

D.C. PUBLIC CHARTER SCHOOL BOARD

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BOARD MEETING

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PUBLIC HEARING AND PUBLIC MEETING

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MONDAY
SEPTEMBER 18, 2017

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The D.C. Public Charter School Board
met in Suite 210, 3333 14th Street, N.W.,
Washington, D.C., at 6:30 p.m., Darren Woodruff,
Chair, presiding.

BOARD MEMBERS PRESENT

DARREN WOODRUFF, Chair
DON SOIFER, Vice Chair
SABA BIREDA, Member
STEVE BUMBAUGH, Member
RICARDA GANJAM, Member

STAFF PRESENT

MOHAMMAD BASHSHITI, School Finance Specialist
ERIN KUPFERBERG, Senior Manager, Academic
Evaluation
EMMA MCGANN, School Quality and Accountability
Senior Specialist
SCOTT PEARSON, Executive Director
LATERICA QUINN, Equity and Fidelity Specialist
RASHIDA TYLER, Senior Manager, School Quality and
Accountability

ALSO PRESENT

EMILY BLOOMFIELD, Monument Academy
AMINA BROWN, The Goodwill Excel Center
ELENA CIUHNO, City Arts & Prep
LANETTE DAILEY-REESE, City Arts & Prep
CATHERINE DECKER, St. Coletta
EDWIN EBINGER, St. Coletta
ZUELLA EVANS, Ideal Academy
CHRISTIE MANDEVILLE, St. Coletta
TOM O'HARA, Center City
COLLEEN PALETTA, The Goodwill Excel Center
GEORGE RUTHERFORD, II, Ideal Academy
ANDREA SHORTER, Ideal Academy
EMILY SILBERSTEIN, Cesar Chavez
STEPHANIE SEILER, City Arts & Prep
HEATHER WASHINGTON, Maya Angelou
RUSS WILLIAMS, Center City
PERCY WILSON, Ideal Academy

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

6:33 p.m.

CHAIR WOODRUFF: Okay, folks. We're going to go ahead and get started. Feels like we've been gone a long time, but happy fall and happy September. This is the September 18th meeting of the D.C. Public Charter School Board.

My name is Darren Woodruff. I'm the Board chair. I'll introduce my colleagues. To my far right is our executive director, Scott Pearson. To my immediate right is Saba Bireda, who is our -- one of our Board members. To my left, Steve Bumbaugh. And to my far left, Ricarda Ganjam.

Two of our members are not here, but Don Soifer, our vice-chair -- Don, are you there? He's on the phone.

VICE CHAIR SOIFER: I'm here.

CHAIR WOODRUFF: He's here. And Rick Cruz is not here, but he has his votes for the evening submitted via proxy. So, I'll be reading those as we move forward. So, again, welcome

1 and thanks for coming out.

2 We're going to start with a public
3 hearing. And then following the hearing,
4 immediately following, we'll move into our public
5 meeting.

6 And as we do at every meeting, we
7 invite anyone from the public who would care to
8 do so, to submit a comment.

9 So, do we have anyone from the public
10 at this time that would like to make a comment?

11 (No response.)

12 CHAIR WOODRUFF: We do not. Okay.
13 Very good. We'll move right into the hearing
14 then.

15 First up is St. Coletta and Ms. Teri
16 Quinn is going to join us. And it looks like we
17 have some folks -- are you all from Coletta --
18 St. Coletta?

19 MS. MANDEVILLE: Yes.

20 CHAIR WOODRUFF: Okay. Welcome. As
21 you sit, if you could just introduce yourselves
22 for the record?

1 MS. MANDEVILLE: I'm Christie
2 Mandeville. I'm the principal at St. Coletta
3 School. Nice to see you this evening.

4 MS. DECKER: Is that good?

5 CHAIR WOODRUFF: Yes.

6 MS. DECKER: I'm Catherine Decker.
7 I'm the assistant principal of admissions at St.
8 Coletta.

9 CHAIR WOODRUFF: Welcome.

10 MR. EBINGER: I'm Ed Ebinger. I'm the
11 parent representative to the school board at St.
12 Coletta.

13 CHAIR WOODRUFF: Okay. Very good.
14 Teri.

15 MS. QUINN: I'm Teri Quinn, senior
16 specialist on the Equity and Fidelity Team. This
17 is a public hearing to discuss St. Coletta Public
18 Charter School's charter amendment request to
19 offer special education enrollment preference
20 beginning prior to school year 2018-2019.

21 The school's amendment request was
22 open for public comment on August 7, 2017. And

1 to date, no public comment has been received.
2 And obviously we have the representatives here to
3 answer any questions you may have.

4 CHAIR WOODRUFF: Okay. And I'm sure
5 not everyone is familiar with your school's
6 mission and what you do. So, maybe you can tell
7 us a little bit about the school.

8 MS. MANDEVILLE: Sure. Gosh, sorry.
9 St. Coletta is a special education public charter
10 school and we serve students with cognitive
11 disabilities, autism and multiple disabilities.

12 We focus on a life skills functional
13 education curriculum. So, our students are
14 provided accommodations for them to be able to
15 successfully complete the goals that are on their
16 IEP.

17 We have many students that have
18 related services, speech, OT, physical therapy,
19 that are all provided within the school building
20 itself.

21 We also have strong behavior supports
22 for students that may meet with more challenging

1 behaviors.

2 And we serve students ages 3 to 22.
3 So, we do have adult students with disabilities
4 as well.

5 And we're really wonderful at what we
6 do in terms of serving students with
7 disabilities. And we really want to make sure
8 that we are accessible to those that have the
9 greatest need in the District so that the spaces
10 in our building are really being served for those
11 that we are saying that we are serving in our
12 mission, which is to serve students and adults
13 with cognitive disabilities and support their
14 families.

15 CHAIR WOODRUFF: Okay. How many
16 students do you have currently?

17 MS. MANDEVILLE: Currently we're at
18 250.

19 CHAIR WOODRUFF: 250. Okay. And
20 you're here to discuss a proposal for a special
21 education preference.

22 MS. MANDEVILLE: Correct.

1 CHAIR WOODRUFF: So, can you just tell
2 us the ins and outs, what would that do for you
3 versus where you are now?

4 MS. MANDEVILLE: Sure. It really
5 makes a lot of sense for us since we -- our
6 mission is to serve those with cognitive
7 disabilities and multiple disabilities, autism,
8 because we focus our programming on the teaching
9 strategies and methodologies for those students.

10 Right now we take applicants for all
11 students. They are put on a wait list. And then
12 if we have -- depending on how many students we
13 have graduate, we will then choose from the wait
14 list.

15 Sometimes we will have students that
16 does not necessarily meet, you know, they don't
17 have a disability. And so, our environment is
18 more restrictive for them.

19 And so through the IEP process, we
20 will look at assessments and evaluations. If --
21 there's some of our younger students that we get
22 in, ages three or four, if they've never had an

1 IEP before, we will develop an IEP.

2 If that determines that they indeed
3 have an intellectual disability, autism or
4 multiple disability that needs a full-time IEP,
5 then we feel that we are able to meet the needs
6 and program for them.

7 If it's a student with not a cognitive
8 disability, maybe a learning disability or
9 something of -- or a speech language impairment,
10 other health impairment that does not also have
11 an intellectual disability component, we don't
12 feel that we are the less restrictive environment
13 for them.

14 We don't have typically developing
15 peers as a, you know, as a large percentage, or
16 any really percentage of our students. So, that
17 is really taking them away from that type of
18 environment.

19 We also -- all of our students thus
20 far have graduated with a certificate of IEP
21 completion. We don't have CE units because we,
22 again, focus on students with more significant

1 disabilities and -- that don't necessarily have
2 the ability to meet those standards for a high
3 school diploma.

4 So, we work with them on being as
5 independent as possible, on their IEP, focus on
6 vocational training. We get them out into the
7 community at different worksites so they can be
8 successful in that way.

9 And then we work for transition
10 planning, getting them linked up to either RSA or
11 DDS so that they can find places where they can
12 be as independent as possible whether that be at
13 an adult day program, supported employment or
14 perhaps living on their own with some
15 intermittent supports.

16 CHAIR WOODRUFF: I'm just curious, do
17 you get -- do you think that you get families who
18 may not be completely clear as to your mission
19 and your areas of focus and somehow stumble into
20 it blind for the school, but then realize their
21 child isn't a good fit or -- I'm just wondering
22 why --

1 MS. MANDEVILLE: Right.

2 CHAIR WOODRUFF: -- would a family
3 with a child that doesn't have a disability --

4 MS. MANDEVILLE: Sometimes there --

5 CHAIR WOODRUFF: -- fit that school.

6 MS. MANDEVILLE: -- they may have a
7 sibling that is already at St. Coletta School.
8 And so, they may have another child that they
9 just can't find anywhere else for them to go.
10 And so, they just want them both to be in the
11 same program.

12 So, we do talk with them about what
13 our main focus is. As a charter school, we can't
14 say "No."

15 CHAIR WOODRUFF: Right.

16 MS. MANDEVILLE: So, we say, "This is
17 our program, it will be an IEP decision in terms
18 of developing goals and objectives on their IEP,
19 if they've come in with one." And so, we talk
20 them through that process.

21 That can be a lengthy process, because
22 some parents really don't necessarily care that

1 it's not meeting their educational needs if
2 they're safe and they've had some difficulties
3 with bullying or other circumstances at schools.

4 That sometimes is their number one
5 priority, but, again, we're looking at their
6 educational benefit. And if it's a more
7 restrictive environment and it's not suited for
8 them, we have to have meetings to go over that
9 process.

10 In the meantime, they are getting in
11 off the wait list ahead of other students that
12 may have a real great need. And then what
13 sometimes we find is that students that could
14 have benefitted from us as a student with a full-
15 time IEP goes somewhere else.

16 And then by the time we get to them
17 and say, "Oh, it's your turn," "Oh, we're
18 somewhere else right now so we want to stick it
19 out for this school year and we'll maybe apply
20 for the next time."

21 So, it is kind of a lengthy process.
22 It gets complicated.

1 CHAIR WOODRUFF: So, this is my last
2 -- I'll open it up to the other board members,
3 but so if approved, how will this work in terms
4 of the lottery and teasing out who gets
5 preference versus who doesn't?

6 MS. MANDEVILLE: I'm going to hand
7 this off to my handy-dandy admissions assistant
8 principal. She does all the enrollment and the
9 lottery.

10 CHAIR WOODRUFF: Great.

11 MS. DECKER: I'll do the best that I
12 can. So, I -- our plan is to -- if we have any
13 students that are siblings and also meeting the
14 criteria for special education preference,
15 meaning they have that full-time IEP, then what
16 we would do is they -- if we have an available
17 number of seats, they would get the seat first.

18 And then we would hold a lottery for
19 any remaining seats among the preference group.
20 And then if we needed to, we would hold another
21 lottery among the remaining students.

22 And then once the lottery is over, we

1 maintain the wait list. We return to that. And
2 if any subsequent spaces become available between
3 -- after the lottery and the next open enrollment
4 period, we would work our way back down that wait
5 list.

6 MS. BIREDA: How big is your wait
7 list?

8 MS. DECKER: Right now? We don't have
9 anybody on our wait list right now.

10 MS. MANDEVILLE: So, we move through
11 the list. So, we did have some students that the
12 parents then felt we were not the right space for
13 them.

14 We did have some students that were
15 further up or down on the wait list. By the time
16 we got to them, they had already gone somewhere
17 else. So, we did have that situation again this
18 year.

19 MS. BIREDA: So, if a student -- - if
20 it's not the best instance to resolve for a
21 student, and you mentioned that it's a lengthy
22 process, how do you find a new placement for

1 them? Because I could imagine it's still
2 difficult for them to find a school that's really
3 appropriate.

4 MS. MANDEVILLE: We work as an IEP
5 team to sort of again look through all of the
6 assessments and see what we feel would be most
7 beneficial for them.

8 And then DCPS is our LEA. So, since
9 we are a dependent charter, we really rely on
10 them to maintain a continuum of services for us.
11 And so, they help -- they're the ones that choose
12 the lesser restrictive environment.

