

FY14 Performance Oversight Hearing Appendix

Question

Q21.

Provide the audited enrollment information for SY 2013-2014, and current enrollment information for SY 2014-2015 to date for each LEA (if the LEA has multiple schools, include data for each school):

- The total student enrollment by grade (based on audited enrollment);
- Q2. Summer school enrollment by grade
 Provide the following information on special education
 services for FY14 and the current school year:
 - The number of students with special education needs served by all charter schools;
 - The number of students with special education needs, broken down by school; and,
 - The number of special education students referred to non-public school settings by LEAs.

LEA Code	LEA Name	FY14 Audited Enrollment
155	Achievement Preparatory Academy PCS	615
103	AppleTree Early Learning PCS	647
104	Arts and Technology Academy PCS	618
168	BASIS DC PCS	510
106	Booker T. Washington PCS	522
107	Bridges PCS	211
119	Briya PCS	478
108	Capital City PCS	984
162	Carlos Rosario International PCS	1983
123	Cedar Tree Academy PCS	322
156	Center City PCS	1417
109	César Chávez PCS for Public Policy	1389
113	Community Academy PCS	1604
176	Community College Preparatory Academy PCS	167
169	Creative Minds International PCS	137
114	DC Bilingual PCS	385
115	DC Prep PCS	1220
170	DC Scholars PCS	299
116	E.L. Haynes PCS	1070
117	Eagle Academy PCS	892
118	Early Childhood Academy PCS	263
144	Elsie Whitlow Stokes Community Freedom PCS	348
158	Excel Academy PCS	617
120	Friendship PCS	3759
121	Hope Community PCS	831
122	Washington Hospitality Foundation	182
124	Howard University Middle School of Mathematics and	318
	Science PCS	
126	IDEA PCS	199
127	Ideal Academy PCS	280
159	Imagine Southeast PCS	468
173	Ingenuity Prep PCS	108
165	Inspired Teaching Demonstration PCS	268
129	KIPP DC PCS	3639
130	Latin American Montessori Bilingual PCS	320
172	LAYC Career Academy PCS	120
132	Mary McLeod Bethune Day Academy PCS	373
133	Maya Angelou PCS	598
135	Meridian PCS	588
171	Mundo Verde Bilingual PCS	274
163	National Collegiate Preparatory PCHS	330

137	Options PCS	376
138	Paul PCS	669
125	Perry Street Preparatory PCS	815
139	Potomac Preparatory PCS	423
167	Richard Wright PCS for Journalism and Media Arts	322
140	Roots PCS	118
142	SEED Public Charter School of Washington, DC	342
174	Sela PCS	73
166	Shining Stars Montessori Academy PCS	87
175	Somerset Preparatory Academy PCS	160
143	St. Coletta Special Education PCS	250
145	The Next Step/El Próximo Paso PCS	316
146	Thurgood Marshall Academy PCS	399
147	Tree of Life PCS	311
149	Two Rivers PCS	516
151	Washington Latin PCS	640
152	Washington Mathematics Science Technology PCHS	333
160	Washington Yu Ying PCS	511
153	William E. Doar, Jr. PCS for the Performing Arts	435
131	YouthBuild PCS	116
	Total	36565

School	School Name	РК3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Ungraded	FY14 Audited
Code																			Enrollment
217	Achievement Preparatory Academy PCS – Elementary	0	0	57	49	67	59	1	0	0	0	0	0	0	0	0	0	0	233
1100	Achievement Preparatory Academy PCS – Middle	0	0	0	0	0	0	121	97	69	63	32	0	0	0	0	0	0	382
140	AppleTree Early Learning PCS – Columbia Heights	98	63	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	161
3073	AppleTree Early Learning PCS – Lincoln Park	46	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	63
1137	AppleTree Early Learning PCS – Oklahoma Ave	84	88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	172
141	AppleTree Early Learning PCS – Southwest	45	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	79
3072	AppleTree Early Learning PCS – Southeast	81	91	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	172
181	Arts and Technology PCS	107	99	91	86	67	61	51	56	0	0	0	0	0	0		0	0	618
3068	BASIS DC PCS	0	0	0	0	0	0	0	133	162	125	59	31	0	0	0	0	0	510
151	Booker T Washington PCS	0	0	0	0	0	0	0	0	0	0	0	49	47	47		345	0	522
142	Bridges PCS	55	74	54	28	0	0	0	0	0	0	0	0	0	0		0	0	211
126	Briya PCS	38	6	0	0	0	0	0	0	0	0	0	0	0	0	0	434	0	478
1207	Capital City PCS – High School	0	0	0	0	0	0	0	0	0	0	0	91	85	83	78	0	0	337
184	Capital City PCS – Lower School	32	40	46	50	50	51	52	0	0	0	0	0	0	0	0	0	0	321

182	Capital City PCS – Middle School	0	0	0	0	0	0	0	81	81	79	85	0	0	0	0	0	0	326
1119	Carlos Rosario International PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1983	0	1983
188	PCS	115	139	68		0	0	0	0	0	0	0	0	0	0		0	0	322
1103	Center City PCS – Brightwood	0	21	24	29		27	28	28	24	22	20	0	0	0		0	0	251
1104	Center City PCS – Capitol Hill	0	20	26	23		25	26	19	27	21	22	0	0	0		0	0	237
1105	Center City PCS – Congress Heights	0	22	25	26		25	24	23	20	25	17	0	0	0		0	0	227
1106	Center City PCS – Petworth	0	23	23	26		27	25	27	21	25	17	0	0	0		0	0	237
1107	Shaw	0	18	24	22		27	28	22	27	25	22	0	0	0		0	0	239
1108	Center City PCS – Trinidad	0	19	18	23		26	25	25	24	22	17	0	0	0		0	0	226
153	César Chávez PCS for Public Policy – Capitol Hill		0	0	0	0	0	0	0	0	0	0	122	118	58	91		0	389
102	César Chávez PCS for Public Policy – Parkside Middle School		0	0		0	0	0	0	100	113	92	0	0	0		0	0	305
127	César Chávez PCS for Public Policy – Chávez Prep	0	0	0	0	0	0	0	0	90	96	81	55	0	0	0	0	0	322
109	César Chávez PCS for Public Policy – Parkside High School	0	0	0	0	0	0	0	0	0	0	0	113	108	71	81		0	373
105	Community Academy PCS – Amos 1	82	86	86	90	82	75	45	50	0	0	0	0	0	0	0	0	0	596

158	Community Academy PCS – Amos 2	94	98	96	0	0	0	0	0	0	0	0	0	0	0	0	0	0	288
1109	Community Academy Amos III Armstrong	44	56	51	42	39	41	21	15	0	0	0	0	0	0	0	0	0	309
106	Community Academy PCS – Amos 5	42	49	43	40	35	22	14	19	0	0	0	0	0	0	0	0	0	264
108	Community Academy PCS – CAPCS Online	0	0	17	13	13	22	19	13	16	18	16	0	0	0	0	0	0	147
216	Community College Preparatory Academy PCS		0	0		0	0	0	0	0	0	0	0	0	0	0	167	0	167
3069	Creative Minds International PCS	32	34	32	16	11	12	0	0	0	0	0	0	0	0	0	0	0	137
199	DC Bilingual PCS	40	46	46	45	39	49	64	32	24	0	0	0	0	0	0	0	0	385
1110	DC Prep PCS – Benning Elementary	75	73	74	69	73	65	0	0	0	0	0	0	0	0	0	0	0	429
130	DC Prep PCS – Edgewood Elementary	75	70	75	70	70	66	0	0	0	0	0	0	0	0	0	0	0	426
196	DC Prep PCS – Edgewood Middle	0	0	0	0	0	0	75	76	61	40	36	0	0	0	0	0	0	288
218	DC Prep PCS – Benning Middle	0	0	0	0	0	0	77	0	0	0	0	0	0	0	0	0	0	77
3070	DC Scholars PCS	63	64	36	44	35	34	23	0	0	0	0	0	0	0	0	0	0	299
146	E.L. Haynes PCS – Middle School	0	0	0	0	0	0	0	50	101	102	100	0	0	0	0	0	0	353
1138	E.L. Haynes PCS – High School	0	0	0	0	0	0	0	0	0	0	0	167	95	72	0	0	0	334
1206	E.L. Haynes PCS – Elementary School	41	44	48	49	51	75	75	0	0	0	0	0	0	0	0	0	0	383

195	Eagle Academy PCS – The Eagle Center at McGogney	126	181	148	##	100	58	0	0	0	0	0	0	0	0	0	0	0	749
1125	Eagle Academy PCS – New Jersey Avenue	35	41	36		11	0	0	0	0	0	0	0	0	0		0	0	143
138	Early Childhood Academy PCS	39	61	47	43	43	30	0	0	0	0	0	0	0	0	0	0	0	263
159	Elsie Whitlow Stokes Community Freedom PCS	24	22	46	50	50	44	47	28	37	0	0	0	0	0	0	0	0	348
1113	Excel Academy PCS	89	110	90	91	77	70	46	44	0	0	0	0	0	0	0	0	0	617
#N/A	Friendship PCS – Blow Pierce	64	72		75		48						0	0	0		0	0	652
#N/A	Friendship PCS – Chamberlain	35	53	61	75		72		68		75	66	0	0	0	0	0	0	722
113	Friendship PCS – Southeast Elementary Academy	55	62	73	71	77	74	72	75	0	0	0	0	0	0	0	0	0	559
1124	Friendship PCS – Technology Preparatory Academy	0	0	0	0	0	0	0	0	90	87	80	59	60	30	0	0	0	406
#N/A	Friendship PCS – Woodridge Campus	49	54	48	52	46	41	37	42	39	45	53	0	0	0	0	0	0	506
#N/A	Friendship PCS – Woodson Collegiate Academy	0	0	0	0	0	0	0	0	0	0	0	240	213	209	252	0	0	914
131	Hope Community PCS – Lamond	69	75	58	60	40	37	24	11	6	0	0	0	0	0	0	0	0	380
114	Hope Community PCS – Tolson	67	71	56	44	49	39	31	30	25	24	15	0	0	0	0	0	0	451
160	Hospitality PCS	0	0	0	0	0	0	0	0	0	0	0	57	43	45	37	0	0	182

115	Howard University Middle School of Mathematics and Science PCS	0	0	0	0	0	0	0	0	105	115	98	0	0	0	0	0	0	318
163	IDEA PCS	0	0	0	0	0	0	0	0	0	0	0	57	50	47	45	0	0	199
134	Ideal Academy PCS	24	41	29	41	22	27	23	16	18	25	14	0	0	0	0	0	0	280
1116	Imagine Southeast PCS	53	53	48	86	80	57	33	26	32	0	0	0	0	0	0	0	0	468
200	Ingenuity Prep PCS	24	25	59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	108
3064	Inspired Teaching Demonstration PCS	45	44	45	48	25	24	21	16	0	0	0	0	0	0	0	0	0	268
116	KIPP DC – AIM Academy PCS	0	0	0	0	0	0	0	88	88	84	78	0	0	0	0	0	0	338
1123	KIPP DC – College Preparatory PCS	0	0	0	0	0	0	0	0	0	0	0	153	114	96	61	0	0	424
209	KIPP DC – Connect Academy PCS	102	101	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	203
1122	KIPP DC – Discover Academy PCS	100	103	103	0	0	0	0	0	0	0	0	0	0	0	0	0	0	306
1129	KIPP DC – Grow Academy PCS	101	101	102	0	0	0	0	0	0	0	0	0	0	0	0	0	0	304
3071	KIPP DC – Heights Academy PCS	0	0	0	##	105	90	0	0	0	0	0	0	0	0	0	0	0	314
189	KIPP DC – KEY Academy PCS	0	0	0	0	0	0	0	96	86	81	71	0	0	0	0	0	0	334
190	KIPP DC – Lead Academy PCS	0	0	0	111	104	0	0	0	0	0	0	0	0	0	0	0	0	215
132	KIPP DC – LEAP Academy PCS	103	100	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	303
1121	KIPP DC – Promise Academy PCS	0	0	0	##	108	98	103	0	0	0	0	0	0	0	0	0	0	409
214	KIPP DC – Spring Academy PCS	0	0	101	0	0	0	0	0	0	0	0	0	0	0	0	0	0	101
121	KIPP DC – WILL Academy PCS	0	0	0	0	0	0	81	77	81	77	72	0	0	0	0	0	0	388

193	Latin American Montessori Bilingual PCS	69	59	60	46	29	33	18	6	0	0	0	0	0	0	0	0	0	320
104	LAYC Career Academy PCS	0	0	0	0	0	0	0	0	0	0	0	1	3	10	14	92	0	120
135	Mary McLeod Bethune Day Academy PCS	46	39	44	40	24	40	34	40	24	31	11	0	0	0	0	0	0	373
101	Maya Angelou PCS – High School	0	0	0	0	0	0	0	0	0	0	0	101	68	58	69	0	0	296
133	Maya Angelou Middle Campus PCS		0	0	0	0	0	0	0	0	74	79	0	0	0		0	0	153
137	Maya Angelou PCS – Young Adult Learning Center		0	0	0	0	0	0	0	0	0	0	0	0	0	0	149	0	149
165	Meridian PCS	44	67	76	73	63	67	48	42	40	39	29	0	0	0	0	0	0	588
3065	Mundo Verde Bilingual PCS	20	43	67	75	69	0	0	0	0	0	0	0	0	0	0	0	0	274
1120	National Collegiate Preparatory PCHS	0	0	0	0	0	0	0	0	0	0	0	100	91	67	72	0	0	330
169	Options PCS	0	0	0	0	0	0	0	0	21	45	40	60	87	61	62	0	0	376
222	Paul PCS – International High School	0	0	0	0	0	0	0	0	0	0	0	151	102	0	0	0	0	253
170	Paul PCS – Middle School	0	0	0	0	0	0	0	0	90	150	176	0	0	0	0	0	0	416
161	Perry Street Preparatory PCS	20	36	34	35	35	38	34	26	52	63	75	86	96	95	90	0	0	815
117	Potomac Preparatory PCS	47	55	46	51	41	46	29	30	34	26	18	0	0	0	0	0	0	423
3067	for Journalism and Media Arts	0	0	0	0	0	0	0	0	0	0	51	99	101	71		0	0	322
173	Roots PCS	16	18	18	16	11	11	12	6	6	1	3	0	0	0		0	0	118
174	SEED PCS of Washington, DC	0	0	0	0	0	0	0	0	100	84	57	26	36	17	22	0	0	342

197	Sela PCS	0	39	21	13	0	0	0	0	0	0	0	0	0	0	0	0	0	73
3066	Montessori Academy PCS	57	16	6		4	0	0	0	0	0	Ĭ	0	0	0	_	0	0	87
187	Preparatory Academy PCS		0			0	0	0					0	0			0	0	160
1047	St. Coletta Special Education PCS	2	10	8	10	9	16	13	16	14	12	12	13	18	14	16	67	0	250
168	Próximo Paso PCS	0	0	0	0	0	0	0	0	0	0	0	1	16			170	0	316
191	Thurgood Marshall Academy PCS	0	0	0	0	0	0	0	0	0	0	0	130	101	86	82	0	0	399
183	Tree of Life PCS	37	42	43	39	25	21	28	18	19	22	17	0	0	0	0	0	0	311
198	Two Rivers PCS	36	47	47	48	50	50	50	49	48	47	44	0	0	0	0	0	0	516
1118	Washington Latin PCS – Upper School	0	0	0	0	0	0	0	0	0	0	0	90	72	63	49	0	0	274
125	Washington Latin PCS – Middle School	0	0	0	0	0	0	0	91	93	92	90	0	0	0	0	0	0	366
178	Washington Mathematics Science Technology PCHS	0	0	0	0	0	0	0		0	0	0	74	88	82	89	0	0	333
1117	Washington Yu Ying PCS	0	80	80	##		58	52	37	22	0		0	0	0	0	0	0	511
210	PCS for the Performing Arts	49	51	55	48	45	41	42	33	23	26	22	0	0	0	0	0	0	435
128	Youthbuild PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	116	116
	Total	2936	3366	2992	##	2317	2019	1767	1802	2210	2253	2013	2126	1812	1423	###	3407	116	36565

LEA ID	LEA Name	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Altern ative	SPED SCHOOL S	Adult	FY15 Preaudited Enrollment
178	Academy of Hope PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	262	262
155	Achievement Preparatory Academy PCS	0	0	67	79	56	65	94	92	96	57	43	0	0	0	0	0	0	0	649
103	AppleTree Early Learning PCS	340	312	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	652
168	BASIS DC PCS	0	0	0	0	0	0	0	141	155	112	95	27	22	0	0	0	0	0	552
107	Bridges PCS	68	65	70	43	28	0	0	0	0	0	0	0	0	0	0	0	0	0	274
119	Briya PCS	35	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	446	492
108	Capital City PCS	33	41	46	50	50	50	52	78	80	82	80	94	91	69	77	0	0	0	973
162	Carlos Rosario International PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2028	2028
123	Cedar Tree Academy PCS	142	125	91	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	358
156	Center City PCS	0	126	148	##	150	156	152	158	160	145	138	0	0	0	0	0	0	0	1486
109	Cesar Chavez PCS for Public Policy	0	0	0	0	0	0	0	0	188	204	192	322	180	137	130	0	0	0	1353
113	Community Academy PCS	237	274	252	##	164	148	124	69	15	9	19	0	0	0	0	0	0	0	1570
176	Community College Preparatory Academy PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	274	274
169	Creative Minds International PCS	34	34	34	34	17	14	14	0	0	0	0	0	0	0	0	0	0	0	181
114	DC Bilingual PCS	44	48	47	45	44	36	42	59	0	0	0	0	0	0	0	0	0	0	365

181	DC International PCS	0	0	0	0	0	0	0	0	118	93	0	0	0	0	0	0	0	0	211
115	DC Prep PCS	161	145	147	##	143	136	151	146	68	49	32	0	0	0	0	0	0	0	1320
170	DC Scholars PCS	58	65	77	46	48	34	41	22	0	0	0	0	0	0	0	0	0	0	391
179	Democracy Prep Congress Heights PCS	51	51	103	60	103	89	59	55	53	0	0	0	0	0	0	0	0	0	624
116	E.L. Haynes PCS	43	42	49	50	50	50	75	76	101	99	101	171	105	97	52	0	0	0	1161
117	Eagle Academy PCS	208	181	173	##	127	85	0	0	0	0	0	0	0	0	0	0	0	0	923
118	Early Childhood Academy PCS	42	46	52	39	42	38	0	0	0	0	0	0	0	0	0	0	0	0	259
144	Elsie Whitlow Stokes Community Freedom PCS	40	36	45	49	48	48	42	42	0	0	0	0	0	0	0	0	0	0	350
158	Excel Academy PCS	98	113	108	86	85	79	60	44	52	0	0	0	0	0	0	0	0	0	725
120	Friendship PCS	208	255	256	##	265	231	215	208	255	254	242	311	276	262	233	0	0	0	3723
180	Harmony DC PCS	0	0	13	9	17	12	13	3	0	0	0	0	0	0	0	0	0	0	67
121	Hope Community PCS	178	134	124	92	94	81	63	40	24	24	23	0	0	0	0	0	0	0	877
124	Howard University Math and Science PCS	0	0	0	0	0	0	0	0	84	108	102	0	0	0	0	0	0	0	294
126	IDEA PCS	0	0	0	0	0	0	0	0	0	0	0	72	53	54	42	0	0	0	221
127	Ideal Academy PCS	27	40	33	32	36	25	25	25	15	16	24	0	0	0	0	0	0	0	298
173	Ingenuity Prep PCS	24	49	64	64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	201

165	Inspired Teaching Demonstration PCS	44	46	45		49	28	28	19	13	0	0	0	0	0		0	0	0	317
129	KIPP DC PCS	473	498	490		384	356	285	324	325	248	218	151	119			0	0	0	4549
130	Latin American Montessori Bilingual PCS	47	62	60	53	43	27	32	18	0	0	0	0	0	0	0	0	0	0	342
172	LAYC Career Academy PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	195	0	0	195
177	Lee Montessori PCS	36	20	8	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	74
132	Mary McLeod Bethune Day Academy PCS	47	47	32	49	37	28	38	35	29	21	24	0	0	0	0	0	0	0	387
133	Maya Angelou PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	257	0	150	407
135	Meridian PCS	51	65	81	71	69	62	70	49	55	40	37	0	0	0	0	0	0	0	650
171	Mundo Verde Bilingual PCS	32	52	88	88	77	67	0	0	0	0	0	0	0	0	0	0	0	0	404
163	National Collegiate Preparatory PCHS	0	0	0	0	0	0	0	0	0	0	0	79	96	71	61	0	0	0	307
137	Options PCS	0	0	0	0	0	0	0	0	0	22	43	56	35	66	46	0	0	0	268
138	Paul PCS	0	0	0	0	0	0	0	0	84	109	183	129	124	73	0	0	0	0	702
125	Perry Street Preparatory PCS	25	38	37	37	32	35	34	32	25	48	57	40	47	51	85	0	0	0	623
139	Potomac Prep PCS	55	50	49	37	44	35	32	25	35	33	30	0	0	0	0	0	0	0	425
167	Richard Wright PCS for Journalism and Media Arts	0	0	0	0	0	0	0	0	0	0	23	71	76	72	61	0	0	0	303

140	Roots PCS	17	20	15	11	9	6	8	9	0	0	0	0	0	0	0	0	0	0	95
142	SEED Public Charter School of Washington, DC	0	0	0	0	0	0	0	0	100	80	61	37	23	25	13	0	0	0	339
174	Sela PCS	0	26	34	15	11	0	0	0	0	0	0	0	0	0	0	0	0	0	86
166	Shining Stars Montessori Academy PCS	80	25	9	2	6	2	0	0	0	0	0	0	0	0	0	0	0	0	124
175	Somerset Preparatory Academy PCS	0	0	0	0	0	0	0	0	44	79	71	47	0	0	0	0	0	0	241
143	St. Coletta Special Education PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	252	0	252
145	The Next Step/El PrÃ ³ ximo Paso PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	368	0	0	368
146	Thurgood Marshall Academy PCS	0	0	0	0	0	0	0	0	0	0	0	136	93	94	72	0	0	0	395
147	Tree of Life PCS	28	46	38	36	31	25	23	23	13	15	12	0	0	0	0	0	0	0	290
149	Two Rivers PCS	36	45	50	50	50	50	50	50	48	48	41	0	0	0	0	0	0	0	518
151	Washington Latin PCS	0	0	0	0	0	0	0	90	91	90	95	86	86	68	64	0	0	0	670
152	Washington Mathematics Science Technology PCHS	0	0	0	0	0	0	0	0	0	0	0	99	76	88	77	0	0	0	340
160	Washington Yu Ying PCS	48	54	77	76	106	65	55	47	0	0	0	0	0	0	0	0	0	0	528

153	William E. Doar,	37	57	50	60	39	47	43	26	37	18	25	0	0	0	0	0	0	0	439
	Jr. PCS for the																			
	Performing Arts																			
131	YouthBuild PCS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	115	0	0	115
	Total	3127	3344	3162	##	2554	2210	1920	2005	2363	2103	2011	1928	1502	1332	###	935	252	3160	37867

LEA Code	LEA Name	Summer FY14 Enrollment Count
	Achievement Preparatory	
155	Academy PCS	88
	AppleTree Early Learning	
103	PCS	378
107	Bridges PCS	37
119	Briya PCS	345
108	Capital City PCS	405
123	Cedar Tree Academy PCS	150
156	Center City PCS	746
	César Chávez PCS for	
109	Public Policy	357
113	Community Academy PCS	340
	Community College	
176	Preparatory Academy PCS	103
	Creative Minds	
169	International PCS	82
114	DC Bilingual PCS	36
115	DC Prep PCS	72
170	DC Scholars PCS	71
116	E.L. Haynes PCS	361
117	Eagle Academy PCS	639
	Early Childhood Academy	
118	PCS	120
	Elsie Whitlow Stokes	
144	Community Freedom PCS	305
158	Excel Academy PCS	73
120	Friendship PCS	1,347
121	Hope Community PCS	741
160	Hospitality PCS	121
	Howard University Middle	
	School of Mathematics and	
124	Science PCS	132
126	IDEA PCS	87
127	Ideal Academy PCS	162
1116	Imagine Southeast PCS	122
173	Ingenuity Prep PCS	104
	Inspired Teaching	
165	Demonstration PCS	7
129	KIPP DC PCS	3,328
	Latin American Montessori	
130	Bilingual PCS	102
172	LAYC Career Academy PCS	62
	Mary McLeod Bethune Day	
132	Academy PCS	202
135	Meridian PCS	287

171	Mundo Verde Bilingual PCS	159
	National Collegiate	
163	Preparatory PCHS	164
137	Options PCS	38
138	Paul PCS	208
	Perry Street Preparatory	
125	PCS	199
139	Potomac Preparatory PCS	44
	Richard Wright PCS for	
167	Journalism and Media Arts	119
140	Roots PCS	72
	SEED Public Charter School	
142	of Washington, DC	139
	Shining Stars Montessori	
166	Academy PCS	1
	Somerset Preparatory	
175	Academy PCS	42
	St. Coletta Special	
143	Education PCS	246
	The Next Step/El Próximo	
145	Paso PCS	207
	Thurgood Marshall	
146	Academy PCS	228
147	Tree of Life PCS	160
149	Two Rivers PCS	108
151	Washington Latin PCS	151
	Washington Mathematics	
152	Science Technology PCHS	221
160	Washington Yu Ying PCS	232
	William E. Doar, Jr. PCS for	
153	the Performing Arts	262
	Total	14,512

LEA Code	LEA Name	FY14 SPED LEA Enrollment Count
	Achievement Preparatory	
155	Academy PCS	89
	AppleTree Early Learning	
		25
	Arts and Technology	
104	Academy PCS	74
168	BASIS DC PCS	27
106	Booker T. Washington PCS	50
107	Bridges PCS	60
119	Briya PCS	3
108	Capital City PCS	157
123	Cedar Tree Academy PCS	9
156	Center City PCS	153
	César Chávez PCS for	
109	Public Policy	186
113	Community Academy PCS	140
	Creative Minds	
169	International PCS	33
114	DC Bilingual PCS	63
115	DC Prep PCS	110
170	DC Scholars PCS	27
116	E.L. Haynes PCS	196
117	Eagle Academy PCS	91
	Early Childhood Academy	
118	PCS	26
	Elsie Whitlow Stokes	
144	Community Freedom PCS	38
158	Excel Academy PCS	45
120	Friendship PCS	515
121	Hope Community PCS	67
	Howard University Middle	
	School of Mathematics and	
124	Science PCS	18
126	IDEA PCS	44
127	Ideal Academy PCS	25
159	Imagine Southeast PCS	43
173	Ingenuity Prep PCS	5
	Inspired Teaching	
165	Demonstration PCS	28
129	KIPP DC PCS	448
	Latin American Montessori	
130	Bilingual PCS	32
172	LAYC Career Academy PCS	2
	Mary McLeod Bethune Day	
132	Academy PCS	43

133	Maya Angelou PCS	156
135	Meridian PCS	91
171 Mundo Verde Bilingual PCS		18
National Collegiate		
163	Preparatory PCHS	55
137	Options PCS	246
138	Paul PCS	84
150	Perry Street Preparatory	
125	PCS	130
139	Potomac Preparatory PCS	32
	,	
	Richard Wright PCS for	
167	Journalism and Media Arts	66
140	Roots PCS	4
	SEED Public Charter School	
142	of Washington, DC	57
174	Sela PCS	3
	Shining Stars Montessori	
166	Academy PCS	1
	Somerset Preparatory	
175	Academy PCS	30
	St. Coletta Special	
143	Education PCS	248
	The Next Step/El Próximo	
145	Paso PCS	16
	Thurgood Marshall	
146	Academy PCS	46
147	Tree of Life PCS	31
149	Two Rivers PCS	117
	Washington Hospitality	
122	Foundation	49
151	Washington Latin PCS	56
	Washington Mathematics	
152	Science Technology PCHS	43
160	Washington Yu Ying PCS	39
	William E. Doar, Jr. PCS for	
153	the Performing Arts	25
131	YouthBuild PCS	9
	Total	4524

School Co	School Name	FY14 SPED School Enrollment Count
	Achievement	
	Preparatory Academy	
217	PCS – Elementary	20
	Achievement	
	Preparatory Academy	
1100	PCS – Middle	65
	AppleTree Early Learning	
140	PCS – Columbia Heights	10
	AppleTree Early Learning	
3073	PCS – Lincoln Park	3
440=	AppleTree Early Learning	
1137	PCS – Oklahoma Ave	3
	AnniaTura Faulu Lagunina	
1.11	AppleTree Early Learning	4
141	PCS – Southwest	4
	AppleTree Early Learning	
3072	PCS – Southeast	5
3072	PCS – Southeast	5
181	Arts and Technology PCS	70
3068	BASIS DC PCS	27
151	Booker T. Washington PCS	50
142	Bridges PCS	60
126	Briya PCS	3
100=	Capital City PCS – High	c=
1207	School	65
104	Capital City PCS – Lower	22
184	School Capital City PCS – Middle	23
182	School	62
102	301001	UZ
188	Cedar Tree Academy PCS	q
100	Center City PCS –	
1103	Brightwood	22
	Center City PCS – Capitol	
1104	Hill	24
	Center City PCS –	
1105	Congress Heights	20
	Center City PCS –	
1106	Petworth	27

1107	Center City PCS – Shaw	28
	Center City PCS –	
1108	Trinidad	24
	César Chávez PCS for	
	Public Policy – Capitol	
153	Hill	62
	César Chávez PCS for	
	Public Policy – Parkside	
102	Middle School	44
	César Chávez PCS for	
	Public Policy – Chávez	
127	Prep	38
	César Chávez PCS for	
	Public Policy – Parkside	_
109	High School	42
	Community Academy	
105	PCS – Amos 1	51
450	Community Academy	
158	PCS – Amos 2 Community Academy PCS	14
1109	- Amos 3	22
	Community Academy	
106	PCS – Amos 5	28
	Community Academy	
108	PCS – CAPCS Online	16
	Creative Minds	
3069	International PCS	32
199	DC Bilingual PCS	62
	DC Prep PCS – Benning	
1110	Elementary	19
	DC Prep PCS – Benning	
218	Middle	8
	DC Prep PCS –	
130	Edgewood Elementary	30
	DC Prep PCS –	
196	Edgewood Middle	44
3070	DC Scholars PCS	27
4.46	E.L. Haynes PCS – Middle	
146	School	74
1120	E.L. Haynes PCS – High	72
1138	School	73
1200	E.L. Haynes PCS –	46
1206	Elementary School	46

	Eagle Academy PCS –	
195	The Eagle Center at	86
195	McGogney	80
1125	Eagle Academy PCS –	F
1125	New Jersey Avenue	5
420	Early Childhood	26
138	Academy PCS	26
	Elsie Whitlow Stokes	
	Community Freedom	
159	PCS	37
	Excel Academy PCS –	
1113	DREAM	44
	Friendship PCS – Blow-	
361	Pierce Elementary	21
	Friendship PCS – Blow-	
362	Pierce Middle	53
	Friendship PCS –	
363	Chamberlain Elementary	19
	Friendship PCS –	
364	Chamberlain Middle	54
	Friendship PCS –	
	Southeast Elementary	
113	Academy	60
	Friendship PCS –	
	Technology Preparatory	
1124	Academy	75
	Friendship PCS –	
365	Woodridge Elementary	15
	Friendship PCS –	
366	Woodridge Middle	51
	Friendship PCS –	
186	Collegiate Academy	152
	Hope Community PCS –	
131	Lamond	24
	Hope Community PCS –	
114	Tolson	41
	Washington Hospitality	
160	Foundation	49
	Howard University	
	Middle School of	
	Mathematics and	
115	Science PCS	18
163	IDEA PCS	41
134	Ideal Academy PCS	25
	, , , ,	

1116	Imagine Southeast PCS	42
200	Ingenuity Prep PCS	5
	Inspired Teaching	-
3064	Demonstration PCS	27
	KIPP DC – AIM Academy	
116	PCS	69
110	KIPP DC – College	
1123	Preparatory PCS	76
1120	KIPP DC – Connect	
209	Academy PCS	10
203	KIPP DC – Discover	10
1122	Academy PCS	23
	KIPP DC – Grow	
1129	Academy PCS	19
1123	KIPP DC – Heights	-10
3071	Academy PCS	38
3071	KIPP DC – KEY Academy	
189	PCS	37
103	KIPP DC – Lead Academy	
190	PCS	17
130	KIPP DC – LEAP Academy	
132	PCS	23
102	KIPP DC – Promise	
1121	Academy PCS	54
	KIPP DC – Spring	
214	Academy PCS	7
	KIPP DC – WILL Academy	
121	PCS	75
	Latin American	
193	Montessori Bilingual PCS	32
	LAYC Career Academy	
104	PCS	2
	Mary McLeod Bethune	
135	Day Academy PCS	43
	Maya Angelou PCS –	
101	High School	89
	Maya Angelou PCS-	
133	Middle	39
	Maya Angelou PCS –	
	Young Adult Learning	
137	Center	21
165	Meridian PCS	85
	Mundo Verde Bilingual	
3065	PCS	18
	1 22	-

	National Collegiate	
4420	National Collegiate	F.4
1120	Preparatory PCHS	54
169	Options PCS	244
	Paul PCS – International	
222	High School	30
170	Paul PCS – Middle School	54
	Perry Street Preparatory	
161	PCS	125
	Potomac Preparatory	
117	PCS	26
	Richard Wright PCS for	
	Journalism and Media	
3067	Arts	66
173	Roots PCS	4
	SEED PCS of	
174	Washington, DC	50
197	Sela PCS	3
137	Jeia i es	
	Shining Stars Montessori	
3066	Academy PCS	1
3000	·	1
107	Somerset Preparatory	29
187	Academy PCS	29
4047	St. Coletta Special	240
1047	Education PCS	248
	The Next Step/El	
168	Próximo Paso PCS	16
	Thurgood Marshall	
191	Academy PCS	46
183	Tree of Life PCS	29
198	Two Rivers PCS	109
	Washington Latin PCS –	
1118	Upper School	31
	Washington Latin PCS –	
125	Middle School	25
	Washington	
	Mathematics Science	
178	Technology PCHS	43
1117	Washington Yu Ying PCS	36
	William E. Doar, Jr. PCS	
210	for the Performing Arts	25
128	YouthBuild PCS	9
	Total	4406

LEA Code	LEA Name	FY14 Number of Students Referred to Non-Public School
155	Achievement Preparatory A	4
104	Arts and Technology Acade	4
108	Capital City PCS	7
156	Center City PCS	8
113	Community Academy PCS	9
169	Creative Minds Internationa	1
114	DC Bilingual PCS	1
115	DC Prep PCS	9
116	E.L. Haynes PCS	3
144	Elsie Whitlow Stokes Comm	1
158	Excel Academy PCS	1
120	Friendship PCS	15
121	Hope Community PCS	2
126	IDEA PCS	3
159	Imagine Southeast PCS	1
165	Inspired Teaching Demonst	1
133	Maya Angelou PCS	7
135	Meridian PCS	6
163	National Collegiate Prepara	1
137	Options PCS	2
125	Perry Street Preparatory PC	5
139	Potomac Preparatory PCS	6
142	SEED Public Charter School	7
175	Somerset Preparatory Acad	1
147	Tree of Life PCS	2
149	Two Rivers PCS	8
160	Washington Yu Ying PCS	3
	Total	118

Due Date	Event/Docu ment	Description (Must Haves)	for the LEA	Which Schools are Required to Submit?
7/25/14	2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus	LEA	All Schools
7/25/14	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)	LEA	All Schools
7/25/14	High School Course Offering Assurance	All courses and credits offered to high school students; include graduation requirements	Campus	All High Schools
7/25/14	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/15/14	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

8/31/14	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
8/31/14	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
9/5/14	Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)	LEA	All Schools in operation SY 2013- 2014
9/30/14	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
9/30/14	ESEA Focus and Priority Schools (Cohort I&II): Update web- based Intervention /Turnaroun d Plan	based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2012- 2013 and those identified in SY 13- 14. List made final by 9/1/14.

9/30/14	Calendar,	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	All Title I schools
10/1/14	Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.	Campus	All schools that serve early childhood (PK3-2)
10/10/14	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools
10/10/14	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/10/14	Basic Business License	Current Basic Business License	Campus (1 for each facility)	All Schools
10/10/14	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools

10/10/14	Board Roster	Board makeup must include: -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * *Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/10/14	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo	LEA	All Schools
10/10/14	Board Meeting Minutes 1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/10/14	School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR, an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools

10/10/14	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools
10/10/14	Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment	LEA	All Schools
10/10/14	Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years *All volunteers working more than 10 hrs/ week must have background checks	Campus	All Schools
10/10/14	Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)	LEA	All Schools

10/10/14	Accreditatio n	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process	LEA	All Schools
10/10/14	SPED Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools
10/10/14	e Policy *Safeguard of Student	clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) Safeguard of Student Information Policyaligns with FERPA regulations	LEA	All Schools
10/10/14	Lease	Lease	Campus (1 for each facility)	New Schools, new buildings or updates only

10/15/14	Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date	LEA	All schools undergoin g charter renewal in 2014-2015.
10/15/14	Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter	LEA	All schools seeking an enrollment ceiling increase
10/15/14	Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)	LEA	seeking a charter amendme nt. (open queue, not mandatory). For the October 15th deadline, please submit amendme nt request on or before this date to ensure that, if approved, the amendme nt will go into effect by January 2015.

