth discussions about a specific topic or issue.

## **Votes**

The state board of education votes on regulations, rulings, or resolutions after review and due consideration of all public comments and expert testimonies.

## **Public Engagement and Outreach**

The State Board is committed to engaging the public on educational matters regarding the children and young adults in the District of Columbia. In keeping with its advisory authority and mandate to inform the public, the State Board receives input from hundreds of parents, teachers, students, education experts, scholars, and community advocates at our regular meetings as well as in community forums.

The members of the staff of the State Board also respond to phone calls, emails and correspondence from residents with concerns or questions about issues from bullying to obtaining copies of high school diplomas. Since State Board meetings are broadcast, the State Board reaches a broad home audience beyond the individuals who testify at or attend the monthly meetings.

In addition to the District Knowledge Network, the State Board of Education used television, radio, and print mediums to connect the gap between the home and schools, as well as to further engage parents and the community in education reform in the District of Columbia.

In community forums, board representatives used partnerships with external stakeholders and other District of Columbia Government agencies to identify new methods of reaching students and parents.

Finally, the State Board maintains a presence on Facebook and Twitter. The State Board can be found on Facebook at [www.facebook.com/dcstateboard](http://www.facebook.com/dcstateboard) and on Twitter by following @DCSBOE.