

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 17, 2018

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The D.C. Public Charter School Board
met in Suite 210, 3333 14th Street, N.W.,
Washington, D.C., at 6:43 p.m., Rick Cruz, Chair,
presiding.

BOARD MEMBERS PRESENT

RICK CRUZ, Chair
SABA BIREDA, Vice Chair
DON SOIFER
STEVE BUMBAUGH
RICARDA GANJAM
SCOTT PEARSON
NAOMI SHELTON

STAFF PRESENT

ERIN KUPFERBERG, DC PCSB
LATERICA QUINN, DC PCSB
RASHIDA TYLER, DC PCSB

NIKHIL VASHEE, DC PCSB

OZO NNAMADIM, DC PCSB

NAOMI R. DeVEAUX, DC PCSB

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

2 (6:43 p.m.)

3 CHAIR CRUZ: Welcome to our first board
4 meeting of the new school year, September 17th,
5 2018. We're going to kick off as we always do
6 with our public hearing.

7 We'll start by introducing our board
8 members who we have here this evening.

9 Steve Bumbaugh all the way to my
10 right, Naomi Shelton. My name's Rick Cruz; I'm
11 board chair. Saba Bireda, my vice chair, and
12 Ricarda Ganjam. Scott Pearson's flight and the
13 weather he just came through, he's been diverted
14 so he will not be joining us this evening.

15 Oh, he's on the phone. Okay, even
16 better, he's joining us by phone.

17 So, we do not have any items for the
18 public, for public hearing this evening, but we
19 will open up for -- Oh, and Donna's on the phone
20 as well. All right. So I have two, so we've got
21 both Scott Pearson, our executive director, and
22 Don is on the phone.

1 Don, if you're on the phone. Scott
2 and Don, can you hear us?

3 EX OFFICIO PEARSON: Yes. This is
4 Scott. I can.

5 CHAIR CRUZ: Scott can hear.

6 EX OFICIO PEARSON: Yeah, I'm good.

7 CHAIR CRUZ: All right. I'm going to
8 blame it all on the rain, the weather this
9 evening.

10 So, we do not have any public hearing
11 items but we do want to open up for public
12 comment. But before we begin, as usual wanted to
13 see if there were any public officials in
14 attendance, anyone who'd want to make a comment?

15 (No response.)

16 CHAIR CRUZ: Okay. If not, then I
17 invite any member of the public who'd like to
18 address the board at this time to do so. You
19 have two minutes to do so and then you can also
20 submit your comments to us here or via email.

21 Is there anyone who'd like to make a
22 public comment this evening?

1 (No response.)

2 CHAIR CRUZ: This may be the most
3 expedited meeting in PCSB history.

4 All right, so that brings to a close
5 our public hearing.

6 So I will start the public meeting
7 then.

8 CHAIR CRUZ: I'll start with asking for
9 us to approve the agenda. So, can I get a motion
10 from my board members?

11 MEMBER SHELTON: I move to approve the
12 September 17th, 2018, board meeting agenda.

13 CHAIR CRUZ: Can I get a second?

14 MEMBER BIREDA: Second.

15 CHAIR CRUZ: All in favor?

16 (Chorus of ayes.)

17 CHAIR CRUZ: Don, can I get an aye or
18 a nay, whatever you want to vote?

19 VICE CHAIR SOIFER: Yes, that's an aye.

20 CHAIR CRUZ: All right. Agenda is
21 approved.

22 So, Erin, I'll let you talk to us

1 about the PMF Policy and Technical Guide.

2 MR. KUPFERBERG: Hi. Thank you. My
3 name is Erin Kupferberg, senior manager of the
4 Financial and Academic Quality Team. Tonight DC
5 PCSB staff requests the board to vote to approve
6 the 2018-19 PMF Policy and Technical Guide.

7 DC PCSB made two types of updates
8 while the PMF guide was open for public comment.
9 While the 2017-18 PMF data is being validated by
10 schools, a few early childhood assessments had
11 publisher -- updates by the publisher, and some
12 business rules needed to be clarified.

13 Staff follows the publisher's guidance
14 and have updated the 2018-19 guide to reflect
15 these changes. These changes did not have an
16 impact on the PMF scores, or will not have an
17 impact.

18 The other changes are in response to
19 public comment. While a few wording
20 clarifications have been made based on public
21 comment, staff also further staggered the years -
22 - the adult education floors and targets are

1 updated -- in the future to maintain reliability
2 of the framework.

3 The only change from the adult
4 education's previous proposal is the leading
5 indicator floors and targets will be updated at
6 the same year as student achievement, instead of
7 with student progress and college entry
8 readiness.

9 Staff have committed to meet with the
10 PMF Task Forces for a few additional discussion
11 items that we will provide an update on in
12 November when the final floors and targets are
13 calculated and submitted to the board for the
14 final 2018-19 PMF guide approval.

15 Thank you.

16 CHAIR CRUZ: So, Erin, so you'll be
17 coming to us in November with final approvals.
18 So we anticipate a few, a few changes,
19 clarifications at that point?

20 MR. KUPFERBERG: So, in November, it
21 takes us a few months to finalize the 2017-18
22 data, which we are in the process of doing now.

1 Then we have to recalculate some of the floors
2 and targets that currently are an asterisk in the
3 technical guide. So, we have the data, we can
4 recalculate it, and that's when we come to the
5 board in November with those final updates.

6 We will also bring any -- if there's
7 any changes that were requested by public comment
8 that are discussed by our Task Force, we'll bring
9 those in November, too.

10 CHAIR CRUZ: Any board members have any
11 questions, clarifications?

12 (No response.)

13 CHAIR CRUZ: Don and Scott, I know it's
14 hard to break in via phone. Are there any, any
15 questions for Erin on the Policy and Technical
16 Guide?

17 VICE CHAIR SOIFER: No thank you.

18 EX OFICIO PEARSON: Nothing from me.

19 CHAIR CRUZ: Well, then could I ask for
20 a motion?

21 MEMBER BIREDA: I move to approve the
22 2018-19 PMF Policy and Technical Guide.

1 MEMBER BUMBAUGH: Second.

2 CHAIR CRUZ: Motion and a second.

3 All in favor.

4 (Chorus of ayes.)

5 CHAIR CRUZ: Don?

6 VICE CHAIR SOIFER: Aye.

7 MR. KUPFERBERG: Thank you.

8 CHAIR CRUZ: Thank you, Erin.

9 CHAIR CRUZ: All right. Just we'll
10 motor through.

11 Rashida Tyler.

12 MS. TYLER: Good evening. My name is
13 Rashida Tyler. I'm a senior school performance
14 advisor in the School Performance Department.

15 DC PCSB staff recommends that the
16 board vote to approve revisions to the
17 accreditation policy. The proposed changes will
18 add a requirement that schools with residential
19 education programs obtain accreditation for their
20 residential education programs, as well as for
21 their day programs.

22 The policy now also highlights

1 approved accrediting agencies that provide
2 residential education. We received public
3 comment from Maya Angelou Public Charter School
4 requesting an update to the deadline for schools
5 to become fully accredited, which will align with
6 their reaccreditation process. We honored that
7 request and updated the deadline to June 30th,
8 2020.

9 CHAIR CRUZ: And that's an update from,
10 from what to June?

11 MS. TYLER: I believe it was June 30th,
12 2019.

13 CHAIR CRUZ: Okay.

14 MS. TYLER: The school was going to be
15 undergoing the site visit in the process in the
16 '19-'20 school year and requested additional
17 time.

18 CHAIR CRUZ: Any questions? Don or
19 Scott?

20 EX OFICIO PEARSON: No.

21 VICE CHAIR SOIFER: No.

22 CHAIR CRUZ: Well, if there are no

1 questions on that I'll take another motion.

2 MEMBER SHELTON: I move to approve the
3 revisions of the accreditation policy.

4 CHAIR CRUZ: Second? Can we get a
5 second?

6 MEMBER GANJAM: Second.

7 CHAIR CRUZ: Second from Ricarda.

8 CHAIR CRUZ: All in favor.

9 CHAIR CRUZ: Don?

10 VICE CHAIR SOIFER: Aye.

11 (Chorus of ayes.)

12 CHAIR CRUZ: The ayes have it, approval
13 of the revised accreditation policy. Thank you,
14 Rashida. Great.

15 CHAIR CRUZ: Okay. So, we are going to
16 talk about our quarterly report of the Finance
17 and Operations Committee. So, if I could ask our
18 board treasurer Stave to set some context.