10/31/14	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
10/31/14	Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	All schools not submitting monthly financials
10/31/14	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
10/31/14	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
11/30/14	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
11/30/14	Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.	LEA	All Schools
11/30/14	Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.	LEA	All Schools

12/1/14	ESEA Focus and Priority Schools (Cohort I&II): Update web- based Intervention /Turnaroun d Plan	UpdateAssurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2012- 13 and those identified in SY 2013- 2014
12/1/14	Schools (Cohort III): web-based	Newly identified Focus and Priority schools should develop their school improvement plans. This letter serves as a confirmation that they have done so and that PCSB staff may check their Google document for updates on the development of these new plans.	Campus	ESEA Focus and Priority Schools identified in SY 2014- 15
12/5/14	2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause	LEA	Schools not participati ng in MySchools DC
12/5/14	2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	All Schools
12/5/14	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

12/15/14	Facilities Expenditure Template	Reporting of facilities expenditure activies via PCSB's data input tool. The data gathered is in the development of the public charter school sector budget for the subsequent fiscal year. Please complete and submit the template provide. It must be submitted in Excel.	LEA	All Schools
12/15/14	Teacher Retirement Witholding	Submit Schedule A which is provided. Refer to PCSB policies and procedures manual for additional details.	LEA	As needed (schools that have former DCPS employees)
12/31/2014	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
1/16/15	Board Meeting Minutes 2nd quarter	Minutes from all board meetings held/ approved between October 2014 and January 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
1/30/15	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools

1/30/15	Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	All schools not submitting monthly financials
2/2/15	ESEA Focus and Priority Schools (Cohort I&II): Update web- based Intervention /Turnaroun d Plan	Assurance letter stating that the school has updated their Improvement plan in webbased tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2012- 2013; list made final by 9/1/14
2/16/15	IRS Form 990 or Extension FY2014	Form 990 is the tax return form that non- profits use to report their charitable receipts for the year. A form 990 is to be used by any 501(c) organization.	LEA	All Schools
2/27/15	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
3/31/15	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools

4/1/15	ESEA Focus and Priority Schools (Cohort I and Cohort II): Update web-based Intervention /Turnaroun d Plan	Assurance letter stating that the school has updated their Improvement plan in webbased tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2012- 2013 and those identified in SY 13- 14; list made final by 9/1/14
4/1/15	ESEA Waiver, Principle 3: Teacher and Principal Evaluation System	School's principal and teacher evaluation systemmeets ESEA Waiver requirements	LEA	New Schools opening in SY 2015- 2016 who will receive federal funding (Title 1)

4/3/15	Waitlist Information for 2015- 2016	List of students on the waitlist: name, grade, date of birth, zip code; includes number of open seats per grade	Campus	Schools that did not participate in MySchool DC, and schools that did participate but did not consent to have MySchool DC share their waitlist data with PCSB
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4/15/15	Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)	LEA	All schools seeking a charter amendme nt. For the April 15th due date, please submit amendme nt requests on or before this date to ensure that, if approved, the amendme nt will go into effect by the 2015-16 school year.
4/17/15	Board Meeting Minutes 3rd Quarter	Minutes from all board meetings held/ approved between January and April 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
4/30/15	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools

4/30/15	Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	All schools not submitting monthly financials
6/1/15	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
6/1/15	Annual Budget 2015- 2016	Budget that is prepared for the 12-month period July 1 thur June 30. The annual budget outlines both the income and expenditures that are expected to be received and paid over the coming year.	LEA	All Schools
6/1/15	ESEA Focus and Priority Schools (Cohort I & II): Update web-based Intervention /Turnaroun d Plan	Assurance letter stating that the school has updated their Improvement plan in webbased tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2012-2013. list made final by 9/1/14; renewal decisions are impacting this list as well as DC CAS results

6/18/15	ELL/ SPED Supplement al - FY2015	This submission is for newly identified ELL and/or SPED students. Students reported via this upload are students that were not identified as being ELL or SPED as of October 05, 2013. Students whose SPED have progressed since October 25, 2013 should also be listed via this template.	LEA	As needed-schools that have newly identified ELL and/or SPED students as of 10/5/14
6/30/15	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2014- 2015; PCSB identified schools
7/10/15	Board Meeting Minutes 4th Quarter	Minutes from all board meetings held/ approved between April and July 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
7/1/15	Annual Teacher and Principal Evaluation Reflection	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
7/31/15	Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	New Schools opening in SY 2013- 2014; PCSB identified schools

7/31/15	Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.	LEA	All schools not submitting monthly financials
8/14/15	Summer School Attendance	Daily attendance for each student enrolled in summer school (first and second session if applicable) -An export of the school's Student Information System (SIS) into Excel: should include student's USI, first name, last name, DOB, and attendance status for each day (present, excused absent, unexcused absent)	Campus	All schools offering summer school
On-going; no later than 3 days after the contract is made		Supporting documents and required documentation.	LEA	All schools

Event/Document	Rationale/Why?
School Calendar	Attendance Accountability Amendment Act of 2013 (OSSE); monitoring of state attendance mandates
Charter Board Calendar	SRA 38-1802.11 (oversight); charter agreement; PCSB staff may visit Board of Trustee meetings as part of the QSR process
High School Course OfferingAssurance	Charter Agreement; to ensure fidelity of graduation requirements; PCSB may receive inquiries about school's classes offered
Fire Drills	SRA 38-1802.04 (c) (4). School Emergency Response Plan and Management Guide; to ensure that schools have planned fire drills according to the guidelines of the DCFD, and ensuring the safety of students and staff
Audited Financial Statement Engagement Letter - FY2015	SRA 38-1802.04 (c)(11) (B)(ix)
Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
Charter School Athletics Compliance	The DC Code § 38-621; To ensure student safety by ensuring that the appropriate medical personnel are in attendance at school sporting events
Annual Report	SRA 38-1802.04 (c)(11); used to analyze accountability of goals, and to respond to stakeholders' inquiries throughout the year
Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	ESEA Waiver; To ensure that strategies in Intervention/Turnaround Plans are current.
ESEA Focus Schools: web-based Sub- group Intervention Plan	ESEA Waiver; To ensure that Focus schools develop and implement sub-group intervention plans within 60 days of identification as a Focus school, in compliance with the ESEA Waiver.
Professional Development Calendar, Title I schools	ESEA Waiver; To maintain Title I compliance in the ESEA Waiver.
Early Childhood Assessment Form	This form allows schools to indicate to PCSB what assessments they'll be using for the EC PMF

Cartificate of Occupancy	SRA 38-1802.04 (c) (4); school safety; to ensure that
Certificate of Occupancy	the number of people in the school are permitted to be in the building
	SRA 38-1802.04 (b)(4); charter agreement; to
Insurance Certificate	ensure the school has the necessary coverages
	SRA 38-1802.04 (c) (4)
	SRA 38-1802.02 (11); DCRA mandateto ensure
Basic Business License	school health and safety
	School Health and Safety
	SRA 38-1802.04 (c) (4); to ensure school health and
School Nurse Notification OR Certified Staff	safety, particulary for the administration of
to Administer Medicine	medication to students
Doord Dootor	SRA 38-1802.05; to ensure the correct makeup of
Board Roster	the board as required by the SRA
	SRA 38-1802.11
	SRA 38-1802.04 (b) (8); to ensure PCSB is aware of
Litigation Proceedings Calendar	any SPED litigation or federal complaints against a
	school and can follow up if necessary
	SRA 38-1802.11 (oversight); charter agreement; so
Board Meeting Minutes	PCSB is kept abreast of school governance activities
	SRA 38-1802.04 (c) (4); state requirements for
	health and safety; to ensure the school has
School Emergency Response Plan	procedures in place to reduce illness and/ or injury
	in the case of an emergency
	SRA 38-1802.04 (c) (4); DC Code §4-1321.02; health
	and safety of students, and to ensure schools
Sexual Violation Protocol	appropriately train their staff and are aware of their
	liability
	34 CFR 300.111 Child Find; to ensure that schools
Child Find Policy	have procedures for identifying students with
	disabilities; may be used as part of PCSB's audit
	policy
	SRA 38-1802.04 (c) (4); to ensure the safety of
Staff Roster & Background Checks	students; to ensure state employment mandates
	are adhered to regarding background checks
Estate and the discount of the state of the	SRA 38-1802.04; to ensure employees of charter
Employee Handbook (or submit	schools abide by state laws regarding employment
individual policies)	in a school; to ensure the protection of rights of
	charter school staff

	SRA 38-1802.02 (16); to ensure that schools
Accreditation	become accredited within 5 years of operation, and
	keep accreditation throughout the life of their
	charter Control of the control of th
SPEDContinuum of Services	DCMR Rule 5-E3012: Continuum of Alternative
	Placements
Student Handbook	
	SRA 38-1802.06 (g), FERPA; to ensure fair and
or submit policies:	appropriate policies as it relates to attendance and
*Discipline Policy	discipline policies; to ensure all policies are aligned
*Attendance Policy	with state law
*Safeguard of Student Information	
Lease	SRA 38-1802.11 (oversight)
	SRA 38-1802.12(b); Any school in its fifteenth year
Charter Renewal Application	of operation must submit a charter renewal
	application to initiate the renewal process.
Enrollment Ceiling Increase Request	The enrollment schedule is an amendment to the
	SRA 38-1802.04(c)(10); Any school that wishes to
Charter Amendment	amend its charter must submit a petition describing
	the change and the rationale for it.
FY2014 Audited Financial Statements &	-
Finance and Audit Review Data	To evaluate the economic viability of public charter
Collection Form - Deadline to Request	schools; SRA 38-1802.11 (oversight)
Extension	, , , , , , , , , , , , , , , , , , , ,
Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter
inontiny i mancial statements - 1 12013	schools; SRA 38-1802.11 (oversight)
Quarterly Financial Statements -	To evaluate the economic viability of public charter
FY2015	schools; SRA 38-1802.11 (oversight)
FY2014 Audit	To evaluate the economic viability of public charter
	schools; SRA 38-1802.11 (oversight)
FY2014 Audit - Finance and Audit	To evaluate the economic viability of public charter
Review Data Collection Form	schools; SRA 38-1802.11 (oversight)
Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter
Two titing i mancial statements - 1 12013	schools; SRA 38-1802.11 (oversight)
Annual Financial Audit - PCSB Schedules	To evaluate the economic viability of public charter
- FY2014	schools; SRA 38-1802.11 (oversight)
	To develop the individual public charter school
	l
Enrollment Projections	budget for the next fiscal year; SRA 38-1802.11

ESEA Focus and Priority Schools (Cohort I): Update web-based	ESEA Waiver; To ensure that strategies in
Intervention/Turnaround Plan	Intervention/Turnaround Plans are current.
2015-2016 Student Application	SRA 38-1802.06; to ensure open enrollment for all students
2015-2016 Lottery Procedures 1	SRA 38-1802.06; to ensure an open and transparent lottery process
Fire Drills	SRA 38-1802.04 (c) (4). School Emergency Response Plan and Management Guide; to ensure that schools have conducted fire drills according to their schedules, following the guidelines of the DCFD, and ensuring the safety of students and staff
Facilities Expenditure Template	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
Teacher Retirement Witholding	To provide annual information to DC Teacher Retirement Board; SRA 38-1802.11 (oversight)
Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
Roard Meeting Minutes	SRA 38-1802.11 (oversight); charter agreement; so PCSB is kept abreast of school governance activities
Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
Quarterly Financial Statements -	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	ESEA Waiver; To ensure that strategies in Intervention/Turnaround Plans are current.
Turnaround Plan	ESEA Waiver; To monitor progress of Priority Schools, ensuring that schools are developing Turnaround Plans around the 7 Turnaround Principles, as required by the ESEA Waiver.
IRS Form 990 or Extension FY2014	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
Monthly Financial Statements - FY2015 1	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)
Turnaround Plan	ESEA Waiver; To monitor progress of Priority Schools, ensuring that schools are developing Turnaround Plans around the 7 Turnaround Principles, as required by the ESEA Waiver.
Michinia Financial Statements - FV 1015 1	To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight)

ESEA Focus and Priority Schools (Cohort	ESEA Waiver; To ensure that strategies in
I and Cohort II): Update web-based	Intervention/Turnaround Plans are current.
Intervention/Turnaround Plan	intervention, rumaround rians are current.
ESEA Waiver, Principle 3: Teacher and	ESEA Waiver; To ensure that schools meet the
Principal Evaluation System	requirements of Principle 3 of the ESEA Waiver.
 Waitlist Information for 2015-2016	To inform parents of schools' available seats on
Waltiist iiiiOiiiiatioii 101 2013 2010	PCSB's website; SRA 38-1802.11 (oversight)
	ESEA Waiver; To monitor progress of Priority
ESEA Priority Schools: Web-based	Schools, ensuring that schools are developing
Turnaround Plan	Turnaround Plans around the 7 Turnaround
	Principles, as required by the ESEA Waiver.
	SRA 38-1802.04(c)(10); Any school that wishes to
Charter Amendment	amend its charter must submit a petition describing
	the change and the rationale for it.
	SRA 38-1802.11 (oversight); charter agreement; so
Board Meeting Minutes	PCSB is kept abreast of school governance activities
	,
 Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter
Livionting Financial Statements - F12013	schools; SRA 38-1802.11 (oversight)
Quarterly Financial Statements -	To evaluate the economic viability of public charter
FY2015	schools; SRA 38-1802.11 (oversight)
ESEA Priority Schools: Web-based	ESEA Waiver; To ensure that strategies in
Turnaround Plan	Intervention/Turnaround Plans are current.
 Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter
	schools; SRA 38-1802.11 (oversight)
Annual Budget 2014-2015	To evaluate the economic viability of public charter
	schools; SRA 38-1802.11 (oversight)
ESEA Focus and Priority Schools (Cohort	ESEA Waiver; To ensure that strategies in
I): Update web-based	Intervention/Turnaround Plans are current.
Intervention/Turnaround Plan	intervention, rumaround rians are current.
ESEA Priority Schools: Web-based	ESEA Waiver; To ensure that strategies in
Turnaround Plan	Intervention/Turnaround Plans are current.
ELL/ SPED Supplemental - FY2015	SRA 38-1802.11 (oversight); to ensure accurate
LELY 31 LD Supplemental 1 12013	payments to schools
 Monthly Financial Statements - FY2015	To evaluate the economic viability of public charter
Working Financial Statements - 172013	schools; SRA 38-1802.11 (oversight)
	SRA 38-1802.11 (oversight); charter agreement; so
Board Meeting Minutes	PCSB is kept abreast of school governance activities
	Sold to kept distress of serioof governance detivities

ESEA Waiver; To ensure that PCSB is aware of any
changes your LEA is making to its teacher and
principal evaluation system, maintaining
compliance with the ESEA Waiver.
To make accurate summer school payments; DC
Code sections 38-2901(13) and 38-2905
To evaluate the economic viability of public charter
schools; SRA 38-1802.11 (oversight)
To evaluate the economic viability of public charter
schools; SRA 38-1802.11 (oversight)
SRA 38-1802.11 (oversight); to monitor and identify
trends of student attendance during summer school
To make accurate summer school payments; DC
Code sections 38-2901(13) and 38-2905
To ensure compliance with the SRA \$25K+
procurement section; SRA 38-1802.04 (c) (1)

New Schools Only--Pre-Open Visit

Due Date	Event /Docu ment	Descripti on (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?	PCSB Contact	Template in Epicenter ?	Additional information outside PCSB	Rationale
10/10/14	Board Bylaw s	IRoard	LEA	New Schools or Updates only	Rashida Kennedy	No		SRA 38- 1802.04
10/10/14	Articl es of Incor porati on	Articles of Incorpor ation	LEA	New Schools or Updates only	Rashida Kennedy	No		Charter Agreement



Brandon Nicholson Social Scientist, Social Policy Research Associates (SPR)

www.mathematica-mpr.com

March 22, 2012 RTT/SIG – 06844X **2772**

Ms. Naomi Rubin DeVeaux Deputy Director DC Public Charter School Board 3333 14th Street, NW Suite 210 Washington, D.C. 20010

Mr. Lamont Brittain
Director of Information Technology
DC Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

Dear Ms. DeVeaux and Mr. Brittain:

Thank you for speaking with me about the *Impact Evaluation of Race to the Top and School Improvement Grants*. As you know, the evaluation is sponsored by the U.S. Department of Education (ED) and is being conducted by Mathematica Policy Research, Inc. (Mathematica) and its subcontractors, American Institutes for Research (AIR) and Social Policy Research Associates (SPR).

The purpose of this letter is to summarize our communication thus far and to describe the responsibilities of both the evaluation team and the District of Columbia Public Charter School Board (PCSB) over the course of the evaluation. If you feel that any aspect of the plan described in this letter is inconsistent with your understanding of the evaluation, please contact me at (510)763-1499x629 or brandon nicholson@spra.com to explore possible revisions.

Study Background. The American Recovery and Reinvestment Act (ARRA) provided an unprecedented level of federal funds for education in an effort to lessen the effects of the nation's economic recession and make a lasting investment in schools. The federal government used this opportunity to fund a new wave of innovation and to support comprehensive efforts to turn around the lowest achieving schools. Race to the Top (RTT) grants fund a broad array of reforms that are designed to affect all levels of the education system. Title I School Improvement Grants (SIG) support the implementation of school turnaround models in the lowest achieving schools. Both programs look to spur systemic change with the ultimate goal of improving student outcomes. Determining whether these unprecedented investments achieve their intended goals is critical. Therefore, ED requires that grantees participate in federal evaluations of these programs (per SIG

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Final Requirements, Section IIIB (Federal Register, Vol. 75, No. 208, pp. 66371) and The Education Department General Administrative Regulations (34 C.F.R. § 76.591)).

ED has therefore launched a national evaluation of RTT and SIG programs funded under ARRA. The evaluation will collect information from states, districts, and schools to examine how RTT and SIG programs are implemented and whether they improve student outcomes. The evaluation's primary research questions are:

- How are RTT and SIG implemented at the state, district, and school levels?
- Does receipt of RTT and/or SIG funding to implement a school turnaround model have an impact on outcomes for low-performing schools?
- Are RTT reforms related to improvement in student outcomes?
- Is the implementation of school turnaround models, and strategies within those models, related to improvement in student outcomes?

Data Collection. To answer the evaluation research questions, Mathematica and its partners will interview state and district administrators, conduct a survey of school administrators, and examine administrative data. This agreement outlines district and school activities only; Mathematica will also complete agreements with each participating state and Local Education Agency (LEA) (in particular, Friendship-Woodson (Collegiate) Campus Public Charter School, Hospitality Public Charter School, and Hyde Leadership Public Charter School). Specifically, the evaluation will collect the following data from PCSB:

- Interview data. To document how PCSB has implemented school turnaround models, we will conduct semi-structured telephone interviews with representatives from the PCSB. Interviews will cover topics such as standards and assessments, school turnaround, and improving the effectiveness of school leaders and teachers. These interviews will take a total of approximately one and one-half hours to complete.
- Administrative data. To examine the impact of SIG-funded educational reforms on student outcomes, the evaluation team will collect administrative data for students in the district in specific grades, subject to OMB approval. Mathematica will obtain relevant administrative data from District of Columbia Office of the State Superintendent of Education, where possible. PCSB will provide only those data elements which the state is unable to provide and which the PCSB has collected and has the authority to provide on behalf of the public charter schools. The outcomes of interest for this evaluation include student standardized test scores (state assessments); high school graduation rates; average daily attendance rates; and (to the extent data are available) college enrollment rates and completion of at least a year of college credit. Before collecting data, Mathematica will provide PCSB with a complete list of required data elements and the specific grades that will define the set of students for whom we request data. In addition to the data directly

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collected from PCSB, Mathematica will reach out to specific public charter schools (or LEAs) to collect data that PCSB does not collect, and, therefore, cannot provide.

Administrative data files should be sent to Mathematica in electronic format. Prior to preparation of these files, Mathematica staff will provide the appropriate contact person at PCSB with detailed information on the specific data elements that are needed for the evaluation, electronic file types that Mathematica can work with, and procedures for securely transmitting the files.

• Survey of school administrators. We will conduct a web survey of school administrators (principals, assistant principals, or other staff knowledgeable about school turnaround activities). To ease burden on respondents, we will limit the length of the survey to between 45 and 60 minutes.

A sample of schools of interest was selected based on a review of information related to the state SIG application. The sample potentially includes schools that are and are not implementing SIG-funded school turnaround models. Administrator surveys will be conducted with staff from the following schools:

- Friendship-Woodson (Collegiate) Campus
- Hospitality Public Charter School

Hyde Leadership Public Charter School

To the extent possible, PCSB will help Mathematica establish relationships with these schools.

Evaluation Timeline. Mathematica plans to interview district administrators during the spring of 2012, 2013, and 2014, and plans to collect administrative data in the fall of 2012, 2013, and 2014. The timeline in Attachment A outlines the dates of activities required for implementing the study within the district. Specific dates will be determined by Mathematica and the district once we coordinate calendars.

Data Confidentiality. The evaluation team will not identify any individual respondents interviewed for the evaluation, and all interview data will be used for research purposes only. Any student-level data provided to the study team will be kept strictly confidential, except as may be required by law, and will be used only for research purposes. The evaluation team shall, as appropriate, comply with: The Privacy Act of 1974, P.L. 93-579, 5 USC 552 a; the 'Buckley Amendment,' Family Educational and Privacy Act of 1974, 20 USC 1232 g; The Freedom of Information Act, 5 USC 522; and related regulations, including but not limited to: 41 CFR Part 1-1 and 45 CFR Part 5b. Mathematica will strip any student identifiers from the data and will replace them with randomly generated numbers prior to analyzing the data. In addition to these data

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safeguards, the study team will ensure that no students, schools, or districts are identified in publicly available reports or findings produced for this evaluation, and if necessary, the study team will mask distinguishing characteristics.

Staff working on this project will securely maintain all data files and access to data files will be tightly restricted to only those project staff who are specifically authorized to view the data.

As with other studies sponsored by the U.S. Department of Education's Institute of Education Sciences, a restricted-use dataset (RUD) will be produced as part of this study to allow other researchers the opportunity to replicate the study's findings or pursue additional analyses. However, to maintain compliance with FERPA and other applicable privacy requirements, the RUD will not include individual student-level data collected from state or district administrative records. Additionally, the RUD will not include any student, school, or district names. The data files making up the RUD will be submitted to the National Center for Education Statistics (NCES), which will serve as the custodian of the data. These files will consist of data collected for the study, such as school administrator survey responses and variables used in the analysis that were derived from administrative data. Direct identifiers, such as district names, school names, and student names, will not be included in these files. Further, access to these data is limited to only those researchers licensed by the National Center for Education Statistics (NCES) to use the data for research purposes only. NCES loans restricted-use data only to qualified organizations in the United States. Individual researchers must apply through an organization (e.g., a university, a research institution, or company). To qualify, an organization must provide a justification for access to the restricted-use data, submit the required legal documents, agree to keep the data safe from unauthorized disclosures at all times, and to participate fully in unannounced, unscheduled inspections of the researcher's office to ensure compliance with the terms of the License and the Security Plan form. Licensed researchers are subject to NCES standards for conducting research and protecting data confidentiality. Specifically, the use of these data is protected by Federal statutes and regulations; authorized researchers are subject to the laws, regulations, and penalties that apply to use of confidential data held by the Institute of Education Sciences (IES, an office of ED). Researchers who utilize the data in ways contrary to these statutes and regulations, such as attempting to identify respondents, face penalties of fines and jail terms.

Research Approval. Mathematica will comply with all federal and state requirements for participation in research. Mathematica's study protocols have been submitted to the U.S. Office of Management and Budget (OMB) and Public/Private Ventures (P/PV) Institutional Review Board (IRB) for approval.

Communication. I will be your primary contact on the study team. Please do not hesitate to contact me by phone or e-mail if you have any questions about the evaluation. The District of Columbia Public Charter School Board has named Jeremy Williams as the primary contact for the evaluation.

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Brandon Nicholson

DATE:

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Payment for Data. PCSB will receive \$135.00/ hour in each year of the three-year study (2012, 2013, and 2014) for providing administrative data, covering three school years (2009/2010 to 2011/2012) in 2012, one school year (2012/2013) in 2013, and one school year (2013/2014) in 2014. The data collection for the third study year is planned, with a final decision to be made by September 1, 2013. If PCSB projects that the cost for providing data will exceed \$4,000.00 in any of those years, it will notify Mathematica and obtain Mathematica's approval before proceeding with the data extraction.

PCSB will invoice Mathematica for these costs. Invoices will be submitted on the PCSB letterhead, include the signature and title of an appropriate official certifying to the work performed, and reference this agreement number RTT/SIG 06844X-02772. The invoice must specify the number of hours provided and the total labor charge for compiling and delivering the administrative data. Invoices may be submitted electronically in PDF file format to: Subinvoices@mathematica-mpr.com. See Attachment C for a sample invoice.

Agreement to Proceed. If the plan described in this letter is acceptable to you and consistent with your understanding of your district's participation in the evaluation, please sign the bottom of this letter, keep one copy for your files, and E-mail one signed PDF copy of the letter to me at brandon_nicholson@spra.com or fax it to me at (510)763-1599. We appreciate your assistance with this important study, and we look forward to working with you.

FROM:

Brandon Nicholson

DATE:

March 14, 2012

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Sincerely,

Brandon Nicholson Social Scientist Social Policy Research Associates (SPR)

Signed:

The plan described in this letter accurately describes our plan for including District Columbia Public Charter School Board in the Impact Evaluation of Race to the Top and School Improvement Grants.

Scott Pearson

Executive Director

District of Columbia Public

Charter School Board

Susanne James-Burdumy

Project Director

Mathematica Policy Research, Inc.

Maonni Rubin De Veaux

Deputy Director

District of Columbia Public

Charter School Board

Julius Clark

Deputy Director of Contracts

Mathematica Policy Research, Inc.

FROM:

Brandon Nicholson

DATE:

March 14, 2012

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Attachment A: Schedule of Planned Evaluation Activities

Evaluation Activity	Period
Conduct District Administrator Interviews	Spring 2012; Spring 2013; Spring 2014
Conduct Survey of School Administrator	Spring 2012; Spring 2013; Spring 2014
Collect Student Outcomes Data from Districts	Fall 2012; Fall 2013; Fall 2014

FROM: Brandon Nicholson

DATE: March 14, 2012

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Attachment B: DRAFT Data Request

Thank you for participating in the Impact Evaluation of Race to the Top (RTT) and School Improvement Grants (SIG), a study that Mathematica Policy Research and its subcontractors American Institutes for Research (AIR) and Social Policy Research Associates (SPR) are conducting for the U.S. Department of Education (ED). The goal of the evaluation is to examine how RTT and SIG programs are implemented and whether they are associated with improved student outcomes. The study will provide valuable information on whether these unprecedented investments through the American Recovery and Reinvestment Act achieve their intended goals. This memo outlines our request to the District of Columbia Public Charter School Board (PCSB) for the first round of data collection for this important evaluation. We will make additional requests for similar information after the 2012-2013 and 2013-2014 school years.

A. DISTRICT-LEVEL DATA

Table 1 lists the district-level data elements we will be requesting, and the years for which each item will be requested. When we submit the final data request we will fill in many of the cells with publicly available information from EDFacts, the Common Core of Data (CCD), and the Integrated Postsecondary Education Data System (IPEDS). We ask that DCPS fill in the missing cells.

Table 1. District-Level Data Requested

	Data l	Needed i	or Sprin	ng of:					
Student Group	2004	2005	2006	2007	2008	2009	2010	2011	2012
All Students									
English Language Learners/ Limited English Proficient Students									
Students Eligible for Free or Reduced Price Lunch									
White, non-Hispanic Students									
Black, non-Hispanic Students									
Hispanic Students									
Number of High School Graduates and	GED re	cipients ⁱ				gray colo		EST BA	à vient
	Data l	Needed f	or Sprin	ıg of:	22 710 - 31 1990		100 459 151 1410		5514411.1410
Student Group	2004	2005	2006	2007	2008	2009	2010	2011	2012
All Students							OF.		
English Language Learners/ Limited English Proficient Students									

FROM:

Brandon Nicholson

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Hispanic Students

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Students Eligible for Free or Reduced Price Lunch									
White, non-Hispanic Students									
Black, non-Hispanic Students									•
Hispanic Students									
Number of College Freshman who Gr Months ^c	'aduated	d from]	High Sc	hool OF	Receiv	ved a G	ED in t	he Prev	ious 12
	Data P	Needed f	or Fall o	f:	H-1990/04/20 H11			(Signar Alfrica)	(10 1.4.5.20)
Student Group	2004	2005	2006	2007	2008	2009	2010	2011	2012
All Students									
T-1:-1 T									
English Language Learners/ Limited English Proficient Students									
5 5 5									
Limited English Proficient Students Students Eligible for Free or Reduced									

The data already entered in the table will come from EDFacts. Please provide the data for other years in a manner consistent with what you provide to EDFacts. Specifically, the high school graduation rate is defined as the percentage of students measured from the beginning of high school who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years, or another definition developed by the state/district that more accurately measures the rate of students who graduate from high school with a regular diploma, which is approved by the Secretary in the state plan. This count does not calculate a dropout as a transfer. This count is different from the averaged freshman graduation rate (AFGR), which is an estimate of the percentage of public school students in an entering high school freshman class who graduate within four years.

^bThe data already entered in the table will come from the Common Core of Data (CCD). Please provide the data for other years in a manner consistent with what you provide to the CCD. Specifically, we are looking for the total number of high school diploma recipients plus the total number of GED recipients ages 16-19 plus the total number of other high school completion certificate recipients as of the end of the school year, This count is reported by the CCD in the State Dropout and Completion Data File.

The data already entered in the table will come from the Integrated Postsecondary Education Data System (IPEDS). Please provide the data for other years in a manner consistent with what you provide to IPEDS. Specifically, we are looking for the total number of first-time, degree/certificate-seeking undergraduate students at public or private colleges who graduated from high school or received their GED within the past 12 months, as reported on Part C (Residence of first-time undergraduate students) of the Fall Enrollment survey screen. Please calculate enrollment as of the institution's official fall reporting date.

B. STUDENT-LEVEL DATA

We are requesting student-level background and demographic information, test scores, and other information for all school years from 2009-2012. Table 2 presents the cohorts of students that are the focus of the data request. Table 3 lists the specific demographic, background, test score, and other data elements we are requesting, and the years for which each item is requested. We realize that some data elements might not be available. If a data element is not available, please let us know and we will work with you to determine if another, similar data element may be used instead.

FROM:

Brandon Nicholson

DATE:

March 14, 2012

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In addition, we are also requesting the following: (1) for all elementary schools in the District of Columbia Public Charter School Board (PCSB), what middle schools do they feed into? (2) for all middle schools in DC PCSB, what high schools do they feed into?

Table 2. Student Cohorts for Data Request

Student Cohorts	Data Needed	For School Year:	
	2009-2010	2010-2011	2011-2012
Friendship-Woodson (Collegiate) Campus	Public Charter School (LEAID: 1100008) a	and Hospitality Public
Charter School LEAID: (1100010)			Carten Co.
5th graders in 2009-2010	X	X	X
6th graders in 2009-2010	X	X	X
7th graders in 2009-2010	X	X	X
8th graders in 2009-2010	X	X	X
9th graders in 2009-2010	X	X	X
10th graders in 2009-2010	X	X	X
11th graders in 2009-2010	X	X	X^{a}
12th graders in 2009-2010	X	X^a	Xa
Hyde Leadership Public Charter School LI	EAID: (1100011)		
Pre-Kindergarteners in 2009-2010	X	X	X
Kindergarteners in 2009-2010	X	X	X
1st graders in 2009-2010	X	X	X
2nd graders in 2009-2010	X	X	X
3rd graders in 2009-2010	X	X	X
4th graders in 2009-2010	X	X	X
5th graders in 2009-2010	X	X	X
6th graders in 2009-2010	X	X	X
7th graders in 2009-2010	X	X	X
8th graders in 2009-2010	X	X	X
9th graders in 2009-2010	X	X	X
10th graders in 2009-2010	X	X	X
11th graders in 2009-2010	X	X	Xª
12th graders in 2009-2010	X	Xª	X ^a

^aThese years of data will exist only for students who were held back.

FROM:

Brandon Nicholson

DATE:

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Table 3. Student Record Data Items^a

Variable	Description
Student ID	ID numbers should be consistent across all school years for which data are being requested
School NCES ID or school code	Number that uniquely identifies school in which student was enrolled in each year; these ID numbers should be consistent across all school years for which data are being requested
School name	Name of school in which student was enrolled in each year
District NCES ID	ID numbers should be consistent across school years for which data are being requested
Enrolled in district	Indicator for whether the student was enrolled in the district in each year
Gender	Student's gender
Year of birth	Student's year of birth
Race	Race of student
Ethnicity	Hispanic or Latino
Grade level	Grade level of the student
Free and reduced-price lunch status	Eligible for free- or reduced-price lunch
English language learner status	English language learner, limited-English-proficient, or bilingual, with level if available
Special education status	Special education status, such as having an Individual Education Plan
Math scale score [District	Scale score from math section of state or district test. Scale score is preferred, but
of Columbia	normal curve equivalents, percentile ranks, and number correct are acceptable (in
Comprehensive	descending order of preference). (Note: If a student retook the test, please provide the
Assessment System]	most recent score in each year.)
Math test description	Name of math test as shown in state/district database, test form information (such as "Stanford 9 Form S"), grade level of test taken by the student, and date that the test was administered (e.g., Fall/Spring)
Math alternate assessment	Whether math test score is from an alternate assessment
Math alternate assessment description	Name of math alternate assessment as shown in state/district database, test form information (such as "Stanford 9 Form S"), grade level of test taken by the student, and date that the test was administered (e.g., Fall/Spring)
Number of retakes	Number of times the student retook the test
Exemption code	Exemption codes for students receiving exemption for math test, if applicable
Reading scale score [District of Columbia Comprehensive Assessment System]	Scale score from reading section of state or district test. Scale score is preferred, but normal curve equivalents, percentile ranks, and number correct are acceptable (in descending order of preference). (Note: If a student retook the test, please provide the most recent score in each year.)
Reading test description	Name of reading test as shown in state/district database, test form information (such as "Stanford 9 Form S"), grade level of test taken by the student, and date that the test was administered (e.g., Fall/Spring)
Reading alternate	Whether reading test score is from an alternate assessment
assessment	
Reading alternate assessment description	Name of reading alternate assessment as shown in state/district database, test form information (such as "Stanford 9 Form S"), grade level of test taken by the student, and date that the test was administered (e.g., Fall/Spring)
Number of retakes	Number of times the student retook the test (Note: test scale score should be the most recent score)

LETTER TO: Naomi DeVeaux FROM: Brandon Nicholson

FROM: DATE:

March 14, 2012

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Variable	Description
Exemption code	Exemption codes for students receiving exemption for reading test, if applicable
Graduated from high school	Whether the student graduated from high school as of MM/DD/YYYY (the end of the school year)
Enrolled in college	Whether the student enrolled in postsecondary college or institution, if available

^aThese variables are requested only for those students listed in Table 1.

C. JUSTIFICATION FOR REQUESTED DATA

We greatly appreciate your assistance with this data request. We want to assure you that the evaluation team and ED carefully considered this request to ensure it asks for the least amount of data necessary to conduct a high-quality evaluation. Below, we briefly describe why the requested data elements are required in order to conduct the study.

- 1. District-level high school graduation rates and college enrollment rates: These are key outcome variables for the analysis. The second and third variables requested in Table 1 will be used to calculate college enrollment rates in a consistent manner across all states/districts. We will examine how the receipt of RTT grants (or non-receipt of such grants) is related to changes in these outcomes over time. We're interested in how these outcomes change for all students in each state/district but also in how they change for key subgroups, which is why we're also asking for these district-level variables by English Language Learner status, free and reduced price lunch status, and race.
- 2. Student test scores, high school graduation, and college enrollment: These are key outcome variables for the analysis. The study will evaluate whether receipt of RTT and/or SIG funding to implement a school turnaround model has an impact on these important outcomes.
- 3. Student ID, school NCES ID and name, district NCES ID: To ensure a high-quality evaluation, it is critical to analyze and account for possible changes in student mobility resulting from SIG. These variables are thus needed to uniquely identify students across schools and over time, for the purposes of knowing which students attended SIG and non-SIG schools, and which students moved into and out of SIG and non-SIG schools over time. School names are needed to check the consistency of the school NCES ID variable and investigate possible anomalies in the data, such as those caused by school closures and consolidations. District IDs are needed to distinguish between schools that have the same or similar names, but are located in different districts.

FROM:

Brandon Nicholson

DATE:

March 14, 2012

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- 4. Student demographic information: These variables are needed to examine whether receipt of RTT/SIG funding affects student achievement for particular subgroups of interest, such as males, females, English language learners, and special education students.
- 5. Years of data: More recent years of data (2010-2011 and afterwards) will serve as key outcome variables in the analysis. Data from 2009 and earlier will be used to identify and adjust for pre-existing patterns in outcomes before the receipt of RTT/SIG funding.
- 6. Student cohorts: Student-level data are requested only for specific cohorts of students in your district (the cohorts vary by charter school). The selected cohorts are listed in Table 2, along with the years for which student-level data are needed for each cohort. Table 3 lists the data requested for the cohorts in Table 2. These cohorts were selected based on multiple criteria related to the presence of schools implementing turnaround models, the presence of similar schools not implementing turnaround models, and the SIG eligibility tiers to which these schools belong. The type of schools (i.e., elementary or secondary) and tested grade levels appropriate for the evaluation helped determine which cohorts of students were selected. Applying these selection criteria helps to enable a high-quality evaluation while sampling as few cohorts as possible.
- 7. Feeder patterns. Feeder information is needed to explore mobility patterns in student enrollment as they relate to schools that do and do not receive SIG.