13 MR. PEARSON: Does that mean you have
14 open slots right now?

15 MS. MANDEVILLE: We do. I think we're
16 waiting to hear back from maybe one family, yes.

17 MR. PEARSON: So, how many open seats
18 do you have right now?

19 MS. MANDEVILLE: Two.

20 CHAIR WOODRUFF: So, your max capacity
21 is around 250-260?

22 MS. MANDEVILLE: Right. 250. I think

1 we're at like 247 waiting to hear back from one
2 person.

3 This is a situation we may have had
4 some potential, you know, students that did have
5 full-time IEPs, but they moved on when they
6 weren't chosen in the lottery and weren't coming
7 off the wait list.

8 So, by the time we contacted them,
9 they had already found another placement or they
10 decided to stay where they are for right now.

11 CHAIR WOODRUFF: Okay. Have you heard
12 -- I mean, has there been any response from your
13 community or other families or parents about this
14 potential --

15 MS. MANDEVILLE: No.

16 CHAIR WOODRUFF: -- change?

17 MS. MANDEVILLE: I -- we haven't heard
18 back from families. It was communicated to them
19 that we were looking into a preference, if they
20 had any questions, but they have not said
21 anything.

22 In terms of community members, on our

1 board we do have a community member. We don't
2 have an ANC rep right now being that we don't
3 really have anyone in our area that votes. I
4 guess our little -- it's the jail and us.

5 CHAIR WOODRUFF: Okay. Understood.

6 MS. MANDEVILLE: Right.

7 CHAIR WOODRUFF: Okay. Any other
8 comments/questions? And my understanding is
9 we're going to vote on this later on in the
10 meeting.

11 All right. Thank you very much.
12 Appreciate you coming out. Center City next.

13 (Pause.)

14 CHAIR WOODRUFF: Gentlemen, if you
15 could introduce yourselves for the record,
16 appreciate it.

17 MR. O'HARA: Good evening. My name is
18 Tom O'Hara. I'm the chairman of the board of the
19 Center City Public Charter Schools.

20 MR. WILLIAMS: Good evening. My name
21 is Russ Williams. I'm the president and CEO of
22 Center City Public Charter Schools.

1 CHAIR WOODRUFF: Thank you for coming
2 out.

3 MS. MCGANN: Good evening. I'm Emma
4 McGann, senior specialist on the School Quality
5 and Accountability Team.

6 This is a public hearing to discuss
7 Center City Public Charter School's request to
8 revise its charter goals and academic achievement
9 expectations to adopt the performance management
10 framework.

11 It was open for public comment on
12 August 4th, 2017. And no public comment has been
13 received.

14 The Board will vote on the proposal
15 later this evening. And the representatives from
16 the school may answer any questions that you
17 have.

18 CHAIR WOODRUFF: Okay. Why don't you
19 just tell us about the proposal that you're
20 submitting?

21 MR. WILLIAMS: Sure. We worked with
22 the team, Rashida and Emma, to look at sort of

1 the upcoming renewal schedule and the calendar
2 and everything and went back and forth in terms
3 of a proposal to move towards adopting the PMF as
4 goals in lieu of the mismatch of goals that we
5 had from our original charter and which we had, I
6 think, revised with you all maybe three or four
7 years ago -- I think three or four years ago. I
8 can't remember exactly when.

9 And in looking at everything and
10 thinking about it with our team, with our board,
11 I think we decided that like aligning it and
12 eliminating some of the redundancy in terms of
13 reporting and the overlap that your, you know,
14 that having the PMF as goals just simplifies the
15 process and it gives you all a consistent
16 framework to look at us vis a vis, you know, how
17 are we doing relative to our peers.

18 And I think we, you know, as time has
19 gone on, I think some of us who are holding out
20 have more confidence and more understanding
21 especially with PARCC now being in the third year
22 of the underlying data that, like, goes into

1 calculating the PMF.

2 So, there's just more confidence in
3 terms of, you know, like how -- the balance and
4 the approach that we're taking to use them as a
5 framework.

6 So, I think our board discussed and
7 debated and, you know, management had recommended
8 that we make this move.

9 And I think we were -- collectively
10 thought this would be a good move both for us and
11 both for -- and I think the PCSB staff was, you
12 know, was easy to work with in that regard.

13 And I think we're suggesting or
14 recommending that it would just -- it would be
15 good for all of us all around. So, we thought it
16 made a lot of sense.

17 CHAIR WOODRUFF: Would you mind just
18 again for the folks that may not be familiar,
19 tell us a little bit about your school and how
20 many campuses and --

21 MR. WILLIAMS: Sure. We're Center
22 City Public Charter Schools. We run six schools

1 throughout the city in Congress Heights, Capitol
2 Hill, Trinidad, Shaw, Petworth and Brightwood.

3 And we're small, you know,
4 neighborhood-based schools that focus on
5 character, excellence and service.

6 And I think, you know, one of the
7 things that we've been doing the last few years
8 is really focusing on student engagement,
9 enrichment, bringing the arts back to schools.

10 I think our, you know, we have found
11 more balance in our schedule. We're a much more
12 positive approach to discipline and restorative
13 practices in our environment.

14 And I think we see a lot of
15 improvements in terms of our school climate, our
16 school culture and our school outcomes.

17 I mean, I think the Board's probably
18 familiar like that our, you know, our -- on the
19 one thing that everybody wants to look at, you
20 know, the PARCC scores, like our schools continue
21 to improve at a pace faster than both the
22 District and the Sector as a whole.

1 So, we continue to be encouraged by
2 that, but we know that we still have a lot of
3 work to do.

4 CHAIR WOODRUFF: Any questions or
5 comments from the Board?

6 MR. O'HARA: One other thing.

7 CHAIR WOODRUFF: Go ahead.

8 MR. O'HARA: This is our -- we're on
9 our tenth year when we converted these schools to
10 a charter school. It's a big year for us and
11 we've got some of our longtime board members
12 still on the Board.

13 One of our stalwart board members
14 who's been very effective, Jack Griffin, is in
15 his last meeting tomorrow. So, we're going to
16 celebrate -- or Wednesday he's going to celebrate
17 nine years with the Board. And he was really
18 instrumental in bringing the schools into the
19 charter movement and has done a great job for us.

20 So, we're looking forward to the
21 review that you all are going to do and we're
22 very proud of what we've done so far.

1 CHAIR WOODRUFF: Great. And I want to
2 ask -- this is just a point that I noticed. You
3 currently have a goal around community service
4 for the students. And that will --

5 MR. WILLIAMS: Correct.

6 CHAIR WOODRUFF: -- at least formally
7 go away with this shift.

8 Is that -- do you intend to move
9 operationally from that aspect of your school?

10 MR. WILLIAMS: No, no, I think that's
11 -- I remember at Appletree -- and forgive me for
12 those of you who have not been on the Board a
13 long time, but I used to work at Appletree for a
14 long time. I helped co-found that school.

15 And when we started, we actually --
16 this is a pre-K 3 and pre-K 4 school and we
17 actually had a goal around art performance. And
18 then we realized I think after a couple of
19 exchanges with the Board back then, that there
20 really was no easy to quantify that.

21 Service is a little easier to quantify
22 and -- but the fact that we're -- it's not like

1 part of the PMF per se, it's still a big part of
2 our program.

3 And I think, if anything, we, as an
4 organization, do more service-oriented projects
5 and have our kids in the community more than we
6 ever have.

7 And so -- and we're continuing to make
8 that push to do more on both, you know, projects
9 -- service projects in the community at the
10 campus level, but also a couple of school-wide
11 community service projects throughout the course
12 of the year as well.

13 CHAIR WOODRUFF: All right.

14 MR. O'HARA: One other comment. We
15 should also do a shout out for Joe Bruno who was
16 one of our original board members and served us
17 for nine years.

18 CHAIR WOODRUFF: Joe gets around.

19 (Laughter.)

20 CHAIR WOODRUFF: All right. Any other
21 -- and just for the record, I will be recusing
22 myself. I have a son that's a happy Center City

1 student. So, I won't participate in the vote.

2 Okay. We'll be voting about -- on
3 this issue a little later in the meeting as well.
4 So, thank you, gentlemen.

5 MR. WILLIAMS: All right. Thank you.
6 Thank you all.

7 CHAIR WOODRUFF: I believe Goodwill is
8 next. Hello. Hello.

9 MS. MCGANN: This is a public hearing
10 to discuss revisions to Goodwill Excel Public
11 Charter School's charter goals and academic
12 achievement expectations, which are also the
13 school's alternative accountability framework
14 measures.

15 The school is proposing revisions to
16 improve business rules and align with their
17 reading and math interventions for students
18 needing intensive academic interventions.

19 The Board will vote on this proposal
20 at the October board meeting and representatives
21 from the school are present to answer any
22 questions you may have.

1 CHAIR WOODRUFF: Okay. Welcome,
2 ladies. Could you introduce yourselves?

3 MS. PALETTA: Good evening. My name
4 is Colleen Paletta and I'm the vice president of
5 Mission Services for the Goodwill Excel Center
6 Public Charter High School.

7 MS. BROWN: And good evening. My name
8 is Amina Brown and I am the school director for
9 the Goodwill Excel Center Public Charter School.

10 CHAIR WOODRUFF: Great. Can you tell
11 us a little about your school?

12 MS. PALETTA: Sure. So, as many of
13 you know, we just concluded our first year in
14 operation. We opened our doors in August of
15 2016.

16 And we are an adult charter high
17 school that confers diplomas and industry-
18 recognized certifications for residents in the
19 District of Columbia.

20 We serve individuals who are overage
21 and who are undercredited and who have come back
22 to return to get their high school diploma.

1 We are -- we've had a very successful
2 first year. A couple of key accomplishments as
3 we look back at the first year include -- we
4 exceeded our enrollment by about 50 students,
5 received well over 2,000 applications for -- when
6 we opened our school.

7 In addition, our first year we were
8 not anticipating any graduates. And we had our
9 first graduation in July at the Newseum
10 celebrating 15 students who are embarking on
11 their postsecondary careers as we speak.

12 In addition, we continue to build our
13 -- not just engagement with students, but
14 partnerships in the community. We received an
15 \$800,000 grant from the Weinberg Foundation to
16 contribute to the overall building and
17 infrastructure of our school, the physical
18 learning environment.

19 And we continue to build our
20 infrastructure around the lessons learned to make
21 sure that we're providing a very rigorous,
22 relevant and relationship-centric school for the

1 residents of the District of Columbia.

2 CHAIR WOODRUFF: Okay. I'll open it
3 up to any questions or comments.

4 MS. BIREDA: If you could just talk to
5 us about -- I'm interested in the reading change
6 for your reading goal.

7 And it says that you just realized the
8 student population that you were working with had
9 a lower literacy rate. So, how you adjusted that
10 goal to reflect that.

11 MS. BROWN: Absolutely. So, we
12 adjusted the goal a little bit just to so we
13 could address the needs of our students as they
14 came in.

15 So, what we were seeing were students
16 who were not only below high school in that they
17 were hovering around seventh and eighth grade
18 level, but students who were significantly low in
19 their literary -- in literacy skills.

20 And so, we saw students at a
21 kindergarten level, at a first grade level, at a
22 second grade level.

1 And so, what we did was we tried to
2 build infrastructure around improved reading
3 skills and ability. Not just around reading
4 comprehension, but around phonics, awareness,
5 fluency and comprehension, but in a way that was
6 dignified for adult learners who are, you know,
7 30, 40 years old and who are reading on a second
8 grade level, but we didn't want to have them read
9 text and learn at a second grade level using
10 second grade text.

11 So, we changed the infrastructure
12 around that. And so, what we have now is kind of
13 a two-tier way in which we're looking at it.

14 When we're looking at students who are
15 coming in at an elementary school and looking at
16 Lexile levels that coordinate better to what it
17 would look like in an academic full-year
18 traditional setting. So, they're moving -- at an
19 elementary school level, they're coming in and
20 scoring at an elementary school level. They're
21 moving about 75 Lexile levels.