19 MEMBER BUMBAUGH: Okay. I will just
20 read into the record a short summary.

21 The D.C. Public Charter School Board
22 Finance and Operations Committee met on September

1 5th, 2018. The committee reviewed the year-to-
2 date fiscal year 2018 budget and revised the
3 fiscal year '19 budget for DC PCSB, which is
4 attached.

5 The committee discussed the financial
6 status of the following schools, each of which
7 had more than one financial indicator in the most
8 recent financial analysis report that were below
9 the established floors or presented other
10 financial trends that warranted additional
11 monitoring.

12 Those schools are Cesar Chavez Public
13 Charter School; Creative Minds PCS; Democracy
14 Prep PCS; Eagle Academy PCS; Harmony PCS; Hope
15 Community PCS; Ideal PCS; Mary McCloud-Bethune
16 Day Academy PSC; Maya Angelou PCS; Perry Street
17 PCS; Richard Wright PCS; Rocket Ship PCS; Shining
18 Stars PCS; Summerset PCS; and the Children's
19 Guild Public Charter School.

20 Richard Wright PCS and Ideal PCS are
21 both subject to a financial corrective action
22 plan for which there are separate board members.

1 The committee did not recommend that any other
2 schools be made subject to a board-approved
3 financial corrective action plan, but will
4 continue to monitor the financial status of these
5 schools at least quarterly.

6 And the committee generally meets
7 quarterly and will provide the DC PCSB Board with
8 an update after each meeting.

9 For more detail I'm going to turn it
10 over to Ozo.

11 MR. NNAMADIM: Thank you, Steve. I am
12 providing updates on the financial corrective
13 action plans for both Richard Wright and Ideal
14 Academy to be read into the record.

15 The D.C. Public Charter School Board
16 staff requests to submit into the record Richard
17 Wright Public Charter School for Journalism and
18 the Arts has complied with the targets of the
19 financial corrective action plan approved by the
20 board on April 24th, 2017.

21 To summarize, there were four targets
22 outlined in their financial corrective action

1 plan. They've met all four targets. And that
2 corrective action plan expires on June 30th,
3 2019.

4 The second is Ideal Academy. The D.C.
5 Public Charter School Board staff received the
6 June 30th audited financial -- unaudited
7 financial statements of Ideal Academy on July
8 30th, 2018. The staff is deferring a possible
9 citation of fiscal mismanagement until the
10 January board meeting after receiving the audited
11 financial statements. It should be noted that
12 the school has achieved four of the five targets
13 outlined in their FCAP.

14 The school has previously been cited
15 for incidences of fiscal mismanagement in March
16 2016, June 2017, September 2017. However, these
17 incidences were based off of aggressive targets
18 outlined in their initial FCAP.

19 This memo is intended to kind of
20 update to notify the school that the audited
21 financial statements, if the audited financial
22 statements are consistent with the unaudited

1 information that we are looking their FCAP would
2 be extended until June 30th, 2019. The board
3 voted on February 26th, 2018, to modify the
4 school's FCAP, which has been in place since June
5 20th of 2016.

6 The revised FCAP has less stringent
7 targets than the original, making the school's
8 failure to meet the targets outlined in this new
9 FCAP more troubling.

10 Do you have any questions?

11 CHAIR CRUZ: Not at this moment. We'll
12 have some opportunity for comments in a bit.

13 Yeah, is there a clarification or?

14 MR. SANDERS: No. I just didn't
15 understand what the financial corrective board
16 plan, I didn't know what an FCAP is.

17 MR. NNAMADIM: An FCAP is a financial
18 corrective action plan. If a school has
19 financial indicators that are trending
20 negatively, depending on the severity, the board
21 will vote to put the school on a corrective
22 action plan to make sure that they are, they

1 start trending in a more positive direction.

2 CHAIR CRUZ: So, did you have -- Yes,
3 Saba?

4 MEMBER BIREDA: I actually have a
5 question about the schools that we have on
6 monitoring. Can you just explain what that
7 process looks like for those schools?

8 MR. NNAMADIM: Absolutely. So, for all
9 the schools that we have on the monitoring list
10 they miss on the FAR we have floors and targets.
11 The floors are -- the targets are indicators of
12 sound financial performance, and then the floor
13 itself it's more indicative of poor financial
14 health. Anywhere in between there, anywhere
15 above the floor is generally in decent financial
16 position, not ideal but decent.

17 And if a school falls below that floor
18 we identify those schools and we put them on the
19 monitoring list to make sure that we are being
20 proactive in monitoring their financial
21 performance over periods of time.

22 So, that school is comprised -- I mean

1 that list is comprised of schools that have met
2 one, at least, floor. And then any school that
3 presents any additional financial concern has
4 been added onto that list. And that's how we are
5 monitoring.

6 Any other questions?

7 CHAIR CRUZ: So, we've, now introduced
8 the quarterly report which Steve described. For
9 any schools that present any new concerns we
10 wouldn't necessarily be waiting till the next
11 quarterly report. So we would, if there were
12 deviations from corrective action plans between
13 now and the next quarterly report, those would be
14 raised to the board nonetheless?

15 MR. NNAMADIM: Correct.

16 MR. SANDERS: When can the public make
17 comment?

18 (Off-microphone comments.)

19 CHAIR CRUZ: So we'd love for you to
20 participate in the public comments, which we'll
21 have in a little bit.

22 MR. SANDERS: Well, I just don't have

1 a comment, I was just trying to understand sort
2 of how--

3 MEMBER SHELTON: And you can pose that
4 question during the public comment.

5 CHAIR CRUZ: Public comment, yeah.
6 Yes.

7 MR. SANDERS: Okay.

8 MEMBER SHELTON: If Steve can't answer
9 that, we'll take your information --

10 MR. SANDERS: All right.

11 MEMBER SHELTON: -- and we'll follow
12 up.

13 MR. SANDERS: All right.

14 CHAIR CRUZ: Did you want to ask for
15 some additional context on the report?

16 MEMBER SHELTON: Just if there's any
17 reason why we shifted to this, this type of
18 reporting. If you want to give additional
19 context on that?

20 MEMBER BUMBAUGH: Yeah, so these are,
21 these schools are public schools. They're funded
22 with public dollars. I'll do my best to

1 summarize and I'll let Ozo fill in my gaps. But
2 we're keeping an eye on them because there are
3 signs that they could be having some trouble
4 financially.

5 At this point none of them are in a
6 state that we would call a real crisis. But
7 there are enough things that are moving in the
8 wrong direction that we want to keep an eye on
9 them. And we feel like it is important for the
10 public to know these things because these are
11 public schools being funded with your taxpayer
12 dollars. That's why we, we read out their names
13 and try to give you a high level description of
14 what's happening at those schools financially.

15 MR. SANDERS: I guess my question was,
16 like, when you're talking about a financial
17 corrective action plan, that solution was for
18 them to spend less money or to, you know, change
19 their spending habits? And I was wondering if
20 that meant that they were going to cut services
21 in order to meet their budget needs.

22 And I'm, like, well, what if they just

1 need more money. What if they don't -- like,
2 what is the problem isn't that they're spending
3 poorly, but the problem is they just don't have
4 enough funding?

5 MEMBER BUMBAUGH: Yeah, it gets
6 complicated. And I think you probably should
7 just step up to the podium pretty shortly when we
8 have public comments and we can talk about it.

9 MR. SANDERS: All right. All right,
10 thank you.

11 MEMBER BUMBAUGH: Thank you.

12 Any other questions from the board?

13 (No response.)

14 MEMBER BUMBAUGH: Thank you.

15 CHAIR CRUZ: All right, thank you.

16 Now we'll turn to the Consent
17 Calendar. And as we have at each of our board
18 meetings, an opportunity for board actions that
19 are rather routine that we want to read into the
20 record.

21 So, to be read into the record this
22 evening are our \$25,000 administrative contracts;

1 the LAYC Career Academy PCS goals amendments;
2 Ingenuity Prep PCS Truancy Notice of Concern; and
3 then to open for public comment our revised Elect
4 to Adopt the PMF as Goals Policy, our revised
5 Transcript Audit Policy, and finally, our revised
6 Mandatory School Notification Policy.

7 So, before we, before I ask for a
8 motion before we vote on the Consent Calendar,
9 would any of our board members like to remove an
10 item from the calendar for further discussion?
11 Or are there any of these in which you need to
12 recuse yourself?

13 (No response.)

14 CHAIR CRUZ: All right. I will ask for
15 a move to -- I will ask for a motion.

16 MEMBER BUMBAUGH: I move to approve all
17 items on the Consent Calendar.

18 MEMBER GANJAM: Second.

19 CHAIR CRUZ: All in favor.

20 (Chorus of ayes.)