D. DATA CONFIDENTIALITY

Mathematica Policy Research and its subcontractors AIR and SPR, follow the confidentiality and data protection requirements of IES (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for research purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies respondents to anyone outside the study team, except as required by law.

E. FILE FORMAT

Data can be provided in a single file or multiple files, whichever the state/district prefers. We can work with almost any file format, including Excel, plain text, SAS, Access, and SQ: server databases. Please also provide documentation of data, including definitions of variables/fields, any codes used, and contact information for someone who can answer questions about the data.

FROM:

Brandon Nicholson

DATE:

March 14, 2012

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Attachment C: Sample Invoice

[District of Columbia Public Charter School Board Letterhead]

To:

Mathematica Policy Research, Inc.

Attn: Jay Style, Senior Vice President

P.O. Box 2393

Princeton, NJ 08543-2393

From: DC Public Charter School Board

333 14th Street, NW

Suite 210

Washington, D.C. 20010

Employer Identification Number (EIN): [If applicable]

Mathematica MOU Number:

06844X02772

Invoice Date:

[Date]

Payment requested for delivery of school records and administrative data.

	CURRENT	CURRENT	CURRENT
	RATE	HOURS	BILLABLE
DIRECT LABOR [Staff Member Name & Title] [Staff Member Name & Title] [Staff Member Name & Title]	[\$]	[#]	[\$]
	[\$]	[#]	[\$]
	[\$]	[#]	[\$]
TOTAL P	AYMENT R	EQUESTED	[\$]

I certify that all payments requested are for appropriate purposes and in accordance with the terms set forth in the memorandum of understanding.

Signature of Authorized State Official (electronic signature acceptable if submitting the invoice by electronic media)

Name of Authorized Official

Title

NOTE:

INVOICES AND SUPPORTING DOCUMENTS MAY BE SUBMITTED BY E-MAIL IN PDF FILE FORMAT TO: <u>Subinvoices@mathematica-mpr.com</u> (Attn: Waleska Peña)



MEMORANDUM OF UNDERSTANDING AND DATA SHARING AND PRIVACY AGREEMENT BETWEEN

THE DISTRICT OF COLUMBIA PUBLIC CHARTER BOARD AND

URBAN ALLIANCE AND URBAN INSTITUTE AS AUTHORIZED REPRESENTATIVES

This Memorandum of Understanding and Data Sharing and Privacy Agreement is by and between the District of Columbia Public Charter Board ("PCSB"), Urban Alliance (UA), and The Urban Institute (UI). This Data Privacy Agreement ("Agreement") is entered into by the PCSB, UA, and UI for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974, 20 U.S.C. § 1232g ("FERPA") and any other relevant federal law. For purposes of this Agreement, "FERPA" includes 20 U.S.C. § 1232g, any reauthorization of or amendments thereto, and Part 99 of Title 34 of the Code of Federal Regulations.

SECTION 1: PARTIES

- PCSB is a public charter school authorizer with oversight responsibility for public charter elementary and secondary institutions, authorized to maintain student information subject to FERPA, and may disclose such information as authorized by FERPA.
- Urban Alliance (UA) is a not-for-profit organization providing high school seniors from Washington, DC, Baltimore, and Chicago with training and mentoring to help them successfully transition to higher education or employment after graduation. The year-long program consists of internship-readiness training, a ten-month internship and post-high school planning.
- 1.2.1 UA's evaluation activities are led by the Director of Evaluation, Daniel Tsin.
- 1.3 The Urban Institute (UI) is a not-for-profit research organization in Washington, D.C.
- UI has contracted with UA to help evaluate its program. Their agreement is attached as Attachment 1. The evaluation project outlined in this agreement is referred to as "the Project," in this agreement.
- 1.5 UI represents that the Project will be managed by Sara Edelstein.

SECTION 2: DEFINITIONS

- Unless otherwise defined in this Agreement, all terms herein hall have the meaning ascribed to such terms by the Family Educational and Privacy Rights Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], the U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.], and the Omnibus Act.
- 2.2 "Data," as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.
- The term "Technical Data," as used herein, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.
- The term "Computer Software," as used herein means computer programs and computer databases. "Computer Programs," as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.
- 2.5 The term "computer databases," as used herein, means a collection of data in a form capable of being processed and operated on by a computer.

SECTION 3: DESCRIPTION OF THE PROJECT

- 3.1 DATA REQUIRED
- 3.1.1 UA and UI have contracted to provide services defined as program evaluation of UA ("Project").

the program's impact
college enrollment

- 3.1.2 UI will track progress for youth who participated in the program in 2011-12 and 201213, note changes in their outcomes, and compare their trajectories over time to a control
 group. Some impact evaluation questions include: (a) Do UA-youth graduate high
 school at higher rates than non-UA youth in the control group? (b) Is the share of UAyouth who enroll in a college or an employment training program greater than it is for
 youth in the control group? (c) Are more UA- youth on track to complete a postsecondary degree, compared with youth in the control group? (d)Do UA-youth possess
 more job-readiness skills than control group youth?
- 3.1.3 Results from this study will not only assess the effectiveness of UA's program, but will also advance UA's replication potential to benefit youth nationwide.
- 3.1.4 To perform services for the Project, UA and UI will require access to confidential information, education records, and information that identifies particular individuals, including students. Student data required for the Project may include: names, addresses, family members, emergency contacts, attendance, behavior, discipline, grades, assessments, meals, demographics, special education status, language acquisition, student identification numbers, and other information necessary to improve instruction and school administration.
- 3.1.5 UA represents that it has received written consent for the data needed to complete the Project and will provide PCSB with documentation of this consent within 30 days of the execution of this agreement.
- 3.2 STUDENT- LEVEL DATA
- 3.2.1 UA and UI require data from PCSB that includes student-level enrollment, assessment, and suspension data for 2012-2013 for all DC public charter school seniors that are part of the Project, including:
- 3.2.1.1 Student Name (first and last)
- 3.2.1.2 Student address
- 3.2.1.3 Free/Reduced Lunch status
- 3.2.1.4 English language learner status
- 3.2.1.5 Special education status
- 3.2.1.6 Race/Ethnicity

3.2.1.7	Attendance (by year)
3.2.1.8	Number of excused absences (by year)
3.2.1.9	Number of unexcused absences (by year)
3.2.1.10	Number of days tardy (by year)
3.2.1.11	Number of out-of-school suspensions (by year)
3.2.1.12	Other high schools attended
3.2.1.13	Exit codes (i.e., graduation, transfer - if applicable) and dates
3.2.3	UI will link data provided by PCSB with other Project data, including: UA application data; UA service delivery data, data on college enrollment from the National Student Clearinghouse, and data from surveys completed by students after completing the program. Data will only be linked using a study ID (a random number generated by UA and UI); personally identifying information will not be part of any linked datasets.
3.2.4	Data may be provided in a single file or multiple files. The following formats are acceptable to UI: Excel (.xls or .xlsx), comma delimited or fixed-width text files, SAS, SPSS, Stata, and Access. See Attachment B for instructions on transferring the data securely to UI.
3.3	SCOPE OF THE PROJECT
3.3.1	UA and UI represents that the Project will be completed by January 31, 2015.
3.4	DATA CUSTODIANS
3.4.1	The parties agree that the data shared pursuant to this agreement will be managed Director of Evaluation, Daniel Tsin for UA and Sara Edelstein, the Project's Manager for UI.
3.4.2	The parties also agree that the data received by UI from the PCBS may also be accessed by Mike Pergamit (Project Director), Brett Theodos (Project Director), and Rebecca Daniels (Project Assistant).

SECTION 4: FERPA

FERPA describes circumstances under which educational agencies such as PCSB are authorized to release confidential data regarding individual students, teachers, and schools without prior parental consent. 34 CFR 99.31(a)(1)(i)(B) permits PCSB to share personally identifiable student information with a contractor to which it has outsourced institutional services or functions without seeking prior consent required by 34 CFR 99.30, if the contractor is under direct control of PCSB with respect to the use and maintenance of education records. As a contractor, UA and UI are under the direct control of PCSB with respect to the use and maintenance of the data required for the Project. The parties have agreed to comply with a Services Agreement that governs the use of student data to meet the specific ends of the Project.

SECTION 5: TERMS AND CONDITIONS

- The following terms further specify the manner in which PCSB agrees to share data with UA and UI, subject to FERPA regulations:
- 5.2 UA and UI agree to:
- 5.2.1 Be designated as authorized representatives of PCSB solely for the purpose of the evaluation of UA's program identified in Section 1.2, above.
- 5.2.2. Only use the data PCSB will share, including students' personally identifiable information, for legitimate educational purposes.
- 5.2.3 Use any and all personally identifiable data shared under this Agreement for no purpose other than the services authorized by the contract for the Project.
- Use reasonable methods to protect the data PCSB will share pursuant to this agreement, including students' personally identifiable information, from re-disclosure, and to not share this data with any other entity without prior written approval from PCSB.
- 5.2.5 Ensure that their policies and procedures protect the data PCSB will share, including students' personally identifiable information, from further disclosure or unauthorized use.
- 5.2.6 Require and maintain a confidentiality agreement with each employee, contractor or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement. Nothing in this paragraph authorizes sharing or allowing access to student data provided under this Agreement with any other entity for any purpose other than completing UA's and UI's work authorized by the contract for the Project.
- 5.2.7 Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement except as necessary to fulfill

the services described in the contract for the Project. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from UA or UI to any other institution or entity or unauthorized individual or agent.

Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii). For the avoidance of doubt, Urban Alliance will provide data to PCSB as contemplated by the contract for the Project.

5.3 DESTRUCTION OF DATA

- 5.3.1 UA and UI shall destroy all data received from PCSB pursuant to this Agreement when within 12 months following the date of completion of the Project. UI will destroy electronic files in a secure manner using PGP-encryption software, and will shred any physical files. UA and UI agree to require all employees, contractors, or agents of any kind to comply with this provision.
- 5.3.2 UA and UI shall provide written verification of the destruction of all copies of the student data obtained under this Agreement to PCSB within five (5) business days of destroying the data.
- 5.3.3. Nothing in this agreement shall be construed to require UA or UI to destroy duplicative data or records that the UA and UI have legitimately received from a source other than PCSB.
- Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.
- UA and UI represent that each is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of student data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored, maintained or used in any way.
- This Agreement takes effect only upon acceptance by authorized representatives of UA and UI by which that institution agrees to abide by its terms and return or destroy all student data covered by this Agreement 12 months following the date of publication of the final report of the Project.

- 5.7 This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until completion of the Project. The parties further understand that PCSB may cancel this Agreement at any time, upon reasonable notice. PCSB specifically reserves the right to cancel this Agreement should PCSB, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access has become generally available for research purposes through any other mechanism approved by PCSB.
- 5.8 UA and UI understand that this agreement does not convey ownership of student data to either entity.
- 5.9 BREACH
- 5.9.1 In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, UA or UI shall notify PCSB of the breach within two (2) business days of the date on which UA or UI, respectively, becomes aware of the breach by e-mailing PCSB with a read receipt at fod@dcpcsb.org and with a copy by e-mail to Rashida Tyler, Senior Manager, School Quality and Accountability at ryler@dcpcsb.org. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of UA and/or UI from future access to PCSB data.
- 5.9.2 UA and UI shall provide PCSB with the name and contact information for UA and UI employees who shall serve as PCSB's primary security contact and shall be available to assist PCSB twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Breach, defined in Section 5.8.1, above.
- 5.10 PUBLICATION OF INFORMATION
- 5.10.1 UA is authorized to publish data disclosed to UA and UI by PCSB in aggregate form, after all personally-identifiable student and parent information has been removed and/or de-identified. PCSB understands that UA and UI may use this data to publish a final report in the format described in this section on or before January 31, 2017 and that this report may remain on display and/or in circulation thereafter.
- Prior to publicizing aggregate reports based on data received from PCSB, UA shall provide a copy of such aggregate report to PCSB. Upon receipt of an aggregate report from UA, PCSB shall have ten (10) business days to review the aggregate report for compliance with this Agreement. If PCSB determines that UA's aggregate report contains personally-identifiable student information, PCSB shall notify the UA in writing about the potential breach.

5.11 GOVERNING LAW

This Agreement, and any disputes arising out of or related to this Agreement, shall be governed by, and construed in accordance with, the laws of the District of Columbia.

PCSB's Executive Director or his or her designee, the DC Inspector General, and the District of Columbia Auditor, and/or any of their duly authorized representatives shall, until three years after the completion of the Project payment, have the right to examine any directly pertinent books, documents, papers, and records of both UA and UI involving the data shared by PCSB pursuant to this Agreement.

Agreed to and accepted by:

Agreed to and accepted by:

Urban Alliance.

Daniel Tsin

Director of Evaluation

Scott Pearson

Executive Director

Agreed to and accepted by:

Urban Institute.

Michael Peramit Project Director



ATTACHMENT 1

AGREEMENT BETWEEN URBAN ALLIANCE AND URBAN INSTITUTE



Grant Agreement dated March 3, 2014

Lorraine C. Washington Senior Contracts Administrator Urban Institute Office of Grants, Contracts and Pricing 2100 M Street, N.W. Washington, DC 20037

Dear Ms. Washington:

I am pleased to inform you that the Urban Alliance is hereby awarding the Urban Institute a grant, for the fourth year of funding for the *Program Evaluation of Urban Alliance*, in the amount of \$318,884 (three hundred and eighteen thousand, eight hundred and eighty-four dollars and zero cents). This grant is made pursuant to a grant from the Urban Alliance based on a proposal developed on December 13, 2013, in collaboration with services of Brett Theodos, technical direction, Principal Investigator, the Urban Institute. Urban Alliance technical administrator assigned to this grant is Sean Segal, Chief Operating Officer.

TERM:

This grant is for the period commencing on February 1, 2014 and continues through January 31, 2015, for a period of 12 months. This grant represents guaranteed funding for the fourth year of the five year research evaluation. At the discretion of Urban Alliance, additional funding for the remaining year of the evaluation can be provided, but those funds are not promised by this contract.

TASKS:

TASK 1. SURVEY ADMINISTRATION/TRACKING

Youth outcomes will be collected directly from cohort 2 study participants in the fourth year of the UI evaluation (in summer 2014). The survey will be administered first as an online survey, then as a telephone survey, and if need be, with in-person follow-up. Youth in both treatment and control groups will be interviewed using the same protocol and survey modes, with a few additional UA participation specific questions added for treatment group members about their engagement in UA services. The survey will also collect information on employment, assets and debt, family circumstances, and hard and soft skills. The survey will also round out information we have about the youths' education data records missed by the National Student Clearinghouse—most notably by capturing enrollment in vocational training programs and colleges. The surveys will primarily be administered by an independent survey organization, SSRS (through subcontract). UI will provide oversight and management via weekly phone conversations with and written reports from the survey firm. An independent consultant will administer additional surveys in person to participants not reached by SSRS if needed to achieve a sufficient sample size.

TASK 2. DATA ANALYSIS

UI will analyze the results of the interim survey, which has collected (or in the case of cohort 2, will collect) information on employment, assets and debt, and other key outcomes. The focus of the analysis will be to describe the outcomes of Urban

Alliance students roughly one year after completing the program, and to compare these outcomes to members of the control group.

TASK 3. INTERIM REPORT

Ul will begin drafting an interim report—the second of three in the impact study, following the baseline report. The report will likely be completed in year five of the study, but will be substantial work will be completed in year four. The report will detail the results of the interim survey. The report will describe the survey questions, explain Ul's approach in measuring the effects of the Urban Alliance program, and review the findings of this analysis regarding the differences between the treatment and control groups.

Payment Schedule:

1. Payment No. 1: April 1, 2014 - \$159,442

2. Payment No. 2: October 1, 2014 - \$159,442

BUDGET:

A copy of the mutually agreed and approved budget, \$318,884, is attached, Exhibit A.

Non-liability:

Each party agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the other party, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorney's fees) directly, indirectly, wholly or partially arising from or in connection with any act or omission of the indemnifying party, its employees or agents, except to the extent that such claims, liabilities, losses and expenses arise from or in connection with any act or omission by the other party. Each party agrees to maintain, at its own expense, adequate insurance in any and all forms necessary to protect itself and, if necessary, the other party against all liabilities, losses, damages, claims, settlements, expenses and legal fees arising out or resulting from this project.

OWNERSHIP OF DOCUMENTS/INTELLECTUAL PROPERTY RIGHTS:

Rights in Technical Data and Copyright. The deliverables and other creative work of Grantee called for by this Agreement including, but not limited to, all written, graphic, audio, visual, and any other materials, contributions, applicable work product and production elements contained therein, whether on paper, disk, tape, digital file or any other media shall be deemed to be the sole property of the Urban Institute. Urban Alliance shall have unlimited rights to use, release to others, reproduce, distribute, or publish the Deliverables. Proper attribution is required. This section shall survive termination of this Agreement.

Proprietary Information. Urban Alliance and the Urban Institute acknowledge that in performing activities related to this grant, the parties may make available to each other or gain access to certain information deemed to be proprietary and confidential information ("Proprietary Information"). Such information includes without limitation, information related to patents, research, development, computer software, designs or processes, pricing, trade secrets, customer lists, and technical and business information, and know-how of Urban Alliance and the Urban Institute. Both parties agree to safeguard and hold in strictest confidence all Proprietary Information, and agree not to disclose such Proprietary Information to unauthorized parties. The receiving party shall not use Proprietary Information from the other for any purpose other than that as required for the performance of activities under this grant.

The restrictions set forth in the foregoing provisions of this Condition shall not apply to information: (a) which was at the time of the receipt otherwise lawfully known to the recipient independently of the disclosing party; (b) which was at the time of receipt lawfully within the public knowledge; (c) which subsequently is lawfully developed independently by the recipient; or (d) which subsequently is lawfully acquired from a third party without coordinating restriction on use.

PATENTS AND COPYRIGHTS:

Urban Alliance grants the Urban Institute unrestricted rights to freely use, publish, produce and disseminate the research data under this grant agreement which best serve the Urban Institute's mission in 1) publishing and disseminating publicly results of externally funded research; and 2) able to use data developed or collected under this grant agreement for further analysis following the completion of this grant agreement.

GRANT NOTIFICATION:

All notifications or correspondence involving grant administration or financial matters, other than invoice submittal shall be addressed to the following:

GRANTOR:

Sean Segal

Chief Operating Officer

Urban Alliance

2030 Q Street NW

Washington, D.C. 20009

202.459.4306

ssegal@theurbanalliance.org

GRANTEE:

Lorraine C. Washington

Senior Contracts Administrator

Urban Institute

Office of Grants, Contracts and Pricing

2100 M Street, N.W.

Washington, DC 20037

Phone: (202) 261-5713

Fax: (202) 728-0231

Email: lwashing@urban.org

All correspondence of a technical nature shall be addressed to the following:

GRANTOR:

Sean Segal

Chief Operating Officer

Urban Alliance

2030 Q Street NW

Washington, D.C. 20009

202.459.4306

ssegal@theurbanalliance.org

GRANTEE:

Brett Theodos

Senior Research Associate

Urban Institute

2100 M Street, N.W.

Washington, DC 20037

Phone: (202) 261-5865

Fax: (202) 872-9322 or 8154 Email: btheodos@urban.org

Terms and Conditions set forth in this grant letter are between Urban Alliance and the Urban Institute. By acceptance of this grant agreement, the Urban Institute comply with these grant terms.

If this grant is acceptable to the Urban Institute, please indicate by signing below.

Sincerely.

Sean Segal

Chief Operating Officer

Grant Acceptance:

Marcus L. Stevenson

Director of Grants, Contracts, Purchasing and Pricing

Urban Institute

(Date)

ATTACHMENT 2

Secure Data Transfer Guide

Data will be transferred through a secured FTP directly to the Urban	Institute. Urban Institute will set
up the SFTP and send instructions to PCSB.	

THE OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD MEMORANDUM OF UNDERSTANDING

. PURPOSE:

governing the respective responsibilities and activities between the Office of the State Superintendent The purpose of this Memorandum of Understanding ("MOU") is to memorialize the framework with OSSE' one-time payment (or "Supplemental Payment") to the PCSB to supplement its capacity to of Education ("OSSE") and the District of Columbia Public Charter School Board ("PCSB") associated approve, oversee, monitor and close public charter schools. This MOU covers the period from 10/1/13

and 00/000 (\$800,000.00) Dollars to PCSB to facilitate this herein described initiative. The areas of responsibility and relationships presented herein provide the concept under which the program shall be In support of this MOU, the OSSE shall commit an amount equal to, but not to exceed, eight thousand

2. SOURCE OF GRANT FUNDING:

The subject funds were appropriated by the United States Congress, through the Omnibus Appropriations Act, 2009 (Pub. L. 111-8), the Scholarships for Opportunity and Results Act (Pub. L. 112-10), and the Continuing Appropriations Act, 2012 (Pub. L. 112-36).

3. BACKGROUND:

the District and has the responsibility to ensure effective oversight and compliance for federal funds awarded by OSSE to DC public charter schools. This MOU will outline the responsibilities of the While PCSB is the authorizer for public charter schools in DC, OSSE is the State education agency for OSSE and PCSB (or "the Parties") as they relate to the Supplemental Payment.

4. DESCRIPTION OF PROJECT:

The Supplemental Payment is designed to help PCSB align its resources with its stated goal of providing appropriate oversight of DC public charter schools. To facilitate this oversight, the oversight, the Supplemental Payment will assist PCSB's oversight platform in the following areas:

- implementation, Performance Management Framework (PMF)-Continued development, improvement, and administration;
- Qualitative Site Reviews (QSR)—Continued development, implementation, improvement, and B.
- Transcript Reviews (TRs)—Continued implementation, improvement, and administration; J.
- Authorizing Instruments-Continued implementation, improvement, and administration of other tools used to evaluate public charter school academic and fiscal performance as well as

compliance with relevant laws, regulations, and charter agreement terms.

This includes activities related to the ESEA Waiver as described a separate MOU.

E. Charter School Closures – Implementation of PCSB's school closure procedures including, but not limited to the costs of ensuring all students attending a closing charter school records, and appropriate public school options for the following school year, transfer of school records, and the costs of overseeing the dissolution of a closing charter school. At least two public charter school closures are anticipated during the SY 2013-14.

ESPONSIBILITIES OF THE PARTIES:

- A. Pursuant to this MOU, the OSSE agrees to:
- 1. Ensure funding for the project is distributed on a timely basis in accordance with the terms and conditions set forth in this MOU; and
- Ensure that PCSB manages the receipt of funds for the purpose of delivering any and all
 oversight related to District of Columbia public charter schools in accordance with
 federal and local laws, regulations, and policies.
- B. Pursuant to this MOU, PCSB agrees to conform to the following table, which provides the outline of deliverables and expenditures of the Supplemental Payment:

∀ ፒ/ፒ/6	The creation and delivery of PCS specific transcript review reports for all PCS seniors for SY13-14	All twelfth (12th) grade records of DC public charter school students will be reviewed to verify that students are eligible to graduate.	
Due Date	Deliverable(s)	3. Transcript Reviews	
bT/TT/T	The creation and delivery of the budget and actual financial reports for QSR program	a Focus schools	
T/11/14 and ongoing as reports are completed	The creation and delivery of PCS specific QSR report(s)	The review team (comprised of PCSB staff and consultants) will assess the extent by which DC public charter schools meet the goals and student asademic achievement expectations as	
Due Date	Deliverable(s)	Qualitative Site Reviews (QSRs)	
Þ T/T/T	The creation and delivery of Budget and actual financial reports for PMF related reported functions	PCSB will improve the PMF process, including developing and implementing alternative accountability plans for non-tested grades, exploring alternative PMF frameworks for non-standard schools, expanding the data provided in the PMF reports, and improving the PCSB website for easier access to PMF data	
bī/ī/ī	The creation and delivery of PCS specific PMF report(s)	PCSB will implement the SY 2012-13 performance management framework, including collecting relevant data, performing needed calculations to determine PMF rankings, assembling information in easy-to-use reports, and disseminating this information widely.	

b1/08/60	Report detailing approved costs related to school takeover.	event PCSB identifies a school as likely candidate for a persion. PCSB may instead broker a takeover by another operator. PCSB will work with OSSE to determine costs ated to school takeover.	chool
Due Date	Deliverable(s)	Facilitation of School Takeover	.8
17/08/60	Report detailing costs related to closure process for each charter school	will work with OSSE to determine costs associated to e of charter schools. Costs include assisting with funding or general operation, payroll, consultants to aid in the e process, staff resources etc.	nusol: of qe
Due Date	Deliverable(s)	School Closures	.7
₽T/0E/60	School-level determinations of chool-level determinations with disability special education requirements Corrective action plans and reports on the final resolution of any findings of non-compliance	will conduct monitoring of charter schools' compliance anti-discrimination laws and affirmative mandates d to specialized education including, among other ies, posing as parents of students with special needs ire seeking enrollment.	vith elate ctivit
Due Date	Deliverable(s)	Special Education Monitoring, including Mystery Shopper	.6
*Daily	*Enrollment and demographics feeds SY13-14 attendance, expulsion, and days present/absent by student.	will collect, manage, and report to OSSE charter school especially data related to student discipline, enrollment, ttendance. PCSB and OSSE will also collaborate on the tion from ProActive to SLED as the primary data tion mechanism for student discipline, enrollment, and dance data.	lata, nd a ransi ollec
Due Date	Deliverable(s)	School Data Collection & Management	
bT/T/8	noitealiduq froqen MAAHO	will continue its leadership of the PCSB/OSSE/OCFO to create the CHARM report, a financial analysis of the fune 30, 2013 (assets, liabilities, income and expenses, nasty of the audit's results, and observations on the sial statements with recommendation for management ight follow-up).	ffort SO sun sun
Due Date	Deliverable(s)	FY2013 PCS Audited Financial Statement Review and FY2013 PCS Audited Financial Dashboard Report	-1
bt/t/t	The creation and delivery of Budget and actual financial reports for transcript review program		1
b1/1/6	The creation and delivery of PCS specific transcript reports for a sampling of PCS 9 th graders	snts will be reviewed to determine the percent of snts on track to graduate in four years.	
₩T/T/T	The creation and delivery of Budget and actual financial reports for transcript review program		

- A. Submit to OSSE within thirty (30) calendar days after execution of this MOU, a proposed budget for the activities described Sections 1-6 in the above table of deliverables and expenditures for OSSE's review and approval;
- B. Submit to OSSE at least 30 days prior to closure of a charter school a proposed budget for the activities described in Sections 7 and 8 in the above table of deliverables and expenditures for OSSE's review and approval;
- C. Respond in a timely and cooperative manner to requests for information by OSSE. PCSB shall provide data related to the performance measures stated in their proposal in conjunction with the reports described in Sections 5 and 9 of this MOU;
- D. As part of section 5, engage in good-faith discussions around enhanced data-sharing, including suspension data, as well as creating a road-map and appropriate governance structures for a streamlined data collection and distribution system for school-level and student-level data;
- E. Maintain an accurate description of funded and matched expenditures with all accounts tracked by a single accounting system designed to capture financial information according to Generally Accepted Accounting Principles; and
- Adhere to agreed project monitoring, quarterly reporting and project close-out evaluation in case study format. Each is essential to the overall success of the project and as such, will be monitored to ensure that performance measures maintain close alignment with program objectives to achieve measurable project outcomes. Reporting shall take place in the form of a desktop monitoring of expenditures during the first three (3) months of the grant, an on-site monitoring visit within six (6) months of the project and close-out technical assistance at the close of the funding period, September 30, 2014.

6. DURATION

F.

The period of this MOU shall be from October 1, 2013, through September 30, 2014, unless terminated in writing by both Parties prior to the expiration.

7. FUNDING

- A. Funding of services under this MOU shall be contingent upon the District's receipt of identified federal funds from the U.S. Department of Education.
- B. The allowable period for expenditures is from October 1, 2013 through September 30, 2014.
- C. Funding for services under this MOU shall not exceed the actual costs of the goods or services.

 O. The total cost for services under sections 5 B 1 through 5 B 6 of this MOU shall not exceed.
- D. The total cost for services under sections 5.B.1 through 5.B.6 of this MOU shall not exceed \$400,000 for Fiscal Year 2014.
- E. The total cost for services under section 5.B.7 and 5.B.8 of this MOU shall not exceed \$200,000.
- PCSB shall be entitled to receive performance-based incentive funds ("Incentive Funds") that shall not exceed \$200,000 at a rate of \$60,000 per percentage point increase in charter school proficiency on the District of Columbia Comprehensive Assessment System ("DC CAS") from School Year 2012-13 to School Year 2013-14 in both English language arts/reading and mathematics. Earned incentive funds may be used by PCSB for payment of PCSB administrative costs. Charter schools and campuses that close in SY 2013-14 will not be included in the 2013-14 calculation.

G. In the event of termination of the MOU, payment to PCSB shall be held in abeyance until all required fiscal reconciliation, but not longer than September 30 of the current fiscal year.

8. PAYMENT

- A. Payment for all goods and services under this MOU, with the exception of Incentive Funds described in Section 7.F, shall be paid on a reimbursement basis. On a monthly basis, PCSB shall submit to OSSE requests for reimbursement of funds expended, including itemized claims for reimbursement on actual counts taken daily at the point of service by the reimbursement category. Payment of approved expenditures shall be made via purchase order.
- B. Payment of Incentive Funds described in Section 7.F shall be made through an Intra-District transfer based on the determination of the amount of incentives earned by PCSB as a result of improved student performance. OSSE shall authorize the payment to be made to PCSB on or before September 30, 2014.
- C. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this MOU. In the event that the Parties are unable to resolve a financial issue, the Mayor for Education. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

9. RECORDS AND REPORTS;

- A. OSSE will provide the template for the required semi-annual and final reports to the PCSB on January 10, 2014.
- B. PCSB shall submit to OSSE quarterly reports according to the following schedule: January 31, 2014, April 30, 2014, July 31, 2014, and October 30, 2014. A final report covering all activities and expenditures for Fiscal Year 2013 shall be provided by November 15, 2014.
- C. PCSB shall maintain records and receipts for the expenditure of all funds provided for a period of no less than three years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of OSSE and other officials as may be specified by the District of Columbia at its sole discretion.

10. COMPLIANCE AND MONITORING:

PCSB shall be subject to scheduled monitoring reviews to ensure compliance with all applicable requirements.

11. CONFIDENTIAL INFORMATION;

The Parties to this MOU will use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local statutes, regulations, and policies. All personally-identifiable student and parent information shall be protected from inadvertent disclosure as required by the Family Educational Rights and Privacy Act (Pub. L. 90-247, 80 Stat. 783), as codified at 20 U.S.C. § 20-1232g, and its implementing regulations.

12. AMENDMENT, MODIFICATION AND TERMINATION:

This MOU may be amended or modified only by written, mutual agreement of the parties. Either party may terminate this MOU by providing thirty (30) calendar days advance written notice to the other party.

11. NOTICE: The following individuals are the contact persons for each Party under this MOU:

Contact person for PCSB
Scott Pearson
Executive Director
DC Public Charter School Board
Washington, DC 20010
Direct line: (202) 328-2662
Main line: (202) 328-2660

Contact person for the OSSE
Faida Fuller
Interim Director Fiscal Operations and Grants Management
Blementary and Secondary Education
Washington, DC 20002
Washington, DC 20002
Fax 202-727-8488
Fax 202-741-0227

12. MISCELLANEOUS: The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

13. EFFECTIVE DATE: This MOU shall become effective upon the date of the last approving signature and will remain through the term of this agreement unless terminated by the Parties.

(remainder of this page left blank intentionally)

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

Office of the State Superintendent of Education

Name: Jesús Aguirre

Title: Acting State Superintendent

DC Public Charter School Board

By: Cott Pearson
Title: Executive Director

MEMORANDUM OF UNDERSTANDING BETWEEN

THE OFFICE OF THE STATE SUPERINTENDNT OF EDUCATION AND

THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

I. INTRODUCTION

This Memorandum of Understanding ("MOU") is entered into between the Office of the State Superintendent of Education ("OSSE") and the District of Columbia Public Charter School Board ("PCSB") to govern their respective responsibilities and activities regarding the OSSE's one-time transfer of funds (the "Payment") to PCSB to supplement its capacity to oversee and monitor District of Columbia public charters schools ("DCPCS").

II. RECITALS

WHEREAS, PCSB is the authorizer for public charter schools in the District of Columbia (D.C. Official Code § 38-1802 *et seq.*);

WHEREAS, PCSB is responsible for, among other duties: monitoring the operations of public charter schools and ensuring their compliance with applicable laws pursuant to the District of Columbia School Reform Act of 1996, as amended (D.C. Official Code § 38-1802 et seq.);

WHEREAS, the OSSE serves as the state education agency and perform the functions and duties of a state education agency for the District of Columbia (D.C. Official Code §§ 38-2601; 38-2601.01);

WHEREAS, the OSSE is responsible for fulfilling responsibilities consistent with the performance of the state-level education functions of the District of Columbia (D.C. Official Code, § 38-2602);

WHEREAS, the Parties enter into this MOU with the understanding that at least twentynine (29) DCPCS do not have a current or adequate emergency response plan and require financial assistance to create such plans;

WHEREAS, the OSSE and the PCSB share the common goals of improving and enhancing the safety and wellness of students on a coordinated basis in the schools within the District of Columbia, particularly as to the availability of adequate response plans in the event of emergencies;

WHEREAS, the Parties enter into this MOU with the understanding that it is in the best interest of the District of Columbia that each individual DCPCS have a current and adequate emergency response plan that is consistent with the guidance in the District of Columbia's School Emergency Response Plan and Management Guide, dated January 2010 ("D.C. Guide") as may be updated, and/or the Guide for Developing High-Quality Emergency Response Plans issued by the U.S. Departments of Education, Health and Human Services, Homeland Security, Justice, the Federal Bureau of Investigation and the Federal Emergency Management Agency, dated July 2013 ("Federal Guide")²;

WHEREAS, OSSE warrants that it has sufficient available funds in FY2014 to provide the Payment to PCSB;

WHEREAS, PCSB warrants that, pursuant to District of Columbia Official Code § 38-1802.14(a)(1), it is an agency within the District of Columbia Government and that all necessary approvals, whether fiscal or programmatic, have been obtained prior to execution of this Agreement.

III. PURPOSE

The purpose of this MOU is to provide funding to the PCSB to provide financial assistance to DCPCS to develop their emergency response plans, train their leadership and staff on emergency response procedures and techniques, and link public charter schools to community resources that support school safety.

IV. INTRA-DISTRICT FUNDING PROVISIONS

Total cost for the MOU shall be an amount equal to, but not to exceed, one hundred and thirty-five thousand and 00/000 (\$135,000.00) Dollars paid by OSSE to PCSB to facilitate the activities described herein, during Fiscal Year ("FY") 2014, to be paid by June 15, 2014.

V. PAYMENT

- A. Payment for all services shall be made through an Intra-District advance by OSSE to PCSB based on the total amount of this MOU.
- B. PCSB shall reimburse OSSE the balance of any unexpended or uncommitted funds at the expiration of this MOU pursuant to D.C. Official Code § 1-301.01(k).

http://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

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² http://rems.ed.gov/docs/REMS K-12 Guide 508.pdf;

- C. In the event this MOU is terminated, PCSB shall return any unexpended or uncommitted funds to OSSE.
- D. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this MOU. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

VI. AUTHORITY FOR MOU

D.C. Official Code § 1-301.01(k).

VII. RESPONSIBILITIES OF THE PARTIES

- A. Pursuant to this MOU, the OSSE agrees to:
 - 1. Transfer \$135,000 to PCSB by June 15, 2014;
 - 2. Ensure funding for the project is distributed to PCSB on a timely basis in accordance with the terms and conditions set forth in this MOU; and
 - 3. Ensure that PCSB manages the receipt of funds for the purpose of delivering any and all financial assistance to DCPCSs in accordance with federal law, and the laws of the District of Columbia, its regulations and policies.
- B. Pursuant to this MOU, PCSB agrees to:
 - 1. Budget for all services described in this MOU; and
 - 2. Award a contract to provide the services described in this MOU for an amount not to exceed \$135,000 to a qualified contractor.

VIII. PROCUREMENT PRACTICES

If a District of Columbia agency or instrumentality plans to utilize the goods or services of an agent or third party (e.g., contractor, consultant) to provide any of the goods or services specified under this MOU, then the agency or instrumentality shall abide by the provision of the pursuant to the "Procurement Practices Reform Act of 2010", effective April 8, 2011 (D.C. Law 18-371; D.C. Official Code § 2-351.01 et seq.(2012 Supp.) to procure the goods or services of the agent or third party, other than where D.C. Official Code § 38-1802.14(h) is found expressly applicable to the transaction.

IX. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this MOU, or any subsequent agreement entered into by the parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti- Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code § 47-355.01-355.08 (2001), (iii) D.C. Official Code § 47-105 (2001), and (iv) D.C. Official Code § 1-204.45 (2006 Supp.) as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

X. COMPLIANCE AND MONITORING

As this MOU is funded by District of Columbia Funds, the Parties acknowledge that they will be subject to scheduled and unscheduled monitoring reviews to ensure compliance with all applicable requirements.