22 And if they're closer to high school,

1 our push is to get them closer to a high school
2 level at a thousand Lexile levels.

3 MS. BIREDA: Thank you.

4 CHAIR WOODRUFF: Okay. And as you had
5 mentioned, you just finished -- you're starting
6 year two.

7 MS. BROWN: Yes.

8 CHAIR WOODRUFF: And I know your
9 original schools were in Indiana, correct?

10 MS. BROWN: Yes.

11 CHAIR WOODRUFF: Have you -- I'm just
12 curious have you noticed any differences or
13 particular challenges specific to the D.C. campus
14 versus what you may have already experienced at
15 your previous campuses?

16 MS. BROWN: Yes. Absolutely. I think
17 one of the biggest challenges has been at the --
18 the rigors around the education culture in the
19 District is far different from that of Indiana.

20 We are really strong around compliance
21 where it comes to special ed and really
22 supporting students with progress monitoring

1 toward academic achievement.

2 And so, where we are responsible in
3 many different ways around assessments, whether
4 it's the ACT, the SAT, PARCC, making sure that
5 we're fulfilling IEPs, that the departure in many
6 ways from Indiana where there are more relaxed, I
7 think, compliance laws and rules around education
8 compliance and accountability.

9 CHAIR WOODRUFF: So, we're less
10 relaxed here.

11 MS. BROWN: Absolutely. Very much so.

12 CHAIR WOODRUFF: That's good to know,
13 I guess. Okay. Great.

14 Any other -- and we're going to be
15 voting on this at the October meeting. All
16 right. Well, thank you and good luck with year
17 number two.

18 MS. BROWN: Thank you.

19 CHAIR WOODRUFF: Okay. Monument. Ms.
20 Bloomfield, come on down. Good to see you.
21 Thank you very much. You can introduce yourself
22 for the record.

1 MS. BLOOMFIELD: Hi. I'm Emily
2 Bloomfield. I am CEO of Monument Academy.

3 MS. MCGANN: This is a public hearing
4 to discuss revisions to Monument Academy Public
5 Charter School's charter goals and academic
6 achievement expectations, which are also the
7 school's alternative accountability framework
8 measures.

9 The school is proposing revisions to
10 clarify how academic growth is measured to
11 compare results to the charter sector to ensure
12 the availability of data, define appropriate N-
13 sizes and to revise its discipline goal.

14 The Board will vote on this proposal
15 at the October board meeting. And the
16 representative from the school is here to answer
17 any questions you may have.

18 CHAIR WOODRUFF: All right. What year
19 is this for Monument?

20 MS. BLOOMFIELD: This is year 3 now.

21 CHAIR WOODRUFF: Year 3. And again
22 for the general public, can you tell us a little

1 bit about the school?

2 MS. BLOOMFIELD: Sure. Be happy to.

3 Monument Academy is a weekday boarding
4 public charter school for youth who -- our
5 mission is to work with children who have current
6 or prior involvement in the foster care system.

7 And to provide them the evidence-based
8 interventions that we know are significant
9 predictors for the all too few youth who age out
10 of foster care successfully. Currently about two
11 percent ever complete a four-year degree while
12 roughly 80 percent of the incarcerated males in
13 California have touched the foster care system.

14 So, our -- we provide personalized
15 academics, social/emotional well-being. We have
16 a big well-being team. Stability through our
17 weekday boarding, life skills and a caring,
18 consistent adult, because a caring, consistent
19 adult is the biggest predictor, actually, for
20 youth being successful.

21 To give you a little bit of an idea of
22 who our students are, they -- it's sort of in the

1 mid-80s who are classified as at risk. 55
2 percent have an IEP when they come -- on average
3 through the middle of the year, many of our
4 students come in unidentified, under-identified.

5 Half of those children with an IEP,
6 it's a level 4, it's full-time services. Many of
7 whom it's for sort of other health impairment,
8 ADHD, ODD, some for academic reasons as well.
9 Often there is sort of commingling.

10 What I would say is almost all with a
11 few exceptions of our kids have experienced
12 complex interpersonal trauma. They have -- a
13 number of them even when they arrive in fifth
14 grade, have been suspended many times.

15 Most of them have moved schools
16 multiple times. Many we are finding referred,
17 actually, by homeless liaisons, social workers,
18 other schools, CFSA.

19 We found that there was an overlap of
20 roughly 83 percent of our students with the CFSA
21 database when we last did a matching. And that's
22 just for D.C. We don't know about other

1 jurisdictions.

2 And I think I would -- it's fair to
3 say the mental health needs are significant. And
4 I'm happy to talk more about sort of some real
5 gaps that we see in terms of the way IDA works
6 and what its intention is and how mental health
7 services really don't work for kids in the
8 District as it currently stands.

9 I will say we had three children in
10 our first year go to nonpublic placement to have
11 come back this year.

12 One, really because mom withdrew him
13 from residential. They weren't necessarily
14 proposing that. He is in our school.

15 The other one -- I mean, in both cases
16 they were struggling, but the other one sort of
17 ended his time and he's with us as well. And we
18 had two others go to nonpublic last year.

19 CHAIR WOODRUFF: So, it's -- is the
20 current year fifth and sixth graders?

21 MS. BLOOMFIELD: Fifth, sixth,
22 seventh.

1 CHAIR WOODRUFF: Fifth, sixth and
2 seventh.

3 MS. BLOOMFIELD: Uh-huh.

4 CHAIR WOODRUFF: And it's a
5 residential program, so can you talk a little bit
6 about how that works?

7 Do they go home on the weekends or do
8 they --

9 MS. BLOOMFIELD: Yes. They come in on
10 Sunday evening and they board through to -- and
11 they stay through Friday afternoon.

12 And they live -- really there are like
13 little condominiums in the school and they have a
14 house parent couple. Often the house parent
15 couple has kids of their own, maybe a dog. And
16 they're single-gender homes of up to 10 kids.

17 And all but I think one of our house
18 parent couples now are experienced. Many of them
19 have worked at Boys Town or Milton Hershey School
20 or in other residential therapeutic settings or
21 quasi-therapeutic.

22 CHAIR WOODRUFF: So, do you have a

1 sense of how the residential environment that
2 they're in Sunday evening through Friday is
3 different or similar to where they're going home?

4 I'm just curious what the
5 environmental situation is for the students.

6 MS. BLOOMFIELD: It really depends.
7 I mean, it's all kinds of things and we don't
8 always know.

9 We are working with Flamboyan. So,
10 we're doing family visits. We have actually very
11 close contact with families, but it depends.

12 Some kids are -- there's some number
13 who live with -- in Kin Care essentially, you
14 know. A great aunt took the four kids who were
15 essentially abandoned by mom, or a grandmother,
16 sometimes grandmother and parent.

17 We have kids who are in a formal
18 placement that has shifted over time. And then
19 we have a number of kids who are living with
20 family of origin, many of whom have mandated
21 wraparound services.

22 So, as you may know, CFSA has really

1 shifted from removal, because removal is found
2 really not to be in the best interest of many
3 kids in the long run, and doing a lot more in the
4 pushing services side of things.

5 So, and then we have a number of kids
6 who are homeless, too. Sometimes they're
7 homeless, sometimes they're not. We don't
8 always, you know, we find out over time.

9 CHAIR WOODRUFF: So, where do the
10 homeless students go?

11 MS. BLOOMFIELD: They typically live
12 in a -- one family lives in D.C. General, a
13 number lived in the sort of housing on New York
14 Avenue, some it's couch surfing with other
15 extended family.

16 MR. BUMBAUGH: Thank you for starting
17 this school. There's a great need for a school
18 like this in Washington, D.C.

19 You're just starting your third year
20 and you opened this school with the intention of
21 serving particularly vulnerable young people.

22 What has been your biggest surprise in

1 the first couple of years?

2 MS. BLOOMFIELD: I think the -- both
3 the extent of the mental health needs, and then
4 the -- as I say, there's really a gap especially
5 as we learn more about other states.

6 So, many of our kids have been in
7 psychiatric hospitalization. They go in for
8 several days or a week. They come out, their
9 family may be in crisis, they may be in crisis.

10 That's kind of -- it's that or going
11 to like some kind of therapeutic or nonpublic
12 setting.

13 Our -- I would say in our first year,
14 two of our three children who went to --
15 ultimately went to nonpublic, had no IEP when
16 they came through.

17 They were on grade level -- and,
18 again, the IEP is really meant to identify
19 something that's impairing educational access and
20 improvement.

21 There is no diagnosis for complex
22 trauma, interpersonal trauma. So, we have kids

1 who are triggered by things in the environment,
2 by other kids, that many of them have
3 challenging, you know, responses.

4 And at the beginning of the year in
5 particular we see a lot of challenging behavior
6 because of the new kids and old kids and there's
7 a lack of trust, there's not really a
8 relationship with adults.

9 And so, what we see is that -- I think
10 there are a number of kids who would benefit from
11 longer term than a week at PIW, but it doesn't
12 necessarily take a year in nonpublic.

13 Again, they don't have an academic
14 deficit, but some states offer, say, a three-
15 month placement for a child where they get
16 intensive therapeutic services, they're
17 stabilized, their medication is stabilized and
18 they're sort of -- it's a reset and an
19 opportunity to come back more successfully.

20 One of the things -- we have a number
21 of children who are on medication. Probably 30
22 percent. Some of them come in on the wrong

1 medication.

2 Some of our bigger challenges are when
3 kids aren't getting their medications regularly.
4 So, we've done more to provide medication
5 fulfillment in-house.

6 We now have a relationship thanks to
7 Georgetown and our partnership with them, but we
8 still have challenges with parents not fulfilling
9 -- and that's a problem, too.

10 MR. BUMBAUGH: So, the students that
11 you described that have particularly acute
12 challenges, at the beginning of your third year
13 do you think that Monument is able to
14 appropriately serve those students? Is this the
15 place for them?

16 MS. BLOOMFIELD: I would say -- I
17 mean, that's always the question and we have to
18 go through an evaluation process.

19 I think we have students who in our
20 first year we were really scratching our head and
21 wondering, and we have a lot of students who have
22 made a tremendous amount of progress.

1 It takes a lot of work and it takes
2 getting to know students and collecting data and
3 understanding what their triggers are, what needs
4 to be done differently and try different
5 interventions until we make progress.

6 So, it's having the time, it's having
7 the space. We -- I mean, one of the -- so, I
8 would say, yes, I think we have the approach.
9 And I think we're the, you know, there are other
10 people trying to do this. But when we talk about
11 the sort of five percent of schools that many
12 other schools are struggling with, that's kind of
13 the larger body of our children.

14 And that's our goal is to work -- we
15 kind of know that's part of the whole picture,
16 right?

17 I think the things that are
18 challenging for us is having this space. So,
19 when we have -- we have these calm-down spaces,
20 but we need more than I think we ever imagined.

21 We've had to do a lot to put doors in
22 between spaces so that when a child gets

1 escalated and is deregulated -- dysregulated,
2 they're not running through the school and
3 triggering a lot of other students. So, we're
4 able to kind of contain that a bit more, work
5 with the child.

6 When a child -- I mean, I know
7 suspension is one of these things, so I'll put it
8 out there. But when a child is, say, not
9 medicated and dysregulated all day long and
10 triggering other children and needs to go home,
11 it's a problem if we haven't addressed one of the
12 things that may be underlying that, which is, you
13 know, lack of medication, lack of a plan.

14 And so, bringing kids in, having a
15 plan, dealing with that, having a parent, maybe
16 they need wraparound services, I mean, it really
17 is -- it's a whole team effort to really kind of
18 keep coming at it and working at it.

19 And I don't -- I mean, I'm actually
20 very excited about the work. I think it's really
21 important. I think we're learning a lot. I
22 think we can help a lot of schools.

1 I think there are a lot of schools who
2 want to do this, but it's really hard. It's very
3 stressful on staff and we, you know, in our first
4 week this year we had two people -- even though
5 we have a month-long training in therapeutic
6 crisis intervention and care, which is very
7 positive, developmentally appropriate approaches
8 to working with kids with -- because challenging
9 behavior is really a symptom of something deeper.