21 CHAIR CRUZ: Don, can I get a vote?

22 VICE CHAIR SOIFER: Yes.

1 CHAIR CRUZ: So we've got the motion
2 passes on the Consent Calendar.

3 PARTICIPANT: And so the public doesn't
4 get to know what you're voting about?

5 CHAIR CRUZ: Yes. I mean, you have
6 public comment opportunity if you want to inform
7 us.

8 MEMBER SHELTON: We have public comment
9 at the top of the meeting.

10 PARTICIPANT: Oh.

11 MEMBER SHELTON: And at the end.

12 PARTICIPANT: So do hang on for fifteen
13 or so minutes.

14 CHAIR CRUZ: Yes.

15 MR. SANDERS: If you want us to
16 interact with you how you're voting.

17 MEMBER SHELTON: That initial portion
18 at the top of the meeting is where you would put
19 any concerns for anything that's on the agenda.

20 MR. SANDERS: But what if haven't found
21 the agenda?

22 MEMBER BUMBAUGH: And you get another

1 chance at the end of the meeting for public
2 comment which happens --

3 (Off microphone comments.)

4 MEMBER BUMBAUGH: -- which happens in
5 two agenda items. So just sit tight and hold
6 onto your questions.

7 MR. SANDERS: Okay.

8 CHAIR CRUZ: So, Naomi.

9 MS. DeVEAUX: So, at the end of last
10 year we had a school relinquish its charter very
11 late in the school year. And that was
12 Sustainable Futures Public Charter School. It
13 was in its first year of operations. And at that
14 time we decided that it would be good for us to
15 reflect on what happened with that school in
16 particular going from the moment of conditionally
17 approving the school to the point where the
18 school relinquished its charter.

19 So I'm here to talk a little bit about
20 some of the things that staff has proposed or
21 things we've already done and hope to have a
22 discussion with you about other things that we

1 may not be thinking about or that you would like
2 us to do or not do.

3 So, in June 2018 Sustainable Futures
4 Public Charter School school's board voted to
5 relinquish the school's charter and close the
6 school at the end of last year, which was a month
7 later. D.C. Public Charter School Board staff
8 submitted into the record the school's decision
9 during our June 2018 board meeting. And because
10 the school was only open for one school year, we
11 felt it was important to reexamine our chartering
12 process.

13 During this review we identified a few
14 areas where we could strengthen our practices.

15 First, all petitions to open a new
16 public charter school are approved with
17 conditions. Some of those conditions a school
18 may receive approval are to find a facility.
19 Others are things like revise parts of your
20 curriculum. We have given the board discretion
21 to not offer full approval to any school that
22 does not demonstrate that it is ready to operate

1 a successful school.

2 So, in other words, in the conditional
3 approval process now you have a little more
4 discretion between conditional approval and full
5 approval to change the trajectory for that
6 school, including postponement if a school's just
7 not ready to open that year.

8 The other part is that it's contingent
9 on satisfying all of the conditions in
10 successfully negotiating a mutually acceptable
11 charter agreement. And until now, the schools
12 have been able to work with staff to postpone
13 deadlines and even alter conditions slightly.
14 And that hasn't been brought into a transparent
15 light to the board.

16 And so, we think that we will now
17 recommend that when deadlines are being
18 postponed, you know, not for a week, we're
19 talking about seriously postponed, that we would
20 want to have the board approve that. So you
21 would be involved in the process during that
22 planning year before the school is fully

1 approved.

2 Now, we know that the planning year is
3 tough for schools, and they have to meet their
4 approval conditions to recruit teachers and
5 staff, coordinate with city agencies, and enroll
6 students, and find staff for less than thirty --
7 in less than 365 days. We give a lot of support.
8 They meet with us regularly, monthly at least.

9 But what we have proposed is a new
10 timeline where we, where schools would actually
11 apply for a charter in January. We will not
12 start this until 2020 because there are schools
13 right now in the application phase and we did not
14 think it was fair to change the timeline on them
15 so late. But we want to for 2020 change our
16 timeline, which we will present to you in
17 January, where you would be able to conditionally
18 approve a school in March, which will give them
19 time to meet the conditions before, because
20 really they have to be ready by November 1st to
21 join the common lottery.

22 And that's changed things a little bit

1 because by that point they need a facility or at
2 least, you know, a location so that they can
3 recruit successfully for their school. And then
4 they also need to, you know, so they need to
5 spend from November to the rest of the year
6 recruiting staff and families.

7 We offer charters to founding teams
8 and not to individuals. However, in the case of
9 Sustainable Futures most of the founding team
10 left the team shortly after conditional approval,
11 remaining only the founder and the board chair at
12 that point.

13 So, right after that occurred for
14 already last year's group of schools we changed
15 the process where every founding team member
16 becomes a key personnel. And in order to change
17 key personnel, which is part of the charter
18 agreement, they need to have board approval. So
19 part of the condition is that we can monitor. If
20 an entire team were to leave you would have an
21 opportunity to say, wait, this isn't the group
22 that we awarded the charter to, and make a

1 different decision if you choose. Or say this is
2 fine and we accept all of these changes.

3 The school's head of school, and
4 sometimes leadership team, meets with us
5 throughout the planning year on at least a
6 monthly basis. During this time we connect them
7 with resources, other city agencies. We help
8 them through the process. We take this as a
9 combined approach. We both want to be successful
10 and have a successful opening for the school.

11 We haven't requested that board chairs
12 always be present, or other board members. And
13 we're going to ask that at least quarterly the
14 board members get involved and that we would also
15 like to offer some training for boards so that
16 they understand their responsibilities. Because,
17 ultimately, that charter is with the board, it's
18 not the head of school.

19 And then schools often plan to open
20 really large schools. So they'll have ideas of
21 300 or 500 students. And one thing that we
22 already did with Sustainable Futures, and we've

1 done with other schools, is actually limit the
2 enrollment. We want to be able to have
3 innovative ideas. We want to see those schools
4 have the opportunities. But sometimes we have to
5 think about how large the impact should be,
6 especially in those first few years. So our
7 discretion there is used in deciding the
8 enrollment and how quickly they would grow to, to
9 capacity.

10 So, in the case of Sustainable Futures
11 we actually had limited their enrollment by the
12 end to 60 students in that first year. And so
13 while it was quite tragic really what happened
14 with that, we are very relieved it wasn't a
15 larger group of students, which was the original
16 charter application wanted quite a few more in
17 that very first year.

18 I think that that is it. Thank you.

19 CHAIR CRUZ: Thank you for the
20 thoughtfulness the team has put into doing a
21 postmortem on what is quite clearly an unhappy
22 turn of events in terms of the closure or the

1 relinquishment of Sustainable Futures.

2 Any questions from staff? I've got a
3 few, of course, after you.

4 MEMBER BIREDA: Naomi, could you just
5 talk a little bit more about the change in our
6 practice around the conditions?

7 So, as you mentioned, we often grant
8 a charter with conditions. So, let's say a
9 condition was that they get a math curriculum of
10 a certain caliber. If the school comes to you
11 and says you can't do that, you are saying now
12 that you would bring that back to the board to
13 vote on as part of the original charter?

14 MS. DeVEAUX: Yeah. So, right now
15 we'll have dates in there and it will say by this
16 certain date you will have a, much more likely is
17 a, a board of trustees. You'll have your board
18 and your bylaws done.

19 And we'll often get a postponement
20 saying, well, we don't have it yet. Can we have
21 a few more weeks?

22 And sometimes, you know, we'll say,

1 sure, that's fine. In the case of Sustainable
2 everything was like that. And we probably at
3 some point, you know, in retrospect, it would be
4 nice to bring that to you so that you would have
5 had an opportunity to say, wait, why is
6 everything being delayed.

7 So, it's, it's not that they can't
8 make a condition, it's that they can't do it in
9 the time that we've provided. And by delaying
10 and delaying they were not set up for success
11 because they didn't, you know, they need to find
12 everything, their facility, their staff, their
13 curriculum, and it was getting quite late in that
14 planning year before everything was ready and
15 done.

16 MEMBER BIREDA: So, you would want us
17 to agree to the postponement essentially?

18 MS. DeVEAUX: Or not.

19 MEMBER BIREDA: Or not, yeah.

20 MS. DeVEAUX: Or say or have to say,
21 you know what, at this point we think that you
22 should take another year. You know, perhaps not

1 open that year given what we've experienced with
2 other schools. Or to say, yeah, this
3 postponement makes sense and we support that
4 staff accept your board of trustees a little
5 later than planned.

6 MEMBER BIREDA: Okay. And then the
7 second question was around the change with key
8 personnel. And there I, I think that's a great
9 move for us to try to get schools to identify. I
10 worry about just, like, it's hard to find an
11 assistant, well, he's going to leave for a year
12 early.