XI. RECORDS AND REPORTS

The Parties shall maintain records and receipts for the expenditure of all funds provided for a period of no less than three (3) years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of the buyer agency and other officials as may be specified by the Office of the Chief Financial Officer.

XII. CONFIDENTIAL INFORMATION

The Parties to this MOU will use, restrict, safeguard, disclose, and dispose of all information related to student information and services provided under this MOU, in accordance with all relevant federal and local statutes, regulations, policies, including without limitation, the Family Educational Rights and Privacy Act (FERPA). Information received by any Party in the performance of this MOU shall be and remain the property of PCSB.

XIII. DURATION

This MOU shall be effective as of the date on which both Parties' representatives have executed the MOU and shall remain in effect until September 30, 2014, unless terminated in writing by the Parties prior to the expiration.

XIV. MODIFICATION AND TERMINATION

The terms and conditions of this MOU may be modified only upon prior written agreement by the Parties. Any Party may terminate this MOU in whole or in part by giving thirty (30) calendar days in advance written notice to the other Party.

XV. NOTICE

The following individuals are the contact points for each Party under this MOU:

Contact Person for PCSB:	Contact Person for the OSSE:
Scott Pearson	Jesús Aguirre
Executive Director	State Superintendent
DC Public Charter School Board	Office of the State Superintendent of Education
3333 14th Street NW, Suite 210	810 First Street NE
Washington, DC 20010	Washington, DC 20002
Direct line: (202) 328-2662 Main line: (202) 328-2660 Fax: (202) 328-2661	Phone: 202-727-3471

XVI. MISCELLANEOUS

The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

XVII. EFFECTIVE DATE

This MOU shall become effective upon the date of the last approving signature.

IN WITNESS WHERE OF, the Parties hereto have executed this MOU as follows:

For the Office of the State Superintendent of Education:		For the DC Public Char	ter School Board:
Jesús Aguirre	Date	Scott Pearson	Date
State Superintendent		Executive Director	



DATA SHARING AND PRIVACY AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER BOARD AND CHOICE RESEARCH ASSOCIATES

This Data Privacy Agreement ("Agreement") is entered into by and the District of Columbia Public Charter Board ("PCSB") and Choice Research Associates ("CRA"), (collectively, the "Parties") performing an evaluation of the Justice Grants Administration Community-Based Truancy Reduction program, a student aid program, and requires confidential student data.

This Agreement is entered into by the Parties, for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974, 20 U.S.C. § 1232g ("FERPA") and any other relevant federal law. For purposes of this Agreement, "FERPA" includes 20 U.S.C. § 1232g, any reauthorization of or amendments thereto, and Part 99 of Title 34 of the Code of Federal Regulations.

SECTION 1: DEFINTIONS

- 1.1 "Data," as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.
- The term "Technical Data," as used herein, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.
- 1.3 The term "Computer Software," as used herein means computer programs and computer databases. "Computer Programs," as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include

operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.

1.4 The term "computer databases," as used herein, means a collection of data in a form capable of being processed and operated on by a computer.

SECTION 2: DESCRIPTION OF THE PROJECT

- 2.1 Data Required
- 2.1.1 CRA intends to conduct a process and outcome evaluation of the Community-Based Truancy Reduction Project for the period from November 2012 through September 30, 2015 (hereinafter, the "Project").
- 2.1.2 CRA represents that this evaluation will employ secondary data analysis to assess the impact of services provided by seven Community Based Organizations ("CBOs") to students in DC public charter schools ("Charter Schools"). Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by PCSB, DCPS and CFSA. Neither the Principal Investigator (PI) or CRA staff has any direct contact with the families or clients served by the CBOs.
- 2.1.3 CRA's research question for the Project is: Do family focused services provided by a community based organization reduce truancy for elementary school youth in grades K-5 who have between 5 and 9 absences compared to youth who are not referred for services? If so, which of those services are more effective?
- 2.1.3 CRA's evaluation is in the developmental phase and the goal will be to determine both which factors are effective at reducing truancy including program services such as home visits, parent training, and referrals to other needed services (outcome), and what are the steps that need to be taken to ensure that the crucial services are provided (implementation or process).

- 2.1.4 In order to properly assess if there is an impact of services on truancy, CRA seeks to control for other factors that could explain the outcomes. For this reason, CRA seeks the prior academic, attendance, and disciplinary performance of youth in both the treatment group and in a comparison group of similarly situated youth in schools in the same or similar wards. This information would be coupled with assessment data, demographic, and family structure information (e.g., socioeconomic status, number of siblings, single vs. duo parent household) which is obtained by the CBO in their routine programmatic process.
- 2.1.5 To perform services for the Project, CRA will require access to confidential information, education records, and information that identifies particular individuals, including students. Student data required for the Project may include: demographic data (age, gender, race/ethnicity, home zip code); Academic performance data (grades and test scores); attendance records: (number of excused absences, number of unexcused absences, and number of times tardy); and disciplinary actions (number of disciplinary actions, suspensions and expulsions).
- 2.2 Charter Schools Involved in the Project
- 2.2.1 CRA requires the confidential student data of students at the following Charters Schools: Cesar Chavez Public Charter School (specifically, its Parkside campus); DC Bilingual Public Charter School; Friendship Collegiate Public Charter School (specifically, its Tech Prep campus); Hope Community Public Charter School (specifically, its Lamond and Tolson campuses); Paul Public Charter School; and Two Rivers Public Charter School. These schools and campuses are working with CBOs as described in the following table.

School (Campus)	CBO
Cesar Chavez Public Charter School (Parkside)	East River Family Strengthening Collaborative
DC Bilingual Public Charter School	Collaborative Solutions for Communities (formerly known as Columbia Heights Family Support Collaborative)
Friendship Public Charter School (Tech Prep)	Far Southeast Family Strengthening Collaborative
Hope Community Public Charter School (Lamond)	Catholic Charities
Hope Community Public Charter School (Tolson)	Boys Town
Paul Public Charter School	Catholic Charities
Two Rivers Public Charter School	Edgewood Brookland Family Support Collaborative

2.2.2	PCSB represents that it has received written consent for the data needed to complete the Project from the charter schools listed in Section 3.1.5, above.
2.3	Student-Level Data
2.3.1	PCSB intends to share confidential data that includes personally identifiable information as defined in FERPA, for which parents have not provided consent, with CRA.
2.3.2	The Data will be used by CRA's employees to fulfill the duties and responsibilities needed for the Project.
2.3.3	CRA requires the following data from PCSB for students at the Charter Schools listed in Section 2.2.1, above:
2.3.3.1	Student Name (first and last)
2.3.3.2	Student address
2.3.3.3	Student Identification Number
2.3.3.4	Free/Reduced Lunch status
2.3.3.5	English language learner status
2.3.3.6	Special education status
2.3.3.7	Race/Ethnicity
2.3.3.8	Attendance (by year and quarter and number of days enrolled)
2.3.3.9	Number of excused absences
2.3.3.10	Number of unexcused absences
2.3.3.11	Number of days tardy
2.3.3.12	Number of out-of-school suspensions (by year)
2.3.3.13	Exit codes (i.e., transfer – if applicable) and dates
2.3.4	CRA will link data provided by PCSB with 4 to 5 digit research code which will replace personally identifying information provided by PCSB; personally identifying information will not be part of any linked datasets.
2.4	Scope of the Project

2.4.1 CRA represents that the Project will be completed by January 31, 2016.

SECTION 3: FERPA

FERPA provides for circumstances under which educational agencies such as PCSB are authorized to release confidential data from students' education records regarding individual students without prior parental consent. While PCSB does not intend to share any personally identifiable information with CRA, this agreement governs the use of data that PCSB will share with CRA to meet the specific ends of the Project.

SECTION 4: TERMS AND CONDITIONS

- The following terms further specify the manner in which PCSB agrees to share Data with CRA, subject to FERPA and any other applicable federal law:
- 4.2 Parties
- 4.2.1 PCSB is a public charter school authorizer with oversight responsibility for public charter elementary and secondary institutions, is authorized to maintain student information subject to FERPA, and may disclose such information as authorized by FERPA.
- 4.2.2 CRA has contracted Zachary Rowan, M.A., and Laura Gerhard, B.A., to perform services, as outlined in the Research Application, attached as Exhibit A.
- 4.2.3 CRA represents that Shawn M. Flower, Ph.D, is the Principal Investigator and will lead the Project, assisted by Zachary Rowan, M.A., Research Associate and Laura Gerhard, Research Associate.
- 4.3 CRA agrees to:
 - a. Use any and all Data shared under this Agreement only for legitimate purposes and for no purpose other than the contractual services authorized by the statement of work for the Project.
 - b. Refrain from linking the Data provided to any data set in a way that reveals personally-identifiable student data and/or in contravention of the terms of this Agreement.
 - c. Limit the custodians of the Data to Shawn Flower, Zachary Rowan, and Laura Gerhard.
 - d. Use reasonable methods to identify and notify PCSB of any inadvertently disclosed personally identifiable student data

Data Sharing and Privacy Agreement between PCSB and Mathematica
Page 6 of 4

received, protect such data from re-disclosure, and to not share any personally identifiable data received under this Agreement with any other entity.

- e. Ensures that it has policies and procedures to protect the Data provided by PCSB from further disclosure and unauthorized use.
- f. In the event that it does re-disclose Data, including but not limited to student information, CRA will inform PCSB immediately upon any re-disclosure of student information.
- g. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to Data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the Data. Nothing in this paragraph authorizes sharing or allowing access to Data provided under this Agreement with any other entity for any purpose other than completing CRA's work authorized by the statement of work for the Project.
- h. Protect and maintain all Data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement except as necessary to fulfill the services described in the statement of work for the Project. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from CRA to any other institution or entity or unauthorized individual or agent.
- Not to provide any Data, including student data, obtained or permitted access to under this Agreement to any party that is ineligible to receive data protected by FERPA or prohibited from receiving Data from any entity.
- j. Destroy all data, including student data, and provide written verification of the destruction of all copies of the student data obtained under this Agreement to PCSB 3 years following the date of completion of the Project. All data no longer needed shall be physically destroyed or returned to the PCSB in compliance with and as outlined in 34 C.F.R. § 99.35(b)(2). CRA agrees to require

all employees, contractors, or agents of any kind to comply with this provision.

- 4.4 Breach.
- In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, CRA shall notify PCSB of the breach within two (2) business days of the date on which CRA becomes aware of the breach by e-mailing PCSB's Executive Director with a read receipt at spearson@dcpcsb.org. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of CRA from future access to PCSB's confidential data.
- 4.4.2 CRA agrees that Shawn M. Flower shall serve as PCSB's primary security contact and shall be available to assist PCSB twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Breach, defined in Section 4.4.1, above.
- 4.5 Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.
- 4.6 CRA represents that Shawn M. Flower, Ph.D. is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of Data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored, maintained or used in any way.
- Data may be stored on a server with additional data but may not be merged with any other data in contravention of the terms of this Agreement.
- 4.8 This Agreement takes effect only upon acceptance by authorized representatives of the CRA, by which that institution agrees to abide by its terms and return or physically destroy all student data covered by this Agreement 3 years following the date of completion of the Project.
- This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until completion of the Project.
- 4.10 The parties further understand that PCSB may cancel this Agreement at any time, upon reasonable notice. PCSB specifically reserves the right to cancel this Agreement should PCSB, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access

has become generally available for research purposes through any other mechanism approved by PCSB.

- All data shared by PCSB with CRA shall be the sole property of PCSB. CRA agrees not to assert any rights in common law or in equity in such data. CRA shall not publish or reproduce any personally identifiable student data, in whole or in part or in any manner or form, or authorize others to do so.
- 4.12 CRA understands that the Agreement does not convey ownership of student data to any entity with which CRA has or intends to have a contractual relationship.
- 4:13 GOVERNING LAW

This Agreement, and any disputes arising out of or related to this Agreement, shall be governed by, and construed in accordance with, the laws of the District of Columbia.

4.14 PCSB's Executive Director or his or her designee, the DC Inspector General, and the District of Columbia Auditor, and/or any of their duly authorized representatives shall, until three years after the completion of the Project payment, have the right to examine any directly pertinent books, documents, papers, and records of CRA involving the data shared by PCSB pursuant to this Agreement.

Entered into this ¹⁷ of December, 2014.

Agreed to and accepted by:

Agreed to and accepted by:

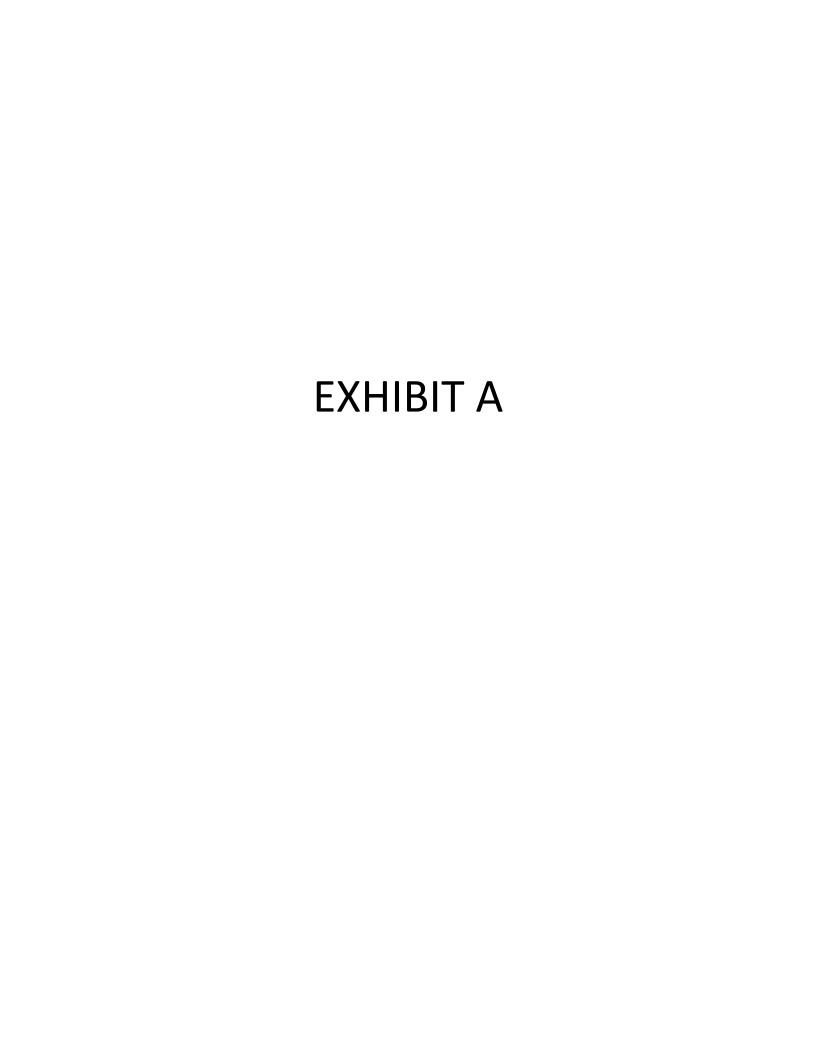
Shawn M. Flower, Ph.D.

Lou US

Principal Researcher

Scott Pearson

Executive Director



Date: May 27, 2013

Title: Evaluation of the Justice Grants Administration (JGA) Community-Based Truancy

Reduction (CBTR) Project Years 1 and 2

Requester/Organization: Shawn M. Flower, Ph.D., Principal Researcher

Choice Research Associates

Description: The purpose of the overall project is to conduct a process and outcome evaluation of the Community-Based (CBO) Truancy Reduction Project (CBTR) for the period from November 2012 through November 2014. Confidential Data is requested.

This evaluation will employ secondary data analysis to assess the impact of services provided by five CBOs to approximately 600 students per year in K-3rd grade (year 1) and K-5th grade (year 2) with 5 to 9 unexcused absences attending DC public schools. Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by DCPS and CSFA. Neither the Principal Investigator (PI) or Choice Research Associates (CRA) staff has any direct contact with the families or clients served by the CBOs.

Timeline: 2011-12; 2012-13; 2013-2014

Data Collection from Schools: None

Data Requested from ODA/DCPS: Three times over the course of the project (Aug 2013; April 2014 and Aug 2014), we request the following data for all youth in the treatment and comparison groups:

- Demographic data: age, gender, race/ethnicity, home zip code;
- Academic performance: grades and test scores;
- Attendance records: (number of excused absences, number of unexcused absences, and number of times tardy); and
- Disciplinary Actions: Number of disciplinary actions, suspensions and expulsions.

DCPS Advocate: Melissa Hook, Director, Justice Grants Administration

DCPS Research Application

Project Title Evaluation of the Justice Grants Administration (JGA) Community-Based Truancy

Reduction (CBTR) Project Years 1 and 2

Requestor Shawn M. Flower, Ph.D., Principal Researcher, Choice Research Associates

Abstract

This evaluation will employ secondary data analysis to assess the impact of services provided by five CBOs to approximately 600 students per year in K-3rd grade (year 1) and K-5th grade (year 2) with 5 to 9 unexcused absences attending DC public schools. Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by DCPS and CSFA. Neither the Principal Investigator (PI) or Choice Research Associates (CRA) staff has any direct contact with the families or clients served by the CBOs.

Statement of the Problem

Washington D.C. Public Schools experience high rates of truancy. The causes of truancy vary but are found in the nexus between the child's individual protective and risk factors within their home/community and school environment. Children with unmet physical, mental and social needs, living in communities and households strained by drug and alcohol abuse, poverty, violence and mental illness are more likely to be truant. This project seeks to step into the lives of these children at the earliest school period (age 5 to 8 – kindergarten to third grade in the first year, an age 5 to 10 - kindergarten to 5th grade in the second year) by providing these children and their families wrap-around services, referrals for services, parenting classes, and skills that reduce the risk of chronic truancy that will inhibit their chances of future academic and life success.

Objectives of the Study

This project is a program evaluation attempting to discern and develop critical program factors, and as such, there are no formal hypotheses to be tested. However, our research question for this project is:

Do family focused services provided by a community based organization reduce truancy for elementary school youth in grades K-3 (K-5 in year 2) who have between 5 and 9 absences compared to youth who are not referred for services? If so, which of those services are more effective?

This project will conduct a process and outcome evaluation of this truancy prevention effort. As this is a new project, the evaluation is in the developmental phase and the goal will be to determine both which factors are effective at reducing truancy including program services such as home visits, parent training,

and referrals to other needed services (outcome), and what are the steps that need to be taken to ensure that the crucial services are provided (implementation or process).

In order to properly assess if there is an impact of services on truancy, it will be important to control for other factors that could explain the outcomes. For this reason, this research application seeks approval to obtain the prior academic, attendance, and disciplinary performance of youth in both the treatment group and in a comparison group of similarly situated youth in schools in the same or similar wards. This information would be coupled with assessment data, demographic, and family structure information (e.g., socio-economic status, number of siblings, single vs. duo parent household) which is obtained by the CBO in their routine programmatic process.

Significance of the Problem

The District of Columbia Crime Policy Institute at the Urban Institute examined variations in truancy among the District's middle and high schools (Liberman & Cahill, 2012). Their findings support both early interventions and family-based interventions for younger students. In searching for predictors of high school truancy, they found that high school absences are predicted by 8th grade truancy. Variations in high school truancy rates were not indicative of varying interventions at the high schools themselves, but rather dependent on the students' truant behavior in middle school. The authors thus concluded that the most effective and efficient approach to lowering high school truancy rates would be lowering middle school truancy rates. Additionally, their research found that residential neighborhood features had more influence on high school students' truancy than middle school students'; concluding that family influences have a stronger effect on younger children so that, "truancy interventions that are primarily family-based are more likely to prove effective at earlier ages" (p. ii). Both of these findings support the findings in the literature that early truancy interventions impact later truant behavior and should address the powerful influence of the family.

In recent years, the District of Columbia made changes to its policy regarding truancy. The 2009 Compulsory Education and School Attendance regulation lays out specific policies and procedures District of Columbia Public Schools (DCPS) must follow regarding attendance. Schools are required to have an absenteeism protocol focused on prevention of unexcused absences that includes academic and behavioral interventions addressing their needs. Schools must maintain, among other things, a procedure of personal contact with parents after one unexcused absence, and a set of practices offering supports, incentives and consequences, and intervention strategies to deal with absenteeism. Additionally, schools must refer students accumulating five or more unexcused absences to a school-based Student Support Team (SST) that will work with parents to develop an attendance intervention plan and to review the underlying causes of the absences as well as make recommendations for needed services (academic or social). After 10 unexcused absences, students aged 5-13 are referred to Child and Family Services Agency (CFSA); students aged 14 and over are referred to Court Social Services Division of the Superior Court of the District of Columbia and to the Office of the Attorney General

http://www.dcregs.dc.gov/Gateway/ChapterHome.aspx?ChapterID=230295

¹DC Municipal Regulations and DC Register

² Sec 2103.2

³ Sec 2101.2 (c)(1)(2)

⁴ Sec 2102.2 (c)(3)

Juvenile Section after 25 absences [starting with the 2014-2015 school year referrals are made after 20 absences].⁵

In testimony before the District of Columbia Council Committee of the Whole and the Judiciary, Judith Sandalow (2012), Executive Director of Children's Law Center, praised the Council's passing of the Families Together Amendment Act of 2010 which allowed changes in CFSA policy she argued allowed more opportunity for truant District youth and their families to get the help they needed. Further, Michele Rosenberg (2012), Chief of Staff of CFSA, remarked that the new policy enabled them to better help families by focusing on services keeping families together rather than removing children from homes. She testified that CFSA was able to work closely with DCPS as a result of the new policies and that both wished to be able to "identify the main issues behind chronic truancy as a foundation for undertaking targeted prevention" (Rosenberg, 2012).

Addressing a Key Research Priority

This project addresses the major research priority of **Compelling Schools**, particularly as it relates providing "strong support for social and emotional needs". This evaluation seeks to shed light on the "main issues behind chronic truancy" – in particular with respect to *early* intervention. The knowledge gained from this project is likely to illuminate the social and emotional needs of these truant students and their families. In addition, the process or implementation component of the evaluation will highlight the barriers, challenges and successes of the partnership between DCPS and the CBO providing the services to these children and their families. This, in turn, can lead to refinement of policies and procedures which can strengthen the approach to truancy intervention and prevention practices.

Review of the Literature

Chronic youth absences from school are generally recognized to negatively affect school performance, be indicative of school detachment, and to enhance the likelihood a student will drop out completely. The issue of truancy reduction and prevention has thus received a lot of attention as an effort to address one of the issues perceived to be at the root of both poor school performance and juvenile delinquency. Available literature provides insight into both the risk factors involved for truant behavior and the negative effects of prolonged absence and dropping out of school. With the opportunity to prevent these long term negative effects and deter delinquency, the literature supports early interventions—preventing elementary truancy from developing into long term detachment from school (Dembo & Gulledge, 2009; Chang & Jordan, 2011; Lehr et al, 2004). While there appears to be a lack of rigorously evaluated truancy interventions due to limitations (e.g., the lack of a universal definition of truancy and the consequent difficulties in collecting data) (Dembo & Gulledge, 2009; Gandy & Schulz, 2007), some interventions have produced significant reductions in truant behavior thus providing a set of best practices to draw upon.

Truancy interventions should involve multi-modal services at an individualized level. Demonstrated successes in the literature appear when multiple agencies and providers work together to target the varying factors involved in truant behavior. Youth behavior is influenced by many factors; thus truant behavior could be a result of a student's academic difficulties, a family's financial difficulties, or substance use or abuse by parent or student. Understanding the various potential causes of truant behavior is imperative to determining which services provide the best opportunity for improving student

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⁵ Section 2103.5

outcomes; multiple services may be needed (academic tutoring, housing assistance, substance counseling). From this it should also be clear that each student's needs will be different, so interventions must be individualized to each student specifically. An individualized course of action and consistent and persistent involvement with each student and family improve the likelihood of positively impacting behavior. This important aspect of interventions is also one which poses challenges. It may be difficult to maintain such interaction with students and/or parents throughout the course of an intervention due to inconsistent contact information and interest, but parental involvement is crucial. Truant behavior may also be reflective of a lack of attachment to school—on the part of parent and student—so that an important aspect of any intervention should focus on changing family attitudes towards school and attendance in order to build a strong attachment and better prepare students for overall success. The earlier this attachment is made stronger the better, as it allows children to fully enjoy the benefits of their education.

The potential to prevent not only truancy but further delinquent and negative behavior supports efforts to intervene at the earliest possible stages. Dembo and Gulledge (2009) caution against delaying attention or intervention until after a youth's absence becomes chronic, as at that point additional, more serious problems are likely to have developed. Chang and Jordan (2011) also stress the importance of early interventions as a means to prevent later academic difficulties which lead to increased likelihood a student will dropout. Citing the findings of an Attendance Works Report, ⁶ they state that only 17 percent of kids chronically absent (missing at least 10 percent of school) in kindergarten and first grade were proficient readers by the end of third grade compared to two thirds of their peers with regular attendance (Chang & Jordan, 2011).

Stating that "the detrimental path leading to school withdrawal starts early," Lehr et al (2004, p. 280) also support early interventions based on evidence showing that early home environment and the quality of care-giving are powerful predictors of whether students remain in or drop out of school. Most dropouts exhibit signs of school withdrawal and disengagement including poor attendance and academic or behavioral troubles prior to making the decision to drop out (Lehr et al, 2004). Citing a Barrington and Hendricks retrospective study of early school patterns of dropouts, they state that, "students who dropped out could be differentiated from those who completed school with nearly 70 percent accuracy by third grade" (Lehr, 2004, p. 280). Thus the authors stress the importance of early identification of attendance issues and building student engagement in school so as to prevent the long term negative effects experienced by dropouts—unemployment, underemployment, incarceration, and long term dependency on social services (Lehr et al, 2004).

Literature Supported Best Practices

The available literature appears to concur that the most effective truancy interventions involve a comprehensive understanding of the contributing factors to truancy and thus according to Lehr et al (2004) requires a "complementary model of intervention to address the complexity of associated issues" (p. 282). The effort involves both multiple targets and multiple players; most of the literature calls for a collaborative effort reaching across schools, families, and communities (Dembo & Gulledge, 2009; Gardner Center, 2012; Gandy & Schulz, 2007; NCSE, 2007; Lehr et al, 2004). Involving multiple

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⁶ Applied Survey Research. (2011, May). Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes. Watsonville, Calif.

⁷ Barrington, B.L., & Hendricks, B. (1989). Differentiating Characteristics of High School Graduates, Dropouts, and Nongraduates. *Journal of Educational Research, 89,* 309-319.

stakeholders such as law enforcement, courts, social services, and mental health communities not only increases the pool of resources but also allows multiple issues to be addressed (Gardner Center, 2012). Effective truancy interventions focus on multi-modal strategies that target these various underlying issues and offer a continuum of supports—academic, behavioral, family, and health (Gardner Center, 2012). Such collaborations also include training for parents/guardians and teachers of affected youth to allow them to better cope with truant behaviors in students (Gandy & Schulz, 2007). Additionally, the literature supports a staged approach to interventions that becomes more individualized: letter home, phone call to parents, home visit (Gardner Center, 2012) with court utilized as the last resort (Gandy & Schulz, 2007).

Truancy: Contributing Factors and Negative Outcomes

Students with truant tendencies often face numerous contributing factors ranging across personal, family, and school issues. Literature shows the common causes of withdrawal from school to include among others: low self-esteem, substance use or abuse, poor academic performance, poverty, unstable home, poor access to health care and transportation, and poor teacher relationships (National Center for School Engagement, 2007; Dembo & Gulledge, 2009 Baker et al, 2001). Many of these issues prevent children from being able to attend school regularly—through no fault of their own—causing long term negative effects. Given the wide range of contributing factors, truancy interventions should be collaborative efforts that attempt to address as many of the root causes as possible; truancy is not strictly a school or law enforcement problem.

Truancy itself is also considered a contributing factor to further negative outcomes such as delinquency, substance use and abuse, and poor financial outcomes as it is linked to higher likelihood of high school dropout (NCSE, 2007; Baker et al, 2001). A National Center for School Engagement (NCSE, 2007) report describes the relationship between truancy and such negative behaviors as delinquency, substance use and abuse, and high school dropout as "circular" because truancy is both a "cause and consequence" of these behaviors.

Sample and Selection

The data requested in this research application are for youth referred to CBOs who have between 5 and 9 absences and a comparison group of similarly situated students in schools in or around the same wards. For those participating in the first year, JGA identified the set of comparison schools and paired the schools (See Table 1, below). Data were obtained from the DC School Profiles⁸ including 2012-2013 enrollment (total enrolled and population by race (percent Black, Latino, White etc), percent of English Language Learners, percent receiving free lunch, percent in Special education, percent living "In Boundary") and test statistics (percent of population at below basic math, basic math, basic reading etc). JGA provided aggregate statistics on truancy by school and grade -- number and percent truant 5 to 9 times in the 2011-2012 school year.

The schools were group as either a treatment or comparison site and were compared overall and also grouped by the assigned CBO assigned. Statistical analysis using difference of two-means test revealed that the treatment schools (N=17) varied little from the comparison schools (N=17). Only a few factors varied significantly. The treatment schools had significantly lower percent white students (p<.10), a higher percentage of youth receiving free lunch (significant at p<05), and had fewer youth in the fourth

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⁸ http://profiles.dcps.dc.gov/

grade who were truant 5 to 9 times (significant at p<.10). For all other factors, the schools, based on these metrics, were substantially the same.

Conducting the comparison of treatment and control schools when grouped by CBO assigned to work with the treatment schools reveals, again, that overall, the treatment and comparison schools are largely similar. For instance, exploring the 3 schools working with East River (C.W. Harris; Kenilworth and Davis Elementary) and their paired comparison schools, the only statistically significant are that those in the treatment schools have fewer second grade youth meeting the 5 to 9 truant threshold (average of 6.67 youth in the treatment schools compared to 11.33 of the comparison schools) (p<.05) and a lower percent of fourth grade youth truant 5 to 9 times in the treatment schools (p<.10). For schools serviced by Boys Town, (Langley, Garrison, Barnard, Noyes, and Marshall) those in the treatment schools are lower percentage of youth, on average who are In Boundary (42% vs. 59% - significant at p<.05) and have higher percentage of youth who are at an advanced math level (treatment schools average 9.2% compared to comparison schools at 3% -- significant at <.10). Boys Town schools also have fewer fifth grade youth with 5 to 9 absences (average of 7 compared to 16 youth at p<.10). Overall, this pattern of finding only a few factors significant different between the treatment and comparison schools is consistent across the school grouping by CBO (although the factors vary by CBO)⁹. In sum, while there are differences in the treatment and comparison schools, most of the differences found using these measures, are not statistically significant, and thus, at this juncture, these schools would appear adequate to serve as comparison sites for this program.

Table 1: List of Treatment and Paired Comparison Schools - Year 1

Treatment Cabaal	Paired To:	Commonican Cabasal	
<u>Treatment School</u>	<u>Ward</u>	Comparison School	<u>Ward</u>
Marshall Elementary School	5	Brookland Education Campus	5
Noyes Education Campus	5	Wheatley Education Campus	5
Langley Education Campus	5	Peabody Elementary	6
H.D. Cooke Elementary	1	Watkins Elementary	6
Tubman Elementary	1	Seaton Elementary	2
Cleveland Elementary	1	Payne Elementary	6
Marie Reed Elementary	1	Tyler Elementary	6
C.W. Harris Elementary	7	Nalle Elementary	7
Kenilworth Elementary	7	Houston Elementary School	7
Davis Elementary	7	Aiton Elementary School	7
Walker-Jones Education Campus	6	Brent Elementary	6
J.O. Wilson Elementary	6	Maury Elementary	6
Browne Education Campus	5	Winston Education Campus	7
Amidon-Bowen Elementary	6	Randle Highlands Elementary	7
Barnard Elementary	4	Brightwood Education Campus	4
Garrison Elementary	2	Drew Elementary School	7
Bruce Monroe Elementary	1	Langdon Education Campus	5

Daired To

⁹ Complete results of this analysis are available upon request.

As a few of the schools listed above are closing this year, and as there may be new CBOs in year 2 (and perhaps assigned to different schools), this process of exploring these differences will be conducted again before requesting data for comparison in year 2.

The selection procedure for the treatment group would be that this researcher would compile the names of youth referred for service, along with their dates of birth, and name of school of the youth and submit this list to DCPS to match with student records in order to obtain the requested data. (This list could be provided to DCPS in a variety of formats including comma delimited, excel, SPSS, etc.).

The selection process for the comparison group would be more complex because we are requesting the assistance of Office of Data and Accountability (ODA) to select youth (either a random sample or cohort) who are in grades K-3 (year 1) from the designated comparison schools who have between 5 and 9 absences in 2011-2012 school year. For year 2, a similar process would be to select youth with the same criteria but from grades K-5.

Research Design/Methodology

This is a secondary data analysis of administrative and program data collected by the Community Based Organizations, ODA/DCPS, and decisions of truancy substantiation/no substantiation by CFSA.

The first step in the analysis is to examine the treatment group by computing descriptive statistics (e.g., frequencies, measures of central tendency, and measures of dispersion) on demographic characteristics, data contained in the assessment and intake instruments, as well academic, attendance, and disciplinary data from the prior year (2011-2012). We will then use multi-level models (regression, logistic regression) to examine the association between these specific variables, the interventions employed by the CBOs, and the impact on DCPS data of academic performance, attendance and disciplinary actions in the 2012-2013 school year.

The second step is to conduct an analysis looking at both the treatment youth and the comparison group on the academic, attendance and disciplinary action outcomes in the current year, controlling for demographic characteristics and prior academic, attendance and disciplinary actions. A comparison group is critical to determining the amount of change that can be attributed to the CBO intervention because otherwise, it is possible that youth may have improved on their own, without the benefit of the program. With a comparison group, we set the baseline of what to expect when there is no intervention, and use that to compare to those who received the intervention. This same process will be repeated in year 2.

Data Requested

Three times over the course of the project (Aug 2013; April 2014 and Aug 2014), we request the following data for all youth in the treatment and comparison groups:

- Demographic data: age, gender and race/ethnicity;
- Academic performance: grades and test scores;
- Attendance records: Number of excused absences, number of unexcused absences, and number of times tardy; and
- Disciplinary Actions: Number of disciplinary actions, suspensions and expulsions

Request for Confidential Data without Consent

We request an exception for obtaining data under FERPA § 99.31(a)(6) **Organizations conducting studies**, which states: *Current regulations restate the statutory provision that allows a school district or postsecondary institution to disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the disclosing institution for purposes of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction ...* [and under section § 99.31(a)(3)] *for audit, evaluation, or enforcement purposes.*) ¹⁰

The data requested is necessary to conduct an evaluation of the intervention provided by the CBOs in administering this student aid program in their efforts to address the root causes of truancy. The information gleaned from this evaluation will build our understanding of the impact of early intervention on youth outcomes, and highlight the barriers, challenges and successes of the partnership between DCPS and the CBO providing the services to these children and their families. This, in turn, can lead to refinement of policies and procedures which can strengthen the approach to truancy intervention and prevention practices.

This research applicant understands and agrees that information disclosed under this exception must be protected so that students and their parents cannot be personally identified by anyone other than representatives of the organization conducting the study, and must be destroyed when no longer needed for the study. If this application is approved, I also understand that a Memorandum of Agreement and DPCS Confidentiality Agreement are required.

In addition, all data will be reported on an aggregate basis and to ensure confidentiality, a four digit code will be assigned to each subject to protect their identity. Any electronic files containing identifying information will be maintained on secure personal computer drives and will be password protected. A list linking the name of the subject with the identification number will be kept in a locked filing cabinet and/or will be maintained electronically but password protected at all times and will be under the express control of Shawn M. Flower, Ph.D. All other files, data, and information will contain only the four digit ID number and no other identifying information.

Treatment Group Identifying Data Process

When the name of the treatment group youth is submitted to ODA to match to school records, the dataset will also include a 4 digit research Identification number. When the academic performance, attendance and disciplinary data are returned from ODA, we request that any identifying information be removed, retaining only the research identification number so that these records can be linked back to the CBO programmatic files.

Comparison Group Identifying Data Process

While individual level data is necessary to conduct the analysis, the identities of youth in the comparison group are not necessary to conduct the evaluation. For this reason, we ask if ODA, if they can accommodate our request for the comparison group, to submit the data to the applicant without names or other identifying information. However, if the performance, attendance, and disciplinary data are

¹⁰ http://www2.ed.gov/policy/gen/guid/fpco/pdf/ht12-17-08-att.pdf

submitted in separate datasets, we would request some means (e.g., an assigned number) to identify the same individual across those data sets.

Primary Data Collection Plan

Not Applicable – this is a secondary data analysis. There is no direct interaction with the subjects, nor does this require any interaction between the research applicant and any individual school or school staff.

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Mayor's Interagency Task Force on Truancy, Chronic Absenteeism, and School Engagement. Website: WakeUp! NYC. http://www.nyc.gov/html/truancy/html/tfi/wakeupnyc.shtml

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MEMORANDUM OF AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND

THE JUSTICE GRANTS ADMINISTRATION

INTRODUCTION

This Memorandum of Agreement ("MOA") is entered into between the District of Columbia Public Charter School Board ("PCSB") and the Justice Grants Administration ("JGA") in support of the Show Up, Stand Out, a community-based Truancy Reduction Initiative ("Initiative"), that provides intensive support, primarily through basic case management and student support services by approved providers, to improve school attendance for children in grades K-8 that have five or more unexcused absences. PCSB and JGA are individually referred to herein as a "Party," and collectively as the "Parties."