10 So, we're always asking what's the
11 function of the behavior and we don't want to --
12 it's really not punishment oriented.

13 We're always saying, "What is it
14 that's causing the child to behave like this?
15 Children do the best they know how."

16 So, we spent sort of a month with an
17 organization that's helping us with care, which
18 is a model of residential care, therapeutic
19 crisis intervention. We're very transparent and
20 clear.

21 And then still, you know, within a
22 week a child is aggressive, acts out, rips up a

1 classroom and, you know, somebody will say,
2 "Well, why are these kids behaving this way? I'm
3 not going to work here."

4 And so, you know, we -- there's a lot
5 of work to be done to, you know, continue to
6 support the staff doing this work, the kids, make
7 sure everybody is doing all right, but -- I mean,
8 that's a lot of what we're learning about, too,
9 is what it takes to do this work, how do you
10 sustain people doing this work, who is really cut
11 out for it and who's not. Not everybody is cut
12 out for it.

13 CHAIR WOODRUFF: Now, in your -- in
14 part of your proposed changes with English
15 Language Arts and with Math, correct me if I get
16 this wrong, but your goal -- your proposed change
17 is to meet or exceed the performance, for
18 example, of at-risk students. So, your school's
19 at-risk students in comparison to the citywide.

20 Am I saying that correctly?

21 MS. MCGANN: Close.

22 CHAIR WOODRUFF: Correct me, please.

1 MS. MCGANN: It's the whole school's
2 population compared to the -- compared to the
3 charter sector at risk.

4 The thinking there was, as Emily
5 alluded to, the kids at Monument while they might
6 not get the at-risk flag, you know, the vast
7 majority of them have experienced some type of
8 trauma.

9 CHAIR WOODRUFF: Right. Right, right.
10 So, and the reason why I bring that up is I'm
11 wondering given that your school's focus is on
12 students that I think arguably you could say have
13 even more challenging backgrounds or exposure to
14 trauma than maybe even the average kid that's
15 considered at risk, if that's a fair statement,
16 what are your thoughts on how -- on the
17 likelihood of meeting the goal of exceeding what
18 we see across the sector?

19 MS. BLOOMFIELD: Well, there are two
20 -- there are two sort of different groups. So,
21 we're comparing at risk and special education,
22 that intersection of at risk and special

1 education, which, frankly, is the majority of our
2 students, and then the others who aren't that.

3 I think -- and it's over time I think
4 it's pretty reasonable.

5 CHAIR WOODRUFF: Okay.

6 MS. BLOOMFIELD: And, you know, we're
7 learning as we're going.

8 CHAIR WOODRUFF: Right. Right. I
9 just want to make sure --

10 MS. BLOOMFIELD: Yes.

11 CHAIR WOODRUFF: -- we're the -- you
12 in partnership with us is as thoughtful as
13 possible about benchmarks that are going to be
14 fair to the school and fair to the students,
15 makes sense.

16 MS. BLOOMFIELD: Yes.

17 CHAIR WOODRUFF: Well, relative to the
18 discipline piece, and again I want to make sure I
19 characterize the proposed change, you want to
20 shift to a look at lost instructional time?

21 MS. BLOOMFIELD: Yes.

22 CHAIR WOODRUFF: Can you --

1 MS. BLOOMFIELD: Yes.

2 CHAIR WOODRUFF: -- sort of talk about
3 that a bit?

4 MS. BLOOMFIELD: Yeah. I'd be happy
5 to talk about that. So, I mean, our ultimate
6 goal is sort of -- is to never suspend and not
7 lose any instructional time.

8 The reality of that where we are where
9 we're bringing in new students, which is
10 particularly a time of year when that rate may be
11 higher because -- I'll give you an example.

12 So, I would just say lost
13 instructional time, I mean, ultimately what we're
14 trying to do is bring kids back into school as
15 quickly and safely as possible for themselves and
16 for the school community.

17 The children who we send home are
18 children who have been aggressive. They have hit
19 another child. And I don't mean like, you know,
20 pushing. I mean really hit another child, hit an
21 adult, brought a weapon to school or done
22 something that is otherwise threatening like

1 throwing a rock through a plate glass window when
2 all these kids are standing around and just
3 traumatize the whole community.

4 So, we don't suspend for anything less
5 than that. We don't suspend for defiance, for
6 uniform, for tardy, for truancy. Those are
7 things we really work with and work on.

8 We -- when we do that, it's because
9 the child has been unsafe and often traumatized
10 another traumatized youth or others. And we need
11 to be very careful about how we're bringing that
12 child back and setting them up for success.

13 If we leave a child in the building --
14 and sometimes we do that. We are with a child
15 who is -- literally you have to put an adult on
16 and you can try and keep a child in a room all
17 day, but they're not learning and we're not
18 actually addressing their problem and we're
19 pulling the staff away.

20 So, bringing a child back with
21 understanding what the problem is, was it a lack
22 of medication, what data do we have. If they

1 have to do a restoration plan because the child
2 has harmed somebody, they do have to make right.

3 And there are pieces of that process
4 that involve apologizing, making up the work, but
5 all of that requires coordination with all the
6 staff involved, communication. Our staff need to
7 know what's going to be different that they are
8 going to be safe, the children are going to be
9 safe.

10 And while they are doing that work to
11 reenter, we also have to identify space for them
12 to go in while they're doing it, the adult who's
13 going to work with them on that.

14 And the plan is individualized for
15 each child. Because what triggered one child or
16 what happened with them, is going to be different
17 for another. So, it's not like a template and
18 it's not just a checklist. So, you know, we want
19 to do that thoughtfully and as quickly as
20 possible.

21 What I will say is, I mean, this is --
22 suspension is -- again, it's something that we've

1 moved down. In our first year, I think it was
2 like 42. Last year it was 30. We'd like to keep
3 moving in that direction.

4 And, you know, I think --

5 CHAIR WOODRUFF: So, I'm just looking
6 at some of the data that we were provided with.
7 So, for alternative schools as a whole here in
8 D.C. last year, the average rate of suspension
9 was right around eight percent. So, that's 7.9.
10 And as you said, yours was approaching 30. I
11 think it was 27. So, that's over three times the
12 rate of suspensions.

13 Is that more than you anticipated --

14 MS. BLOOMFIELD: Oh, definitely.

15 CHAIR WOODRUFF: -- as you went --

16 MS. BLOOMFIELD: I mean, I think -- I
17 will just say I thought we were -- now that I
18 look back on it, I think we were pretty audacious
19 in that goal.

20 Right now there are no alternative
21 middle schools. There has been no baseline data.
22 And I think the other thing -- so, I think the

1 other thing is that these -- again, these are
2 students who are often -- so, we don't have
3 compares.

4 I think these are students who
5 typically disappear between middle and high
6 school. They disappear into incarceration, they
7 disappear into nonpublic.

8 I mean, I think we're doing quite a
9 lot to prevent more kids from going to nonpublic.
10 The kids we are seeing are students that -- I
11 mean, I see their principals. It's like "How's
12 it going? I love that child," but, you know,
13 it's like they didn't come with an IEP, they are
14 in crisis, father was just incarcerated, not
15 getting medications.

16 It does feel like, you know, there's
17 a lot of work to attend to start to meet those
18 needs and wrap around.

19 And I think we've made a lot of
20 progress. I think there are still going to be
21 some kids who need to go to nonpublic.

22 I think ideally some kids would have

1 like a three-month or four-month more intensive
2 therapeutic offering.

3 CHAIR WOODRUFF: Do you think that the
4 suspensions -- how does that compliment or not
5 compliment the therapeutic services that you're
6 providing as part of your program?

7 Because a concern I would have is if
8 you're taking a child that's already been exposed
9 to trauma, and because of their trauma-influenced
10 behavior removing them from the classroom or from
11 the school, is that sort of pouring gasoline on
12 the situation, or how does that support them --

13 MS. BLOOMFIELD: It depends on the
14 child and often it's the second best solution. I
15 mean, we're talking about children -- I mean, we
16 do -- we work and we de-escalate a child, but,
17 you know, there's also the trauma that the kids
18 around them have experienced or the adults.

19 And so, they're -- when I say it's the
20 second best, we have -- I mean, we have families
21 who say, "Why is that child here?" The child --
22 and we haven't expelled any children.

1 So, that could be the other option,
2 which is also what happens in many other schools.
3 They get expelled. And I think that a lot of
4 schools would have a very legitimate basis for
5 doing that.

6 Our hope or our goal is if a child
7 really needs that, then we need to move the child
8 to therapeutic.

9 There are challenges right now with
10 the way that works to moving to therapeutic.
11 We've had, I would say, some challenging
12 interactions with OSSE around this sometimes
13 where we've had a difference of opinion about a
14 child who needs to be in therapeutic and not.

15 And it usually does involve a parent
16 pulling out at the last minute or something and
17 then you have to restart the process. So, the
18 child is still in our school and we still work
19 with the child.

20 So, you could say, well, should we
21 really then just expel the child? That would be
22 a choice. And not everybody is in agreement at

1 the school about whether that's the right choice
2 or not.

3 MS. BIREDA: I guess two follow-up
4 questions to that. First, I don't have an
5 understanding what you mean when you say you send
6 them home.

7 Does that mean back to the condominium
8 during the week, or does that mean home, home?

9 MS. BLOOMFIELD: Home, home.

10 MS. BIREDA: Okay. So, when they are
11 gone for the rest of the week or however long --

12 MS. BLOOMFIELD: Not the week.
13 Usually the next day.

14 MS. BIREDA: Okay.

15 MS. BLOOMFIELD: Sometimes it's a
16 little bit longer --

17 MS. BIREDA: Yes.

18 MS. BLOOMFIELD: -- if it's more
19 complicated and there needs to be a lot more
20 work.

21 And, by the way, the therapeutic part
22 of that is identifying if it's -- I mean, we now

1 have kids with highly sexualized behavior who are
2 being aggressive.

3 I mean, that's -- we need to be very
4 mindful about; A, whether we really are the right
5 place for that child, but, you know, we want to
6 get them those services.

7 But with the therapeutic intervention,
8 if you want to bring a child back, we need to be
9 targeting that, whatever is going on and that
10 need.

11 MS. BIREDA: So, you probably don't
12 know this off the top of your head, but the
13 average lost instructional time sounds like it's
14 a day, typically, a day-long suspension.

15 MS. BLOOMFIELD: I think last year it
16 was .89 percent.

17 MS. MCGANN: Yeah. But in terms of
18 when --

19 MS. BLOOMFIELD: Less than one percent
20 of their instructional time is --

21 MS. MCGANN: Saba, it sounds like your
22 question is --

1 MS. BIREDA: I'm asking about the
2 length of --

3 MS. MCGANN: For most kids that get
4 suspended, it's a day or less.

5 MS. BLOOMFIELD: Yes.

6 MS. BIREDA: Okay. And then do you
7 see a -- I guess again just going to the point of
8 as a therapeutic tool, do you see a
9 rehabilitative aspect to it? Like, are the kids
10 doing better after they've done a suspension?

11 MS. BLOOMFIELD: Yes, most kids are --
12 the ones who are and where we're trying. So, we
13 have an RTI process, we have a therapeutic team.
14 We're always looking at, again, what's the
15 function of the behavior? What was triggering
16 it?

17 For some kids it's Math. I mean, they
18 struggle with a Math problem and they just
19 explode.

20 For some kids it's -- there's bullying
21 that happens on the weekend in social media and
22 one person says they're coming up and they

1 actually organize to attack another child.

2 So, dealing with the bullying, the
3 social media and that will bring people together
4 for mediation. That requires planning, too,
5 knowing who the kids are.

6 But they're -- we're really trying to
7 approach what's underlying the behavior and
8 address that.

9 If in our day we have -- in all the
10 classrooms our kids start with a positive action
11 curriculum, which is taught by our art classes.
12 We pair a well-being coach who has a therapeutic
13 background, with a teacher and they are teaching
14 positive action, which is a social/emotional
15 curriculum.