13 So can you just kind of explain that
14 process?

15 MS. DeVEAUX: Yeah. Thank you for that
16 question.

17 So what we -- each founding team has
18 people of expertise. And usually there's someone
19 with a deep knowledge of special education and
20 English language learning. There's someone with
21 curriculum instruction for those grade levels.
22 Often there's legal expertise or real estate.

1 They get written into what we consider
2 the key personnel of the school. And if -- and
3 what we're asking, we know those people might not
4 stay or they'll stay as board members. But once
5 you've hired the staff who's going to actually be
6 the key personnel that you notify as by law when
7 they leave, that we have an opportunity to
8 approve those names so that we're aware of who's
9 becoming that initial staff and board of the
10 school. And we can see if they're real -- if
11 everyone's leaving and the people coming in are
12 either not there. So in the case of Sustainable
13 there was nobody, you know, to replace those
14 people right away.

15 That hasn't happened since. We've
16 always had people. And Sustainable ultimately
17 did find people. I don't want to paint this as
18 they were not capable. They were. It just took
19 longer than expected.

20 MEMBER BIREDA: Can you remind me, does
21 key personnel get paid during the planning year?

22 MS. DeVEAUX: That is up to each

1 school.

2 MEMBER BIREDA: Okay.

3 MS. DeVEAUX: Not necessarily.

4 MEMBER BIREDA: Okay.

5 MS. DeVEAUX: No. And so these people
6 often don't come on until later, or only come on
7 as advisory, or founding group members within the
8 board. But you can identify that this person
9 will ultimately.

10 But we ran into that with a couple of
11 the schools last year who didn't want to identify
12 everyone at the time of approval. But then by,
13 you know, later that year were able to identify
14 all of the names of the people who would, who
15 would take positions within the school.

16 I do want to add one thing I forgot.
17 That we are developing a new school's manual that
18 includes all the priorities for schools in their
19 planning year that we want to be able to provide
20 publicly and walk through the schools so it
21 doesn't feel like such a confusing process or
22 just a black box for schools.

1 MEMBER SHELTON: And so, how would this
2 effect, so, schools that applied this application
3 period that some of us are interested in and
4 thinking about if we could approve them if they
5 had a longer runway.

6 MS. DeVEAUX: Yes.

7 MEMBER SHELTON: Are we suggesting that
8 this, this timeline of course is, is still in
9 flux so to speak?

10 MS. DeVEAUX: Yeah.

11 MEMBER SHELTON: So say, for instance,
12 if one of the schools, one of the most recent
13 applicants, if they were to come back and submit
14 in January would they be able to participate in
15 the application process from, from this time
16 around?

17 MS. DeVEAUX: Great. So, we're
18 actually, based on feedback from some of those
19 applicants and some of our partners who are
20 helping schools, they asked that we don't
21 implement this timeline till school year 2020 or
22 to calendar year 2020. So, 2019 application due

1 date is still March, and the approval date is
2 still in May, which fall on the same timeline
3 again.

4 The following year we'll be able to
5 have released the guidelines early and done all
6 of our trainings early enough that schools could
7 take advantage of a longer track record.

8 I think it's a hard -- it's a tension
9 between we want completed final applications.
10 There's only so much room. What we're realizing
11 is finding a facility is taking a lot more work
12 now than it did a few years ago. And finding key
13 personnel and qualified staff is taking a lot
14 more, and recruiting.

15 So we need to have the rest of the
16 application tight and solid, the curriculum
17 decisions all made, the data decisions, the
18 assessment decisions, the mission. That has to
19 be tight and done so that the school leader can
20 spend really from summer through that next year
21 finding a facility and his or her leadership.

22 CHAIR CRUZ: The planning playbook --

1 MS. DeVEAUX: Yes.

2 CHAIR CRUZ: -- that you've discussed,
3 will that be available to any schools that might
4 get approved this year? So, is that the goal?

5 MS. DeVEAUX: The goal is to have it
6 ready for this school year. And I love that
7 name, planning playbook.

8 CHAIR CRUZ: The planning playbook.

9 MS. DeVEAUX: Yeah. We might take
10 that.

11 CHAIR CRUZ: And then just for context,
12 what's the range of conditions that might be, a
13 school charter be held to?

14 MS. DeVEAUX: So, every school has a
15 conditional finding a facility. Can't reopen
16 without one. Every school has that you have a
17 board of trustees and your bylaws are all set and
18 that you've incorporated as a 501(c)(3) nonprofit
19 tax exempt status.

20 And then, depending on the weaknesses
21 of the application we've had schools that have
22 had to revise their budget because we've given

1 them a lower enrollment ceiling. So, we've said,
2 okay, you need to revise your budget.

3 Others have been places within their
4 curriculum, especially around special ed, that we
5 thought, okay, this needs to be tightened up a
6 bit or a lot to meet the needs of students in
7 D.C. or your target population.

8 So it can really vary. And but we try
9 and look for, you know, schools where it's pretty
10 clear there's not a whole lot of deep changes to
11 the application because we want to honor that
12 they have their applications. It's more things
13 to be ready to open.

14 CHAIR CRUZ: And then as we think about
15 making, bringing each of the delays,
16 postponements, --

17 MS. DeVEAUX: Yeah.

18 CHAIR CRUZ: -- I should say
19 postponements to the board, will all of those
20 conditions be viewed as of equal weighting?

21 MS. DeVEAUX: Probably not. And not
22 all delays will be of equal weighting. Often

1 there are very good reasons. You don't want to
2 make a decision about a board member just because
3 you have a deadline --

4 CHAIR CRUZ: Right.

5 MS. DeVEAUX: -- and you need an odd
6 number when you really haven't found that right
7 person.

8 So there's very good reasons for
9 postponement that we've granted. Sometimes the
10 facilities we have, intent for a facility gets
11 caught up in things outside of the leader's
12 control, and we don't want to cause more stress
13 than needed. But I think what we were thinking
14 is if there's a continued pattern, --

15 CHAIR CRUZ: Okay.

16 MS. DeVEAUX: -- that we might want to
17 bring something to, and we haven't. You know,
18 maybe that, maybe what you're saying is we need
19 to think a little bit more about how that would
20 actually play out and when would we bring
21 something versus when would we decide. So I'll
22 take that feedback.

1 CHAIR CRUZ: Yeah. And just in terms
2 of both a pattern and/or if there are specific --

3 MS. DeVEAUX: Yeah.

4 CHAIR CRUZ: -- conditions that are
5 troubling.

6 MS. DeVEAUX: Yeah.

7 CHAIR CRUZ: More so than a full board
8 isn't -- not that the board isn't important. But
9 if there's one, one or two names missing for a
10 very good reason, that's perhaps less of an
11 issue, so.

12 MS. DeVEAUX: Right. Then their
13 curriculum is now they can't create a new budget.
14 I'm just, yeah --

15 CHAIR CRUZ: Correct.

16 MS. DeVEAUX: -- very good thinking.

17 MEMBER GANJAM: I just have one
18 question on the facilities front. Are we seeing
19 any progress and collaboration on facilities with
20 the city or with D.C. PS in the future? Are you
21 seeing any progress there at this point?

22 MS. DeVEAUX: We are waiting. We are

1 always hopeful. But, no, we have not seen any
2 buildings released right now to -- and we have
3 schools like Norstar that are waiting for a
4 facility for next school year. We'll have -- so
5 schools that are in existence right now that
6 we're hoping we'll find a place within a vacant
7 D.C. PS building or we'll have to go to
8 commercial space.

9 CHAIR CRUZ: Don or Scott, any
10 additional comments or questions for Naomi?

11 VICE CHAIR SOIFER: None for me. I
12 would just say, I mean Naomi's comments are the
13 product of a lot of soul searching and
14 examination, self-examination among the whole
15 staff that has been going on for quite some time.

16 CHAIR CRUZ: I think I can speak for
17 the board when I say that we're obviously really
18 saddened to see that school closed so quickly,
19 especially since many of us voted in favor of
20 them for the very reason that they would be
21 serving a constituency that was very much in need
22 of an alternative. But I'm also appreciative of

1 all the work the team has done.

2 MS. DeVEAUX: Thank you.

3 CHAIR CRUZ: So we've got one call for
4 new business and then I want to open up for
5 public comment.

6 In terms of board members, any, any
7 new business to be brought forward?

8 MEMBER SHELTON: Should I bring this up
9 as new business or public comment?

10 MEMBER BIREDA: Sure, why don't, why
11 don't you do it.

12 MEMBER SHELTON: All right. So, we
13 have heard over a I'd say course of time, I won't
14 say how long, that people have, still have
15 questions or thoughts around schools that are
16 opening, how those schools are opening, et
17 cetera.