RECITALS

WHEREAS, PCSB supports the development of the Initiative to create a model program that can deliver a comprehensive family assessment, establish a case management plan, and provide services to high risk families experiencing truancy, defined as a youth absent from school without a valid reason as defined by 5 D.C. Municipal Regulations A21; and

WHEREAS, during the 2014-2015 school year and summer 2015, at least eight public charter school-under PCSB's oversight have agreed to participate in the Initiative, which will target truant students in grades K - 8 for intensive case management support from certain public charter schools which have been determined to have a high rate of truancy; and

WHERAS, PCSB and the JGA seek to work together as appropriate to achieve the mutual goals of assisting and stabilizing families experiencing truancy, primarily through inhome service coordination/delivery and in-school youth engagement programming, resulting in the reduction of truancy rates; and

WHEREAS, this MOA is intended to codify the terms of the relationship between the Parties in support of the Initiative, and to further the development of high quality programming designed to meet the needs of children and families with poor attendance in elementary and middle schools.

NOW, THEREFORE, in consideration of mutual promises and covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

- I. TERM. This MOA shall be effective as of the last date of signing by the signatories and, unless terminated in writing by either Party prior to its expiration, terminate on August 31, 2019 (the "Term"). The Parties may renew this MOA for additional five-year terms by written agreement signed by both Parties prior to expiration of the Term or any subsequent term agreed to pursuant to this provision.
- **II. DEFINITIONS.** Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by D.C. Official Code § 38-201 and 5-A DCMR § 2199.
- III. RESPONSIBILITIES OF THE PARTIES. Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:
- A. RESPONSIBILITIES OF PCSB. PCSB shall provide the following information to JGA monthly for each participating PCSB student: Full name, Date of Birth, School, Student ID, Number of Unexcused Absences, Dates of Unexcused Absences, and Report Date.
- B. RESPONSIBILITIES OF THE JGA. JGA shall conduct a monthly assessment of student data to enhance program inputs.
- IV. FUNDING PROVISIONS. There shall be no cost for the activities described in this MOA.
- V. NON-DISCRIMJNATION. JGA shall not discriminate against anyone participating in the Initiative either directly or indirectly on the basis of gender, race, color, disability, religion, sexual orientation, nationality, age, marital status or any other designation set for the in the District of Columbia Human Rights Act.
- CONFIDENTIAL INFORMATION. The Parties will access, use, restrict, safeguard and dispose of all information related to this agreement in accordance with all relevant federal and local statutes, regulations and policies, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records. JGA's ability to provide services to public charter schools in accordance with under this MOA requires PCSB to share personally identifiable information from certain education records with JGA. JGA understands and agrees that such records must be safeguarded in accordance with FERPA. In accordance with 34 C.F.R. § 99.31(a)(l)(i)(B), JGA acknowledges that (i) it is considered a "school official" for purposes of providing services under this MOA; (ii) it is under the direct control of PCSB with respect to the use and maintenance of the education records it will have access to under this MOA; and (iii) it is subject to the requirements of 34 C.F.R. § 99.33(a) with respect to the use and disclosure of personally identifiable information from such education records. According to 34 C.F.R. § 99.33(a), JGA must (a) not disclose any personally identifiable information from education records it may have access to under this MOA to another party without first obtaining prior consent from the affected parent (or student if the student has reached the age of 18); and (b) ensure that its officers, employees and agents receiving education records under this MOA only use such records for purposes related to the Initiative. To be clear, JGA may not use any

personally identifiable information from PCSB education records for purposes of this MOA unless such use is directly related to the Initiative, and any proposed uses of such records outside the scope of the Initiative must receive separate authorization that complies with FERPA. JGA shall share with PCSB all student specific data for those students participating in the Initiative. JGA will submit all requests for education records to the PCSB and will follow all procedures established by PCSB for such requests.

VII. TERMINATION. Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. PCSB may immediately terminate this MOA in whole or in part at any time by providing notice to JGA if, in PCSB's sole discretion, such termination is in the best interest of PCSB or the District.

VIII. NOTICE. The following individuals are the contact points for each Party under this MOA:

Scott Pearson
Executive Director
Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010
202-328-2660
spearson@dcpcsb.org

Edward Smith
Director
Justice Grants Administration
1350 Pennsylvania Ave NW
Suite 407
Washington, DC 20004
202-724-7216
Edward.Smith5@dc.gov

These individuals are responsible for the management and coordination of the requirements for the respective Parties under this MOA. Copies of correspondence related to modification, extension or termination of this MOA, any legal matters concerning this MOA or any other transactions stemming from this MOA shall be furnished to these individuals with additional copies to:

General Counsel Public Charter School Board 3333 14th St., NW Suite 210 Washington, DC 20002 Tel: (202) 328-2660 Fax: (202) 328-2661.

IX. MISCELLANEOUS. The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

- A. Modifications. This MOA may only be amended or modified by a written instrument signed by both Parties.
- B. Severability. If any provision of this MOA is determined to be invalid or unenforceable, the remaining provisions shall remain in force and unaffected to the fullest extent permitted by law and regulation.
- C. Entire Agreement. This MOA, including any applicable exhibits, contains the entire understanding of the Parties with respect to matters contained herein, and supersedes any and all other agreements between the Parties relating to the matters contained herein. No oral or written statements not specifically incorporated or referenced herein shall be of any force or effect.
- D. Survival. The provisions of this MOA that require performance after the expiration or termination of this MOA shall remain in force notwithstanding the expiration or termination of the MOA.
- E. Other Relationships or Obligations. This MOA shall not affect any pre-existing or independent relationships or obligations between the Parties.
- F. Non-Assignable Agreement. This MOA cannot be assigned by Organization.
- G. Headings; Counterparts. The headings in this MOA are for purposes of reference only and shall not limit or define the meaning of any provision hereof. This MOA may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same document.
- II. Applicable Law. This MOA and all matters pertaining to this MOA shall be governed by the laws of the District of Columbia, including all applicable statutes, regulations, directives, and procedures of the District of Columbia and PCSB.
- I. Authority of the Parties. By executing this MOA, each Party represents to the other that it is authorized to enter into this MOA and that the person executing this MOA on its behalf is duly authorized to do so.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

PUBLIC CHARTER SCHOOL BOARD	JUSTICE GRANTS ADMINISTRATION
Scott Pearson, Executive Director Public Charler School Board	Edward Smith, Director Justice Grants Administration
1/2//15 Date:	1/15/2015 Date:

MEMORANDUM OF AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION AND PUBLIC CHARTER SCHOOL BOARD

TO

IMPLEMENT A DATA-SHARING AGREEMENT CONSISTENT WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

I. RECITALS.

WHEREAS, OSSE is responsible for state-level functions pursuant to Sections 3(b)(11) and (15) of the State Education Office Establishment Act of 2000, as amended, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602(b)(11), (15));

WHEREAS, PCSB is the only eligible chartering authority currently approved by the D.C. Council to grant a charter to a public charter school in the District of Columbia; and

WHEREAS, the District of Columbia School Reform Act of 1995, as amended (Pub. L. 104-134; 110 Stat. 1321; as codified at D.C. Official Code § 38-1802.04(c)(19), requires public charter schools and entities [local education agencies ("LEAs")] administering public charter schools to provide necessary data pertaining to students, teachers, and schools for inclusion in the State Longitudinal Educational Data Warehouse ("SLED") upon request of OSSE and in a standardized format established by OSSE;

WHEREAS, PCSB and OSSE seek to maintain the high quality of data collection from public charters with the least burden possible on schools, and correlatively to maximize the efficiency of the pooling and distribution of the numerous types, timings, variations, verifications, and cross-sorting of the collected data including as to demographics, funding, legal standard, and other federal and local requirements; and

Whereas the Parties enter into this Agreement for the purpose of sharing data consistent with the provisions of the Family Educational Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], and the U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.] (hereinafter "FERPA").

WHEREAS, pursuant to the foregoing Recitals, the Parties seek to ensure that:

- OSSE shall provide a direct connection to public charter schools to submit required data to OSSE directly by technology infrastructure;
- (2) PCSB shall have access to data previously collected by PCSB that is collected from public charter school LEAs by OSSE directly; this access shall be real-time, unfiltered access to all student-specific charter school data to the extent it is captured in systems overseen by the state;

- (3) PCSB and LEAs shall have access to OSSE's data collection technology infrastructure in a sustained working order, including access to readily available repair resource; given the mission-critical nature of the data to PCSB, OSSE shall ensure that the data transfer system between OSSE and PCSB and OSSE and the LEAs are working and, in the event that any part of the system fails, OSSE will endeavor to correct the issue within two (2) business days. If it cannot correct the issue, OSSE will provide the missing data to PCSB via manual download within three business days of detecting the failure and will continue to provide it manually until the issue is fixed.
- (4) PCSB and OSSE shall mutually and reciprocally provide training and reminders that the public charter schools / LEAs remain subject to PCSB data collection policies even if schools elect that OSSE becomes the agent of the collection of data that will serve both agencies;
- PCSB shall offer support to OSSE in completing data collections from public charter schools/LEAs;
- (6) OSSE shall provide technical assistance as required to complete the data collection processes;
- (7) PCSB and OSSE shall consult to provide special response and mutual assistance in the event of a request for data clarification from an agency of the federal government, the District of Columbia Council, a judicial body, or law enforcement agency.
- (8) The Parties acknowledge that OSSE in its role as the SEA for the District of Columbia and PCSB in its role as a charter school authorizer are equally responsible for protecting the confidentiality of personally-identifiable information in educational records and for ensuring that disclosure of such personally-identifiable information complies with all applicable laws. Each party agrees to comply with its respective FERPA policy. OSSE's FERPA policy is found in Section B of its *Policy for Access and Use of Educational Data*, issued June 1, 2013; the entire policy is attached to this agreement as Exhibit A. PCSB's policy entitled Disclosure of Student Records under the Family Educational Rights and Privacy Act ("FERPA"), as amended on February 19, 2014, is attached to this agreement as Exhibit B.
- (9) The Parties agree that the terms in this Agreement will have the definitions ascribed to them in FERPA.

NOW, THEREFORE, in consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

- II. **DEFINITIONS.** Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by D.C. Official Code § 38-201 and 5-A DCMR § 2199.
- III. RESPONSIBILITIES OF THE PARTIES. Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:
 - A. RESPONSIBILITIES OF PCSB. PCSB shall:

- PCSB will use data disclosed to oversee public charter schools pursuant to this
 Agreement in a manner that will preserve the confidentiality of identifying student
 information, including confidential parent information.
- 2. PCSB will treat all data in a manner consistent with PCSB's FERPA policy.
- PCSB will enforce its data submission policies (attached as Exhibit C) when schools submit incomplete data to OSSE's system.
- 4. PCSB will support OSSE and charter LEAs in the deployment of automated data collection technologies to collect the data described above. To this end, PCSB agrees to eliminate requesting data from charter LEAs that are collected by OSSE and shared with PCSB once the quality and consistency of the collection method and data exchange occurs for 100% of the public charter school students and has been demonstrated to work error-free and PCSB and OSSE and the charter LEAs consent to a change in data collection method.
- PCSB will support OSSE in making historical data available to users of OSSE's systems
 with charter LEA consent. This support will include, but not necessarily be limited to,
 sharing historical enrollment, demographic, attendance, and discipline data from
 PCSB's data systems.
- PCSB will use the data for the full range of its authorizing activities, including, without limitation,
 - to enforce its attendance, discipline, and special education trigger policies (attached as Exhibits D through F), along with any other policies developed by PCSB for oversight work;
 - to submit the October 5th Enrollment Count to the Office of the Chief Financial Officer ("OCFO"), as required by D.C. Official Code § 38-308; and
 - c. to produce and publish internal or external reports at its discretion.
- 7. Without in any way limiting PCSB's authority to adopt policies consistent with the law, PCSB will consult with OSSE when developing new data policies for the sole purpose of ensuring that PCSB can implement the policy using OSSE's data system and that OSSE's data system can support the needed data. Policies that are passed by the Board and go beyond federal and state requirements will not become state policies.
- PCSB will provide OSSE with additional student-specific data not captured in an
 OSSE data system but captured through other methods, including ad hoc collections
 within thirty (30) days upon request and subject to charter LEA approval.
- PCSB will continue to implement and enforce its policies concerning timeliness and accuracy of LEA data submission.

B. RESPONSIBILITIES OF OSSE. OSSE shall:

- Provide PCSB with full, unmitigated, unfiltered, real-time access to all public charter school student-specific data collected in SLED, Special Education Data System (hereinafter "SEDS"), Corrective Action Tracking System (hereinafter "CATS") to the extent allowable by OSSE-Division of Specialized Education in coordination with PCSB, and any other data system or database used by OSSE to collect information on public charter school students via ADT or other automated secure data transfer method;
- Shall make public charter school student-specific data available to PCSB through a secure SQL server connection, either directly to OSSE's databases or data systems, or to a mirror of these that is updated at least daily;
- 3. Will actively seek PCSB's consultation and other educational stakeholders before making changes to existing business rules;
- 4. Send a copy of the truancy resource guide developed by OSSE to the parent(s) of a school-age child that is enrolled in a public charter school within two (2) business days of receipt of notice from PCSB or from the public charter school that the student has accumulated ten (10) unexcused absences, unless the parent has already received the truancy resource guide;
- Promptly notify PCSB of any incidents of non-compliance by a public charter school with the requirements noted;
- Work with PCSB to build customized reporting tools in the state data systems, allowing PCSB to customize filters to export real-time, student-specific data into a useable file format (such as Excel or CSV);
- In collaboration with PCSB, OSSE will make historical data available to users of OSSE's systems.
- 8. OSSE will be responsible for ensuring that the data feed is working and for providing complete and accurate data to PCSB. OSSE will endeavor to address OSSE and OSSE contractor technical issues within two (2) business days of being notified of the issue. If the problem persists for more than three (3) business days, OSSE will provide PCSB with the data through an external file.
- Notify PCSB of any scheduled maintenance work at least fifteen (15) calendar days in advance, and, for unscheduled emergency maintenance or outages, notice shall be given to PCSB as soon as practicable;
- Provide PCSB with additional student-specific data not captured in an OSSE data system but captured through other methods, including ad hoc collections and federal reporting within thirty (30) days upon request.
- Provide charter LEAs technical assistance to ensure that they are able to use the systems and submit accurate and complete data as per PCSB's data policies

- (Attached as Exhibit C). OSSE will be responsible for notifying the school and resolving the issue in a timely manner.
- Endeavor to ensure that data captured directly from each charter LEA is accurate and complete in accordance to PCSB's and OSSE's data submission policies (Attached as Exhibit C).
- 13. OSSE will provide same-day technical assistance to schools having trouble entering data into their systems. Schools unable to enter data for three (3) business days or more will be asked to submit files to OSSE and to PCSB.
- 14. OSSE will use its best efforts to facilitate PCSB's enforcement of its policies concerning LEA data submission timeliness and accuracy.
- IV. DURATION OF MOA. This MOA shall be effective as of the date on which both Parties' representatives have executed the Agreement and shall continue until terminated by either Party.
- V. AUTHORITY FOR AGREEMENT. The Parties are authorized to enter into this MOA pursuant to D.C. Official Code § 1-301.01(k). This Agreement is further subject to the provisions of FERPA.
- VI. FUNDING PROVISIONS. There shall be no cost for the activities described in this MOA.
- VII. CONFIDENTIAL INFORMATION. The Parties to this MOA will use, restrict, safeguard and dispose of all information related to services provided by this MOA, in accordance with all relevant federal and local statutes, regulations, policies. Pursuant to FERPA, OSSE, as the State Education Agency (SEA) for the District of Columbia, and PCSB, as the authorizer for all DC charter schools, are authorized to receive educational records containing personally-identifiable information about students and parents.
- VIII. FERPA. The Parties agree that the confidential data to be shared by and with each party is needed for compliance with Federal requirements related to state-supported educational programs. Both Parties understand that this Agreement does not convey ownership of student data to either entity. Further, the Parties agree:
 - 1. That each party is designated the authorized representative of the other party solely for the purposes of sharing the data discussed above.
 - Only use the data each party may share with the other party, including students' personally identifiable information, for legitimate educational purposes.
 - 3. Use reasonable methods to protect the data either party may share pursuant to this Agreement, including students' personally identifiable information, from re-disclosure, and to not share this data with any other entity without prior written approval from the party who provided the data except as permitted under FERPA.
 - Ensure that their policies and procedures protect the data the Parties may share, including students' personally identifiable information, from further disclosure or unauthorized use.

- 5. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement.
- 6. Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement, except as necessary for compliance with Federal and/or state requirements related to state supported educational programs.
- 7. Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii).
- 8. Both Parties shall destroy all data received from the other party pursuant to this Agreement in compliance with the D.C. Nothing in this agreement shall be construed to require PCSB or OSSE to destroy duplicative data or records that they have legitimately received from a source other than PCSB. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.

In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the Parties shall notify each other of the breach within two (2) business days of the date on which PCSB or OSSE, becomes aware of the breach pursuant to Section X, below. Both Parties may take any actions authorized it by law to mitigate and/or remediate the breach, including, without limitation, termination of this Agreement and exclusion of either party to the other party's data.

- IX. TERMINATION. Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. In the case of a notification of termination of this agreement, OSSE and PCSB shall make arrangements to provide PCSB with continued access to such essential historical data within the terms of this agreement as the parties may define.
- X. NOTICE. The following individuals are the contact points for each Party under this MOA:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:
Jesús Aguirre
State Superintendent of Education
810 First Street, NE, 9th Floor
Washington, DC 20002
Phone 202-727-3471
PUBLIC CHARTER SCHOOL BOARD:
Scott Pearson
Executive Director

D.C. Public Charter School Board 3333 14th Street NW, Suite 210 Washington, DC 20010 Phone 202-727-3471 Fax 202-328-2661

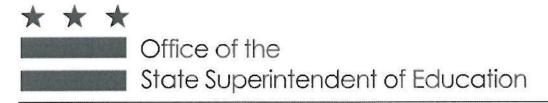
XI. MODIFICATIONS.

- A. The terms and conditions of this MOA may be modified only upon prior written agreement by the Parties.
- B. The Parties agree to provide reasonable prior written reciprocal notification of proposed changes to the policies attached to this MOA.
- C. Absent written comments exchanged between the Parties expressing objection to the proposed changes in policies attached to this MOA, such changes do not modify the terms and conditions of this MOA and are hereby incorporated by reference.
- XII. MISCELLANEOUS. The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

PUBLIC CHARTER SCHOOL BOARD	6/10/1
Scott Pearson	Date:
Executive Director	
OFFICE OF THE STATE SUPERINTENDEN	T OF EDUCATION
	Date: 6/24/11/
State Superintendent of Education	/ /

EXHIBIT A



OSSE POLICY

Date Issued: 06/01/2013

POLICY FOR ACCESS AND USE OF EDUCATIONAL DATA

A. POLICY STATEMENT

OSSE is committed to ensuring the privacy and protection of student information while also facilitating access and use of raw and statistical educational data for permissible purposes in compliance with federal and District law. The purpose of this policy is to establish parameters for external access and use of educational data collected by the Office of the State Superintendent of Education (OSSE).

B. APPLICABILITY OF PRIVACY AND DISCLOSURE LAWS

This policy addresses the following laws:

- 1. Family Education Rights and Privacy Act (FERPA)
- 2. Health Insurance Portability and Accountability Act (HIPAA)
- 3. Individuals with Disabilities Education Act (IDEA)
- 4. Child Nutrition Act of 1966
- 5. Freedom of Information Act (FOIA)

1. Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act¹ (FERPA), and its implementing regulations,² give parents and eligible³ students the right to access and challenge the education records of their children, and also protect student information from unwarranted disclosure to third parties. FERPA applies to educational agencies and institutions, which include any elementary, secondary, or postsecondary school that receives U.S. Department of Education funding; or any entity that is authorized to direct and control elementary, secondary, or postsecondary institutions. FERPA also affirmatively applies to a State educational agency.⁴ For the purposes of FERPA, "education records" are files, documents, or other materials containing information directly relating to a student.⁵ This policy complies with FERPA in that it employs reasonable methods to both facilitate parental access

¹ Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g.

² 34 C.F.R. § 99 et seq. (2011).

³ From ages 0-18, the parent(s) possess the right to access their child(ren)'s educational records. When the child turns 18 or begins attending a postsecondary institution, s/he becomes an "eligible student" and the right to access and review the student's educational records transfers from the parent(s) to the now-adult student.

⁴ In its final rulemaking adopting changes to FERPA, the U.S. Department of Education stated that an SEA is neither an educational institution, nor an educational agency, since both definitions require student enrollment. 76 Fed. Reg. 75604 (Dec. 2, 2011).

⁵ FERPA specifically excludes the following records from the definition of educational records: personal notes of teachers, principals, and administrative school staff; law enforcement records; a educational agency's personnel records, and; postsecondary medical treatment records of adult students.

to student education records and to protect those records from unauthorized release to parties other than parents.

The first aspect of FERPA is the parental right to access and review of educational records related to their child(ren). To comply with these provisions of FERPA, OSSE must, upon receipt of a request from a parent for his/her child's education records, provide the requested records within 45 days of the date the request was made. However, the right of a parent or eligible student to challenge the contents of educational records only applies to records of schools and LEAs. This right does not extend to records held by an SEA or by third party entities working on behalf of an educational agency, institution, or SEA. Instead, such challenges are handled by D.C. Public Schools for public schools.⁶

The second aspect of FERPA governs disclosure of educational records. The key consideration for FERPA is not the record itself, but whether the record contains **personally-identifiable information** (PII) about a student. PII includes, but is not limited to the student's name, parents' names, address, Social Security number, unique student identifier, or indirect identifiers (such as date/place of birth and mother's maiden name). FERPA's general rule is that PII may not be disclosed to a third party without the prior written consent of the parent or eligible student. The essential elements of this rule are, therefore, the nature of the data (that it contains PII) and the source of the request (that it is a third party; the first two parties being the school from which the data was received and OSSE). Any disclosure that does not contain PII, does not invoke FERPA.

Where the disclosure is of PII and is to a third party, OSSE must first obtain the written consent of the parent or eligible student, unless the particular disclosure has been exempted from FERPA's consent requirements. OSSE, as the SEA, does not generate or create any of the data on the State Longitudinal Education Data System (SLED). Instead, OSSE collects the data from schools and LEAs. As a result, OSSE is subject to the "re-disclosure" provisions of FERPA. Re-disclosure of data by an SEA is a two-prong test. First, the disclosure must fall under one of the FERPA exceptions listed below. Second, the SEA must maintain a list of all re-disclosures. The list must record, at a minimum, the name of the party to whom the records were disclosed and the FERPA exception applicable to the re-disclosure. In addition, the educational agency or institution may request the records of re-disclosures of information that the SEA collected from that educational agency or institution. The SEA must provide the record within 30 days of receiving the request.

FERPA Exceptions to General Non-Disclosure Rule:

a) Parents/Eligible Students—From ages 0-18, the parent(s) of a student have the right to request their child(ren)'s educational records. After the age of 18, the student becomes an "eligible" student and the right to access and review the student's educational records transfers from the parent(s) to the now-adult student. Although technically considered a "disclosure," an educational agency or institution may disclose, and OSSE may re-disclose, PII to the parent of the student or to the eligible student about whom the PII refers. In

8 34 C.F.R. § 99.33(b) (2012).

⁶ 5E D.C. Mun. Reg. § 2602 et seq., 24 D.C. Reg. 1005, 1059 (Jul. 29, 1977), as amended.

⁷ INSTITUTE OF EDUCATION SCIENCES, NATIONAL CENTER FOR EDUCATION STATISTICS, SLDS Technical Brief No. 1, Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records (Nov. 2010).

addition, a parent or eligible student may designate some other party to receive the PII requested.

- b) <u>FERPA-permissible Entities</u>—FERPA identifies certain government entities by name. These entities, and their authorized representatives, are permitted to receive PII: U.S. Comptroller General, U.S. Attorney General (for law enforcement purposes), Secretary of the U.S. Department of Education, State educational agencies, and Local educational agencies.
- c) <u>School Officials</u>—An educational agency or institution may release PII to its own employees, contractors, consultants, and volunteers, if the school determines that the recipient of the PII has a legitimate educational interest. It may also disclose PII about its current and former students to any other educational agency or institution that either provides educational services to the student or to which the student has sought to enroll. However, the school must make reasonable attempts to notice the parents about the record request.

Applying this exception to an OSSE re-disclosure, there are two possible scenarios: i) re-disclosure is to school that provided the data to OSSE, or (ii) re-disclosure is to a different school than the school that provided the data to OSSE. If the same school that provided the data requests its own data, OSSE is permitted to re-disclose the data to the school's approved officials, which are school administrators and teachers. However, only the school itself can decide whether other employees, contractors, consultants, or volunteers have legitimate educational interests. OSSE would, therefore, direct school-based requestors who are not administrators or teachers to request data from their school. If the request comes from a different school than the one that provided the data, OSSE may re-disclose PII about a student only if the requesting school actually provides services to the student, or if the student is seeking enrollment in that other school. OSSE will not provide student PII to a school that has no connection to that student.

d) <u>Directory Information</u>— An educational agency or institution may disclose directory information to an entity without obtaining the prior written consent of the parent or eligible student after the school has complied with the procedural requirements for this exception. Each school must affirmatively select data elements to include in its directory, provide public notice to parents of its student body about the directory elements, and allow parents to opt-out.

The following types of data may be designated by a particular school as *directory information*: name; student ID number; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially-recognized activities and sports; weight and height of members of athletic teams; degrees and awards received, and; most recent educational agency attended. In addition to selecting which of the above elements will be included in a school's directory, the school's public notice must provide parents with a set period of time and a specific process for opting out of all or part of the directory. This means that parents may request that their child's information not be included in the directory at all, or that only certain pieces of information, such as address and phone number, not be included in the directory for their child.

Applying this exception to an OSSE re-disclosure, SLED does not currently track which data elements each school has established as "directory," nor whether students have opted-out. As a result, any re-disclosure of directory information by OSSE would not meet the requirements of FERPA. Requesters asking for directory information should, therefore, be directed to the school.

- e) Audit/Evaluation/Enforcement/Compliance—This is one of the few FERPA exceptions that apply directly to an SEA. FERPA permits an SEA to designate any entity as its authorized representative to carry out audit, evaluation, enforcement, or compliance activities on any Federal- or state-supported program, or to carry out enforcement or compliance activities related to the Federal requirements for any of those programs. Prior to disclosure, OSSE must first enter into a written agreement with any such designated authorized representative. The agreement must include, at a minimum, the entity being designated as PII being disclosed, an authorized representative, audit/evaluation/enforcement/compliance activity, how the PII will be used, requirement that PII be destroyed after activity concluded, and requirement that further re-disclosures comply with the re-disclosure provision of FERPA.
- f) Educational Researchers— This is one of the few FERPA exceptions that applies directly to an SEA. FERPA permits an SEA to re-disclose PII to organizations conducting studies for or on behalf of an educational agency or institution for the purpose of developing, validating, or administering predictive tests; administering student aid programs, or; improving instruction. Organizations conducting educational studies and research may be government agencies or private entities. Prior to disclosure, OSSE must first enter into a written agreement with any such educational researcher. The agreement must include, at a minimum, purpose, scope, and duration of study; data being disclosed; requirement that PII be used only to further the study; requirement that PII not be re-disclosed; requirement that PII be destroyed after concluding the study. It is not necessary for the purposes of this exception that any school, LEA, or SEA initiate or agree with the study.
- g) <u>Accrediting Organizations</u>—An educational agency or institution may disclose, and OSSE may re-disclose, PII to an accrediting organization to carry out accrediting functions.
- h) <u>Student Aid</u>—An educational agency or institution may disclose, and OSSE may re-disclose, PII in connection with a student's application for financial aid, or in connection with a student who already receives financial if the PII is necessary to determine eligibility, amount, or conditions of that student's existing financial aid.
- i) Emergency—In the event of a health or safety emergency, an educational agency or institution may disclose PII in connection with an emergency if knowledge of the PII is necessary to protect the health or safety of the student or other individuals. Applying this exception to an OSSE re-disclosure, OSSE may re-disclose PII in connection with an emergency if knowledge of the PII is necessary to protect the health or safety of the student or other individuals. This will primarily arise in the context of transportation, since transportation is the only direct service that OSSE employees provide to students. Transportation employees should follow the policies and procedures implemented for that OSSE Division. Any other OSSE employees who receives a request for data due to an emergency should contact their Assistant Superintendent, the OSSE Director of Operations,

Chief of Staff, the General Counsel, or the Superintendent. Under no circumstances is an employee authorized to release PII on an emergency basis without the approval of a member of the Executive Team.

- j) <u>Juvenile Justice</u>—An educational agency or institution may disclose PII about a student to the juvenile justice system to assist that system's serving the student, if a State law was enacted before November 19, 1974, that permits such disclosure. The District of Columbia's juvenile justice law was enacted on December 23, 1963. The juvenile justice authorities must certify in writing that the records will not be re-disclosed except as permitted by the State law. While OSSE is authorized to re-disclose PII to juvenile justice officials under federal law, under District of Columbia law, it is the LEA that is responsible for making referrals to the Family Division and providing the necessary educational records. As a result, any requests for educational records received from a juvenile justice official should be referred by OSSE to the appropriate LEA.
- k) Child Welfare Agency—On January 14, 2013, Congress enacted the Uninterrupted Scholars Act¹¹ to amend FERPA and facilitate the disclosure of educational records to child welfare agencies. Federal law requires child welfare agencies to ensure that children in their care are enrolled in school and that their school placements are as stable as possible. To fully comply, child welfare agencies must have access to educational records. The January 2013 amendments permit OSSE to provide educational records containing PII without first obtaining parent/student consent to a child welfare agency caseworker or other representative who has the right to access a student's case plan, when such child welfare agency is legally responsible, in accordance with State law, for the care and protection of the student.¹²

The child welfare agency is further prohibited from re-disclosing PII that it receives pursuant to this new exception. Re-disclosure of PII may only be made to an individual or entity engaged in addressing the student's education needs and is authorized by the child welfare agency to receive such disclosure, consistent with local law.

Pursuant to District of Columbia law, the Child and Family Services Agency (CFSA) and/or the Department of Youth Rehabilitation Services (DYRS) become legally responsible for the care and protection of a child or youth upon issuance of a disposition by the Family Division of the D.C. superior court transferring legal custody of a neglected child to CFSA or a child in need of supervision to DYRS.¹³

Applying this exception to an OSSE re-disclosure, OSSE may re-disclose educational records to a representative of CFSA or DYRS that is authorized by that agency to access the child or youth's welfare case. CFSA and DYRS may re-disclose these records to their own contractors who provide educational services to children and youth committed to their care.

⁹ Pub. L. 88-241, 77 Stat. 588 (Dec. 23, 1963).

¹⁰ D.C. Mun. Reg. tit. 5A §§ 2103.5, 2103.6 (2009).

¹¹ Pub. L. 112-278, 126 Stat. 2480 (Jan. 14, 2013).

^{12 20} U.S.C. § 1232g(b)(1)(L).

¹³ D.C. Code § 16-2320.

I) <u>Litigation</u>—When an educational agency or institution initiates legal action against a parent, the educational agency or institution may disclose any relevant educational records (including those containing PII) to the court without a subpoena or court order. In addition, when a parent or eligible student initiates legal action against an educational agency or institution, the educational agency may disclose any relevant educational records (including those containing PII) to the court without a subpoena or court order.¹⁴

Applying this exception to an OSSE re-disclosure, OSSE may re-disclose to the court any relevant education records within the context of a lawsuit filed by OSSE against a parent or filed against OSSE by a parent or eligible student. In any legal action where the opposing party is not a parent or eligible student, however, OSSE would not be permitted to disclose PII under this exception. In those cases, a subpoena/court order or written prior consent of the parent/ eligible student is required (see "Subpoena/Court Order" below). All decisions regarding litigation must be made by the Office of the General Counsel.

m) <u>Subpoena/Court Order</u>—An educational agency or institution may disclose, and OSSE may re-disclose, PII subject to a court order, a lawfully-issued subpoena, or an ex parte court order obtained by the United States Attorney General or his/her designee in the context of a terrorism prosecution. Prior to responding to the subpoena, OSSE must first determine: 1) whether the parent or student whose PII is ordered by the court to be disclosed is a party to the case; and 2) whether the court/order subpoena limits notice of the disclosure. If the student/parent whose PII is ordered by the subpoena/court order to be disclosed is not a party to the case, then OSSE has the obligation to first make reasonable efforts to notify the parent or eligible student prior to disclosure. This permits the parent or eligible student the opportunity to file a protective order against the disclosure. If the parent or eligible student is a party to the case, the amendments made by the Uninterrupted Scholars Act in January of 2013 no longer obligate OSSE to notify the parent or eligible student prior to disclosing the records pursuant to the subpoena/court order. OSSE will not provide any notice to the parent or eligible student where the subpoena or court order limits such notice on its face.

In addition, when applying this exception to an OSSE re-disclosure, the OSSE General Counsel should be consulted.

- n) <u>Post-Secondary Disciplinary Proceedings</u>—Neither of the following exceptions are applicable to OSSE
 - i. Violent/Sex Crimes—When a student attending a post-secondary institution is accused of committing a violent crime or a non-forcible sex crime, the postsecondary institution may disclose the results of those disciplinary proceedings to the crime victim, regardless of whether or not the student was found to have committed the crime. This exception is not applicable to OSSE.
 - ii. Drug/Alcohol Crimes—When a student attending a post-secondary institution is accused of violating any laws or school regulations regarding the use or possession of drugs or alcohol, the post-secondary institution may disclose the results of those disciplinary proceedings to the parent of the student who is under the age of 21.

¹⁴ 34 C.F.R. § 99.31(a)(9)(iii) (2012).

 o) <u>Sex Offender Registry</u>—An educational agency or institution may disclose, and OSSE may redisclose, any PII necessary to comply with applicable sex offender registry laws.

Any record maintained by OSSE that contains PII and does not meet one of the above exceptions, will not be disclosed without the prior written consent of the parent or eligible student. An entity (including an SEA) that is found by the Secretary to have improperly re-disclosed data received originally from an educational agency or institution is required to be banned by that agency or institution from accessing their educational records for five years. In addition, a finding that OSSE has failed to comply with FERPA could jeopardize its federal funding.

OSSE employs reasonable methods to ensure that its employees understand and comply with FERPA's confidentiality and disclosure requirements. Upon hiring, OSSE employees are required to read and sign a non-disclosure agreement. During the employee's tenure with OSSE, the employee is notified of his/her responsibilities to keep educational data private when logging on to SLED. Finally, when an OSSE employee ends his/her employment with OSSE, an automated system sends a notice from the OSSE Human Resources Division to the OSSE Data Division to promptly sever the employee's access to SLED and OSSE's servers.

2. Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996¹⁵ (HIPAA), and its implementing regulations, ¹⁶ protect the health insurance coverage of workers when they transition jobs, seeks to reduce waste and fraud by simplifying the exchange of health information, and protects the privacy of health information.

The HIPAA Privacy Rule implemented by the U.S. Department of Health and Human Services applies to covered entities...health care providers, health care clearinghouses, and health plans. OSSE does not provide or pay for the cost of medical services, or process nonstandard health information into standard format within the terms of HIPAA, and it is not a covered entity for HIPAA purposes.

In addition, the definition of the term "protected health information" in HIPPA's Privacy Rule explicitly excludes any information that would also meet the definition of an "education record" pursuant to the Family Educational Rights and Privacy Act (FERPA), which is discussed above. Medical information contained within OSSE's special education and health/wellness records fall within the definition of educational records under FERPA, and are therefore not subject to the requirements of HIPAA.

3. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act¹⁸ (IDEA), and its implementing regulations,¹⁹ require that States implement policies and procedures that comply with IDEA confidentiality requirements, which are found in sections 300.610 through 300.626 of Title 34 of the Code of Federal Regulations (C.F.R.). IDEA's regulations reference the definition used by FERPA for education records, except

¹⁵ Pub. L. 104-191, 110 Stat. 2021 (Aug. 21, 1996), as codified at 42 U.S.C. § 1320d et seq.

¹⁶ 45 C.F.R. §§ 160, 164 (2010).

¹⁷ 45 C.F.R. part 160; 45 C.F.R. part 164(A) & (E).

¹⁸ Pub. L. 108-446, 118 Stat. 2647 (Dec. 3, 2004), as codified at 20 U.S.C. § 1400 et seq.

^{19 34} C.F.R. § 300 et seq. (2010).

that IDEA's confidentiality provisions apply only to those education records that are maintained for the purpose of implementing IDEA. FERPA covers recipients of federal funds under any U.S. Department of Education program. As a result, where IDEA has requirements that are additional to FERPA, those requirements apply only to special education data. This means that basic information collected regarding students with disabilities, such as name, address, etc., which are not specifically collected for IDEA purposes, but for general education purposes, are governed by FERPA. Information, such as medical records, Individualized Education Programs (IEP), etc. that are required only because of the child is IDEA-eligible, are governed by IDEA's confidentiality provisions.