16 And then there are targeted lessons
17 that are -- that they -- that have to do with the
18 different things that youth -- it's age
19 appropriate -- are dealing with and confronting.

20 And then the skills coach or the well-
21 being coach in the classroom is working with
22 small groups or in a pull-out with kids who are

1 struggling. My trigger is hearing "no." My
2 trigger is Math. My trigger is, you know, some
3 other child said something or looked at me a
4 certain way. So, really working to build those
5 skills at the same time.

6 I mean, our goal is really to keep the
7 kids in class as much of the time as possible.
8 If they are struggling in class, we actually have
9 a skill center with well-being skill coaches who
10 are working on those particular skills.

11 We are -- we're launching group
12 therapy around particular needs that maybe a
13 cluster of kids have. And then they have well-
14 being counselors for kids who have group or
15 therapeutic needs.

16 Some it's in their IEP hours, some
17 it's not in their IEP hours.

18 MS. GANJAM: As you look ahead to your
19 five-year and students entering high school, what
20 do you anticipate for students for high school?

21 MS. BLOOMFIELD: Well, I mean, one of
22 our goals is to start a high school. So, right

1 now we're like early in seventh grade.

2 I think it's important to have a high
3 school that is able to receive them. I mean, I
4 think some of our children could go back into
5 some of the high schools and probably do okay,
6 but I am concerned that this is a -- there is no
7 silver bullet. I mean, these are kids who are
8 exposed to trauma from a very early age.

9 You've read a lot of the literature.
10 You know the impact it has on the brain. It
11 takes probably a year of really -- of real work
12 every year that a child has had unaddressed
13 needs.

14 And we still don't really know
15 because, again, nobody is really doing this. We
16 are really trying to figure out what is the edge
17 of what's possible with kids who have a lot of
18 these unaddressed needs academically, socially,
19 emotionally, making connections, making friends.

20 And so, I would say a lot of them
21 probably need all the way up and through high
22 school to really work on a lot of these skills.

1 I mean, those skills are, I would say, you know,
2 anybody who knows me from my other days, knows
3 how much I care about academic quality, but some
4 of -- those skills are the things interfering
5 with their ability to even access what's going on
6 in the classroom, because they're thinking what's
7 the -- what's the threat in the environment.

8 We always talk about what's the tiger
9 in the room? A lot of kids come in wondering
10 what the tiger in the room is, because they were
11 beaten, they were sexually abused, they were
12 abandoned, they've lived in homeless shelters
13 where they've seen and heard really traumatizing
14 things.

15 The number of our kids who had an
16 adult in their life, a close adult, shot
17 sometimes in front of them, I mean, it's just
18 much -- I think that's the thing. It's like
19 really -- I mean, all these kids have really,
20 really hard stories.

21 I mean, it's pretty amazing that they
22 sort of get up and do what they do and they, you

1 know, they bring a lot of that experience.

2 And I understand why people don't do
3 it, that's for sure, you know, as much as they
4 may want to. It's really hard to keep working
5 through that.

6 Because when kids come, they -- you
7 know, you can really see the change in affect and
8 as they learn to trust, but building
9 relationships is the first part.

10 And sometimes part of building a
11 relationship is kids showing you everything they
12 have, because they're used to being rejected.

13 And so, you're going to see it all and
14 then you have to sit with that and bring them
15 back and keep working on it.

16 That's the basis, actually, of
17 creating a lot of relationships. So, we are
18 going to see that. It's what we do and how we
19 respond and how we continue to work with kids.

20 And, again, just because they've done
21 that doesn't mean it's the last time that it's
22 going to happen. It's going to be an ongoing

1 effort.

2 So, I know that was a long way of
3 answering your question, but I think high school
4 is an important part of the trajectory.

5 I mean, if I could wave a wand and I
6 had all the skill and staff and infrastructure, I
7 would go -- I was just talking with Matt Biel at
8 Georgetown, the psychiatrist we've been working
9 with. And he said, "Wow, it would be great to
10 have something like your school for zero to
11 three, because we have little kids who are very
12 aggressive and out of control and they've
13 experienced a lot of trauma."

14 And having people who really know how
15 to work and support and -- because, as you know,
16 the earlier you are able to intervene, the more
17 you can really help to work with all the wiring
18 that's happening as well, you know, just how long
19 of a trajectory.

20 MS. GANJAM: Do you have a sense what
21 percentage of your seventh graders have been
22 there since fifth grade?

1 MS. BLOOMFIELD: Oh, I would say over
2 90 percent. We have a really high retention rate
3 --

4 MS. GANJAM: That's amazing.

5 MS. BLOOMFIELD: -- we do. And it was
6 -- you know, again, we didn't know what it would
7 be like, what we were expecting. We had some
8 kids return whose parents pulled them, I mean,
9 you know, it's -- we have a lot of conversations
10 with parents.

11 It's hard work for parents, too,
12 because we are really getting them involved and
13 committing them. But they know we're not going
14 to let go of their kids and I think that's why
15 they stay.

16 I mean, there are things we can
17 improve. They tell us we would all like to do
18 better, but we're here because we're kind of on
19 this journey with them.

20 MS. GANJAM: One last question.
21 What do the kids do in the summer?

22 MS. BLOOMFIELD: Well, we have six

1 weeks for summer.

2 MS. GANJAM: Okay.

3 MS. BLOOMFIELD: Some of them come to
4 extended school year. We had a couple of
5 students who didn't even, like, qualify or, you
6 know, wasn't in their IEP, who chose to come to
7 summer school. The parents chose -- we would
8 love to have summer programming. I'm looking for
9 partners.

10 The summer programming really needs to
11 be appropriate. I mean, trauma-informed isn't
12 enough. It's actually like knowing how to do
13 trauma work, because otherwise they could wind up
14 just being kicked out of those programs. And so,
15 if it's not that successful, that's not helpful.

16 So, summer is a challenge, but it's
17 short. That's the only good thing I can say
18 about it.

19 MS. GANJAM: Thank you.

20 MS. BLOOMFIELD: Yes.

21 CHAIR WOODRUFF: One last question
22 from me at least about the discipline piece.

1 So, you're proposing to, as far as
2 tracking it, moving from tracking actual
3 suspensions to tracking the lost instructional
4 time; is that right?

5 MS. BLOOMFIELD: Right.

6 CHAIR WOODRUFF: What is the value add
7 of making that shift or is there an advantage to
8 measuring that as opposed to actual out-of-school
9 suspensions?

10 MS. BLOOMFIELD: Yeah. I think it's
11 that -- I mean, ultimately, again, we are
12 bringing kids back, we're working with the
13 family. This is -- I would look at suspension as
14 almost, I mean, as an opportunity for a reset.

15 And so, what we really want to do is
16 at least maintain academic instruction and
17 progress on all these dimensions. So, our goal,
18 what we want is to get kids back.

19 We also -- we have internal goals
20 around suspension, too. So, it's not like, oh,
21 this is fine, you know, but we feel like that's
22 sort of the -- ultimately it's really important

1 that they continue to receive their academic
2 instruction, that we're not sending them out for
3 like 11-day suspensions.

4 And even where we've had longer where
5 it looks like over 11 days for a few kids, I
6 mean, one of them I can tell you the school that
7 he was at before suspended him 50 percent of his
8 school year. So, it's not good enough, but it's
9 a heck of a lot better.

10 He's got some really significant
11 triggers. And when he blows up, it's just, you
12 know, it's not trivial. So, we need -- we need
13 time -- I mean, even though mom never comes to
14 school, she's a huge partner and very supportive.

15 So, we're not -- it's not like we're
16 breaking ties with families and all the other
17 things that often happen when kids are suspended.

18 CHAIR WOODRUFF: Any other -- and,
19 Emma, we're voting on this at the October meeting
20 as well?

21 MS. MCGANN: Yes.

22 CHAIR WOODRUFF: All right. Thank

1 you, Ms. Bloomfield.

2 MS. BLOOMFIELD: Yes. Thank you.

3 CHAIR WOODRUFF: Okay. Unless I am
4 mistaken, we're done with the public hearing
5 portion of our meeting tonight and we'll start
6 the public meeting.

7 Welcome. Is anyone here that would
8 like to make a public comment?

9 (No response.)

10 CHAIR WOODRUFF: No. Okay.

11 Do we have a motion to approve the
12 agenda?

13 MR. BUMBAUGH: I move to approve the
14 September 18th, 2017 Board meeting agenda.

15 MS. BIREDA: Second.

16 CHAIR WOODRUFF: We have a motion and
17 a second.

18 All in favor.

19 (Chorus of ayes.)

20 CHAIR WOODRUFF: Aye.

21 Any opposed?

22 The agenda is approved. Thank you.

1 Do we have a motion for our July
2 minutes?

3 MS. BIREDA: I move to approve the
4 July 17, 2017 board meeting minutes.

5 MS. GANJAM: Second.

6 CHAIR WOODRUFF: I think I heard a
7 second. We have a motion and a second for
8 approval of the July meeting minutes.

9 All in favor?

10 (Chorus of ayes.)

11 CHAIR WOODRUFF: Aye. Any opposed?

12 Minutes are approved.

13 At each of our meetings we have a
14 consent calendar where we read into the record
15 any contracts that our charter schools have taken
16 on of \$25,000 -- is it or more or less? I should
17 remember this -- or more and other issues that
18 didn't require a lot of deliberation on our part.

19 That includes tonight electing to
20 adopt the PMF as a goals policy revision; charter
21 amendments from SEED, Washington Math and Science
22 and Technology and YouthBuild.

1 So, we're going to have two motions.
2 The first is -- well, I'll invite a board member
3 to make a motion.

4 MR. BUMBAUGH: I move to read into
5 record the administrative contracts over \$25,000
6 and approve the revisions to the elect to adopt
7 the PMF as goals policy.

8 CHAIR WOODRUFF: All right. We have
9 a motion.

10 Do we have a second?

11 MS. BIREDA: Second.

12 CHAIR WOODRUFF: We have a motion and
13 a second. This is reading in the record the
14 contracts over 25,000 and revisions to the elect
15 to adopt the PMF as goals policy.

16 All in favor?

17 (Chorus of ayes.)

18 CHAIR WOODRUFF: Aye. Any opposed?

19 That is passed.

20 And the second motion, as I said
21 earlier, were amendments -- goals amendments for
22 SEED, WMST and YouthBuild public charter schools,

1 as well as updates to policies, various policies
2 for Bridges, City Arts & Prep, Early Childhood
3 Academy, Hope Community Public Charter School,
4 Paul Public Charter School and Richard Wright
5 Public Charter School.

6 Do we have a motion?

7 MR. BUMBAUGH: I move to approve the
8 charter amendment request for SEED Public Charter
9 School, Washington Mathematic Science Technology
10 Public Charter School and YouthBuild Public
11 Charter School, Bridges Public Charter School,
12 City Arts & Prep Public Charter School, Early
13 Childhood Academy Public Charter School, Hope
14 Community Public Charter School, Paul Public
15 Charter School and Richard Wright Public Charter
16 School.

17 CHAIR WOODRUFF: Okay. Do we have a
18 second?

19 MS. GANJAM: Second.

20 CHAIR WOODRUFF: Okay. All in favor
21 of approving the motion?

22 (Chorus of ayes.)

1 CHAIR WOODRUFF: Aye.

2 Any opposed?

3 The motion passes.

4 Next up Mohammad Bashshiti. Come on
5 up, please. Thank you

6 (Off-microphone comments.)

7 CHAIR WOODRUFF: Oh, Ideal. Do we
8 have anyone, I'm sorry, from Ideal here at this
9 point?

10 MR. PEARSON: I don't think so. We're
11 a little early, so maybe we --

12 CHAIR WOODRUFF: Okay. Hold tight.
13 We're just going to shift a little bit. And as
14 we do that, I believe -- I want to make sure I
15 read into record a proxy vote from Rick Cruz.
16 Bear with me.