18 And so, we will be hosting three
19 separate forums this fall where we can hear from
20 the public about the types of schools and school
21 programs they would like to see in the city. But
22 then also giving us the opportunity, giving the

1 D.C. Public Charter School Board the opportunity
2 to share with you how we define school quality
3 and approve new charter schools.

4 And so we would like to have these on
5 your calendar in enough time for people to plan
6 around those. But Wednesday, October 17th, from
7 6:30 to 8:00, and more information will be shared
8 on our website.

9 The second one will be November 1st,
10 6:30 to 8:00.

11 And the last will be Tuesday, November
12 6th, which is also a huge day, again 6:30 to
13 8:00.

14 Additional information, again, will be
15 available on our website and social media
16 channels. But I wanted to make sure that folks
17 that were here have that information and we can
18 share more.

19 CHAIR CRUZ: Great. And that should be
20 on the website as well.

21 MEMBER SHELTON: Yep.

22 CHAIR CRUZ: Excellent. So, as Naomi

1 mentioned earlier, we have public comment at the
2 top of our meetings and at the close of our
3 meetings. The agenda and all the materials are
4 posted on the PCSB website the Thursday before
5 the meeting, so they've been available since
6 Thursday.

7 Any item that's open for public
8 hearing is on the website. And all of that is
9 catalogued so you can go back and look at
10 materials that we voted on this evening that were
11 open for public comment, and also the public
12 comment that was received for them.

13 So there's a number of different
14 avenues by which you can get additional
15 information on any of these items and any other
16 future items, as well as past items. But, as we
17 do, before we adjourn this unusually brief
18 meeting I want to invite anyone who would like to
19 make any public remarks, any public comment,
20 you're allowed two minutes. And then as well you
21 can submit via letter or email to us any
22 additional detail that you'd like.

1 So, for anyone who'd like to make
2 public comment, if you'd like to come to the
3 witness desk, introduce yourselves, and you each
4 will have two minutes.

5 MR. SANDERS: I don't have a comment.
6 I'm just curious about the --

7 MEMBER SHELTON: The timing, so, the
8 meeting today moved very quickly. And so, at the
9 top of the meeting we had time and opportunity
10 for public comment. There were no public
11 comments.

12 MR. SANDERS: All right. Thank you.

13 MS. GREEN: I have a quick question.

14 Marcia Green. My daughter Jasmine
15 Chesley was a student at Sustainable Futures
16 Public Charter School. Now, if she -- I don't
17 know what was going on because all we got were
18 emails saying the school was going to close.

19 On January 25th we got emails saying
20 the school was going to close on January 29th for
21 good. And there was --

22 CHAIR CRUZ: June.

1 MS. GREEN: Or June 29th for good.

2 CHAIR CRUZ: Yes.

3 MS. GREEN: And there wasn't any
4 explanation or anything at all. So, the grades
5 apparently weren't ready. I don't know who was
6 doing record keeping or what happened because
7 there was no explanation.

8 I had to email the school several
9 times just to get a report card because, you
10 know, you have to have records to transfer a
11 student. And the records came in August and the
12 school closed in June.

13 So, if the teachers were putting
14 grades, or taking grades, or grading work, what
15 happened? Why weren't they ready on the day the
16 school closed like they would have been if the
17 school was continuing in the next year wouldn't
18 grades be ready on the last day of school?

19 Also, the transcript that I got, she
20 doesn't have a grade for Algebra II. She has two
21 credits for two English classes. Credits for
22 U.S. History and Government, she already took

1 that before she'd been enrolled at that school.
2 That, they teach it in 9th and 10th grade.

3 So I don't know who put all the
4 records together because apparently two people
5 were supposed to be working on that, but why were
6 two people working on the grades when the
7 teachers were working on them throughout the
8 year? So, I don't understand. And there's no
9 explanation and no one has said anything.

10 MEMBER BUMBAUGH: So, ma'am, just I
11 want to make sure I'm hearing you correctly.
12 Does your daughter have what she needs to
13 transfer to be in a good spot in school this
14 school year or does she need --

15 MS. GREEN: Well, she's missing two
16 classes that she should have been --

17 MEMBER BUMBAUGH: So she's missing two
18 classes.

19 MS. GREEN: -- had taken last year.

20 MEMBER BUMBAUGH: Okay.

21 MS. GREEN: Maybe instead of taking two
22 English classes she, she only needed one English

1 credit.

2 MEMBER BUMBAUGH: I'm asking because we
3 want to be able to connect you with the
4 appropriate person to make sure you get your
5 transcripts that you need.

6 MS. GREEN: Well, I have a transcript
7 but it's wrong. And I told the lady Janelle
8 Brown, but the email that she responded was that
9 all transcripts are -- that was the last
10 transcript.

11 But it's clearly not correct. It's
12 just something that was thrown together like a
13 third quarter trimester report card. That was
14 just thrown together because I have all her
15 report cards that they sent before, and my email.
16 I have all, all her school email since she was in
17 the sixth grade.

18 So, what they sent was just something
19 that somebody threw together. And I don't really
20 appreciate that because she's in 12th grade, so
21 this is her time to finish school not worry
22 about, oh, I, I went to school. And really she

1 might as well have not been going to school
2 because nothing really happened. She got two
3 credits she didn't -- three credits she didn't
4 need. And the credits that she needed, she still
5 needs them. Because she says she took Algebra II
6 but there's nothing on her report card or the
7 transcript that reflects that.

8 MEMBER BIREDA: I wonder if our staff
9 can provide any guidance around the cause. Well,
10 also Sustainable Futures, as you probably know,
11 had a very unique system of keeping credits. And
12 there was a crosswalk that should align to other
13 school systems of giving credits.

14 MS. GREEN: Well, I mean, that should
15 have been worked out before they opened, how they
16 were going to translate their grades --

17 MEMBER BIREDA: Yes. Now, there, there
18 is the crosswalk.

19 MS. GREEN: -- to what was needed.

20 MEMBER BIREDA: There is a crosswalk.
21 So I want our staff to get the crosswalk to you
22 though.

1 MS. GREEN: Oh, okay. Because somebody
2 needs to find out.

3 MEMBER BIREDA: Yeah.

4 MS. GREEN: Because it doesn't look
5 like that's what they were doing. I mean, I
6 don't know what they were doing.

7 MEMBER BIREDA: Yeah.

8 MS. GREEN: Because why weren't the
9 grades ready on the last day of school? If you
10 were closing, unless they just found out in the
11 last week they were closing, even so, grades
12 would have been submitted already because nobody
13 submits their final grades on the last week of
14 school. They're already recorded by then.

15 MEMBER BUMBAUGH: So, ma'am, we want to
16 make sure that your daughter gets what she needs
17 to have a successful 12th grade year.

18 Naomi, are you the person to put her
19 in touch with? Or who should we put her in touch
20 with?

21 MS. DeVEAUX: So, she's been working
22 with Rashida Tyler who is here. The unfortunate

1 thing is that, yes, I mean this is part of why,
2 unfortunately, the school is no longer in
3 existence. They did, we did require them to do
4 this crosswalk.

5 They have this crosswalk. Rashida's
6 been working with Janelle and the staff as long
7 as she could to get the credits. And this is
8 what they came up with at the end. And they are
9 done. And they are the school and this is what
10 they are claiming that this person took
11 throughout the year.

12 MS. GREEN: But where are the teachers?
13 Those are the people who were with Jasmine, not
14 Janelle. Janelle and the other person -- two
15 people are working to get records for the whole
16 school, and they weren't even teachers.

17 So, Janelle and some of her responses
18 by email were not that professional. So, where
19 are the teachers? Why are they, why are the
20 teachers just vanished? What happened?

21 MS. DeVEAUX: So there was a team that
22 was responsible for closing the school and for

1 getting the transcripts, and that include
2 Janelle. And that was Janelle's responsibility
3 as the academic person at the school. And she
4 provided what she said were the transcripts for
5 every student at the school, which I understand
6 do not reflect what your daughter went through at
7 the school.

8 But we have no access into their
9 school system to be able to determine more. I
10 wonder, what school is your daughter at now?

11 MS. GREEN: She's at Richard Wright.

12 MS. DeVEAUX: And so I'm hoping that we
13 can work with Richard Wright at finding credit
14 recovery and other ways of you being able to get
15 access to the courses that she needs and so that
16 she can graduate on time to this, to this year.

17 But I think that the best way that we
18 can work together is to work with Richard Wright
19 on handling the situation so that she can get on
20 on grade level.