IDEA requires SEAs to give a parent notice of its responsibilities under IDEA, including the kinds of information maintained, the SEA's data policies, and the parent's rights under IDEA and FERPA. One such right is the parent's right to review and challenge the records maintained about his/her child. When OSSE receives such an information request from a parent, the requested data must be provided within 45 days or prior to any IEP meeting or hearing, whichever occurs first. OSSE must also keep a record of all requests for access to a child's special education records. As with such requests made under FERPA, challenges to the content of a student's records must be made at the school/LEA level, rather than at the SEA level, since these records are created by the school/LEA and are merely maintained by OSSE.²⁰

IDEA's general rule on disclosure is that *personally-identifiable information* (PII) within education records may not be disclosed without the prior written consent, as defined by FERPA, of the parent or adult child. There are some limited exceptions to this general prohibition on disclosure, which permit OSSE to disclose student records WITHOUT the written consent of the parent or adult student. First, disclosure is permitted to IDEA-participating agencies without parental consent. Participating agencies are agencies or institutions that collect, maintain, or use PII, or from which PII is obtained. However, even this exception has some limitations. Where the disclosure of PII is for transition purposes, either to a postsecondary institution or to a private institution outside of the LEA, parental consent is still required. Second, where all PII has been removed from the records, parental consent is not required prior to disclosure.

In addition to the confidentiality requirements, IDEA imposes procedural requirements above and beyond FERPA for special education records, as follows:

- a) One official at each agency with PII must be responsible for ensuring the confidentiality of such information;
- b) All employees of an agency that collects or uses PII must receive training on the confidentiality requirements of IDEA and FERPA; and
- c) Each agency must maintain and allow public inspection of a list of current employees who may have access to personally-identifiable information.

Finally, unlike general education records maintained pursuant to FEPRA, special education records must be destroyed upon request of the parents when the records are no longer needed for the purpose of providing educational services to the child.

²⁰ D.C. Mun. Reg. tit. 5E § 3021 et seq., 30 D.C. Reg. 2972, 2981 (Jun. 17, 1983), as amended.

4. Child Nutrition Act of 1966

The Child Nutrition Act of 1966,²¹ and its implementing regulations,²² created the National School Lunch Program, which provides free and reduced price meals to students. Information obtained from an application for a free or reduced price meal may be disclosed only to entities that:

- a) Administer the school lunch program (OSSE)
- b) Administer or enforce a Federal education program (OSSE, LEAs, PCSB, Schools)
- c) Administer or enforce a State health or education program administered by the SEA or an LEA, not including Medicaid or S-CHIP (limited to income eligibility information) (OSSE, LEA)
- d) Administer Medicaid and S-CHIP, if the data is for identifying and verifying a child's eligibility under Medicaid or S-CHIP (limited to income eligibility information) (DC Department of Human Services, DC Department of Health Care Finance)
- e) Administers a comparable means-tested nutrition program (limited to income eligibility information)
- f) U.S. Comptroller General
- g) Law enforcement related to the school lunch program (OSSE, OAG)

5. Freedom of Information Act (FOIA)

The DC Freedom of Information Act (FOIA) is a statute that is designed to facilitate public access to full and complete information regarding governmental affairs.²³ Unless the records are specifically exempted by the FOIA statute, a person has the right to inspect public records subject to FOIA procedures.²⁴ This OSSE *Policy for Data Access and Use* is **not intended to govern OSSE's responses to FOIA requests from the public**. Rather, this policy is a representation of the agency's intent to affirmatively provide limited types of educational data to specific classes of requestors without requiring the requester to exercise their rights under FOIA. This means that when a FOIA request is received, the responding OSSE employee should not refer to this policy, but should instead refer to the DC FOIA statute and any OSSE FOIA policies and procedures.

On the other hand, if a data request is submitted pursuant to this policy, and the request does not meet the requirements of this policy, the requester should be informed of their right to file a FOIA request in the alternative. For example, if the requester is not a parent, researcher, or other approved requestor under this policy, such as a news reporter or an advocacy organization, the request must made pursuant to FOIA, not this policy. A data request made pursuant to this policy may also be distinguished from a FOIA request by the nature of the information sought. For example, a request for OSSE personnel and employment records would not fall under this policy, which covers only educational data. As a result, such a request would have to be made under FOIA.

Student-level data will not be provided pursuant to FOIA as it is an unwarranted invasion of personal privacy. As a result, the only process by which a requester may access student-level data is pursuant to this policy.

²¹ Pub. L. 89-642, 80 Stat. 885 (Oct. 11, 1966), as amended, as codified at 42 U.S.C. § 1758(b)(6) (2011).

²² 7 C.F.R. § 210 et seq (2012).

²³ D.C. Code § 2-531 (2001).

²⁴ D.C. Code § 2-532(a) (2006 Supp.).

C. DATA ELEMENTS

Within OSSE's databases currently in use or under construction and/or consideration, OSSE collects and maintains the following types of data:

- > Enrollment
- > Attendance/Compulsory Education
- Assessment
- > Student Information
- Demographics
- > Teacher qualifications
- Special Education eligibility, assessment & compliance
- Course Codes and grades
- Eligibility for specialized services
- > Other program-specific data²⁵

Data is verified for accuracy, completeness, and age by OSSE staff at the time that it is received from the Local Education Agency (LEA) or school. In addition to a manual verification of the data, the system employs checks and balances to ensure that submitted data conforms to the parameters for that kind of data. Data that does not conform to the requirements for a particular field is rejected and returned to the LEA or school for re-submission.

Sensitivity of data is determined based on whether or not the data is LEA-level, school-level or student-level data. Student-level data identifies a particular student and his/her academic achievement. As a result, student-level data implicates direct privacy concerns and is defined as sensitive data. With limited exception, student-level data is not available to the public without written consent of the parent. LEA-level and school-level data, on the other hand, is deemed not sensitive as it does not implicate any individual privacy concerns. However, where release of LEA-level and school-level data would identify student-level data, the data would be deemed sensitive only to the extent that it identifies a particular student's information. Any portions of LEA-level and school-level data that identify student-level data will be treated as sensitive and may not, with limited exception, be disclosed without written consent of the parent of the identified student.

D. ACCESS TO ANALYSIS OF DATA

This policy is intended to address disclosure of raw data. In addition to collection of raw data, OSSE is required to analyze educational data for the purposes of oversight and administration of educational programs. During the deliberative process, any analysis performed by OSSE and its contractors and/or authorized representatives pursuant to federal or state law will be considered embargoed and will be not publicly-disclosed pursuant to this policy unless the decision-making and/or investigatory processes for which that analysis is used has been fully completed and approved for dissemination and/or publication. Embargoed data may be disclosed on a limited basis for the purpose of review by entities specified by law, such as school administrators and LEAs. However, embargoed data will not be disclosed to any other entity, including but not limited to, researchers, parents, press, and/or the general public, until the conclusion of the deliberative or investigatory processes. Consistent with applicable laws and upon completion of the processes described above, embargoed data may be reclassified and released to the public as appropriate.

²⁵ Please refer to OSSE's Data Handbook and Guidelines document for a complete and technical list of data elements.

E. WHO MAY ACCESS DATA

Pursuant to the policy, OSSE will disclose data to the following types of requesters without requiring a FOIA request:

- OSSE employees & contractors
- OSSE authorized representatives
- DC schools
- ➤ DC LEAS
- Public Charter School Board (PCSB)
- Other school districts
- Parents/eligible students
- > Educational researchers
- > DC Council
- Mayor/Executive Office of the Mayor (EOM)
- Deputy Mayor for Education (DME)
- > State Board of Education
- > U.S. Department of Education
- Accrediting organizations
- > Financial aid organizations
- > U.S. Comptroller
- U.S. Attorney General
- DC Attorney General
- Courts
- DC Department of Human Services
- > DC Department of Health Care Finance

See the OSSE policy entitled "Use Access Management," for details about how authorized users can obtain access to data.

F. PARENTAL CONSENT

When prior written consent of the parent or eligible student is required before a disclosure may be made, the Parental Disclosure Authorization form in Appendix B must be completed.

G. HOW DATA WILL BE PROVIDED

Data disclosures that are permissible under this policy will be provided either directly via user access to OSSE's State Longitudinal Educational Database or indirectly via a report run from the appropriate OSSE database after receipt of a request in the appropriate format as per Appendix A. OSSE's data systems employ unique student identifiers to link student records to a particular student. Given the strong prohibitions against releasing a student's information, OSSE will release student-level data (when approved) using a separate identifier that is not related to the unique student identifier. Data will be provided in electronic format whenever feasible. If electronic format is not feasible, then data will be provided in hard copy format.

H. PUBLIC NOTICE

OSSE provides notice to the public about the Statewide Longitudinal Education Data System (SLED) via its website at:

http://osse.dc.gov/service/statewide-longitudinal-education-data-system-sled



APPENDIX B Parental Disclosure Authorization Form

The Federal Educational Rights and Privacy Act (FERPA) is a Federal law concerning the privacy of, and access to, student education records. FERPA gives parents and guardians certain privacy rights with respect to their children's education records. This form permits a parent or guardian to voluntarily authorize the release of education records to a third-party. Such a release is not mandatory. For additional information, visit the U.S. Department of Education's website: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Education's website. http://www.z.ed.gov/pone		
This form must be fully completed and signed.	Education records cannot be released if the form	is not complete.
I. STUDENT INFORMATION:		
Student Name:		
	100	
Date of Birth:		
Student School and Grade:		
Student School and Grade:		
II. RECORDS TO BE RELEASED (LIS	ST BELOW):	
	1000	
III. PERSON(S) TO WHOM ACCESS	OF EDUCATIONAL RECORDS MAY BI	E PROVIDED:
Name(s):		
22 TS		
100		
Address(es):		
IV. RELEASE DURATION (USUALLY	Y ONE YEAR):	
This Authorization Expires on:		
	4,00	
V. DESCRIBE THE PURPOSE OF TH	E RELEASE:	
	T	
I consent to this release understanding that (1)	I have the right not to consent to the release of the tten record pursuant to this consent form, and (3) I have the right to
revoke this consent at any time by providin	g a written revocation to the Office of the Stat	te Superintendant of
Education (OSSE).		
Parent/Guardian's Written Name:	Parent/Guardian's Signature:	Date:
	SET.	

EXHIBIT B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff	Proposal Request/Notification from LEA
☐ Board Action	☐ Enrollment Ceiling Increase
Notice of Concern	☐ Change in LEA Status
☐ Notice of Deficiency	Lift Board Action
Notice of Probation	Approve Accountability Plan
Charter Warning	Operate in a New Location
Proposed Revocation	Charter Amendment
Revocation	Approve E-Rate Plan
Charter Continuance	Contract(s) \$25,000 or more
Charter Approval (Full)	
Charter Approval (Conditional)	
Charter Denial	opposition and opposition of the control of the con
Proposed Revisions to PCSB Ex	isting PolicyVote
New PCSB Policy—Open for Pu	
New PCSB Policy—Vote	
Discussion Item/Public Notifica	tion
PREPARED BY: Charlie Sellew, Data Ana	dyst
	r of Strategy and Analysis
* * * * * * * * * * * * * * * * * * * *	
SUBJECT: Amendment to Existing I	FERPA Policy - Clarifying PCSB's Practices on
Anonymized Aggregate I	
DATE: February 19, 2014	

As an amendment to its existing FERPA Policy, approved July 3, 2012, the DC Public Charter School Board ("PCSB") staff plans to adopt the following practices for anonymizing and aggregating student data for all PCSB data reports. The proposed practices are:

- 1. The minimum population "n-size" for any rate or average shall be 10. This minimum applies to the total population considered in a group, i.e. the denominator of a calculation. In joint publications with other organizations, to preserve citywide continuity, or to follow an established business-rule, PCSB may use n-size minimums greater than 10.
- In cases of sensitive, negative data publication, PCSB will not publish aggregated data at the LEA, campus, or subgroup level which results in a greater than 95% or less than 5% rate.
 Instead, these will be published as ">95%" or "<5%." This practice applies to the following data:
 - Poor academic performance (e.g. 0% proficient on DC CAS/AP/SAT or 0% graduation rate for a specific subgroup)
 - Discipline (e.g. 100% suspension rate, 100% expulsion rate of a specific subgroup)

Beyond these specific cases, PCSB staff will continue to use their best judgment under these guiding principles.

Examples

Example	Publish?	Rationale	Implementation
7 of 140 students were suspended.	Y	The 10 n-size minimum applies to the denominator.	
7 of 9 students in sixth grade were suspended.	N	The population does not meet the n-size minimum.	Do not publish sixth grade suspension rate. Consider publishing data for a larger population, such as all middle school students.
2 of 140 students were advanced on DC CAS math.	N	PCSB will not publish <5% or >95% rates for negative, sensitive data.	Instead, publish that <5% of students were advanced on DC CAS math. When feasible, avoid publishing n-size of these calculations.
0 of 140 students were suspended.	Y	PCSB will publish 0% or 100% for positive data.	

POLICY TITLE: FERPA POLICY ADOPTION/EFFECTIVE	MOST RECENTLY	MOST RECENTLY
DATE:	AMENDED:	REAFFIRMED:
ORIGINALLY PROPOSED (For public comment) 5/7/12 PROPOSED FOR BOARD APPROVAL		N/A
7/3/12	BANKS TO THE STATE OF THE STATE	
POLICY/PROCEDURE MA	ANUAL SUMMARY CAT	EGORY:

The following policy was introduced for public comment at the May 21, 2012 board meeting. 30 days of public comment were offered, along with a public hearing held on June 18.

No public testimony was received. One written comment was received, submitted by Leslie Gross, Chief of the Child Protection Section of the DC Office of the Attorney General. Ms. Gross suggested that we add a footnote to the definition of "Parent" that would allow a student's guardian, including one assigned by a Child Protective Services Agency, to easily qualify under the definition and so have access to student records without undue burden. This suggestion was accepted and is incorporated in a revised policy submitted for approval.

PROPOSED FERPA-RELATED POLICIES:

- Each charter school board shall adopt and comply with the Model DC Charter School FERPA Policy (at Exhibit B) or adopt and comply with a policy that is consistent with the standards provided in this Model Policy. This board-adopted policy must be submitted to the PCSB by December 31, 2012.
- The PCSB shall designate a FERPA Contact at PCSB. This individual will counsel
 charter schools with FERPA-related questions (including whether any specific
 information is considered "personally identifiable" under FERPA). This individual will
 also maintain PCSB's FERPA records and serve as schools' official contact.
- 3. That the Board adopt the following FERPA Policy:

DISCLOSURE OF STUDENT RECORDS UNDER THE FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

Purpose: To clarify the restrictions on disclosure of students' education records under the Family Educational Rights Privacy Act ("FERPA") for the District of Columbia Public Charter School Board (the "Board") and its employees.

Policy: The Board may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by the Board. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights.)

Parent: A parent or legal guardian of a student at a School.

School: A public charter school under the Board's jurisdiction.

Procedures:

Disclosure

The Board will protect the privacy of all student education records in its possession and will not disclose personally identifiable information within student education records to anyone other than the Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent to such disclosure using the attached "Consent to Disclose Student Education Records" form (Exhibit A); (2) the information to be disclosed has been classified as "directory information" in Schools' annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the Board before the disclosure occurs.

¹ The legal guardian of a student includes any individual or entity acting as a parent in the absence of a parent or guardian, including, but not limited to, any governmental agency or third party who is granted custody, care and control of a child or granted legal custody pursuant to a court order.

Consent to Disclose Student Education Records Form ("Consent Form")

Unless the requested records are not covered by FERPA or an exception applies, a Parent or Eligible Student must provide advance written permission to release the student's education records to a third-party. The Parent's or Eligible Student's permission must be given through completion of the attached Consent Form. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form must be kept in the Board's office. Parents or Eligible Students may revise their consent at any time during the year by completing a new form. No form shall be effective for more than one academic year.

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without written consent in a manner that does not violate FERPA:

- A contractor, consultant, volunteer to whom the Board has outsourced institutional services or functions, if the party is under the direct control of the Board and has met the Third-Party Requirements described below.
- 2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
- Authorized representatives of the Board, the District of Columbia Office of the State Superintendent of Education ("OSSE"), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
- 4. Other DC Government agencies for the purpose of providing benefits to eligible students (limited to Board-generated rosters of student names, addresses, and enrollment status).
- Organizations conducting studies for, or on behalf of, the PCSB, the School, or another governmental entity provided such organization has met the Third-Party Requirements described below.
- 6. Schools' accrediting agencies.
- 7. To appropriate parties, if necessary to protect the health or safety of a student or other individuals
- 8. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. Board staff must notify the Board's FERPA Contact prior to the release of these records, provided that such notification is feasible.

Recordkeeping Requirements

While the Board would be able to disclose students' records under any of the above exceptions, there are certain recordkeeping and notification requirements with respect to these disclosures. A record of the disclosure must be made in a FERPA disclosure file, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the Board, a School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records for a particular School, a record could be made indicating that the entire School's student records were provided, rather than noting a disclosure for each student.)

Notification Requirements

If the Board receives a judicial order or lawfully issued subpoena, there are certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student must be notified of the order or subpoena in order to give an opportunity to seek protective action. Before disclosing student education records pursuant to a judicial order or lawfully issued subpoena, please consult with Board counsel.

Third-Party Requirements

If the Board discloses student records that contain personally identifiable information to an authorized representative, such as a contractor, consultant or research organization, a written agreement must be entered into between the Board and the data recipient. The agreement must specify the following:

- 1. The designated official or entity that constitutes an authorized representative;
- 2. The type of student records to be disclosed to the authorized representative;
- 3. The purpose for which the student records are being disclosed;
- A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
- 5. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

Health and Safety Emergencies

The Board may disclose student education records that contain personally identifiable information to appropriate parties, including Parents, in connection with an emergency, if necessary to protect the health or safety of students or other individuals. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the Board must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Parent or Eligible Student must be allowed to personally inspect copies of his or her records upon request. The Board must therefore either provide copies of student records to Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the Board relating to the student contains information that is inaccurate or misleading, he or she may ask, in writing, for the records to be amended. If, based on that written statement, Board staff decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any Board staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the Board staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, Board staff decides that the information is not inaccurate or misleading, they must provide a decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. Board staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reasonable Protection of Student Information

The Board will ensure that Board employees may obtain access to only those education records in which they have legitimate educational interests. The Board will use physical and technological access controls as well as an administrative policy for controlling access to education records.

EXHIBIT A

CONSENT TO DISCLOSE STUDENT EDUCATION RECORDS

Stud	dent's Name
Age	e of Student
Pare	ent's Name (if student is under 18)
	dent Social Security #
I knopriv	ow that the Family Education Rights and Privacy Act of 1974 as amended protects the acy of student education records and limits access to the information contained in those ords.
I hav	ve indicated below the party or parties who may have information from my education rds:
1)	Name:Relationship:
	Address:
4000000	City, State, Zip:
	Phone: ()
2)	Name:Relationship:
	City, State, Zip:
	Phone: ()
PLE	ASE INITIAL ALL AREAS THAT APPLY:
1	. If asked, I want the above named individual(s) to receive student records regarding:

DRAFT POLICY FOR APPROVAL D.C. Public Charter School Board July 3, 2012

2. The purpose of disclosing the student	records is as follows:
Date	Printed Name
The consent provided by this form is effective for only the current academic year.	Student's Signature (if student is 18 or over) Parent's Signature (if student is under 18)

EXHIBIT B

MODEL DC CHARTER SCHOOL FERPA POLICY DISCLOSURE OF STUDENT RECORDS UNDER THE FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

Purpose: To clarify the restrictions on disclosure of students' education records under the Family Educational Rights Privacy Act ("FERPA") for _____ charter school ("School") and its employees.

Policy: The School may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by a School. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights)

Parent: A parent or legal guardian of a student at a School.

PCSB FERPA Contact: Staff member or designee of D.C. Public Charter School Board ("PCSB") designated as the School's point of contact on FERPA-related issues and compliance.

Procedures:

Disclosure

The School will protect the privacy of all student education records and will not disclose personally identifiable information within student education records to anyone other than the

¹ The legal guardian of a student includes any individual or entity acting as a parent in the absence of a parent or guardian, including, but not limited to, any governmental agency or third party who is granted custody, care and control of a child or granted legal custody pursuant to a court order.

Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent to such disclosure using the attached "Consent to Disclose Student Education Records" form; (2) the information to be disclosed has been classified as "directory information" in the School's annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the School's administration before the disclosure occurs.

Consent to Disclose Student Education Records Form ("Consent Form")

Unless the requested records are not covered by FERPA, have been classified "directory information" in the annual FERPA notification, or another exception applies, a Parent, or Eligible Student must provide advance written permission to release the student's education records to an outside third-party. The Parent's or Eligible Student's permission must be given through completion of the attached Consent Form. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form will be kept in the School's office. Parents or Eligible Students may revise their consent at any time during the year by completing a new form. No form shall be effective for more than one academic year.

Directory Information

Allowable Information

The School may disclose student information that has been classified as "directory information" in its annual FERPA notification. Directory information refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, the following student information:

- 1. Student name
- 2. Address and telephone number
- 3. E-mail address
- 4. Photograph
- 5. Date and place of birth
- 6. Grade level
- 7. Dates of attendance
- 8. Participation in officially recognized activities and sports
- 9. Weight and height of members of athletic teams
- 10. Degrees, honors, and awards received

Directory information cannot include a student's Social Security number. A student's ID number or user ID can be considered directory information, but only if that identifier cannot be

used to gain access to the student's education records without utilizing a password or personal identification number.

Annual FERPA Disclosure Regarding Directory Information and Opt Out Option

In order for the School to disclose directory information, it must first provide public notice in an annual FERPA notification to Parents and Eligible Students of the following:

- 1. The types of personally identifiable information that is designated as directory information;
- 2. A Parent's or Eligible Student's right to refuse the designation of any or all of those types of information about the student as directory information; and
- The period of time within which a Parent or Eligible Student has to notify the School in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The required annual FERPA notification can be provided within other informational documents sent by the School or as separate School correspondence.

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without the student's written consent in a manner that does not violate FERPA:

- A contractor, consultant, volunteer to whom the School has outsourced institutional services or functions, if the party is under the direct control of the School and has met the Third-Party Requirements described below.
- 2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
- 3. Authorized representatives of the DC Public Charter School Board (PCSB), the District of Columbia Office of the State Superintendent of Education ("OSSE"), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
- Organizations conducting studies for, or on behalf of, the Board, a School, or another
 governmental entity provided such organization has met the Third-Party Requirements
 described below.

¹ Please see the U.S. Department of Education's "Model Notification of Rights under FERPA for Elementary and Secondary Schools." The document is a sample of a compliant annual FERPA notification document, informing parents and students of their rights and the types of information that the school can disclose under the various FERPA exceptions. School personnel who have questions regarding what information must be in the annual FERPA notification document should consult the Department's model.

- 5. Schools' accrediting agencies.
- To appropriate parties, if necessary to protect the health or safety of a student or other individuals.
- 7. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. School staff must notify the PCSB FERPA Contact prior to the release of these records, provided that such notification is feasible. Schools must within 15 days of such release provide the PCSB with a brief description of such release via upload to AOIS.

Recordkeeping Requirements

A record of any disclosure must be made in students' education records, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the PCSB, School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records from the School, a record could be made indicating that the entire School's student records were provided, rather than placing a record in each student's file.)

Notification Requirements

If the School receives a judicial order or lawfully issued subpoena, there are certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student must be notified of the order or subpoena in order to give an opportunity to seek protective action. Before disclosing student education records pursuant to a judicial order or lawfully issued subpoena, please consult with School counsel.

Third-Party Requirements

If the School discloses student records that contain personally identifiable information to an authorized representative, such as a contractor, consultant or research organization, a written agreement must be entered into. The agreement must specify the following:

- 1. The designated official or entity that constitutes an authorized representative;
- 2. The type of student records to be disclosed to the authorized representative;
- 3. The purpose for which the student records are being disclosed;
- A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
- 5. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

If charter school staff are contacted by a party purporting to be an authorized representative of the PCSB, OSSE, the DOE, AG, or USCG requesting student records, or purporting to be a

representative of an organization conducting a study or studies for, or on behalf of one of these entities, they must notify the PCSB FERPA Contact prior to the release of student records.

Health and Safety Emergencies

The School may disclose student education records that contain personally identifiable information to appropriate parties, including parents of a student, in connection with an emergency, if necessary to protect the health or safety of students or other individuals. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the School must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Parent or Eligible Student must be allowed to personally inspect copies of his or her records upon request. The School must therefore either provide copies of student records to Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the School relating to the student contains information that is inaccurate or misleading, he or she may ask for the records to be amended, in writing. If, based on that written statement, the School decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any School staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the School staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, School staff decides that the information is not inaccurate or misleading, it must provide its decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. School staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reasonable Protection of Student Information [Insert school policy here]

[Schools must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A school that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it restricts access to officials with legitimate educational interests. Each school's policy with respect to accessing student records should reflect its capacity to protect student information through the various means that it uses.]

EXHIBIT C



PROACTIVE

PCSB UNIT OF RESPONSIBILITY: Information Technology

REFERENCE

N/A	N/A
	1 7 3 7 7

PROCEDURE

Schools must submit their student attendance and demographic data using either:

- 1. an automated pull, via an SIF Agent,
- 2. file upload, via a template created internally by the D.C. Public Charter School Board, or
- 3. manual entry

Once a school has entered its demographic data, it will go through ProActive's automated validation process. Clean, or error free, demographic data will appear in ProActive the same day. Demographic data that contains errors or conflicts will generate error reports and will not appear in ProActive or be sent to the Office of the State Superintendent of Education (OSSE) for the services described above.

*Please note - if you submit your data via file upload you will be informed of any errors real-time and will be responsible for making the corrections immediately.

If data is submitted via SIF and captured in the conflict staging area, the PCSB will provide the campus with an error report identifying the issues within 2 business days. It is the school's responsibility to correct all errors or conflicts within 2-3 business days thereafter.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal		School Request	
Charter Application Charter Application Charter Continum Proposed Revolution Lift Board Action Board Action Board Action Board Action Proposed Revolution Proposed Revolution Proposed Revolution Charter Application Charter Continum Charter Ch	uance ocation Charter Warning Notice of Concern Notice of Deficiency Notice of Probation sions to PCSB Existing Policy cy—Open for Public Comment	☐ Enrollment Ceiling Increase ☐ Change in LEA Status ☐ Lift Board Action ☐ Approve Accountability Plan ☐ Operate in a New Location ☐ Charter Amendment ☐ Approve E-Rate Plan	
PREPARED BY: SUBJECT:	Tim Harwood – Equity & Data Management Policy	Fidelity Team	
DATE:	April 15, 2013		

Proposal/Request

PCSB staff recommends that the Board vote to approve the Data Management Policy first introduced for public comment on February 25, 2013. PCSB received public comments from Community Academy Public Charter School, Next Step Public Charter School, Education Strengthens Families Public Charter School, Maya Angelou Public Charter School, and FOCUS, and revised the policy based on the feedback. Most of the concern centered around the 30-day data-validation window being too short a time. Changes to this policy attempt to clear up the language to show that schools will have between 45-55 days to verify previously submitted attendance and discipline data for any given month.

Policy

This policy requires that all data entered into PCSB's data management system by a school be verified as complete and accurate 30 days from the end of the month in which it was submitted – this will be considered the "data validation window." Once this 30-day data validation window has closed, the student-level attendance and discipline data will be considered verified, accurate, and final by the school and will be available to PCSB staff to produce reports for internal and external use.

The Data Management Policy would establish the following data-validation timeline and should be read in conjunction with the previously approved Attendance and Discipline

Data Policy (2012). According to the Attendance and Discipline Data Policy (2012), for any given month that students are enrolled in a school, attendance data must be submitted to PCSB by 5 business days after the start of the next month and discipline data must be submitted 14 days after the start of the next month. The Data Management Policy gives schools until the 1st of the second month to verify the accuracy of these data. This provides a school between 45 and 55 days to verify the accuracy of any given month's data. (See the chart below.) After this point, the data will be considered <u>verified and final</u> and schools will not generally be given an opportunity to change the data, unless under exceptional situations agreed to by PCSB staff.

Data Submission and Verification Chart

Attendance and Discipline Data by Date	Enrollment Data Submitted	Attendance Data Due (adjusted to assumea weekend occurs within the first five days of the new month)	Discipline Data Due	Enrollment, Attendance, and Discipline Data Validation Window Closes
July 1-31	5 business	August 7	August 14	October 1
August 1-31	days after	September 7	September 14	November 1
September 1-30	a student	October 7	October 14	December 1
October 1-31	enters or	November 7	November 14	January 1
November 1-30	exits a	December 7	December 14	February 1
December 1-31	school	January 14 (due to holidays)	January 14	March 1
January 1-31		February 7	February 14	April 1
February 1-28/29	1	March 7	March 14	May 1
March 1-31		April 7	April 14	June 1
April 1-31]	May 7	May 14	July 1
May 1-31]	June 7	June 14	August 1
June 1-30		July 7	July 14	September 1

The <u>verified and final data</u> may be used for various purposes without an additional "data validation window", including reporting data to DC Council, the Deputy Mayor of Education, the Office of the State Superintendent of Education, the media, the Performance Management Framework, and the Public Charter School Board website.

However, to the extent PCSB uses school verified and final data to conduct further calculations, PCSB will continue to have validation windows to ensure business rules were applied consistently and calculations were done accurately for school-level reports that will be made public. In these cases, PCSB staff will (1) share with each school the rates that were calculated, (2) provide schools with two days to review the calculations and make any

necessary revisions in the PCSB data management system, and (3) re-calculate the rates, if necessary, prior to producing the public report. Due to the short period of time to review PCSB's calculations, these validation windows will focus on the rules and calculations only, with the expectation that schools have verified their data for accuracy.

Failure for schools to maintain *current*, *complete*, and *accurate* attendance and discipline data in the PCSB data management system will increase the likelihood that the school will undergo an audit under PCSB's Data Audit Policy (2012) and/or receive a Notice of Concern.

Background

According to PCSB's Attendance and Discipline Data Policy (2012), charter schools are to submit all required data to PCSB as requested either via ProActive, AOIS, encrypted Excel files, or another secure method. Present, tardy and absent documentation must be completed on a daily basis for every student enrolled in the school for the current school year. Attendance data must be submitted into ProActive five business days after the start of the next month. The school must enter or upload every suspension and expulsion into ProActive on a monthly basis as per the schedule provided to schools.

After submitting data schools are able to see such data within one business day by accessing the ProActive system. Schools are therefore able to conduct their own data validation to ensure that data entered is correct.

The District of Columbia Compulsory School Attendance Law (CSAL) requires minors who become five (5) years of age by September 30 in a given school year up to the age of 18 to be enrolled in school and attending regularly.

In order to help in the city-wide effort to address truancy and better serve families, PCSB has agreed to share truancy numbers with CFSA and DC Superior Court on an as-needed basis. To do so, PCSB must have accurate attendance data in ProActive in order to provide accurate truancy counts to these agencies.

PCSB Action: Approve	dApprove	d with Changes	Rejected
Changes to the Original Proposi	al/Reguest:		
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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request	
Charter Application Approval (Full)	☐ Enrollment Ceiling Increase	
☐ Charter Application Approval (Conditional)	☐ Change in LEA Status	
☐ Charter Application Denial	☐ Lift Board Action	
☐ Charter Continuance	☐ Approve Accountability Plan	
Proposed Revocation	Operate in a New Location	
Revocation	☐ Charter Amendment	
Lift Board Action	☐ Approve E-Rate Plan	
☐ Board Action, Charter Warning	A.S.	
Board Action, Notice of Concern		
☐ Board Action, Notice of Deficiency		
Board Action, Notice of Probation		
Proposed Revisions to PCSB Existing Policy		
New PCSB Policy—Open for Public Comment		
New PCSB Policy—Vote		
Other—Discussion Item		
5-5-5-51.		

PREPARED BY: Mikayla Lytton – School Performance Department

SUBJECT: Data Access Security Policy

DATE: November 18, 2013

Proposal/Request

DC Public Charter School Board ("PCSB") staff requests that its Board vote to approve the proposed Data Access Security Policy. The proposed policy was opened for public comment September 16 – October 16; no public comments were submitted.

Policy

Beginning in School Year 2013-14, all public charter Local Education Agencies ("LEAs") and their constituent campuses will be responsible for ensuring that only authorized school staff have access to the school's student-level data in PCSB's data systems, including but not limited to ProActive, SharePoint, Epicenter, and Secure File Transfer Protocol ("SFTP") sites. Accordingly, each LEA will be responsible for the following:

- Reviewing, before the beginning of each school year, staff access to all applicable
 data systems and notify PCSB of any individuals who should not have access to the
 systems. PCSB will help schools in this process through training, documentation,
 and, as necessary, hands on assistance.
- Requesting additional staff access to PCSB's data systems on an as-needed basis.
- Notifying PCSB in writing of any contractors, consultants, or other third parties
 who it has authorized to access the school's student-level data and communicate
 with PCSB on its behalf.

- Providing PCSB with the contract that delineates the measures in place to ensure compliance with the Family Educational Rights Privacy Act ("FERPA").
- Notifying PCSB within 5 business days after staff or consultants with access to PCSB's data systems leave their position or have their contracts terminated. PCSB will deactivate those indivdiuals' access to ProActive, SharePoint, Epicenter, and any other data systems in place within 5 business days of receiving the notice.
- Prohibiting school staff from sharing logins to ProActive or Epicenter. If additional staff members need access to these databases, the school will request access for each individual.

Background

PCSB collects student-level data directly from charter LEAs and campuses for local and federal reporting; accountability, including Performance Management Framework calculations; monitoring of legal compliance; internal analysis; and other purposes as necessary. To support data quality assurance efforts and analysis, PCSB makes available student-level and aggregated data to the schools and their authorized staff. In order to comply with FERPA, PCSB and schools must ensure that only school-determined authorized staff have access to student-level data, including enrollment, demographic, attendance, discipline, and academic data.

In the past, PCSB has requested that schools notify PCSB of any staffing changes. However, the process for doing so was not formalized in policy.

Date:		
	Approved with Changes	
w		

EXHIBIT D

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
Charter Application Approval (Full)	☐ Enrollment Ceiling Increase
Charter Application Approval (Conditional)	☐ Change in LEA Status
Charter Application Denial	Lift Board Action
Charter Continuance	Approve Accountability Plan
Proposed Revocation	Operate in a New Location
Revocation	Charter Amendment
Lift Board Action	Approve E-Rate Plan
Board Action, Charter Warning	
Board Action, Notice of Concern	
Board Action, Notice of Deficiency	
Board Action, Notice of Probation	
Proposed Revisions to PCSB Existing Policy	
New PCSB Policy—Open for Public Comment	
New PCSB Policy—Vote	
Other	
· 	
PREPARED BY: Rashida Kennedy – Equity	y & Fidelity Team
SUBJECT: Revisions to the PCSB Tr	uancy Policy

Proposal/Request

DATE:

DC Public Charter School Board ("PCSB") staff requests that its Board vote to accept the proposed revisions to the 2012 PCSB Truancy policy. Any changes from the original policy are found in red underlined text.

August 19, 2013

New local laws have established a new definition for truancy, as well as a different threshold for unexcused absences at which LEAs must report a student for educational neglect. Additionally, data from last year's pilot Truancy Policy has informed PCSB staff on truancy norms. Thus, PCSB staff requests the Board to approve revisions to the Truancy Policy. This policy would go into effect beginning SY 2013-2014. The proposed revisions would include the following provisions:

PCSB TruancyPolicy

Chronically truant is now defined as a school-aged student (between ages 5-18)
who accrues 10 or more unexcused absences within a single school year. A
school's truancy rate will be based on the percentage of students with 10 or more
unexcused absences for all students between ages 5-18.

- The school year will be broken into four quarters. For the first quarter, PCSB will provide schools with baseline data indicating their overall truancy rate. Schools will also be provided data indicating the total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students, and the number/ names of all students who were chronically truant (10 or more days for all students). The reviews will be divided as follows:
 - o 1st review: August September 30th (results reported on December 1st)
 - o 2nd review: October 1st November 31st (results reported on February 1st)
 - o 3rd review: December 1st January 31st (results reported on April 1st)
 - o 4th review: February 1st March 31st (results reported on June 1st)
 - Final review of whole school population: August-June 30th (results reported in August)
- Traditional LEAs must maintain a truancy rate at or below 20% on a quarterly basis (25% for high schools). At the end of the second quarter, schools that have a truancy rate over 20% (25% for high schools) will be subject to a Notice of Concern.
- Officially designated alternative LEAs must maintain a truancy rate at or below 35% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 35% will be subject to a Notice of Concern.
- The Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
 - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
 - > Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)
 - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the whole school population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)
- Factors such as documented due diligence in areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of PCSB.
- All Notices of Concern would be lifted at the end of the year and the school would start fresh the next year.
- It is PCSB's discretion to determine whether a notice of concern is lifted if a schools's truancy rate decreases only due to truant students being expelled or withdrawn.

Proposed language (highlight shows change from original policy)	Language from the Board- approved 2012 Truancy Policy	Reason for change
Truancy as a form of educational neglect is determined as 10 or more unexcused absences for all students ages 5-18.	Truancy as a form of educational neglect is determined as 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students).	New city-wide regulation on truancy
High schools must maintain a truancy rate at or below 25%; to lift a Notice of Concern, for the whole school population including previously truant students, the truancy rate for high schools cannot exceed 35%	Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis	The truancy rate for high- school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days.
Officially designated alternative LEAs must maintain a truancy rate at or below 35%; to lift a Notice of Concern, for the whole school population including previously truant students, the truancy rate for alternative schools cannot exceed 45%	Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis.	The truancy rate for high- school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days. For schools designated as alternative, the SY 2013 end of year truancy rate was much higher than traditional schools (rate over 45% for all alternative schools).