17 I know I have it. Talk amongst
18 yourselves. Here it is.

19 Okay. Just backtracking a little bit,
20 one of our members isn't here tonight, but he did
21 vote to approve the agenda, the minutes and both
22 motions of the consent calendar. Thank you, Rick

1 Cruz.

2 All right. All right. And we're
3 going to skip Ideal. Hopefully someone will
4 arrive.

5 MR. PEARSON: Jump ahead to Richard
6 Wright and City Arts?

7 CHAIR WOODRUFF: Yes. Do we have
8 anyone here from those schools?

9 MR. PEARSON: Richard Wright is not
10 coming.

11 CHAIR WOODRUFF: Richard Wright's not
12 coming. Okay. That's fine. So, we can --

13 MR. BASHSHITI: I emailed Richard
14 Wright to show up at 7:30.

15 MR. PEARSON: Yeah, but they are -- he
16 is -- he notified us he's not able to come.

17 MR. BASHSHITI: Okay.

18 CHAIR WOODRUFF: Okay. Just want to
19 read the --

20 MR. PEARSON: Am I wrong?

21 CHAIR WOODRUFF: It's okay. We'll get
22 this straightened out.

1 (Pause.)

2 MR. PEARSON: They're not coming.

3 CHAIR WOODRUFF: They're not coming.

4 Okay. They're not coming, so go right ahead.

5 MR. BASHSHITI: Okay. Good evening.

6 I'm Mohammad Bashshiti, the school finance
7 specialist with the Finance Analysis and Strategy
8 Team.

9 Staff requested the Board read into
10 the record the monitoring report on Richard
11 Wright Public Charter School's progress towards
12 meeting the targets set in its financial
13 corrective action plan.

14 I'm pleased to inform you that Richard
15 Wright has met the targets set for the fourth
16 quarter of fiscal year 2017.

17 Representatives of -- no, that's it.

18 CHAIR WOODRUFF: That's it?

19 MR. BASHSHITI: Yes.

20 CHAIR WOODRUFF: Okay. And the part
21 I heard was that they did indeed meet their
22 targets.

1 MR. BASHSHITI: Right.

2 CHAIR WOODRUFF: Okay. Do we have any
3 questions or comments from the Board members on
4 this issue?

5 (No response.)

6 CHAIR WOODRUFF: All right. I'll just
7 say "congratulations" to Dr. Clark. I know this
8 was an important issue to him. It sounds like
9 they're making progress.

10 And this is just read into the record,
11 so no vote is needed, correct?

12 MR. BASHSHITI: Right. Correct.

13 CHAIR WOODRUFF: All right.

14 Fantastic. Moving on.

15 City Arts & Prep, are we expecting --
16 come on down, folks. If you could just introduce
17 yourselves for the record, we'd appreciate it.

18 MS. DAILEY-REESE: I'm Lanette Dailey-
19 Reese, executive director of City Arts & Prep
20 Public Charter School.

21 CHAIR WOODRUFF: Welcome.

22 MS. CIUHNO: I'm Elena Ciuhno. I am

1 finance chair of City Arts & Prep.

2 CHAIR WOODRUFF: Welcome.

3 MS. SEILER: And I'm Stephanie Snyder.

4 I work with EdOps supporting City Arts as a
5 senior finance specialist.

6 MR. BASHSHITI: Staff requests that
7 the Board vote to release City Arts & Prep Public
8 Charter School from the commitment to maintain
9 positive cash flow from operations pursuant to
10 its corrective action plan dated July 17th, 2014.

11 This vote will allow City Arts to
12 spend more money in the pursuit of academic
13 improvement. And the representatives from the
14 school are here to answer any questions.

15 CHAIR WOODRUFF: You just want to give
16 us a little more detail on how you go to this
17 decision?

18 MS. DAILEY-REESE: Sure. So, coming
19 into my role as executive director and previously
20 serving on the Board, what we realized in order
21 for us to meet our academic goals, that we needed
22 to invest some more money and spending on our

1 academics, as well as supporting the shift to an
2 independent SPED school, which has also become a
3 big lift for our institution as well, and then
4 thinking about how are we supporting our most
5 challenged populations in our building.

6 And so, it was important to seek that
7 lifting of those sanctions considering how we've
8 been good fiduciary stewards over the school for
9 the last three years. And thought it important
10 as we come into our renewal, that we make that --
11 make that investment in our academic program so
12 that we continue on this growth trajectory that
13 we've been on.

14 CHAIR WOODRUFF: Okay. So, do you
15 have specific plans for the extra resources?

16 MS. DAILEY-REESE: Yes. So, primarily
17 it's around staffing particularly for some co-
18 teaching support in our middle school population,
19 which has grown particularly in our sixth grade.
20 So, to reduce our student-to-teacher ratio there.

21 Also, looking at our behavioral
22 specialist support school-wide and any other

1 pieces supporting our early childhood program and
2 making sure we have instructional aides in all of
3 our pre-K 3, pre-4 K and kindergarten classrooms.
4 which is really important, because they're the
5 largest populations of students that we serve.

6 So, making sure that we can provide
7 the right supports in the right area across the
8 school.

9 CHAIR WOODRUFF: Okay. Do you
10 anticipate any challenges if there's a deficit at
11 the end of the school year?

12 MS. DAILEY-REESE: Clarify for me.
13 What do you mean by --

14 CHAIR WOODRUFF: I'm just saying if
15 there's a -- if you go from a positive cash flow
16 to a negative cash flow, do you anticipate any
17 particular challenges related to that?

18 MS. DAILEY-REESE: There's always
19 going to be some challenge. I think for us it's
20 really how do we sustain that staffing and
21 support and making sure we're being thoughtful
22 about other investments across our school

1 programming. And thinking thoughtfully about
2 that and thinking on a more long-term sustainable
3 plan for this work, because the positions that
4 we're seeking support for are positions that we
5 need to move the school.

6 So, I don't think in our staffing is
7 where we have to think about those things, it
8 really had to be across some other expenses and
9 operating costs.

10 MS. SEILER: And I would just add to
11 that that we just ended this last fiscal year,
12 FY17, with 82 days of cash on hand. So, we do
13 have cash reserves.

14 And we feel with the revised budget,
15 that it would allow us to add the increased
16 staff, we would still end this next year, FY18,
17 with 62 days with cash on hand. Which is still
18 well above the 45 that we targeted within the FAR
19 report.

20 CHAIR WOODRUFF: Okay. So, you don't
21 anticipate being in the red.

22 MS. SEILER: Right. So, our net

1 income for the year will be in the red. But from
2 a cash standpoint, we have plenty of cash to
3 invest in our care.

4 CHAIR WOODRUFF: Okay.

5 MR. PEARSON: I have a quick question.

6 CHAIR WOODRUFF: Yes.

7 MR. PEARSON: If you don't know this
8 off the top of your head, we can follow up later,
9 but of your total assets of 3.3 million, how much
10 of those assets are leasehold improvements in the
11 building you rent?

12 MS. SEILER: Let me check.

13 MR. PEARSON: I just ask, because
14 leasehold improvements are a particular kind of
15 asset in that it is money you spent, but you
16 can't really ever access that for cash if
17 something happened, because it's in a building
18 that you rent. So, just curious how much --

19 MS. SEILER: So, we have actually the
20 majority of our leasehold improvement. So,
21 without being able to do the full math here,
22 we've got 3.8 million that we had originally --

1 that we had spent on home improvements, and of
2 that we have 3.4.

3 MR. PEARSON: Oh. So, just 400,000.
4 So, of the 3.3 million of assets, I guess about
5 2.9 are assets that are not leasehold
6 improvements.

7 MS. SEILER: Yes, that's the way it
8 looks.

9 MR. PEARSON: All right. That's good.
10 Thank you.

11 CHAIR WOODRUFF: I'll give you
12 actually a minute to tell us a little about your
13 school, as we ask the other schools.

14 MS. DAILEY-REESE: So, City Arts &
15 Prep is a pre-K to 3 to eighth grade performing
16 arts public charter school. And we're right in
17 Ward 5 in the Edgewood area right down at the end
18 of the cul-de-sac where DC Prep is located.

19 And so, we really focus on beyond the
20 academics or the five disciplines of the arts,
21 theater, visual, dance, music and vocal across
22 all grades.

1 So, as soon as the student comes into
2 our school, they receive strong academic
3 instruction, as well as our arts programming as
4 well.

5 CHAIR WOODRUFF: All right. Thank
6 you.

7 Any other comments?

8 (No response.)

9 CHAIR WOODRUFF: We will entertain a
10 motion.

11 MR. BUMBAUGH: I move to approve
12 releasing City Arts & Prep Public Charter School
13 from its commitment to maintain positive cash
14 flow from operations pursuant to its corrective
15 action plan dated July 17th, 2014.

16 MS. BIREDA: Second.

17 CHAIR WOODRUFF: We have a motion and
18 a second.

19 All in favor?

20 (Chorus of ayes.)

21 CHAIR WOODRUFF: Aye. And we have an
22 aye from Rick Cruz as well, by the way.

1 Any opposed?

2 All right. The measure passes.

3 Congratulations. Thank you.

4 MS. SYLER: Thank you.

5 CHAIR WOODRUFF: Thanks for coming
6 out.

7 MR. PEARSON: Don, have you voted?

8 CHAIR WOODRUFF: Don, are you with us?

9 VICE CHAIR SOIFER: Yeah. I missed
10 the discussion, so I won't vote at this point.
11 Thanks.

12 CHAIR WOODRUFF: Okay. He's
13 withholding his vote, is that what he said?

14 MS. BIREDA: Yes. He's abstaining.

15 CHAIR WOODRUFF: Okay. He's
16 abstaining. Thank you. All righty. We're
17 motoring along. No Ideal yet, I take it.

18 MR. BUMBAUGH: We have two
19 representatives, I think.

20 CHAIR WOODRUFF: Oh, Ideal, hello.
21 Welcome. Why don't you come on up. Thank you.
22 Thanks for coming up. Both of you can introduce

1 yourselves for the record.

2 MS. EVANS: I'm Zuella Evans, business
3 manager.

4 MS. SHORTER: I'm Andrea Shorter, the
5 outside accountant.

6 MR. BASHSHITI: Staff requests that
7 the Board vote to cite Ideal Academy Public
8 Charter School for an instance of fiscal
9 mismanagement for missing the June 2017 targets
10 it set in its financial corrective action plan.

11 Should you vote to approve this
12 request, this will be the school's third citation
13 for an instance of fiscal mismanagement. And the
14 representatives from the school are here to
15 answer questions.

16 CHAIR WOODRUFF: Okay. Is there any
17 more details about the citation that you want to
18 tell us about?

19 MS. EVANS: Well, I guess I thought it
20 was the second one since -- it's the second one
21 this year.

22 Are you speaking of the last -- the one from last

1 year?

2 MR. BASHSHITI: Since last year, it's
3 the third citation.

4 MS. EVANS: Well --

5 CHAIR WOODRUFF: It says here, if this
6 is helpful, the first was in March 2016. The
7 second was in June 2017. So, that was, what,
8 three months ago.

9 MS. EVANS: Right. So, I understand.
10 I knew the first one was March of last year,
11 2016. So, I thought it was three consecutive
12 ones in the same year.

13 Is that not true? It doesn't matter
14 whether it's the same year or --

15 MR. PEARSON: No, it doesn't matter.

16 MS. EVANS: Okay. For June, that just
17 ended, so I know we did not meet all our goals.
18 But the audit that is going to be due for June
19 would be in December and those will be the final
20 numbers.

21 So, I guess I'm hoping that you could
22 table that until we get the final numbers in,

1 which will be the audited financial statements
2 for June 30th.

3 CHAIR WOODRUFF: Okay. Gentlemen, I
4 just want to give them a chance to introduce
5 themselves for the record.

6 MR. RUTHERFORD: George Rutherford.

7 CHAIR WOODRUFF: Mr. Rutherford, thank
8 you.

9 MR. WILSON: Percy Wilson.

10 CHAIR WOODRUFF: Okay. I'm sorry.

11 MS. SHORTER: In addition to that, the
12 school is in the process of refinancing the debt
13 that's causing the actual deficits in the ratios
14 and the covenant. And we expect to have the
15 commitment letter for that loan this week. And
16 we expect to go to closing on that loan next
17 month.