21 MS. GREEN: So, who's going to be
22 working with Richard Wright?

1 MS. DeVEAUX: Rashida Tyler's working
2 with Richard Wright.

3 CHAIR CRUZ: Rashida, can you join us
4 at the desk?

5 MS. TYLER: Ms. Green and I have spoken
6 several times, as well as I've had conversations
7 with Richard Wright. They are trying to work
8 with the family in light of the transcript
9 provided. It's been difficult because it was a
10 competency based program in how they awarded
11 credits.

12 So, we have taken that step. I think
13 what Ms. Green -- correct me if I'm wrong -- is
14 asking is if there is a way to somehow audit what
15 was provided by Sustainable Futures because she
16 is disputing credits that were earned. And she
17 is disputing credits that were not earned. And I
18 don't know how to do that with a school that
19 doesn't exist anymore.

20 MS. GREEN: Ms. Tyler has been very
21 helpful. As most of the information that I've
22 gotten is because she has been the liaison

1 between myself and the school. Because what I
2 get from the school is it's a kind of, you know,
3 I don't know why they're the only two doing
4 record keeping. And, you know, that doesn't make
5 me feel bad because, as I said before, record
6 keeping for the end of the year is finished
7 before the last week of school.

8 So if someone was doing record
9 keeping, or if any teachers were there, why
10 didn't they just do the grade? You know, I'm
11 sorry that the two people who, who were left had
12 to do the work of the staff that was there
13 before. But the bottom line is teachers grade,
14 they make grades in grade books all the time.
15 You know, they must have some records in grade
16 books. That is what they're supposed to be
17 doing.

18 They're supposed to be having records.
19 There's supposed to be records in the office. I
20 mean, there's supposed to be information already.
21 So there's 60 or less students that -- that's not
22 a lot of students, you know. That's nothing.

1 It's just 60 students.

2 So apparently, I don't know, I can
3 only start guessing what may have happened
4 because nobody's saying, okay, where did the
5 teachers go and where did they go with the
6 records for the students, you know. Or why
7 weren't the students taking classes they were
8 supposed to be taking instead of taking classes
9 they already took before they even came to the
10 school?

11 You know, why waste people's time, you
12 know, my daughter's time? And now we're still
13 dealing with something that really could have
14 gone smoothly if the grades were ready and the
15 transcripts were ready when they decided they
16 wanted to send the email about the school
17 closing.

18 CHAIR CRUZ: Well, ma'am, let us, so
19 let us reconnect on behalf of the board, we'll
20 reconnect with Rashida and Naomi so that we have
21 better, even further understanding of what the
22 conversations have been and see what else there

1 is we can do.

2 MS. GREEN: Okay. I mean, I have any
3 records you want to see that are in the form of
4 email so, and report cards and all that. Because
5 this isn't, it just doesn't really -- the
6 conclusion is not satisfying.

7 You know, just I don't know about the
8 other parents or whatever, but Jasmine makes good
9 grades. She is a good student. He teachers at
10 Richard Wright, and the reason why she got back
11 into Richard Wright is because of the grades that
12 she was making when she was there. So they
13 didn't leave her on the waiting list except for
14 one day, and then they accepted her.

15 So, I know she was good in math
16 because her math teacher tells me this when I see
17 her. You know, so if you need someone to verify
18 -- I don't know who the math teacher was or where
19 she went or why she didn't make grades either, I
20 don't know why. I don't know. I just -- it's so
21 puzzling.

22 You know, just imagine that it was

1 your child and the school did the same thing that
2 Sustainable Futures did.

3 CHAIR CRUZ: Yes.

4 MS. GREEN: And you, you want to know
5 answers. No one said anything. Janelle Brown is
6 somewhat hostile. It's not my fault that the
7 school closed, you know. All I did was enroll my
8 daughter there and expect that she would get
9 educated and get grades at the end and credits
10 that she, she earned.

11 So --

12 CHAIR CRUZ: Well, we, we certainly
13 hear and appreciate your frustration with that.
14 So we will definitely follow up.

15 MS. GREEN: Okay.

16 CHAIR CRUZ: Thank you.

17 MS. GREEN: All righty.

18 CHAIR CRUZ: Additional public comment?
19 Sir?

20 MR. SANDERS: Hello. I actually had a
21 couple questions besides public comment.

22 CHAIR CRUZ: Could you, could you state

1 your name?

2 MR. SANDERS: My name is Jason.

3 So the question is, so I know charter
4 schools are supposed to be more flexible and
5 efficient. That's part of the value of charter
6 schools or, like, the argument for charter
7 schools. And I'm wondering if one of the reasons
8 why they're more flexible and efficient is
9 because they don't have to go through public
10 approval for things but rather public comment?

11 Would you say that's a fair assessment
12 that, like, part of the reason why charter
13 schools can get things done more quickly is
14 because they can just, like, vote like you guys
15 just did? And I was going to say, but that's
16 all, I couldn't say that thing because I was
17 going to say it seems like a really lost -- like,
18 it would be cool if we used, like, this
19 opportunity to open things up for public vote.

20 So, I think, like, with traditional
21 schools sometimes you have to go through a much
22 longer public approval process. And it's kind of

1 cool that, like, you know, we might be able to
2 just kind of vote, like, right now. You know,
3 you get people in the room and they could vote on
4 school policy right now.

5 So, I don't know if that, you know,
6 resonates with you. But are you following what
7 I'm saying? So, is it the case that, I mean so
8 there's a two-part thing here. The first part
9 is, is it the case that one of the reasons why
10 charter schools are considered more efficient and
11 more flexible is because they don't have to go
12 get public approval for things, rather they just
13 have to -- they, I mean, do you even have a
14 requirement at this meeting right now or could
15 you just, like, like could you just be voting,
16 doing all this stuff without us in this room?
17 Could you? You couldn't, so you're required to
18 have it --

19 MEMBER SHELTON: Hi, Jason.

20 MR. SANDERS: So you're required to
21 open it up to the public?

22 MEMBER SHELTON: So, we can have staff

1 walk you through a --

2 MR. SANDERS: Okay.

3 MEMBER SHELTON: -- more robust review
4 of how we operate.

5 MR. SANDERS: Okay.

6 MEMBER SHELTON: How the board itself
7 operates.

8 MR. SANDERS: Yeah. That would be
9 helpful.

10 MEMBER SHELTON: We meet monthly. But
11 we have a staff of nearly 45 people --

12 MR. SANDERS: Okay.

13 MEMBER SHELTON: -- that holds each of
14 the school accountable --

15 MR. SANDERS: Okay.

16 MEMBER SHELTON: -- at a, at a certain
17 level.

18 MR. SANDERS: Okay.

19 MEMBER SHELTON: But each school, each
20 individual local education agency --

21 MR. SANDERS: Okay.

22 MEMBER SHELTON: -- has a board --

1 MR. SANDERS: Okay.

2 MEMBER SHELTON: -- that then regulates
3 practice with each one of those schools.

4 MR. SANDERS: Okay.

5 MEMBER SHELTON: So, the difference
6 between traditional public schools and public
7 charter schools is that public charter schools
8 have the autonomy to operate without the I'd say
9 red tape --

10 MR. SANDERS: Okay.

11 MEMBER SHELTON: -- that traditional
12 public schools have to operate, have to use to
13 operate.

14 MR. SANDERS: Okay. So, I, I
15 understand that but --

16 MEMBER SHELTON: So that's the first
17 thing.

18 MR. SANDERS: Okay, right.

19 MEMBER SHELTON: To your second point,
20 this agenda from today --

21 MR. SANDERS: Okay.

22 MEMBER SHELTON: -- it looks very

1 different month to month.

2 MR. SANDERS: Okay.

3 MEMBER SHELTON: And so because the
4 agenda is shared with the public the Thursday
5 before our meeting --

6 MR. SANDERS: Okay.

7 MEMBER SHELTON: -- people have the
8 opportunity to develop questions, --

9 MR. SANDERS: Okay.

10 MEMBER SHELTON: -- have public
11 commentary, --

12 MR. SANDERS: Okay.

13 MEMBER SHELTON: -- all those things
14 that they can speak to --

15 MR. SANDERS: Okay.

16 MEMBER SHELTON: -- to the things that
17 are noted on the actual agenda.

18 MR. SANDERS: Okay.

19 MEMBER SHELTON: And you can bring that
20 up at the top of the meeting, which could
21 influence how board members then process what we
22 have in terms of data and information --

1 MR. SANDERS: Okay.

2 MEMBER SHELTON: -- so that things can
3 be influenced in terms of, like, if there are
4 particular issues that are brought to us --

5 MR. SANDERS: Yeah.

6 MEMBER SHELTON: -- the day of a
7 meeting --

8 MR. SANDERS: Yeah.

9 MEMBER SHELTON: -- that could
10 influence how we decide to make a decision --

11 MR. SANDERS: Yeah, yeah.

12 MEMBER SHELTON: -- or what our
13 decision making is on the spot.

14 MR. SANDERS: Okay. Right.

15 MEMBER SHELTON: Okay?

16 MR. SANDERS: So two follow-ups. So,
17 one, is there a legal mandate to have this
18 meeting? Like, are you doing this, --

19 MEMBER SHELTON: Yes.

20 MR. SANDERS: -- so you have to have
21 this meeting?

22 MEMBER SHELTON: So, well, I don't know

1 if in the School Reform Act it says specifically
2 that we have to meet once a month. I think it
3 is, though.