Background

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy rates were documented as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. The policy was revised in 2012 and renamed the PCSB Truancy Policy. Changes to the policy reflected new rules on the definition of truancy, in which truancy was defined as the percentage of students ages 5-13 who accrued 10 unexcused absences, and the percentage of students ages 14-17 who reached 25 or more unexcused absences. It was implemented as a pilot with no Notices of Concern being issued.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal		School Request	
Charter Application	ation Approval (Full)	Enrollment Ceiling Increase	
Charter Applic	ation Approval (Conditional)	Change in LEA Status	
Charter Applic	ation Denial	Lift Board Action	
Charter Contin	uance	Approve Accountability Plan	
Proposed Revo	cation	Operate in a New Location	
Revocation		Charter Amendment	
Lift Board Action	on	Approve E-Rate Plan	
Board Action, (Charter Warning		
Board Action, I	Notice of Concern		
Board Action, I	Notice of Deficiency		
Board Action, I	Notice of Probation	The same of the sa	
Proposed Revise	sions to PCSB Existing Policy		
New PCSB Police	cy—Open for Public Comment	t	
New PCSB Police	cy—Vote		
Other			
PREPARED BY:	Rashida Kennedy and Tir	im Harwood – Equity & Fidelity Tean	n
SUBJECT:	Revisions to the PCSB Att	ttendance and Truancy Policy	
DATE:	November 19, 2012		

Proposal/Request

PCSB staff requests the Board to approve revisions to the Attendance and Truancy Policy based on new local laws that require LEAs to report truant students ages 5 to 13 at 10 or more unexcused absences. These revisions would include the following provisions:

- Truancy is defined as the percentage of students with 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students).
- Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- A Board notice of concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous

- quarter(s). (This designated percentage will be based upon baseline data of truancy rates from SY 2011-2012, and may be amended based upon attendance trends.)
- It is at the Board's discretion to determine whether a notice of concern will be lifted if a schools's truancy rate decreases only due to truant students being expelled.

Proposed language	Current language from the Board-approved 2008 Attendance and Truancy Policy	Reason for change
Truancy is defined as the percentage of students with 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students).	Truancy is defined as the percentage of students with 15 or more unexcused absences during the academic year in Washington D.C.	New city-wide definition of truancy
Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis	Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.	When this policy was first introduced, the PMF did not yet exist. Attendance rate was removed so schools would not be doublepenalized for a low attendance rate on the PMF and with a Notice of Concern.
Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis.	Officially designated alternative LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.	When this policy was first introduced, the PMF did not yet exist. Attendance rate was removed so schools would not be doublepenalized for a low attendance rate on the PMF and with a Notice of Concern.
A Board notice of Concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous quarter(s). (This designated percentage will be based upon baseline data of truancy rates from SY 2011-2012, and may be amended based upon attendance trends.)	There was no provision built into the policy that described how a Notice of Concern could be lifted. Notices were lifted when a school's truancy rate decreased to under the 20% threshold in the subsequent quarter.	The truancy rate is cumulative. Schools voiced concern over the inability to have a Notice of Concern lifted without actually increasing the number of students in the building.

Background

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy was defined as defined as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. Schools submit attendance data based on the board-approved data submission policy on a weekly basis and must have at least 90% of their previous month's attendance data complete at all times.

Action:es to the Orig	Approved inal Proposal/Red	Approved with Changes	Rejected
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	Staff Proposal Corrective Acti PCSB Policy	School Request Enrollment Ceiling Increase Change in LEA Status Lift Board Action Approve Accountability Plan Operate in a New Location Charter Amendment Approve E-Rate Plan
	DISTRICT	OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
PRE	PARED BY:	Robert V. Mayo, Ph.D. (Staff)
SUB	JECT:	Decision Memo for Attendance and Truancy Policy

BACKGROUND

DATE:

In light of recent events and trends, attendance and truancy policy and procedural reform have been citywide imperatives culminating in: a) draft legislation outlining revised citywide truancy regulations (i.e., tracking, documented interventions, referrals, reporting, etc.) for all schools and b) a citywide multi-agency truancy reduction plan. Research has shown that there are strong correlations between high attendance and: higher measureable academic achievement, higher graduation rates, higher reenrollment rates, lower failure rates, lower drop-out rates, lower suspension/expulsion rates and decreased delinquency across all demographic groups.

August 8, 2008

Reliable local and national attendance data are difficult to find for a number of reasons. For the 2007-2008 academic year, the average attendance rate for all public charters was 92% (including both *excused* and *unexcused* absences). The PCSB Charter Review Framework states the school must attain the attendance targets set forth in its accountability plan. If the plan does not specifically address attendance rates, the school must meet the following targets:

DCPCSB Required Att. R	Actual '08-'09 Att. Rates	
Elementary Schools:	92%	93%
Middle/Jr. High Schools:	90%	93%
Senior High Schools:	87%	89%
Alternative Schools:	69%	90%

National truancy rates are said to *average* between 10%-15% according to recent studies on urban education. Last year, the overall truancy rate for DCPCSB schools was 19%

(defined as the percentage of students with 15 or more *unexcused absences* during the academic year in D.C.). The elementary school truancy rate was negatively affected by high rates at the K and 1st grade levels (each at 24%). The middle/junior high school rates were about average. The high school rates were relatively high across the four grade levels with 10th grade being particularly high at 30%.

Actual '08-'09 Truancy Rates (K-12)
Elementary Schools: 21%
Middle/Junior High Schools: 16%
High Schools: 25%
Alternative Schools: 32%

PROPOSAL

In light of all of the above, staff recommends that the Board establish a policy that will allow it to better: track, report, support and hold schools accountable for their respective attendance and truancy trends and related legally-required interventions. Specifically, staff recommends that:

- Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- PCSB staff will continue to provide truancy prevention technical assistance to schools

Date: PCSB Action: Changes to the Or	Approvediginal Proposal:	Approved with Changes	Rejected
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ATTENDANCE

PCSB UNIT OF RESPONSIBILITY: School Performance Team

REFERENCE			
N/A	N/A		

PROCEDURE

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 85% attendance threshold established by D.C. Public Charter School Board (PCSB). Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

days present + days excused days enrolled

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.

Those schools who fail to meet 85% quarterly attendance will be issued a Notice of Concern by the PCSB. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar, *Attachment* 1.

Section: ATTENDANCE - Last updated: September 30, 2011

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

	Staff Proposal Corrective Act PCSB Policy	School Request Enrollment Ceiling Increase Change in LEA Status Lift Board Action Approve Accountability Plan
	•	Operate in a New Location Charter Amendment Approve E-Rate Plan
PRE	PARED BY:	Robert V. Mayo, Ph.D. (Staff); Ino Okoawo (Staff)
SUB.	TECT:	Decision Memo for Attendance and Truancy Policy
DAT	E:	August 8 2008

BACKGROUND

In light of recent events and trends, attendance and truancy policy and procedural reform have been a city-wide imperative in recent months culminating in a) draft legislation outlining revised city-wide truancy regulations (i.e., tracking, documented interventions, referrals, reporting, etc.) for all schools and b) a multi-agency city-wide truancy reduction plan. Research has shown that there are strong correlations between high attendance and low truancy and: higher measureable academic achievement, higher graduation rates, higher reenrollment rates, lower failure rates, lower drop-out rates, lower suspension/expulsion rates across and decreased delinquency across all demographic groups.

Reliable local and national attendance data are difficult to find for a number of reasons. For the 2007-2008 academic year, the average attendance rate for all public charters was 92% (includes both excused and unexcused absences). The PCSB Charter Review Framework states the school must attain the attendance targets set forth in its accountability plan. If the plan does not specifically address attendance rates, the school must meet the following targets:

DCPCSB Required Att. F	Actual '08-'09 Att. Rates	
Elementary Schools:	92%	93%
Middle/Jr. High Schools:	90%	93%
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National truancy rates are said to average between 10%-15% according to recent studies on urban education. Last year, the overall truancy rate for DCPCSB schools was 19% (defined as the percentage of students with 15 or more unexcused absences during the academic year in D.C.). The elementary school truancy rate was negatively affected by high rates at the K and 1st grade levels (each at 24%). The middle/junior high school rates were about average. The high school rates were relatively high across the four grade levels with 10th grade being particularly high at 30%.

Actual '08-'09 Truancy Rates (K-12)
Elementary Schools: 21%
Middle/Junior High Schools: 16%
High Schools: 25%
Alternative Schools: 32%

PROPOSAL

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In light of all of the above, staff recommends that the Board establish a policy that will allow it to better: track, report, support and hold schools accountable for their respective attendance and truancy trends and related legally-required interventions. Specifically, staff recommends that:

- Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative schools/LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of schoolparent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- DCPCSB staff will continue to provide truancy prevention technical assistance to schools

Date: 8 18 08 Approved	Approved with ChangesRejected
Changes to the Original Proposal:	



ATTENDANCE AND TRUANCY POLICY

PCSB Unit of Responsibility: School Performance Team

REFERENCE

Date Approved by the Board of Directors:	August 18, 2008
Date Last Amended:	N/A

PURPOSE

This policy is set forth to establish the attendance and truancy levels that D.C. public charter schools are expected to adhere to as set by the D.C. Public Charter School Board (PCSB).

POLICY

Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly annual basis.

Officially designated alternative schools/LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.

Based on quarterly reports to the PCSB, schools that do not meet these attendance and truancy requirements will receive Board action.

Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.

The PCSB staff will continue to provide truancy prevention technical assistance to schools.

PROCEDURE

Attendance

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 85% attendance threshold established by PCSB. Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

$\frac{\textit{days present} + \textit{days excused}}{\textit{days enrolled}}$

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.



ATTENDANCE AND TRUANCY POLICY

Those schools who fail to meet 85% quarterly attendance will be issued a Notice of Concern by the D.C. PCSB. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar (Attachment 1).

Truancy

The absence of any school-age child from any portion of the school day without a valid excuse is considered truancy. Schools must establish a policy for monitoring, reporting, addressing, and evaluating attendance that includes the following:

- A procedure for personal contact with parent/guardian for each unexcused absence
- A continuum meaningful supports, incentives, intervention strategies, and consequences for absenteeism
- A referral process whereby within two days of the accumulation of five or more unexcused
 absences within one marking period, a student shall be referred to a school-based student
 support team; this team shall review attendance and related issues, communicate and collaborate
 with parents, provide timely response to truant behavior, make recommendations for services,
 use resources to abate the truancy, develop an intervention plan
- At the point of ten or more unexcused absences, the school administration is required to develop an immediate intervention plan
- An appeals process, including due process, for petitioning any attendance violation decisions made by the LEA

Additionally, each LEA should develop a process to contact specific D.C. governmental agencies for the following situations:

- For those students between five and thirteen years of age, at the point of ten consecutive unexcused absences, Child and Family Services Agency shall be contacted within two school days
- For those students between five and thirteen years of age, at the point of twenty unexcused absences within one school year, Child and Family Services Agency shall be contacted within two school days
- For those students over the age of thirteen, at the point of twenty-five or more unexcused absences within one school year, the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section should be contacted within two school days

Truancy rates (determined by the percentage of compulsory school-age students within a school campus with 15 or more unexcused absences) are calculated by the PCSB quarterly with the attendance pull from ProActive. Schools who have reached the 20% floor for truancy will be issued a Notice of Concern by the PCSB. Continued inability to reduce truancy below the 20% floor will result in a Notice of Deficiency.

EXHIBIT E

DISCIPLINE PLANS

PCSB UNIT OF RESPONSIBILITY: School Performance Team

REFERENCE

The D.C. Cohool Deform Ast of 1005	920 1002 06 (a)	
The D.C. School Reform Act of 1995	§38-1802.06 (g)	
	302	

PROCEDURE

The Discipline Plan is based on The D.C. School Reform Act of 1995 §38-1802.06 (g), on Expulsion and Suspension which states: The principal of a pubic charter school may expel or suspend a student from the school based on criteria set forth in the charter granted to the school.

A charter school can develop discipline codes different from District of Columbia Public Schools (DCPS). Some DCPS policies and practices may provide guidance and be appropriate for your school. Please refer to the D.C. Municipal Regulations, Chapter 25: Student Discipline while developing your school's policies.

While the D.C. Public Charter School Board (PCSB) does not dictate the specific course of action in school discipline plans, it is suggested that every charter school's discipline plan reflect the mission and philosophy of the school and each plan contain the following information:

- Parent's Rights and Responsibilities
- · Student's Rights and Responsibilities
- · Staff's Rights and Responsibilities

Be sure that the plan includes:

- A clear explanation of infractions
- Clear statements of what specific acts are not tolerated in the school
- · Clearly outlined basis for suspensions and expulsions
- A clear outline of due process procedures and an appeal process
- Provisions to ensure that all rules are enforceable and applied consistently by all staff
- · Tiered consequences for infractions
- Consequences, interventions and rewards for behavior

Special Education Requirements:

· All IDEA guidelines must be followed

DISCIPLINE PLANS

Information to be reported:

All expulsions or suspensions over five days must be reported to the PCSB as soon as possible. In addition a report of all suspensions should be submitted monthly. In addition, all "serious incidents" should be reported as soon as possible. "Serious Incidents" can be defined as the following:

- Sexual assault
- Theft/robbery assault/battery
- Fire (Arson or accidental)
- Threat/intimidation
- Weapon use/possession
- Drug use/possession
- Alcohol use/possession
- Trespassing
- Sexual harassment
- Explosive use/possession/or threat of its use
- Any other serious incident that school officials determine should be reported to the Board.

Tips and Reminders when creating a School Discipline Plan

- Student transfers to DCPS or other charter schools are not a viable alternative to taking disciplinary action against a student for violating your school's discipline policies.
- A transfer cannot be negotiated in lieu of a long-term suspension or expulsion on record.
- The School Principal is responsible for ensuring that due process procedures are followed by all appropriate staff personnel.
- Each school should have impartial members, i.e. hearing officer, to oversee discipline hearings.
- Discipline Plans should be approved by the school's Board of Directors.

Beginning school year 2011, discipline reports will be submitted by schools to the PCSB through the ProActive Data Management System. (See Data Collection, Section 3.2 c).

EXHIBIT F

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request			
Charter Application Approval (Full)	☐ Enrollment Ceiling Increase			
Charter Application Approval (Conditional)	☐ Change in LEA Status			
Charter Application Denial	Lift Board Action			
☐ Charter Continuance	Approve Accountability Plan			
Proposed Revocation	Operate in a New Location			
☐ Revocation	☐ Charter Amendment			
Lift Board Action	Approve E-Rate Plan			
Board Action, Charter Warning				
Board Action, Notice of Concern				
 Board Action, Notice of Deficiency 				
Board Action, Notice of Probation				
Proposed Revisions to PCSB Existing Policy				
New PCSB Policy—Open for Public Comment				
New PCSB Policy—Vote				
Other				
Anthomorphics				
	A STATE OF THE STA			
PREPARED BY: Rashida Kennedy – Equity	& Fidelity Team			
and the same and t				
SUBJECT: Discipline and Attendance Audit Policy				
Discipline and recommend reads 1 only				

Proposal/Request

DATE:

PCSB Staff request that the Board vote to accept the proposed Discipline and Attendance Audit Policy. The Board voted to open the proposed policy for public comment on November 19, 2012. During the 28-day public comment period, PCSB received four submissions of public comments (attached to this proposal). This proposal contains a final version of the policy; any changes from the original policy that were included in response to public comment are found in red text. This policy will determine flags that could trigger audits of submitted data. The following cases **could** trigger such audits:

- Data discrepancies in ProActive (all grades)
- Between 0-3% discipline incidences in grades 6-12

December 17, 2012

• Under 80%, or 100% in-seat attendance rates (all grade spans that have regular Monday through Friday daytime classes)

PCSB staff will take these triggers into consideration when determining if an audit should be conducted. If a trigger does apply to a school, other factors may also be considered, such as whether or not the school has received recent data submission warning notices. In addition, PCSB staff will conduct random audits of discipline and attendance data throughout the school year to ensure data quality.

These audits **could** include the following:

- Comparison of attendance and discipline data between a school's student information system and data in ProActive
- In person audit of a school's attendance and discipline data entry process
- Accurate review of paper documents (if applicable)
- Interviews with a school's data manager or other persons responsible for student data
- Site review

Background

The School Reform Act of 1996, as amended, requires in section § 38-1802.11.(a)(1)(C) — that an eligible chartering authority shall monitor the progress of each such school in meeting student academic achievement expectations specified in the charter granted to such school.

In order to monitor schools' academic achievement, the PCSB collects data electronically via our data collection system, ProActive, Epicenter, encrypted files, or other secure methods. As stated in the PCSB Data Submission Policy (May 2012), PCSB staff may conduct on-site data validation visits at any time throughout a school year. Therefore, PCSB expects schools to maintain documentation in paper and/or electronic format pertaining to attendance, enrollment, and discipline.

Date: PCSB Action:	— Approved	Approved with Changes	Rejected
	iginal Proposal/Red		
onungeo to me o.	.Ba	1995.1	



OTHER OF GENERAL COUNSEL

COMFLETE ALL SECTIONS OF THIS FORM - AN INCOMPLETE FORM WILL BE RETURNED AND WILL DELAY REVIEW OF YOUR DOCUMENT.

Requestor's Name/Title: Robyn Elle, I	EVIEW DF YOUR DOCUM Director of College Readings	ENT. and Community C)utreach		
Department: Academic Affairs, CARE P					
•	E-mail: robyn.ellis@ud	-			
Date Requested: 08/08/2014					
Title of Agreement: Educational Data Access	a good I lea Armement between	DC Public Charter Sci	m.E/L hord Roard and UDC-CC		
•					
Contracting Party:					
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1. Identify the UDC Signatory: (UI	C official who will exec	rute the agreeme	nt): Dr. Rachel M. fetty		
2. UDC Staff Member responsible ONCE EXECUTED YOU (CONTAINING ALL REOU	UDC Staff Member responsible for monitoring the agreement: Dr. Calvin Woodland ONCE EXECUTED YOU ARE REQUESTED TO RETURN A COPY OF THE AGREEMENT (CONTAINING ALL REQUIRED SIGNATURES) TO OGC WITHIN 5 DAYS OF EXECUTION.				
	Iniversity dept.	***************************************	—·		
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5. OSP or 60 Office of Academic A	(Required)				
6. IT Requirement			Not applicable**		
7. Communication/Marketing Rec			Not applicable**		
8. Facility Related Requirement	-		Not applicable**		
9. Risk Management (Insurance)	•		Not applicable**		
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EDUCATIONAL DATA ACCESS AND USE AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

AND

University of the District of Columbia/Community College AS AUTHORIZED REPRESENTATIVES

This EDUCATIONAL DATA ACCESS AND USE AGREEMENT (hereinafter "Agreement") is entered into between the DISTRICT OF COLUMBIA, PUBLIC CHARTER SCHOOL BOARD (hereinafter "PCSB") and University of the District of Columbia/Community College (hereinafter "UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE" or "UDC-CC"), collectively referred to herein as the "Partias".

RECITALS

WHEREAS, PCSB is the authorizer for public charter schools in the District of Columbia;

WHEREAS, PCSB, as the authorizer, produces a detailed annual performance report for each public charter school it oversees, which shows a school's performance on the Performance Management Framework ("PMF");

WHEREAS, PCSB plans to revise the High School PMF to Include dual enrollment as an indicator, and in so doing will need data on students who are dually enrolled in a public charter school and the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE;

WHEREAS, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE is a College Access Provider providing services to students of District of Columbia public charter schools;

WHEREAS, the UNIVERISTY OF THE DISTRICT DF COLUMBIA/COMMUNITY COLLEGE collects student data necessary for PCSB to calculate the dual enrollment indicator; and

WHEREAS, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE has agreed to share the data elements defined in section 4.1 with PCSB in order for PCSB to calculate the dual enrollment indicator;

NOW, THEREFORE, In consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

1. Definitions.

- 1.1. Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by the Family Educational and Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], the U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.), and the Omnibus Act.
- 1.2. As used in this Agreement, the following terms shall have the meanings ascribed:
- 1.2.1. Performence Management Framework ("PMF") means the annual school

performance report metrics that allow the Board to evaluate elementary, middle, and high school performance at public charter schools across common measures.

- 1.2.2 "Dual enrollment" means a student who is primarily enrolled in a District of Columbia public charter school, but is also receiving credit for courses taken at the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE.
- 1.2.3 "Data," as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.
- 1.2.4 The term "Technical Data," as used herain, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.
- 1.2.5 The term "Computer Software," as used herein means computer programs and computer databases. "Computer Programs," as used harein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control end engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.
- 1.2.6 The term "computer databases," as used herein, means a collection of data in a form capable of being processed and operated on by a computer.
- 2. **Purpose.** The purpose of this Agreement is to facilitate the exchange of data from aducational records of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE that is necessary for PCSB to calculate the dual enrollment indicator of the high school PMF, which is used to evaluate the high school progrems of public charter schools.
- 3. Designation as Authorized Representative. PCSB hereby designates UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE as its authorized representative to carry out data collection activities related to the calculation of the dual enrollment indicator in the high school PMF as described in Section 2 of this agreement.
- 4. Data Disclosure.

- 4.1. Through a secure method, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall disclose to PCSB the following data about UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and the students who are dually enrolled in the UNIVERSITY DF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and a public charter school:
- 4.1.1. Student's last name (Last).
- 4.1.2. Student's first name (First).
- 4.1.3. Student's middle initial (Initial).
- 4.1.4. Student's date of birth (DOB).
- 4.1.5. Term of Enrollment (Term).
- 4.1.6. Student's University of the District of Columbia/Community College Identification Number (ID#).
- 4.1.7. Public Charter School Student Attends (PCS).
- 4.1.8. Number Credits Student Earned Per Class (Credits).
- 4.1.9. Course Title (Class Name).
- 4.1.1D. Course Number (Number).
- 4.1.11. Date range of the course.
- 4.1.12. Schedule Type of the course.
- 4.1.13 Instruction Method of the course.
- 4.1.14. Scheduled meeting dates of the course.
- 4.1.15. Meeting location of the course.
- 4.1.16. Course instructor.
- 4.1.17. Final Grade per Class (Final).
- 4.2. PCSB shall use the data provided by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE pursuant to Section 4.1 of this Agreement to match students served by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE with students attending a public charter school and to calculate the duel enrollment indicator of the high school PMF for these students. If PCSB is unable to match a student served by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE with a student attending a public charter school, PCSB shall provide written notice to UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE through a secure method. Such notice shall identify the students who could not be matched to a student attending a public charter school, recommend additional data elements that could assist PCSB with performing the match, and establish a reasonable timeframe for UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to provide the additional deta.
- 4.3. Through a secure method, PCSB shall provide to UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE the following data elements, if available, for each student receiving services from UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE that PCSB was able to match to a student attending e public charter school:
- 4.3.1. Student's last name (Last).
- 4.3.2. Student's first name (First).
- 4.3.3. Student's middle initial (initial).
- 4.3.4. Student's date of birth (DOB).
- 4.3.5. Academic year (AY).

- 4.3.6. Public Charter School Attending (PCS).
- 4.3.7. Public Charter School ID.
- 4.3.8. Unique Student Identifier (USI).
- 4.4. Ownership of Data. Both Parties understand that this agreement does not convey ownership of data to either entity.
- 5. Timeframes for Data Disclosure.
- 5.1. Unless otherwise agreed to by the parties, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall provide to PCSB the data described in Section 4.1 not later than 30 days after the close of each semester.
- 5.2. PCSB shall provide to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE the data described in Section 4.3 within a reasonable period of time, but no later than 30 days, after receipt of data necessary to identify students attending public charter schools.
- 6. Limitations on Use, Access, and Disclosure of Data.
- 6.1. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall not use the data received from PCSB for any purpose other than the activities identified in Sections 2 and 3 of this Agreement.
- 6.2. Without the prior written consent of PCSB, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall not re-disclose personally-identifiable student data received from PCSB to any other person or entity, except for those employees of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE who are authorized by the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to perform the functions described in this Agreement on its behalf.
- 6.3. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall, as an authorized representative of PCSB, take all necessary precautions to preserve the confidentiality of all personally-identifiable information of students, as well as information about parents.
- 6.4. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE will promptly respond to PCSB's requests for any information, reports, or other assurances of the UNIVERSITY DF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's on-going compliance with this Agreement.
- 6.5. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE is authorized to publish data disclosed to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE by PCSB in aggregate form, after all personally-identifiable student information has been removed and/or de-identified. Prior to publicizing aggregate reports based on data received from PCSB, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall provide a copy of such aggregate report to PCSB. Upon receipt of an aggregate report from the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE, PCSB shall have ten (10) business days to review the aggregate report for compliance with this Agreement. If PCSB determines that the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's

aggregate report contains personally-identifiable student information, PCSB shall notify the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY CDLLEGE in writing about the potential breach.

Destruction of Data.

- 7.1. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall destroy all data received from PCSB pursuant to this Agreement when the data is no longer needed for the activities identified in paragraph 2 or five years after the data has been received, whichever occurs first.
- 7.2. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall confirm in writing to PCSB its compliance with the terms of paragraph 7.1 within five (5) business days of destroying the data.
- 7.3. Nothing in this agreement shall be construed to require the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to destroy duplicative data or records that the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE has legitimately received from a source other than PCSB.
- 8. Choice of Law. This Agreement shall be governed by and interpreted in eccordance with the laws of the District of Columbia.
- 9. Severability. The invalidity, illegality, or unenforceability of any provision of this Agreement shall not impair the validity of any other provisions. Any provision of this Agreement determined by e court of competent jurisdiction to be unenforceable will be deemed severable, and the Agreement may be enforced with that provision severed or as modified by the court.
- 10. Modification. The terms and conditions of this Agreement may be modified only by prior agreement of the Perties. Such modification must be executed in writing end be signed by the duly euthorized signatories of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and PCSB. However, emendments to the PCSB High School PMF Guidelines by PCSB shall not be subject to the prior approval or consent of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE. Amendments to the PCSB High School PMF Guidelines shall become effective for the purposes of this Agreement beginning on the fifth (5th) business day after PCSB provides notice to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE of such amendments.
- 11. Breach. In the event of e breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall notify PCSB of the breach within two (2) business days of the date on which the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE becomes aware of the breach. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE from future access to educational data.
- 12. Termination. Either of the Parties may terminate this Agreement prior to its expiration.

PCSB may terminate this Agreement by providing 30-day advance written notice to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE may terminate this Agreement by providing 30-day advance written notice to PCSB, which notice must include the UNIVERSITY OF THE DISTRICT DF COLUMBIA/COMMUNITY COLLEGE's certification that the data has been destroyed pursuant to paragraph 7 of this Agreement. Termination by the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE prior to the expiration of this Agreement will not be effective until the data has been destroyed pursuant to paragraph 7.

13. Applicable Laws. The Parties shall comply with all applicable laws, rules, and regulations whether now in effect or hereafter enacted or promulgated.

14. Authority.

- 14.1. PCSB warrants that it is the authorizer for public charter schools in the District of Columbia and is authorized to enter into data sharing agreements with college providers of public charter school students.
- 14.2. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE warrants that it is an organization in good standing, including as appropriate a corporation in good standing under the laws of and has its principal place of business in Washington, DC, that execution of this Agreement is within its corporate powers, and that all necessary approvals have been obtained prior to execution of this Agreement.
- 15. Effective Date. This Agreement becomes effective as of the date on which all duly authorized Individuals have signed the Agreement.

16. Duration.

This Agreement shall automatically renew annually unless terminated by either party.

17. Notice. Notices required herein shall be deemed to have been given and received, (I) three (3) business days after having been sent to the appropriate party listed below, by regular and certified mail; (ii) one (1) business day after having been sent by a nationally recognized overnight couriar service; (iii) on the date of delivery if by personal delivery; or (Iv) on the date of email transmission, provided that any such transmission is made before 5:00 p.m. on a business day (and otherwise, on the next business day). The below addresses may be changed by written notice to the appropriate party.

NOTICE TO PCSB:

3333 14th St., NW, Suite 210 Floor Washington, D.C. 20010

Attn: Sareeta Schmitt
Email: sschmitt@dcpcsb.org

NOTICE TO UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE:

801 North Capitol Street, NE Washington, DC 20002

Attn: Robyn Ellis

Email: robyn.ellis@udc.edu

duly authorized individuals.	
PCSB	
By: S	icott Pearson, Executive Director of PCSB
Date: 9/19/14	1
University of the District of Columbia/Community Co	gliege
BY: OBJAN W. NOLLING	Or. Calvin Woodland, Interim CEO of UDC
Date: 9/16/14	
University of the District of Columbia	
By: Rachel Pelly 10 10 10 10 10 10 10 10 10 10 10 10 10	Dr. Rachel Petty, Interim Provost, UDC
Date: 9/15/2014	

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by the following

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding between the DC Public Charter School Board ("PCSB") and Georgetown University on behalf of its Law Center ("Georgetown Law Center") memorializes the understanding of the parties regarding the placement of Nia Ariel Davis and Daniel Quandt Amanda Shelto Legal Fellows ("Fellows") in PCSB's Washington, DC office for the period commencing October 6, 2014 and ending on September 30, 2015.

I. Recitals:

- (A) Georgetown University Law Center is a part of Georgetown University, a nonprofit institution of higher education organized as a non-stock corporation under a Congressional charter.
- (B) PCSB is an independent government agency that was established by the D.C. School Reform Act of 1995, currently codified at D.C. Code §§ 38-1802 et seq.
- (C) PCSB and Georgetown Law Center wish to create opportunities to train recent Georgetown Law Center graduates in education law and policy.

II. Duties of the Fellow:

The Fellows will:

- (A) Draft amendments to charter school agreements;
- (B) Draft correspondence regarding PCSB Board actions;
- (C) Attend monthly PCSB Board meetings and draft meeting minutes for each meeting;
- (D) Research legal and other issues as needed and draft findings; and
- (E) Complete other assignments as needed.

III. Undertakings of the Parties:

(A) The Fellows shall be employees of PCSB. The Fellows shall receive salary and such benefits for which they are eligible from PCSB and will be covered by PCSB's liability insurance plans to the same extent and on the same basis as other similarly situated employees.

- (B) Georgetown Law Center shall pay to PCSB \$40,000 to be used solely towards the salary paid by PCSB to the Fellows. PCSB shall submit an invoice to Georgetown Law in this amount by October 30, 2014. Georgetown Law Center agrees to pay PCSB within 30 days of receipt of the invoice.
- (C) PCSB shall provide appropriate legal training and supervision of the Fellows.
- (D) Nothing contained herein shall create an employment relationship between Georgetown University or Georgetown Law Center and the Fellows or a joint venture or other partnership agreement or arrangement between PCSB and either Georgetown University or Georgetown Law Center.
- (E) In listing the Fellows in its annual report, website materials, and staff directories, PCSB may reference Georgetown University and/or Georgetown Law Center. PCSB shall not include in any other promotional material any reference to Georgetown University or Georgetown Law Center without express prior written authorization by Georgetown Law Center. Georgetown University and/or Georgetown Law Center may reference their support of the Fellow in their annual report and website, but may not include in any other promotional material any reference to PCSB without express prior written authorization of PCSB.

IV. Term and Termination:

- (A) This agreement shall commence on October 6, 2014 and end on September 30, 2015 unless terminated earlier as provided below.
- (B) Either party may terminate this agreement by providing no less than 60 days written notice to the other party. Such notice shall be sent by hand delivery, overnight delivery, or certified U.S. mail, return receipt requested, to the attention of the undersigned. Except as otherwise provided below in subparagraph IV(C), upon termination, PCSB agrees to refund to Georgetown Law a prorated share of the \$40,000 that Georgetown Law paid toward the Fellows' salaries.
- (C) If either or both of the Fellows do not remain in the Fellowship for the full term of this agreement for any reason, the parties agree to make good-faith efforts to replace both or either of the Fellows with other Georgetown Law graduates. If they are unable to do so, and the PCSB representative responsible for the Fellowship states in good faith that the Fellow(s) resigned for reasons unrelated to PCSB, PCSB shall be under no obligation to refund the funds paid by Georgetown Law pursuant to this agreement. Otherwise, PCSB agrees to refund to Georgetown Law a prorated share of the \$40,000 that Georgetown Law paid toward the Fellows' salaries.

V. Miscellaneous Provisions:

Title: Executive Director

- (A) PCSB may not assign, in whole or in part, its rights, duties, obligations, or responsibilities under this Agreement without the express prior written consent of Georgetown Law Center.
- (B) The Fellows shall not have any legal rights arising out of this Agreement or be deemed to be a third party beneficiary of this Agreement.
- (C) This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by a written agreement of the parties.
- (D) The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.
- (E) This Agreement shall be governed by and construed under the laws of the District of Columbia, United States of America, which shall be the forum for any disputes or lawsuits arising from or incident to this agreement.
- (G) This Agreement may be executed in counterparts by the parties.

IN WITNESS WHEREOF, this agreement has been executed by PCSB and Georgetown Law Center on the dates indicated below.

For: PCSB	For: Georgetown University Law Center		
Ву:	By: Slongs Carl 10/17/1		
Date:10/16/2014	Date:		
Name: Scott Pearson	Thomas G. Clark		

Chief Financial Officer

MEMORANDUM OF AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION AND PUBLIC CHARTER SCHOOL BOARD

TO

IMPLEMENT A DATA-SHARING, MONITORING, AND INFORMATION SYSTEM USE AGREEMENT REGARDING HOSPITALITY HIGH SCHOOL OF WASHINGTON, D.C.

I. RECITALS.

WHEREAS, OSSE is responsible for state-level functions pursuant to Sections 3(b)(11) and (15) of the State Education Office Establishment Act of 2000, as amended, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602(b)(11), (15)); and

WHEREAS, PCSB is the eligible chartering authority currently approved by the D.C. Council to grant a charter to a public charter school in the District of Columbia and employs a variety of accountability, oversight, and monitoring services and systems to evaluate charter schools; and

WHEREAS, Hospitality High School of Washington, D.C. (the "School") was a public charter school under PCSB oversight and, in lieu of participating in its 15-year renewal process, the School voluntarily surrendered its charter; and

WHEREAS, OSSE is currently responsible for the oversight of the operation and management of the School pursuant to Mayor's Order 2014-196, dated August 12, 2014; and

WHEREAS, during the time that the School was a public charter school, PCSB utilized data collection, monitoring, and information systems to evaluate the operation of the School and its compliance with all applicable laws, regulations, and PCSB standards; and

WHEREAS, although no longer having any official monitoring responsibilities or accountability oversight for the School, PCSB is willing and able to assist OSSE at no cost with these activities by providing OSSE with access to certain of its data systems and by providing certain monitoring services to OSSE (collectively, and as more fully described herein below, the "Services") so that the monitoring and oversight of the School continues during the time that OSSE is managing the School operations; and

WHEREAS, OSSE acknowledges that PCSB is entering into this Memorandum of Agreement ("MOA") for the sole purpose of providing the Services to OSSE and because PCSB has the capacity and historical knowledge to assist OSSE, but that the provision of the Services in no way obligates PCSB to legal oversight of the School as the School is no longer a charter school; and

WHEREAS, the Parties enter into this Memorandum of Agreement ("MOA") with the understanding that any sharing of data shall be consistent with the provisions of the Family Educational Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], and the

U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.] (hereinafter "FERPA").

NOW, THEREFORE, in accordance with the above Recitals and in consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

- II. [Intentionally omitted].
- III. **RESPONSIBILITIES OF THE PARTIES.** Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:
 - A. RESPONSIBILITIES OF PCSB. PCSB shall provide the following Services to OSSE in connection with the School in accordance with PCSB's accountability and monitoring standards for charter school oversight:
 - 1. Prepare and provide to OSSE an FAR (financial score card); provided that PCSB shall not be required to otherwise publish this information.
 - Provide quarterly financial oversight of the School and submit relevant information and/or concerns to OSSE; provided that PCSB shall not have any obligation to act on the information provided.
 - Field and forward parent and School complaints directly to OSSE's designated point of contact.
 - Conduct 9th and 12th grade transcript reviews and provide all review information to OSSE; provided that PCSB shall not be required to otherwise publish this information nor have any obligation to act on the information provided.
 - Provide OSSE personnel with access to existing PCSB compliance, data and information collection systems, including Proactive and Epicenter, and arrange for applicable password access as necessary; provided, however, that such access shall be limited to School information only.
 - 6. Provide such other services as are mutually agreed to by the parties in writing, which additional services shall be herein incorporated.
 - 7. Provide a current point of contact to OSSE for purposes of coordinating the Services.
 - 8. Reasonably cooperate with OSSE to ensure the winding down and closure of the School at the appropriate time pursuant to applicable D.C. laws and regulations.
 - Reasonably cooperate with OSSE to execute such additional documentation as the Parties believe may be necessary to comply with FERPA or otherwise fulfill the purpose of this MOA.
 - B. RESPONSIBILITIES OF OSSE. OSSE shall:

- 1. Provide a current point of contact to PCSB for purposes of coordinating the Services.
- 2. Reasonably cooperate with PCSB to ensure the winding down and closure of the School at the appropriate time pursuant to applicable D.C. laws and regulations.
- Reasonably cooperate with PCSB to execute such additional documentation as the Parties believe may be necessary to comply with FERPA or otherwise fulfill the purpose of this MOA.
- IV. DURATION OF MOA. This MOA shall be effective as of the date on which both Parties' representatives have executed the Agreement and shall continue until terminated by either Party.
- V. AUTHORITY FOR AGREEMENT. The Parties are authorized to enter into this MOA pursuant to D.C. Official Code § 1-301.01(k). Authority is also found in Mayor's Order 2014-196, dated August 12, 2014.
- VI. FUNDING PROVISIONS. There shall be no cost for the activities described in this MOA.
- VII. **CONFIDENTIAL INFORMATION.** The Parties to this MOA will use, restrict, safeguard and dispose of all information related to services provided by this MOA, in accordance with all relevant federal and local statutes, regulations, policies. Pursuant to FERPA, OSSE, as the State Education Agency (SEA) for the District of Columbia, and PCSB, as the authorizer for all DC charter schools, are authorized to receive educational records containing personally-identifiable information about students and parents.
- VIII. FERPA. The Parties agree that the confidential data pertaining to students currently attending the School to be shared by and with each party is needed for compliance with Federal requirements related to state-supported educational programs. Both Parties understand that this Agreement does not convey ownership of student data to either entity. Further, the Parties agree:
 - 1. That each party is designated the authorized representative of the other party solely for the purposes of sharing the data discussed above.
 - 2. Only use the data each party may share with the other party, including students' personally identifiable information, for legitimate educational purposes.
 - 3. Use reasonable methods to protect the data either party may share pursuant to this Agreement, including students' personally identifiable information, from re-disclosure, and to not share this data with any other entity without prior written approval from the party who provided the data except as permitted under FERPA.
 - 4. Ensure that their policies and procedures protect the data the Parties may share, including students' personally identifiable information, from further disclosure or unauthorized use.
 - 5. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of

FERPA and other federal laws with respect to the data shared under this Agreement.