18 So, once that loan is closed -- so,
19 the problems that are occurring are because the
20 OSSE loan -- or there's a second loan that is
21 actually rolling into the short-term liabilities
22 and it's into the short term. And that's why the

1 actual ratios are off.

2 Once this loan is refinanced, all of
3 the ratios are back in alignment, not just in
4 alignment, but far exceed the actual requirement.

5 MR. BUMBAUGH: And this is an OSSE
6 loan that you're looking towards, or --

7 MS. SHORTER: No, no. So, the school
8 actually sought the current lender on their
9 senior loan to refinance the OSSE loan.

10 And so, they have agreed to do that.
11 They're in the approval process now. They're in
12 their second round of processes -- I mean the
13 approval is tomorrow.

14 Unfortunately, we couldn't have it by
15 today, but tomorrow is when they would do the
16 second approval so we could provide the Board
17 that commitment letter.

18 And, again, once that loan is
19 refinanced, the school far exceeds the
20 requirements. I mean, so much so that the
21 requirements for, let's just say, cash on hand
22 are 30 days and we go -- the school will end up

1 being well above that in the 40, 50-day range.

2 And as well as all the other requirements.

3 CHAIR WOODRUFF: So, your expectation
4 is, say, by our next board meeting in October,
5 this will be resolved?

6 MS. SHORTER: Yes. Absolutely. And
7 there wouldn't even need to be a corrective
8 action plan at that point.

9 MS. BIREDA: Is our staff doing the
10 same predictions? Are we able to --

11 MR. BASHSHITI: Can you repeat the
12 question?

13 MS. BIREDA: I just wondered if our
14 staff has done the same predictions as to if this
15 loan is refinanced, whether the targets would be
16 met.

17 MR. BASHSHITI: There's something to
18 say maybe about modifying the FCAP in the future.
19 But if they refinance the debt, that will, like,
20 put the school in a better fiscal situation.

21 MR. PEARSON: It would meet some, but
22 not all of the targets. There's a question on

1 the table if they refinance, about whether it
2 would make sense to revise the targets.

3 And my view has been we should cross
4 that bridge once the school refinances. Because
5 when we were here last time, we weren't even
6 talking about refinancing. We were talking about
7 selling the warehouse which was, you know, at one
8 meeting imminent, going very well, then slowing
9 down.

10 And so, I have maybe a well-earned
11 sense of skepticism about these various
12 approaches. And so, I'm waiting to see the
13 actual refinancing happen.

14 MS. EVANS: Well, we actually called
15 a meeting with Mr. Pearson about two weeks ago to
16 inform him of the refinancing through Premier
17 Bank, because we want to give him a heads up as
18 to the direction that we was going in.

19 Once we approach Premier Bank about
20 refinancing, then we realized to sell the
21 warehouse would not be in our best interest.

22 We got several bids on the warehouse.

1 One is to make it a senior citizen homes and
2 other ones was some other things that made it
3 that would probably be best for the school, but
4 refinancing it will -- even with the senior
5 lenders, they agreed that it would be best if we
6 kept the warehouse as an asset because one day we
7 will hope to build it out as a gym ourselves and
8 it puts us in a better position.

9 So, we will cover all of the FCAP that
10 we are going through and then we still have the
11 warehouse.

12 And we are also -- they -- the bank
13 gave us an approval of the first loan committed.
14 And then they're supposed to go out tomorrow for
15 the second one.

16 MR. PEARSON: That's great news.

17 When we met, I don't remember the
18 details, but I remember you saying that it
19 actually wouldn't cover all of the FCAP
20 commitments. That it would cover some of them,
21 but not all.

22 MS. SHORTER: No, it covers them all.

1 MR. PEARSON: Covers them all. Well,
2 that's great news and we look forward to seeing
3 the refinancing happen.

4 MS. EVANS: Plus we have a debt
5 reserve of about 700 and some thousand dollars.
6 Once we refinance, we only have to give 200 and
7 some thousand. The rest of it will stay in our
8 account as a nonrestricted and it will be there
9 every month. So, we know that we will definitely
10 have the cash on hand, as well as we would
11 continue to put 4600 more dollars in it every
12 month to just make it, you know, giving us a
13 better position as liquidity, as well as cash on
14 hand.

15 MS. SHORTER: In addition to that, the
16 OSSE loan -- the current loan that the school
17 has, the OSSE loan with this refinance, the loan
18 terms are far better.

19 So, again, the school is able to put
20 away additional money monthly, a substantial
21 amount difference. I think the number is close
22 to like 15,000.

1 MR. BUMBAUGH: So, just -- I think
2 this is a question for staff, but I just want to
3 be clear that if this loan comes through, then we
4 can revisit the FACP and see that these
5 conditions are met; is that correct?

6 MS. BIREDA: Well, I guess also to add
7 to my question, if this loan comes through, they
8 would meet their 930 '17 targets.

9 MR. PEARSON: What I hear the school
10 saying today is a little different than what I
11 heard two weeks ago.

12 What I hear the school saying today is
13 that if they refinance the loan, they will meet
14 all of their 930 FCAP targets; is that true?

15 MS. SHORTER: The loan won't be
16 refinanced until towards the end of October. So,
17 because of that, the 930 FCAP targets will not be
18 met, but unfortunately a few weeks later --

19 MS. EVANS: Everything will be met.

20 MR. BUMBAUGH: Here's what I want to
21 be clear about: If this refinancing comes
22 through, there is no harm in moving forward with

1 the motion today that cites them for fiscal
2 mismanagement.

3 We can come revisit this again if a
4 loan comes through and these targets are met. I
5 want to just be clear that that's the case.

6 MR. PEARSON: That's the case.

7 MR. BUMBAUGH: Okay.

8 MS. EVANS: Can I just ask a question?

9 MR. PEARSON: Sure.

10 MS. EVANS: Because I know that if you
11 cite us for three times, that you have -- that
12 you can't come and start revocation on the
13 school.

14 Would that not be the case?

15 MR. PEARSON: What this memo says --
16 the law says that the Board must revoke a charter
17 in the case of a pattern of fiscal mismanagement.

18 It does not define what a pattern is.
19 That's up to us to define. And what we have said
20 in this memo is that if the school defaults on
21 its OSSE loan in January, that will have
22 culminated this pattern and lead us -- and then

1 would lead us to a revocation.

2 And we don't anticipate recommending
3 that prior to the due date of the OSSE loan.

4 MS. EVANS: Okay. Thank you.

5 CHAIR WOODRUFF: So, I guess my only
6 comment would be obviously it's quite important
7 to keep in communications with our staff to let
8 us know the status of the refinancing loan that
9 you're seeking.

10 MS. EVANS: Yes.

11 MS. SHORTER: Okay.

12 CHAIR WOODRUFF: So, it sounds like
13 within any day or any week now, is that where you
14 are with that?

15 MS. EVANS: Yes.

16 CHAIR WOODRUFF: So, yes.

17 MS. SHORTER: Just wading through the
18 process.

19 CHAIR WOODRUFF: So, we'd be able to
20 again revisit this at our very next meeting with
21 more information; is that accurate?

22 MS. SHORTER: When is your next

1 meeting?

2 MS. BIREDA: October 24th.

3 CHAIR WOODRUFF: So, the 24th of
4 October.

5 MS. EVANS: Okay.

6 CHAIR WOODRUFF: I'm sorry, the 23rd
7 of October.

8 MS. SHORTER: So, I'm not exactly sure
9 -- we haven't -- we don't have a date yet, but
10 it's somewhere towards the end of October that
11 the school would be going through the refinance
12 process.

13 CHAIR WOODRUFF: Okay.

14 MS. SHORTER: So, the 23rd, I'm not
15 exactly sure if that date will be met in the
16 refi.

17 CHAIR WOODRUFF: Right. But certainly
18 before we get to the end of the year --

19 MS. SHORTER: Correct. Absolutely.

20 CHAIR WOODRUFF: -- we would know yea
21 or nay on the refinance.

22 MS. SHORTER: Absolutely.

1 CHAIR WOODRUFF: Okay. Any other
2 questions?

3 (No response.)

4 CHAIR WOODRUFF: I think we're ready
5 for a vote if we have a motion.

6 MR. BUMBAUGH: I move to cite Ideal
7 Academy Public Charter School for an instance of
8 fiscal mismanagement for missing all five of the
9 June 30th, 2017 targets in its financial and
10 corrective action plan.

11 CHAIR WOODRUFF: We have a motion.

12 Do we have a second?

13 MS. BIREDA: Second.

14 CHAIR WOODRUFF: We have a motion and
15 a second.

16 All in favor?

17 (Chorus of ayes.)

18 CHAIR WOODRUFF: Aye.

19 Don, did you want to vote on this?

20 MR. PEARSON: I think Don's dropped
21 off.

22 CHAIR WOODRUFF: We lost Don. Okay.

1 And Rick Cruz, our absent member, votes by proxy
2 to approve. So, the motion does pass. We
3 certainly look forward to hearing from you as
4 soon as you have more information. Okay?

5 SPEAKER: Thank you.

6 CHAIR WOODRUFF: Thank you.

7 SPEAKER: Okay.

8 CHAIR WOODRUFF: Appreciate you.

9 Great. We are marching along ahead of schedule
10 as efficient as can be.

11 Teri, are you coming up?

12 Thanks, George. Thank you.

13 All right. The return of St. Coletta.

14 MS. QUINN: Staff recommends that the
15 Board approve St. Coletta Public Charter School's
16 charter member request to offer special education
17 enrollment preference beginning prior to school
18 year 2018-2019.

19 This item was open for public comment
20 from August 7, 2017, until this evening and we
21 did not receive any public comment.

22 Also, a public hearing for this matter

1 occurred earlier this evening. Once again, we
2 have the staff here if you have any lingering
3 questions.

4 CHAIR WOODRUFF: Okay. Do we have any
5 questions we didn't cover during the public
6 hearing?

7 (No response.)

8 CHAIR WOODRUFF: I do not as well.
9 And so, we've broken this up into three motions
10 and we'll cover the first one and vote on each.

11 Does anyone want to state a motion?

12 MS. BIREDA: I move to approve the
13 charter agreement amendment request of St.
14 Coletta Public Charter School to offer special
15 education enrollment preference and approve DC
16 PCSB board chair to sign a charter agreement on
17 behalf of the Board.

18 MR. BUMBAUGH: Second.

19 CHAIR WOODRUFF: We have a motion and
20 a second.

21 All in favor?

22 (Chorus of ayes.)

1 CHAIR WOODRUFF: Any opposed?

2 Rick Cruz also votes in the

3 affirmative. So, that motion passes.

4 Congratulations.

5 Motion two.

6 MR. BUMBAUGH: I move to approve the

7 charter agreement amendment request of Cesar

8 Chavez Public Charter School public policy to

9 adopt the newly revised --

10 MS. QUINN: We haven't addressed that

11 yet.

12 MR. BUMBAUGH: Oh.

13 MS. QUINN: This is only for St.

14 Coletta.

15 MR. BUMBAUGH: I'm sorry.

16 CHAIR WOODRUFF: I'm sorry, that's my

17 mistake. I teed up three motions with three

18 different schools.

19 MS. QUINN: Yes.

20 CHAIR WOODRUFF: Congratulations St.

21 Coletta.

22 Sorry about that, Steve. That's my

1 fault.

2 MR. BUMBAUGH: You set me up.

3 CHAIR WOODRUFF: I did. Sent you
4 right down the rabbit hole. Okay. Cesar Chavez.

5 MR. BUMBAUGH: I'll let somebody else
6 do this one.

7 CHAIR WOODRUFF: I just saw three
8 motions and thought they were all from one
9 school. Thank you, ladies.

10 Would you like to introduce
11 yourselves?

12 MS. SILBERSTEIN: Good evening. I'm
13 Emily Silberstein. I'm the CEO of Chavez Schools
14 since July. I'm part of continuing support
15 provided by TenSquare.