4 MR. SANDERS: Okay. And it has to be
5 open to the public?

6 MEMBER SHELTON: It's not --

7 MEMBER BIREDA: We have to meet. We
8 have to meet, yes.

9 MEMBER SHELTON: Thank you.

10 MR. SANDERS: So like a legal mandate,
11 there's a law somewhere that says that you have
12 to have this meeting and the meeting has to be
13 open to the public. But it's not the case that -
14 - so you're saying that the public can make
15 comment but it's not, your voting is not subject
16 to public approval.

17 And the other question I ask, and
18 along those lines, you guys are here because did
19 the public vote you in or?

20 MEMBER BIREDA: Appointed by the mayor
21 and confirmed by the city council.

22 MR. SANDERS: Okay, cool. Great. So,

1 but your voting, because I was just kind of
2 surprised when the voting happened very quickly.
3 And I'm not sure, you know, how, how can the
4 public have some say over, like, so you guys say
5 yes, can the public say no to what you just voted
6 for?

7 CHAIR CRUZ: The public can inform our
8 opinion by presenting comments --

9 MR. SANDERS: Right.

10 CHAIR CRUZ: -- either at the time of
11 the meeting or in advance of the meeting via
12 email or via snail mail.

13 MR. SANDERS: Okay.

14 CHAIR CRUZ: But, no, the board, the
15 board votes on the matters with public comment.

16 MR. SANDERS: Right.

17 CHAIR CRUZ: The public doesn't get to
18 vote or over-vote.

19 MR. SANDERS: Okay.

20 MEMBER SHELTON: Which is not, which is
21 not dissimilar from how council votes.

22 CHAIR CRUZ: Yeah.

1 MR. SANDERS: Okay.

2 MEMBER SHELTON: So the District

3 Council, --

4 MR. SANDERS: Okay.

5 MEMBER SHELTON: -- say, for instance,

6 if they approve something that the community --

7 MR. SANDERS: Right.

8 MEMBER SHELTON: -- that they represent

9 didn't necessarily support --

10 MR. SANDERS: Okay.

11 MEMBER SHELTON: -- they would have to

12 testify before council to influence the decision.

13 MR. SANDERS: Okay.

14 MEMBER SHELTON: Because it's not diff

15 -- it's similar.

16 MR. SANDERS: Right.

17 MEMBER SHELTON: I mean, we're clearly

18 not elected --

19 MR. SANDERS: Cool.

20 MEMBER SHELTON: -- but it's similar in

21 that vein.

22 MR. SANDERS: Right, yeah.

1 So, are there any mechanisms in place
2 for us to overturn your vote? So, say like we
3 don't, like, I mean is there any way that we can,
4 yeah, are there any mechanisms in place for us to
5 overturn your vote? So if we don't like the
6 impact of your vote is there a way that we can
7 say, look, this is not what we want how our tax
8 dollars we want them to be spent?

9 MEMBER SHELTON: Go ahead.

10 MEMBER BIREDA: Public comment. Every
11 meeting --

12 MR. SANDERS: Public comment.

13 MEMBER BIREDA: -- every meeting people
14 come and tell us how much they did not like that
15 vote.

16 MR. SANDERS: Oh, really?

17 MEMBER BIREDA: Yes. They come to a
18 meeting and so that is a way that we get informed
19 about how we think about future votes. Right?

20 MR. SANDERS: Okay.

21 MEMBER BIREDA: Like, so our public,
22 and we're very grateful for that that we have 25,

1 30 people coming to share their, their
2 dissatisfaction --

3 MR. SANDERS: Their thoughts.

4 MEMBER BIREDA: -- or their
5 satisfaction with us.

6 MR. SANDERS: Okay.

7 MEMBER BIREDA: And so that is, that
8 is the democratic process that, that we follow.

9 MR. SANDERS: Okay.

10 CHAIR CRUZ: As well as on issues that
11 may not be before us on the agenda.

12 MR. SANDERS: Okay.

13 CHAIR CRUZ: So, should you be
14 attending a charter school or have a child that
15 is at a charter school --

16 MR. SANDERS: Right.

17 CHAIR CRUZ: -- during the public
18 comment --

19 MR. SANDERS: Right.

20 CHAIR CRUZ: -- bringing to us. First,
21 hopefully you've brought it to the school
22 because, as Naomi stated, --

1 MR. SANDERS: Okay.

2 CHAIR CRUZ: -- each of the charter
3 schools has a board.

4 MR. SANDERS: Okay.

5 CHAIR CRUZ: And that's where many8 of
6 the decisions are made.

7 MR. SANDERS: They're made by the
8 board.

9 CHAIR CRUZ: And then if you're unhappy
10 with that or if you don't feel you've had due
11 process or if there's something significant going
12 on that you want brought to our attention --

13 MR. SANDERS: Okay.

14 CHAIR CRUZ: -- then you do as you're
15 doing today.

16 MR. SANDERS: Okay. All right.

17 MEMBER SHELTON: And just to finalize
18 that, those two thoughts, --

19 MR. SANDERS: Yeah.

20 MEMBER SHELTON: -- I think it's really
21 important that if data shows us over time that a
22 decision that we've made is --

1 MR. SANDERS: Right.

2 MEMBER SHELTON: -- you know, either
3 not effective or families in communities don't
4 believe in that, that process is always open for
5 us to review that data and make decisions based
6 on that as well.

7 MR. SANDERS: Yeah, okay. I mean, just
8 so, you know, brief like an observation from just
9 being in this meeting, it just sort of feels like
10 -- I mean, I guess my concern is, like, the old
11 concern that charter schools, you know, take
12 public education outside of the hands of the
13 public so the public can't hold, you know,
14 charter schools accountable in the same way that
15 we can hold traditional schools accountable.

16 And it just felt like, you know, the
17 decisions that were made, like, I didn't even
18 know, you know, what was going on when I came in
19 here. But it seemed like those decision were
20 made very quickly.

21 And, you know, though I don't have
22 children in the charter school, I would be, you

1 know, it concerns me that it's a very small room
2 full of people who are making decisions that
3 impact potentially a lot of children.

4 And you mentioned boards, and it also,
5 again, seems like a small room of, you know,
6 money people quite often who are making decisions
7 that impact the lives of our children. And so, I
8 don't know, it just seems like, you know, that's
9 unfortunate. That we should be trying to give
10 the public as many opportunities as possible to
11 hold, you know, our -- the people in power
12 accountable, the people who have control over our
13 children's lives accountable.

14 So, I don't know, you know, it, you
15 know, if we could think about how we could use
16 this meeting as an opportunity to shift
17 accountability to or to give the public the
18 ability to hold you folks, you know, you guys
19 accountable, as much as we can do that I think
20 it's the best, it's better, you know.

21 MEMBER SHELTON: So, I think the point
22 that you made --

1 MR. SANDERS: Yes.

2 MEMBER SHELTON: -- is a valid point.

3 MR. SANDERS: Okay.

4 MEMBER SHELTON: I think the idea of
5 how each board of each school functions is
6 something that is, you know, very, very true to
7 the idea of grassroots engagement --

8 MR. SANDERS: Okay.

9 MEMBER SHELTON: -- and community
10 engagement, and people having access to those
11 meetings.

12 MR. SANDERS: Right.

13 MEMBER SHELTON: Today's agenda is not
14 typical of how we operate.

15 MR. SANDERS: Yeah.

16 MEMBER SHELTON: You know, because it's
17 the very top of the school year.

18 The very first meeting that I attended
19 for the board --

20 MR. SANDERS: Yeah.

21 MEMBER SHELTON: -- was I want to say
22 at least six hours long.

1 MR. SANDERS: Yeah. Oh, really?

2 MEMBER SHELTON: And these are not --

3 MR. SANDERS: Yeah.

4 MEMBER SHELTON: -- this, the fact that
5 we are not only on time but ahead of schedule --

6 MR. SANDERS: Yeah.

7 MEMBER SHELTON: -- speaks to just the
8 efficiency of how we operate. But at the same
9 time, this is not a typical agenda.