16 CHAIR WOODRUFF: Okay. Why don't you
17 tell us a little bit about both the school and
18 how things are going so far.

19 MS. SILBERSTEIN: Sure. Absolutely.

20 So, Chavez is a network of four
21 schools. We have two middle schools, two high
22 schools located all over the District.

1 So, we have a middle school in
2 Columbia Heights, a high school in Capitol Hill,
3 and then we have a middle school and a high
4 school in Northeast and the Kenilworth area.

5 And we have a focus on public policy
6 curriculum. And we are really excited to be able
7 to provide our students with not only an
8 opportunity to succeed in competitive colleges,
9 but also a curriculum that helps them to be in a
10 more free, just and equal world, too.

11 CHAIR WOODRUFF: Okay. And you're
12 here tonight to propose to adopting the PMF as
13 your goals.

14 Did you want to add anything?

15 MS. SILBERSTEIN: Actually, we're here
16 to not only -- we had a motion to approve our
17 goals -- PMF as our goals and there has been some
18 question as to the mission-specific goals.

19 My colleague, Katie Herman, spoke
20 with you last time about the removal of the
21 mission-specific goals and you all asked such
22 great questions about it, but it made us to

1 really sit down and think and reflect on that.

2 And what we realized is that the
3 removal of those mission-specific goals might
4 give the impression that we are somehow just
5 focusing in on the student outcomes and not
6 giving due course to those public policy goals,
7 which is not the impression that we want to give
8 to anybody.

9 In fact, we're very proud of the work
10 that we've done on those mission-specific goals
11 around our public policy curriculum. And over
12 the last five years in preparation for our
13 charter review, we've done quite well on those.

14 We've been working to gather the data
15 on those goals for the past five years working
16 already with the PCSB staff to make sure that we
17 have all of that in hand.

18 And so, after due consideration, we
19 want to keep those with the school.

20 MS. MCGANN: So, just to clarify, the
21 school withdrew that part of their request.

22 CHAIR WOODRUFF: Got it.

1 MS. MCGANN: But they are moving
2 forward with the adoption of the revised, updated
3 PMF as goals policy.

4 CHAIR WOODRUFF: Okay. Very good.
5 I'm glad our feedback gave you something to think
6 about.

7 MS. SILBERSTEIN: They did. Thank
8 you.

9 CHAIR WOODRUFF: Fantastic.
10 Do we have any questions before we
11 entertain a motion?

12 (No response.)

13 CHAIR WOODRUFF: So, now we will
14 entertain the motion to -- would anyone like to
15 read that motion?

16 MS. BIREDA: I move to approve the
17 charter agreement amendment request of Cesar
18 Chavez Public Charter School for Public Policy to
19 adopt the newly revised standard of the elect to
20 adopt the PMF as goals policy and approve DC PCSB
21 board chair to sign the charter agreement
22 amendment on behalf of the Board.

1 CHAIR WOODRUFF: Do we have a second?

2 MS. GANJAM: Second.

3 CHAIR WOODRUFF: Great. We have a
4 motion and a second.

5 All in favor?

6 (Chorus of ayes.)

7 CHAIR WOODRUFF: Aye. And Rick Cruz
8 also votes in the affirmative.

9 Any opposed?

10 Okay. Congratulations.

11 MS. SILBERSTEIN: Thank you so much.

12 CHAIR WOODRUFF: I'm glad to hear
13 you're still focused on policy.

14 Next up we had someone here from
15 Center City. I think they -- yeah, they left,
16 but go right ahead and --

17 MS. MCGANN: Sure. This is a vote to
18 approve Center City Public Charter School's
19 proposed adoption of the performance management
20 framework as its charter goals. And the public
21 hearing was held earlier this evening.

22 CHAIR WOODRUFF: Okay. And as I

1 mentioned earlier, I'm going to recuse myself
2 from voting on this one.

3 Do we have a motion?

4 MS. GANJAM: I move to approve the
5 charter agreement amendment request of Center
6 City Public Charter School to adopt the pre-K
7 through 8 PMF as its goals and student
8 achievement expectations to approve DC PCSB Board
9 chair to sign the charter agreement amendment on
10 behalf of the Board.

11 CHAIR WOODRUFF: Do we have a second?

12 MS. BIREDA: Second.

13 CHAIR WOODRUFF: Great. We have a
14 motion and a second.

15 All in favor?

16 (Chorus of ayes.)

17 CHAIR WOODRUFF: And we have a vote in
18 the affirmative from Rick Cruz as well.

19 Any against?

20 The motion passes. Congratulations
21 Center City. Okay. I think Rashida Tyler is
22 going to -- yes, no, maybe so.

1 (Off-microphone comments.)

2 CHAIR WOODRUFF: Oh, we've got to
3 delay the vote for a few minutes. Okay. We will
4 move on past Maya, if you're keeping score, and
5 Erin Kupferberg is with us. Good evening.

6 MS. KUPFERBERG: Hello. Good evening.
7 My name is Erin Kupferberg. I'm senior manager
8 of the Academic Evaluation Team.

9 Staff recommends that the Board vote
10 to approve the 2017-18 Performance Management
11 Framework Policy and Technical Guide, or the PMF
12 Technical Guide.

13 The PMF Technical Guide was updated
14 based on the public comments received during the
15 30-day public comment window and also from the
16 hearing in July.

17 Overall, the changes made based on the
18 public comment were not substantial and mostly
19 focused on clarifications.

20 One more substantial change, the staff
21 is recommending that the Board approve that a
22 school must be eligible for a minimum amount of

1 50 possible points before a score or a tier is
2 awarded.

3 This ensures that the school is
4 measured on academic, as well as school
5 environment measures.

6 CHAIR WOODRUFF: And have you -- you
7 may have already mentioned this, but have you
8 heard any particular or any at all pushback or
9 concerns from our schools or from others in the
10 community about these guidelines?

11 MS. KUPFERBERG: During the 30-day
12 public comment window and the public hearing, we
13 did not receive too many feedback. There is not
14 substantial pushback for any of the measures that
15 we did propose in June.

16 And again, all of those measures
17 proposed were discussed early with the task
18 forces all through spring.

19 CHAIR WOODRUFF: That's right. We do
20 have task force that give us input on these
21 issues. So, it's based on a lot of input that we
22 get from them.

1 MS. KUPFERBERG: Correct.

2 CHAIR WOODRUFF: That's great. Okay.

3 Any questions or comments from the Board?

4 (No response.)

5 CHAIR WOODRUFF: All right. We'll

6 entertain a motion.

7 MR. BUMBAUGH: I move to approve the
8 2017-2018 Performance Management Framework Policy
9 and Technical Guide.

10 CHAIR WOODRUFF: Thank you.

11 Do we have a second?

12 MS. BIREDA: Second.

13 CHAIR WOODRUFF: We have a motion and
14 a second.

15 All in favor?

16 (Chorus of ayes.)

17 CHAIR WOODRUFF: Aye. Rick Cruz votes
18 aye as well.

19 Any opposed?

20 Okay. The motion passes.

21 MS. KUPFERBERG: Thank you.

22 CHAIR WOODRUFF: Thank you, Erin.

1 And I'm guessing we still do not have
2 a representative from Maya. We are approaching -
3 -

4 MR. PEARSON: Ten minutes. Do you
5 want to take a ten-minute break?

6 CHAIR WOODRUFF: Sure. Since we're
7 approaching the end of the meeting, we're running
8 out of business to cover.

9 We're going to take a brief ten-minute
10 break. Don't leave your computers if you're
11 watching the stream. And we'll come back and
12 hopefully someone from Maya will be here. Ten
13 minutes.

14 (Whereupon, the above-entitled matter
15 went off the record at 8:04 p.m. and resumed at
16 8:26 p.m.)

17 CHAIR WOODRUFF: We are back. Okay.
18 Welcome back. Those of you that are still with
19 us, we're reconvening after a very brief pause.
20 Thank you. And Rashida Tyler is here as well as
21 a representative from Maya.

22 Could you introduce yourself for the

1 record, please.

2 MS. WASHINGTON: Hi. I'm Heather
3 Wathington and I'm the chief executive officer.

4 CHAIR WOODRUFF: Thank you for coming
5 out, Heather. We appreciate it.

6 Rashida.

7 MS. TYLER: Hi. This is a vote to
8 approve a charter agreement amendment for Maya
9 Angelou Public Charter School to include clarity
10 around business rules for each of its charter
11 goals for the upcoming 20-year review and their
12 future 25-year and 30-year reviews.

13 We've been in negotiations about this
14 with the school for a few months and the
15 amendment has undergone minor revisions since it
16 was posted publicly on Friday.

17 We agreed to one change earlier today
18 and just agreed to a second change just now about
19 the denominator for one of the -- for one of the
20 goals related to progress and just add a little
21 specificity about the denominator for the writing
22 goals specifically for the high school.

1 I'd love to answer any questions that
2 you have.

3 CHAIR WOODRUFF: Okay. Fantastic.
4 And as you said, we did have a somewhat lengthy
5 process. So, it's good to see that the process
6 works as well as it does.

7 Do we have any questions from our
8 board members on this topic?

9 (No response.)

10 CHAIR WOODRUFF: I'll invite you to
11 tell us a little bit about your school for the
12 folks out there that aren't familiar with Maya.

13 MS. WASHINGTON: Sure. Maya Angelou
14 Public Charter School, we are 20 years old.
15 We're incorporated to serve at-risk youth in the
16 District, of which we have a high school for
17 alternative youth, as well as an adult learning
18 center for students age 17 to 24 who have dropped
19 out of high school or who want to come back for
20 workforce credentials.

21 So, we have a number of programs for
22 them in our young adult learning center.

1 CHAIR WOODRUFF: Okay. And how many
2 students do you serve?

3 MS. WASHINGTON: So, we serve about
4 350.

5 CHAIR WOODRUFF: Okay. Fantastic.
6 And, again, any questions or comments before we
7 entertain a motion?

8 (No response.)

9 CHAIR WOODRUFF: We appreciate your
10 engagement in the whole process as we got to this
11 point.

12 MS. WASHINGTON: Thank you.

13 CHAIR WOODRUFF: All right. Do we
14 have a motion?

15 MR. BUMBAUGH: I move to approve the
16 charter agreement amendment to include the
17 business rules for each of the school's goals and
18 student academic achievement expectations and
19 approve DC PCSB board chair to sign the charter
20 agreement amendment on behalf of the Board.

21 CHAIR WOODRUFF: Thank you.

22 Do we have a second?

1 MS. BIREDA: Second.

2 CHAIR WOODRUFF: Awesome. We have a
3 motion and a second.

4 All in favor?

5 (Chorus of ayes.)

6 CHAIR WOODRUFF: Aye. And we also
7 have a vote to approve from Mr. Rick Cruz.

8 Any against?

9 The motion passes. Thank you for your
10 dedication.

11 MS. WASHINGTON: Thank you.

12 CHAIR WOODRUFF: Appreciate it.

13 MR. TYLER: Thank you.

14 CHAIR WOODRUFF: All right.

15 Congratulations to staff on their hard work and
16 we're almost done.

17 Do we have any new business this
18 evening? Is there any issues that we failed to
19 cover tonight? I'm scanning the room. No.

20 Okay. Is anyone out there that would
21 care to make a public comment?

22 (No response.)

1 CHAIR WOODRUFF: Seeing none, do we
2 have a motion to adjourn?

3 MS. BIREDA: I move to adjourn the
4 September 18, 2017 board meeting.

5 MR. PEARSON: Second.

6 CHAIR WOODRUFF: We have a motion and
7 a second.

8 All in favor?

9 (Chorus of ayes.)

10 CHAIR WOODRUFF: Aye. We are
11 adjourned. Thank you, ladies and gentlemen.

12 (Whereupon, the above-entitled matter
13 went off the record at 8:30 p.m.)

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This is to certify that the foregoing transcript


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Before: DC Public Charter School Board

Date: 09-18-17

Place: Washington, DC

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