10 MR. SANDERS: Okay.

11 MEMBER SHELTON: So don't hold today
12 and the number of people that are in the room --

13 MR. SANDERS: Okay.

14 MEMBER SHELTON: -- as a standard for
15 how we operate.

16 MR. SANDERS: Okay. Right.

17 MEMBER BUMBAUGH: I was just going to
18 say one point and then this is probably enough.

19 MR. SANDERS: Yeah, yeah.

20 MEMBER BUMBAUGH: But I agree with a
21 lot of the points you make about a lot of the
22 power being consolidated in too few people's

1 hands.

2 MR. SANDERS: Right.

3 MEMBER BUMBAUGH: The difference with
4 a charter school and the, you know, neighborhood
5 schools I went to --

6 MR. SANDERS: Okay.

7 MEMBER BUMBAUGH: -- many years ago is
8 that if you didn't like your neighborhood school
9 you were kind of stuck with it unless you moved
10 to a new neighborhood.

11 MR. SANDERS: Right.

12 MEMBER BUMBAUGH: But a charter school
13 if you don't like it, you just leave.

14 MR. SANDERS: Yeah.

15 MEMBER BUMBAUGH: And if enough people
16 leave then the school closes.

17 So, in a lot of ways I think there's
18 more accountability the way the charters are set
19 up in this city than the, than the traditional
20 schools.

21 MR. SANDERS: Okay. All right. All
22 right, thank you.

1 MEMBER BUMBAUGH: Thank you.

2 MEMBER SHELTON: Thank you.

3 CHAIR CRUZ: Sir, did you have
4 something?

5 MR. SANDERS: Yeah, I'm okay.

6 MR. CHESLEY: How y'all doing?

7 ALL: Fine, thanks.

8 MR. CHESLEY: Good. My name is Mr.
9 Chesley, Christopher. I graduated from one of
10 them good high schools you just named, Woodrow
11 Wilson Senior High. Now I'm getting my doctorate
12 at Grand Canyon University.

13 But my daughter Jasmine at Sustainable
14 Futures, and I think the staff was very, very
15 nice. I enjoyed each and every one of them. But
16 I was wondering, when I get her transcript and
17 it's got 39 semester hours I'm like, or credits,
18 I'm like out of all my education I never got 39
19 credits in one year.

20 And I'm wondering, that would take a
21 few years to get that many. And I used to
22 question Jasmine because, you know, I pay for

1 good grades. You know, me and her got that
2 initiative. She do good, I'm going to reward
3 her.

4 So one semester she got, like, \$60.
5 Then I turn around and later on at the end of the
6 year I'm giving her \$140. I'm, like, Jasmine,
7 how did you get to get that many, you know,
8 classes or credits?

9 She was, like, well, I take a class
10 and then they'll break it down into other kinds
11 of stuff.

12 And I'm, like, how could you work that
13 in there like that?

14 So, in order to get 39 credits how did
15 she go from one class, break it down and add up
16 to so many where I'm paying a lot of money
17 because she done good? You know, from what she
18 told me and from what I seen it looked like, you
19 know, she was doing good in them. And I didn't
20 know how to understand it. But that's what she
21 was telling me. So I had to pay for it because I
22 love my baby and I trusted her.

1 But it added up to just too many
2 credits. And I'm a doctorate and I never got
3 this many credits. And probably I know
4 throughout all of my training and education and
5 learning I got it, but I just haven't figured out
6 in one year -- and the school did close. And
7 like I said, I was impressed with the staff
8 because they was nice.

9 But how can the school close within
10 one year if they're doing so well? I haven't
11 figured that one out either. Is there a answer
12 to that?

13 Because, you know, we just talked
14 about the 60 students they had. And my ex-wife
15 say that that wasn't, you know, a lot, which I
16 don't think that's a lot. But you closed the
17 school.

18 So, did they do anything well?

19 CHAIR CRUZ: So, as Naomi was trying to
20 explain, we had some concerns with the school.
21 The school itself chose to relinquish its
22 charter. So we didn't close the school, it chose

1 to close after one year because it didn't believe
2 that it could meet its mission.

3 And I think both your comments and
4 your, your ex-wife's comments suggest some of the
5 areas that we were concerned about as well, so.

6 MR. CHESLEY: Good.

7 MEMBER BUMBAUGH: First of all, did you
8 have to pay your daughter too much money because
9 she's getting --

10 (Laughter.)

11 MEMBER BUMBAUGH: -- too many good
12 grades, I'd like to have that problem with my own
13 kids. That's a good problem to have.

14 I'm going to try to explain why your
15 daughter was probably able to get a lot of those
16 credits. Sustainable Futures was different than
17 Wilson when you went there where you start class
18 in September and the class goes until June and
19 you get a final grade.

20 They're on what you call a competency
21 based model where Jasmine goes in there and takes
22 a test. And it shows she has mastered the skills

1 of calculus, she gets credit for that and as much
2 time as it takes her to master those skills. So
3 someone as smart as your daughter might be able
4 to accumulate a lot of credits in a short period
5 of time in a model like that.

6 I think that's probably why you're
7 having to pay her all that money.

8 So, Sustainable Futures did some
9 things well. They also had a lot of problems.
10 And as our chair said, as a result of that they
11 decided, they decided to close. But they
12 delivered their courses in a way that's very
13 different from the kind of schools that you and I
14 went to. And that's probably why you saw all
15 those credits.

16 MR. CHESLEY: Okay. That was all I
17 had. Thank you.

18 CHAIR CRUZ: Thank you, sir.

19 MR. CHESLEY: Uh-huh.

20 CHAIR CRUZ: Any final public comments
21 this evening?

22 (No response.)

1 CHAIR CRUZ: All right. Well, then I
2 will take a motion to adjourn.

3 MR. SANDERS: One, I'm sorry, one quick
4 thing I just wanted to get out. You mentioned
5 that if someone is unhappy with a charter school
6 they can move to another school. Is that
7 actually the case? Because I'm hearing this when
8 they talk about the transcript issues.

9 And I'm wondering about, like, do
10 credits always transfer? Is it realistic to
11 expect that a parent will want to uproot their
12 child and move their child to another school, you
13 know, mid-year -- not mid-year but, like, in the
14 course of their high school career? Right? Or
15 whatever school like Elementary school, middle
16 school--

17 I mean, do parents, I mean isn't it in
18 the parents' best interests to want to see their
19 child stay at a school and flourish at a school,
20 you know, is it realistic actually that people
21 can have the choice to go wherever they want?

22 MEMBER BUMBAUGH: People do it all the

1 time.

2 MR. SANDERS: Do they really?

3 MEMBER SHELTON: Uh-huh. Yes.

4 MR. SANDERS: And those credit things,
5 does the credit actually transfer over?

6 MEMBER BUMBAUGH: The situation Ms.
7 Green finds herself in is unfortunate and it's
8 unusual. And we're going to continue to work
9 with Ms. Green to try to get this resolved.

10 MR. SANDERS: Right.

11 (Off microphone comments).

12 MEMBER BUMBAUGH: Yes, it's not, it's
13 not usual for families to come before us because
14 they can't get their credits transferred.

15 MEMBER SHELTON: And just as an aside,
16 if there is, if you have other questions, Jason,
17 I would encourage you to come back to meetings
18 but also to reach out to the staff. I think the
19 staff is very capable of answering the questions
20 that you brought today.

21 And then, of course, if you have other
22 questions that come up in any of the research you

1 do on your own, and just wanting to dig a little
2 deeper into that, or wanting to reach out to
3 other school officials, and if you want to talk
4 to some of us you can do that as well.

5 MR. SANDERS: Thank you.

6 CHAIR CRUZ: All right. So, can I get
7 a motion to adjourn?

8 MEMBER SHELTON: I move to adjourn the
9 September 17th, 2018, board meeting.

10 CHAIR CRUZ: Is there a second?

11 MEMBER BIREDA: Second.

12 CHAIR CRUZ: All in favor.

13 (Chorus of ayes.)

14 CHAIR CRUZ: Don?

15 VICE CHAIR SOIFER: Yes. An aye for
16 Don.

17 CHAIR CRUZ: All right. The September
18 17th, 2018, board meeting is adjourned. Thank
19 you.

20 (Whereupon, at 7:54 p.m., the above-
21 entitled matter was concluded.)
22

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C E R T I F I C A T E

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Before: DCPCSB

Date: 09-17-18

Place: Washington, DC

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