- 6. Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement, except as necessary for compliance with Federal and/or state requirements related to state supported educational programs.
- 7. Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii).
- 8. Both Parties shall destroy all data received from the other party pursuant to this Agreement in compliance with D.C. laws and regulations. Nothing in this agreement shall be construed to require PCSB or OSSE to destroy duplicative data or records that they have legitimately received from a source other than PCSB. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.

In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the Parties shall notify each other of the breach within two (2) business days of the date on which PCSB or OSSE, becomes aware of the breach pursuant to Section X, below.

- IX. **TERMINATION.** Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. In the case of a notification of termination of this agreement, OSSE and PCSB shall make arrangements to provide OSSE with continued access to such essential historical data regarding the School within the terms of this MOA as the parties may define.
- X. NOTICE. The following individuals are the contact points for each Party under this MOA:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:
Dr. Tony D. Johnson
Career and Technical Education
State Director
Government of the District of Columbia
Office of the State Superintendent of Education
810 First Street, NE- 2nd Floor | Washington, DC 20002

Office: 202.727.8576 | tony.johnson@dc.gov

PUBLIC CHARTER SCHOOL BOARD: Scott Pearson Executive Director D.C. Public Charter School Board 3333 14th Street NW, Suite 210 Washington, DC 20010 Phone: 202-727-3471 Fax: 202-328-2661

- XI. **MODIFICATIONS.** The terms and conditions of this MOA may be modified only upon prior written agreement by the Parties.
- XII. MISCELLANEOUS. The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

PUBLIC CHARTER SCHOOL BOARD

Scott Boarcon

Date: __11/12/2014

Scott Pearson Executive Director

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Jesús Aguirre

State Superintendent of Education

MEMORANDUM OF UNDERSTANDING

between

THE DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

and

DISTICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

This is a Memorandum of Understanding (Agreement) between the DC Office of the State Superintendent of Education Office (DC OSSE) and the District of Columbia Public Charter School Board (PCSB), dedicated to working collaboratively and in partnership to ensure that all District of Columbia children have a fair, equal, and significant opportunity to obtain a high quality education, and reach at a minimum, proficiency on challenging state academic achievement standards:

Whereas, the DC OSSE and the PCSB recognize public charter school autonomy as an essential element of public education in the District of Columbia;

Whereas, the United States Congress enacted the District of Columbia School Reform Act of 1995, effective April 26, 1996 (Pub. L. 104-134, Title II, 110 Stat. 1321, codified at D.C. Official Code§ 38-1800.01 et seq.);

Whereas, the District of Columbia Public Education Reform Amendment Act (D.C. Law 17-9, effective June 12, 2007, D.C. Official Code§ 38-2601 et seq.) created the DC OSSE as the State Education Agency (SEA) for the District of Columbia, and as the District of Columbia's representative to the US Department of Education (Department):

Whereas. District and Federal law recognizes the PCSB as the authorizer responsible for charter school performance accountability:

Whereas, the DC OSSE and the PCSB maintain close contact with each other to exchange current and accurate information about pubic charter schools' standing within the state performance and accountability system;

Whereas, the DC OSSE and the PCSB share the common goals of improving and expanding quality public charter schools in the District of Columbia; and

Whereas, the DC OSSE and the PCSB enter into this Agreement for the purpose of implementing the terms specified by the US Department of Education (Department) invitation and guiding principles established by the Department for SEAs requesting flexibility with the ESEA for school year 2013-2014, the waiver granted to the DC OSSE by the Department (Waiver), and any modifications to such Waiver that may be granted.

Now therefore in mutual understanding.

The DC OSSE and the PCSB

The parties agree as follows:

- A. The DC OSSE and the PCSB each have joint and several responsibilities to enhance implementation of the Waiver to improve student achievement and the quality of instruction for students;
- B. This Agreement addresses responsibilities of the DC OSSE as SEA and the PCSB as the District public charter school authorizer consistent with Federal and District law and does not alter respective public charter school responsibilities as set forth therein;
- C. The PCSB has primary responsibility for holding public charter schools accountable e pursuant to section 1116 of Title I. Part A of ESEA;
- D. The DC OSSE as the SEA is ultimately responsible to the Department for ensuring that all federal funds are used in conformance with applicable laws, including Title I. Part A funds that are allocated to public charter schools:
- E. The DC OSSE has the sole authority to make allocations of Title I funds;
- F. Consistent with the Waiver, public charter schools shall be classified by the DC OSSE into five categories including: Reward, Rising, Developing, Focus or Priority in accordance with the formal Waiver application approved by the Department:
- G. After a public charter school is identified by the DC OSSE as a Priority or Focus school, the PCSB will have broad flexibility to address accountability requirements of Title I. Part A, and will have primary responsibility for overseeing, developing, implementing, and monitoring of such requirements on the school-level; however once a school fails to meet exit criteria for a Priority or Focus school, as applicable, for two cumulative years, DC OSSE will have approval rights over any such plan;
- H. Given that PCSB meets the criteria for a "strong charter authorizer system" as described in FAQ A-1Oa, the Teacher and School Leader Evaluation Systems of each applicable charter school must be reviewed by the PCSB to ensure the school's application of the principles described in the ESEA flexibility principle 3, with PCSB having the opportunity to make recommendations for improvement. The PSCB will submit such systems to the DC OSSE for review and comment prior to the school's implementation;
- To enable monitoring of the PCSB's effective implementation of interventions and supports by the DC OSSE, a web-based system shall be used to post charter schools' Interventions and Support Plans, as well as to track progress against the objectives;
- The PCSB shall develop and implement a Corrective Action Plan to address any noncompliance related to accountability at a public charter school:

- K. TIIe parties will in good faith continue their efforts to collaborate on data collection with the goal of reducing school reporting burdens, minimizing data errors, and improving the timely accessibility of data and analysis;
- L. Nothing in this Agreement shall be construed as limiting the PCSB's authority to grant, renew, or revoke a charter;
- M. Nothing in this Agreement shall be construed as limiting the DC OSSE's authority as the SEA or the State Superintendent's authority as the Chief School Officer for the District of Columbia;
- N. Nothing in this Agreement shall be construed as limiting any authority of DC OSSE to take direct enforcement action against a public charter school for violation of any law for which the DC OSSE has oversight authority, any provision of ESEA other than section 1116, any terms or requirements based upon a DC OSSE-issued grant award term, or any assurance provided by a public charter school to the DC OSSE;
- O. The Parties agree that OSSE is authorized to obtain directly from a charter school any records deemed by OSSE or the U.S. Department of Education as reasonably necessary to implement the Waiver and/or oversight of the statewide accountability system requirements, if such records are not in the possession of PCSB and, except in an emergency, PCSB has not been able to produce them within thirty (30) days of OSSE's request; and
- P. The PCSB retains the authority to close a low-performing charter school under the timeframes and according to performance expectations in the charter and under District law, and as authorizer any such decision by the PCSB supersedes a designation by the DC OSSE that such school is a Focus or Priority school, consistent with applicable law.

II. The PCSB Obligations

The PCSB shall:

- A. Ensure that each public charter school complies with accountability requirements of Title I, Part A of ESEA and consistent with the Waiver, including data collection, submission, and reporting:
- B. Provide a copy of high school transcript audits to the DC OSSE by August 30^[1] of each year;
- C. Provide the DC OSSE with the results of PCSB's "9 grade on track" sample-based audit for the percentage of students on track to graduate in four years, providing student-level data to allow the DC OSSE to calculate rates for all NCLB subgroups, including students with disabilities and English Language Learning (ELL) students, and any other subgroup identified by the Department for receipt of Title I, Part A;

- D. Develop and implement a plan to correct charter school noncompliance as identified by the DC OSSE and the PCSB individually or severally;
- E. Include the "Cohort Graduation Rates" in the Performance Management Framework beginning in SY2012;
- F. Provide incentives or supports to public charter schools that attain or miss one or more of the Annual Measurable Objectives (AMOs);
- G. Consider charter revocation of a public charter school that remains in the bottom 10% of all public schools pursuant to the DC OSSE's Accountability Index Score for three out of five years;
- H. Perform the following accountability functions under Title I. Part A of ESEA for District public charter schools:
 - Monitor each public charter schools' progress in meeting school-level and subgroup-level AMOs established by the DC OSSE and approved by the District of Columbia State Board of Education;
 - 2. Use statewide accountability standards for core curriculum established by the DC OSSE and approved by the District of Columbia State Board of Education as one input to its periodic review of the progress of each public charter school towards improving academic achievement, closing achievement gaps, and increasing graduation rates, and to publicly disseminate its reviews; and
 - Review, at least annually, the effectiveness of each public charter school's
 activities related to parental involvement, professional development, and other
 activities required under Title I, Part A of ESEA;
- I. Develop and implement in any public charter school identified by the DC OSSE as Priority a three-year plan that includes meaningful interventions that are aligned to each of the following turnaround principles:
 - 1. Strong principal leadership;
 - 2. Effective staffing practices and instruction:
 - 3. Curriculum, assessments, and interventions:
 - 4. Effective use of time:
 - 5. Effective use of data:
 - 6. School climate and culture; and
 - Effective family and community engagement;

- J. Develop and implement in any public charter school identified by the DC OSSE as Focus a two-year plan that includes meaningful interventions targeted at the specific reason for that schools' identification. Such interventions may include, but are not limited to:
 - 1. Strong principal leadership;
 - 2. Effective staffing practices and instruction;
 - 3. Curriculum, assessments, and interventions;
 - Effective use of time:
 - 5. Effective use of data:
 - 6. School climate and culture; and
 - 7. Effective family and community engagement;
- K. Consistent with a PCSB-approved plan, provide technical assistance, which may include services provided by DC OSSE and third parties in cooperation with the PCSB, to any public charter school identified by the DC OSSE as Focus or Priority;
- L. Ensure that public charter schools identified by the DC OSSE as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school's Intervention and Support Plan;
- M. Prior to implementation, satisfactorily demonstrate to the DC OSSE that it has developed a rubric for determining whether an applicable charter school's teacher and principal evaluation system meets the minimum requirements for teacher and principal evaluations as described for Principle 3 of the Waiver guidance issued by the Department recognizing that each public charter school's system need not meet the standards established by the DC OSSE; and
- N. Provide upon request of the DC OSSE, any and all public charter school records in PCSB's possession necessary for compliance with state reporting requirements under ESEA.

III. DC OSSE Obligations

The DC OSSE shall:

- A. Notify the PCSB of all incidents of non-compliance with requirements of Federal or District law by a public charter school within a reasonable period of time after identification of the non-compliance and in conformance within any applicable legal timeframes;
- B. Provide the PCSB with notice of all public charter schools identified as Focus or Priority and provide the PCSB with 30 days to provide any school-level data that the proposed identification is in error;
- C. Provide the PCSB and public charter schools with resources developed for use in Focus and Priority schools, including Common Core State Standards curriculum and assessments; professional development supporting improved instruction; data systems for improving teaching and learning; guidelines for identifying quality enhanced and extended learning opportunities; and innovative strategies to support special education, ELL, and low-achieving students;
- D. Maintain a Cross Functional Team (CFT) staffed by qualified experts including a member of the PCSB Board and a designated PCSB staff member to provide expert advice about simultaneous and effective implementation of research based interventions aligned with the "Turnaround Principles" in each Priority school for at least three years. These interventions shall, without limitation, address:
 - 1. Strong principal leadership:
 - 2. Effective staffing practices and instruction;
 - 3. Curriculum, assessments and interventions:
 - 4. Effective uses of: time, data, and family and community engagement; and
 - 5. School climate and culture:
- E. Provide the PCSB with cohort graduation rates by subgroup, including ELL students and students with disabilities, for each public charter school;
- F. Conduct regularly-scheduled, semi-annual monitoring of the PCSB for compliance with the terms of this Agreement and notify the PCSB of its findings. Such monitoring shall include evaluation of the PCSB's effectiveness in implementing accountability interventions and achieving progress in improving school performance and closing achievement gaps taking in to account statewide assessments and input from the CFT. The DC OSSE will notify the PCSB of the results of its monitoring and any noted deficiencies, and the PCSB will be required to reply with its corrective action steps within 60 days; and

G. Review and approve the PCSB rubric for determining whether applicable public charter school teacher and principal evaluation systems are consistent with the requirements of the Waiver.

IV. FUNDING PROVISIONS

A. Total cost for the Agreement shall be \$100,000 for Fiscal Year (FY) 2013 and \$110,000 for Fiscal Year (FY) 2014.

B. PAYMENT

- Payment for all services shall be made through an Intra-District advance by OSSE to PCSB based on the total amount of this Agreement.
- Advances to PCSB for the services to be performed/goods to be provided shall not exceed the amount of this Agreement.
- 3. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this Agreement. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of financial Operations and Systems.

C. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this Agreement, or any subsequent agreement entered into by the parties pursuant to this Agreement, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code§§ 47-355.01-355.08 (2001), (iii) D.C. Official Code§ 47-105 (2001), and (iv) D.C. Official Code§ 1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

V. DURATION AND TERMINATION

This Agreement shall remain in effect for the duration of the Waiver referred to herein, including extensions granted by the US Department of Education. The agreement shall continue to remain in effect after the final termination date of the Waiver, unless terminated in writing upon the request of either the PCSB or the DC OSSE.

VI. CONFIDENTIAL INFORMATION

The parties to this Agreement will use, restrict, safeguard, disclose, and dispose of all information related to student information and services provided under this agreement, in accordance with all relevant federal and local statutes, regulations, and policies, including without limitation, the Family Educational Rights and Privacy Act (FERPA).

VII. MODIFICATIONS

The terms and conditions of this Agreement may be modified only upon a prior written amendment to this Agreement executed by authorized representatives of each of the parties; provided that any such modification must be consistent with the terms of the Waiver in effect at the time, and upon prior advance notification to the U.S. Department of Education.

VIII. MISCELLANEOUS

The parties shall comply with all applicable laws, rules and regulations, including the terms of the Waiver granted by the U.S. Department of Education whether now in force or hereafter enacted or promulgated. The terms of this Agreement shall be interpreted and construed to conform to the terms of the Waiver in effect at the time.

[remainder of this page left blank intentionally]

IN WITNESS WHEREOF, the duly authorized parties representing the DC OSSE and the PCSB have executed this agreement to be effective immediately:

DISTRICT OF COLUMBIA OFFICE OF T EDUCATION	HE STATE SUPERINTENDENT OF
Dun.	Date: 45/14
State/Superintendent of Education	9 3/17
DISTRICT OF COLUMBIA PUBLIC CHA	RTERS SCHOOL BOARD
Executive Director	Date: 1 17 2014
MINE DIEGIO	1 1

MEMORANDUM OF AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND

THE JUSTICE GRANTS ADMINISTRATION

INTRODUCTION

This Memorandum of Agreement ("MOA") is entered into between the District of Columbia Public Charter School Board ("PCSB") and the Justice Grants Administration ("JGA") in support of the Show Up, Stand Out, a community-based Truancy Reduction Initiative ("Initiative"), that provides intensive support, primarily through basic case management and student support services by approved providers, to improve school attendance for children in grades K-8 that have five or more unexcused absences. PCSB and JGA are individually referred to herein as a "Party," and collectively as the "Parties."

RECITALS

WHEREAS, PCSB supports the development of the Initiative to create a model program that can deliver a comprehensive family assessment, establish a case management plan, and provide services to high risk families experiencing truancy, defined as a youth absent from school without a valid reason as defined by 5 D.C. Municipal Regulations A21; and

WHEREAS, during the 2014-2015 school year and summer 2015, at least eight public charter schools under PCSB's oversight have agreed to participate in the Initiative, which will target truant students in grades K - 8 for intensive case management support from certain public charter schools which have been determined to have a high rate of truancy; and

WHERAS, PCSB and the JGA seek to work together as appropriate to achieve the mutual goals of assisting and stabilizing families experiencing truancy, primarily through inhome service coordination/delivery and in-school youth engagement programming, resulting in the reduction of truancy rates; and

WHEREAS, this MOA is intended to codify the terms of the relationship between the Parties in support of the Initiative, and to further the development of high quality programming designed to meet the needs of children and families with poor attendance in elementary and middle schools.

NOW, THEREFORE, in consideration of mutual promises and covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

- I. TERM. This MOA shall be effective as of the last date of signing by the signatories and, unless terminated in writing by either Party prior to its expiration, terminate on August 31, 2019 (the "Term"). The Parties may renew this MOA for additional five-year terms by written agreement signed by both Parties prior to expiration of the Term or any subsequent term agreed to pursuant to this provision.
- II. **DEFINITIONS.** Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by D.C. Official Code § 38-201 and 5-A DCMR § 2199.
- III. RESPONSIBILITIES OF THE PARTIES. Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:
- A. RESPONSIBILITIES OF PCSB. PCSB shall provide the following information to JGA monthly for each participating PCSB student: Full name, Date of Birth, School, Student ID, Number of Unexcused Absences, Dates of Unexcused Absences, and Report Date.
- B. RESPONSIBILITIES OF THE JGA. JGA shall conduct a monthly assessment of student data to enhance program inputs.
- IV. FUNDING PROVISIONS. There shall be no cost for the activities described in this MOA.
- V. NON-DISCRIMJNATION. JGA shall not discriminate against anyone participating in the Initiative either directly or indirectly on the basis of gender, race, color, disability, religion, sexual orientation, nationality, age, marital status or any other designation set for the in the District of Columbia Human Rights Act.
- VI. CONFIDENTIAL INFORMATION. The Parties will access, use, restrict, safeguard and dispose of all information related to this agreement in accordance with all relevant federal and local statutes, regulations and policies, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records. JGA's ability to provide services to public charter schools in accordance with under this MOA requires PCSB to share personally identifiable information from certain education records with JGA. JGA understands and agrees that such records must be safeguarded in accordance with FERPA. In accordance with 34 C.F.R. § 99.3l(a)(l)(i)(B), JGA acknowledges that (i) it is considered a "school official" for purposes of providing services under this MOA; (ii) it is under the direct control of PCSB with respect to the use and maintenance of the education records it will have access to under this MOA; and (iii) it is subject to the requirements of 34 C.F.R. § 99.33(a) with respect to the use and disclosure of personally identifiable information from such education records. According to 34 C.F.R. § 99.33(a), JGA must (a) not disclose any personally identifiable information from education records it may have access to under this MOA to another party without first obtaining prior consent from the affected parent (or student if the student has reached the age of 18); and (b) ensure that its officers, employees and agents receiving education records under this MOA only use such records for purposes related to the Initiative. To be clear, JGA may not use any

personally identifiable information from PCSB education records for purposes of this MOA unless such use is directly related to the Initiative, and any proposed uses of such records outside the scope of the Initiative must receive separate authorization that complies with FERPA. JGA shall share with PCSB all student specific data for those students participating in the Initiative. JGA will submit all requests for education records to the PCSB and will follow all procedures established by PCSB for such requests.

VII. TERMINATION. Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. PCSB may immediately terminate this MOA in whole or in part at any time by providing notice to JGA if, in PCSB's sole discretion, such termination is in the best interest of PCSB or the District.

VIII. NOTICE. The following individuals are the contact points for each Party under this MOA:

Scott Pearson **Edward Smith** Executive Director Director Public Charter School Board Justice Grants Administration 3333 14th St., NW 1350 Pennsylvania Ave NW Suite 210 Suite 407 Washington, DC 20010 Washington, DC 20004 202-328-2660 202-724-7216 spearson@dcpcsb.org Edward.Smith5@dc.gov

These individuals are responsible for the management and coordination of the requirements for the respective Parties under this MOA. Copies of correspondence related to modification, extension or termination of this MOA, any legal matters concerning this MOA or any other transactions stemming from this MOA shall be furnished to these individuals with additional copies to:

General Counsel Public Charter School Board 3333 14th St., NW Suite 210 Washington, DC 20002 Tel: (202) 328-2660

Fax: (202) 328-2661.

IX. MISCELLANEOUS. The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

- A. Modifications. This MOA may only be amended or modified by a written instrument signed by both Parties.
- B. Severability. If any provision of this MOA is determined to be invalid or unenforceable, the remaining provisions shall remain in force and unaffected to the fullest extent permitted by law and regulation.
- C. Entire Agreement. This MOA, including any applicable exhibits, contains the entire understanding of the Parties with respect to matters contained herein, and supersedes any and all other agreements between the Parties relating to the matters contained herein. No oral or written statements not specifically incorporated or referenced herein shall be of any force or effect.
- D. Survival. The provisions of this MOA that require performance after the expiration or termination of this MOA shall remain in force notwithstanding the expiration or termination of the MOA.
- E. Other Relationships or Obligations. This MOA shall not affect any pre-existing or independent relationships or obligations between the Parties.
- F. Non-Assignable Agreement. This MOA cannot be assigned by Organization.
- G. Headings; Counterparts. The headings in this MOA are for purposes of reference only and shall not limit or define the meaning of any provision hereof. This MOA may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same document.
- II. Applicable Law. This MOA and all matters pertaining to this MOA shall be governed by the laws of the District of Columbia, including all applicable statutes, regulations, directives, and procedures of the District of Columbia and PCSB.
- I. Authority of the Parties. By executing this MOA, each Party represents to the other that it is authorized to enter into this MOA and that the person executing this MOA on its behalf is duly authorized to do so.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

PUBLIC CHARTER SCHOOL BOARD	JUSTICE GRANTS ADMINISTRATION		
Scott Pearson, Executive Director Public Charter School Board	Edward Smith, Director Justice Grants Administration		
Date:	· 1/15/2015 Date:		

PCSB School Closures (2013-2015)

2015

Perry Street Preparatory PCS- closing HS for academic reasons

2014

Imagine Southeast PCS, relinquished for academic reasons, Democracy Prep to operate

Maya Angelou Middle School, closed for academic reasons
Arts and Technology PCS, revoked for academic reasons, KIPP DC to
operate

Hospitality High PCS, relinquished charter, converted to DCPS Community Academy PCS- Amos III- closed for academic reasons Booker T Washington PCS- revoked for academic reasons

2013

Septima Clark PCS, relinquished for academic reasons, merged with Achievement Prep

IDEA PCS-Middle School- closed for academic reasons Howard Road Academy PCS- MLK Jr. Ave Middle School and Pennsylvania Avenue, eliminating grades 1-8 for academic reasons

2012

Community Academy PCS- RAND Campus- closed for academic reasons



POLICY TITLE: Elect PMF as Goals Policy	
ADOPTION/EFFECTIVE DATE: November 17, 2014	LAST UPDATED: May 19, 2014
	February 25, 2013

Current guidelines state:

ELECT PMF AS GOALS POLICY

Schools may choose to replace their charter goals and student achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels it serves. Upon the school's request, the following language will be added to their charter as an amendment, which will be approved by PCSB's Board.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, to the indicators listed in the Elementary/Middle, high school, adult education, early childhood, and/or alternative accountability PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter a endment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and PCSB staff and was officially adopted by PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, andjor goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board (2010-11 for schools serving grades 3-8 and high schools, and the year of adoption for other PMFs). Along with adopting the PMF indicators as goals, the school will also agree to create short- and long-term targets based on the percent of points earned on the PMF.



Schools will update their mission-specific goals and create short- and long-term targets to be measured along with the PMF results during high stakes reviews.

Fifth-Year Charter Review

In order to be considered for meeting minimum requirements for a fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years in operation to be deemed as having met its goals and student academic achievement expectations during this review.

Tenth-Year Charter Review

In order to be considered for meeting its goals and student achievement expectations at its tenth- year charter review, the school will need to have earned at least 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five *years*, the PCSB Board .may: determine it to have met its goals and student academic achievement expectations.

Charter Renewal

In order to be considered for meeting its goals and student achievement expectations at its 15-year charter renewal, a school will need to earn at least 55% of the possible PMF points in two of the previous three years and not under 45% for any of the past five. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five *years*, the PCSB Board determine it to have met its goals and student academic achievement expectations.

GRANDFATHER CLAUSE

Tenth-Year Charter Review or 15-Year Charter Renewal

A school undergoing a ten-year review or 15-Year Charter Renewal within the first five years that its respective PMF was implemented will not be evaluated according to the above stated standards. Instead, it will need to demonstrate annually consistent improvement in performance with no score below 40% in the past two years or earn at least 45% of the possible PMF points for at least two years prior to the review.



If a school chooses to adopt the Early Childhood or Adult Education Performance Management Framework the following will be used to measure goal attainment for the 2013-14 school year:

Each measure within the framework will be considered an individual charter goal.
 A School will be considered to have met its goals if it meets or exceeds the floor for each individual measure.



Updated or new policy statement

ELECT PMF AS GOALS POLICY

Schools may choose to replace their charter goals and student achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels it serves. Upon the school's request, the following language will be added to their charter as an amendment, which will be approved by PCSB's Board.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, to the indicators listed in the Elementary/Middle, high school, adult education, early childhood, and/or alternative accountability PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter a endment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and PCSB staff and was officially adopted by PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board (2010-11 for schools serving grades 3-8 and high schools, and the year of adoption for other PMFs). Along with adopting the PMF indicators as goals, the school will also agree to create short- and long-term targets based on the percent of points earned on the PMF.

Schools will update their mission-specific goals and create short- and long-term targets to be measured along with the PMF results during high stakes reviews.

Through the 2017-2018 review cycles, PCSB will provide flexibility in the use of the 2014-2015 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DC-CAS results to determine school performance during a charter review and renewal.



PCSB will provide flexibility in the use of 2014-15 PARCC scores and

PMF scores for schools who have chosen the PMF as their charter goals, as follows:

- The PMF as Goals policy typically requires schools to have achieved a certain minimum score for two of the past three years. Through the 2017-18 review cycle this will be interpreted as "two of the past four years", thus offering the option of exempting the 2014-15 PMF score.
- The PMF as Goals policy typically requires schools to exceed a certain minimum PMF score for all of the past five years. Schools that fall below this score on the 2014-15 PMF will not be penalized.
- PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DC-CAS results to determine school performance during a charter review and renewal.

Fifth-Year Charter Review

In order to be considered for meeting minimum requirements for a fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years (two of the past four years through the 2017-2018 review cyle) in operation to be deemed as having met its goals and student academic achievement expectations during this review.

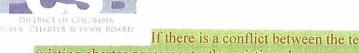
Tenth-Year Charter Review

In order to be considered for meeting its goals and student achievement expectations at its tenth- year charter review, the school will need to have earned at least 50% of the possible PMF points in two of the most recent three years (two of the past four years through the 2017-2018 review cyle) and not under 45% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five *years*, the PCSB Board *may* determine it to have met its goals and student academic achievement expectations. If a school achieves less than 45% of the possible PMF poins on the 2014-2015 PMF, it will not be penalized.

Charter Renewal

In order to be considered for meeting its goals and student achievement expectations at its 15-year charter renewal, a school will need to earn at least 55% of the possible PMF points in two of the previous three years (two of the past four years through the 2017-2018 review cyle) and not under 45% for any of the past five.

In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five *years*, the PCSB Board determine it to have met its goals and student academic achievement expectations. If a school achieves less than 45% of the possible PMF poins on the 2014-2015 PMF, it will not be penalized.



If there is a conflict between the terms in the Hold Harmless Policy and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless Policy.

GRANDFATHER CLAUSE

Tenth-Year Charter Review or 15-Year Charter Renewal

A school undergoing a ten-year review or 15-Year Charter Renewal within the first five years that its respective PMF was implemented will not be evaluated according to the above stated standards. Instead, it will need to demonstrate annually consistent improvement in performance with no score below 40% in the past two years or earn at least 45% of the possible PMF points for at least two years prior to the review.

If a school chooses to adopt the Early Childhood or Adult Education Performance Management Framework the following will be used to measure goal attainment for the 2013-14 school year:

 Each measure within the framework will be considered an individual charter goal. A School will be considered to have met its goals if it meets or exceeds the floor for each individual measure.

Board Approval Acknowledged By:

John H "Skip" McKoy DC PCSB Board Chair

LEA Name	School Name (If same, put "same")	Number of school-based PHYSICAL health professionals	Number of school- based MENTAL health professionals	Number of school- based BEHAVIORAL health professionals	Total number of school-base physical, mental, and behavioral health professionals	:d
Achievement Prep	Achievement Prep Wahler Place Middle Campus	-	0	3	4	
Achievement Prep	Achievement Prep Mississippi Ave ElementaryCam pus		1	2	3	
Washington Latin PCS	same		1	3	0	4
Cedar Tree Academy PCS	Same		1	1	0	2
AppleTree Early Learning PCS	Southwest		0	0	0	0
AppleTree Early Learning PCS	Columbia Heights		0	0	0	0
AppleTree Early Learning PCS	Oklahoma Avenue		0	0	0	0
AppleTree Early Learning PCS	Lincoln Park		0	0	0	0
AppleTree Early Learning PCS	Lincoln Park		0	0	0	0
AppleTree Early Learning PCS	Douglas Knoll		0	0	0	0
AppleTree Early Learning PCS	Parklands		0	0	0	0
The Next Step/El Proximo Paso PCS	The Next Step PCS		0	2	5	7
DC Bilingual PCS	same		1	2	0	3

E.L. Haynes Public Charter School	same	2	7	2	11
E.L. Haynes Public Charter School	E.L. Haynes Elementary School	2	1	1	4
E.L. Haynes Public Charter School	E.L. Haynes Middle School	2	2	1	5
E.L. Haynes Public Charter School	E.L. Haynes High School	0	6	1	7
St. Coletta PCS	same	4	4	3	11
SOMERSET PREP	SAME	1	0	1	2
KIPP DC	KIPP DC Leap	0.33	1.366	0	1.696
KIPP DC	KIPP DC Promise	0.33	1.366	0	1.696
KIPP DC	KIPP DC Key	0.33	1.366	0	1.696
KIPP DC	KIPP DC Discover	0.33	2.2	0	2.53
KIPP DC	KIPP DC Heights	0.33	2.2	0	2.53
KIPP DC	KIPP DC Aim	0.33	2.2	0	2.53
KIPP DC	KIPP DC Grow	0.33	1.6	0	1.93
KIPP DC	KIPP DC Lead	0.33	1.6	0	1.93
KIPP DC	KIPP DC WILL	0.33	1.8	0	2.13
KIPP DC	KIPP DC Connect	0.33	1.05	0	1.38
KIPP DC	KIPP DC Spring	0.33	1.05	0	1.38
KIPP DC	KIPP DC Northeast	0.33	1.05	0	1.38
KIPP DC	KIPP DC Arts & Technology	0.5	1.325	0	1.825
KIPP DC	KIPP DC Quest	0.5	1.725	0	2.225
KIPP DC	KIPP DC College Prep	1	2.2	0	3.2

Two Rivers	same	0	2	0	2
Latin American Montessori Bilingual PCS	Same	0	1	1	2
Mundo Verde PCS	Same	3.5	1	1	5.5
ROOTS PCS	SAME	0	0	0	0
THurgood Marshall Acadmey	same	1	1	0	2
Somerset Prep DC PCS	Somerset	0	0	1	
CCPCS	SAME	0	6	6	6
Maya Angelou Public Charter School	High School	1	7	0	8
Maya Angelou Public Charter School	Young Adult Learning Center	0	3	0	3
SEED PCS	same	2	4	0	6
Eagle Academy Public Charter School	Eagle Academcy PCS - New Jersey Ave Campus	1	1	1	2
Elsie Whitlow Stokes CFPCS	same	2	1		3
SEED Public Charter School of Washington DC	Same	5	4	0	9
Dorothy I. Height Community Academy PCS	Amos 1 Campus	1	1	1	3
Dorothy I. Height Community Academy PCS	Amos 2 Campus	2	1	1	3

Dorothy I. Height Community	Amos 5 Campus	2	2	2	5
Academy PCS					
Dorothy I. Height Community Academy PCS	CAPCS Online	0	0	2	2
DC Prep	Benning Middle	2	2	1	5
Воттор	Campus	_	2	•	O .
DC Prep	Benning	2	2	3	7
•	Elementary				
	Campus				
DC Prep	Edgewood	2	2	3	7
	Elementary				
DC Dran	Campus	0	0	2	0
DC Prep	Edgewood Middle Campus	2	2	2	6
Eagle Academy	Eagle Wheeler	5	2	3	
PCS	Lagic Wilcold	3	۷	3	
Options PCS	same	1	9	9	19
Capital City PCS	Capital City LS	1	1.3	0.4	2.7
Capital City PCS	Capital City MS	3	1.3	1	5.3
Capital City PCS	Capital City HS	3	1.4	1	5.4
Two Rivers Public	•	0	3	0	3
Charter School		•	-	-	-
Excel Academy	Same	1	2	0	3
Public Charter					
School					
Carlos Rosario	Same	0	6		6
International					
Public Charter School					
Ingenuity Prep	same	0	0	2	2
Friendship Public	Friendship Blow	1	1	1	3
Charter School	Pierce	ı	I	ı	3
Chartor Johnson	Elementary				
	School				

Friendship Public Charter School	Friendship Blow Pierce Middle	1	1	1	3
Friendship Public	School Friendship	1	1	2	4
Charter School	Chamberlain Elementary	·	·	-	·
Friendship Public	Friendship	1	1	2	4
Charter School	Chamberlain Elementary School				
Friendship Public	Friendship	1	1	2	4
Charter School	Chamberlain Middle School				
Friendship Public	Friendship	1	1	1	3
Charter School	Collegiate Academy				
Friendship Public	Friendship	1	1	1	3
Charter School	Southeast				
Friendship Public	Academy Friendship	1	1	0	2
Charter School	Technology	·	·	· ·	_
	Preparatory				
Friendship Public	Academy Friendship	1	1	3	5
Charter School	Woodridge	·	·	· ·	•
	Elementary				
Friendship Public	School Friendship	1	1	3	5
Charter School	Woodridge	·	·	· ·	· ·
Paul PCS	Middle School	4	E	7	13
raul FUS	Same	ı	5	1	13

DEPARTMENT OF BEHAVIORAL HEALTH School Mental Health Program

School Listing

Tier	Public Charter School	School Information	Grade Level	Principal Information	Clinician Information
2	DC Public Charter	Center City Public Charter School Congress Heights Campus	PreK-8th	Ms. Niya White	Ms. Jasmine Tingling-Clemmons
		220 Highview Place, S.E.		nwhite@centercitypcs.org	Social Worker
		Washington, DC 20032		Child Associate:	
		Main #: 202 562-7070		Cell:	DBHCell: 202 438-1810
		Fax #: 202 574-5829		Email;	Email: Jasmine.Tingling-
2	DC Public Charter	Cedar Tree Academy Public Charter School	r PK3-K	Dr. LaTonya Henderson	clemmons@dc.gov Ms. Emily Kahan
		701 Howard Rd., S.E.		lhenderson@cedartree-dc.org	Social Worker
		Washington, DC 20020		Child Associate: Lakeysha Rose	
		Main #: 202 800-8655		Cell: 202 294-9421	DBHCell: 202 480-6765
		Fax #: 202 610-2845		Email: Lrose_westlink@hotmail.com	Email: Emily.Kahan@dc.gov
1	DC Public Charter	Cesar Chavez Public Charter School (Parkside Middle)	6th-8th	Mr. Dwan Jordon	Mrs. Laura Seidel Delaney
		3701 Hayes Street, N.E.		Dwan.jordon@chavezschools.org	Social Worker
		Washington, DC 20019			
		Main #: 202 398-2230			DBHCell: 202 527-0834
		Fax #: 202 398-1966			Email: Laura.Delaney@dc.gov
	DC Public Charter	Cesar Chavez Public Charter Schools for Public Policy (Capitol Hill)		Mrs. Zenada Mahon	Mrs. Daisniel Fakunle
		709 12th Street, S.E.		Zenada.nahon@chavezschools.org	Social Worker
		Washington, DC 20003			
	2	Charter School DC Public Charter DC Public Charter DC Public Charter DC Public Charter	Charter School 2 DC Public Charter City Public Charter School Congress Heights Campus 220 Highview Place, S.E. Washington, DC 20032 Main #: 202 562-7070 Fax #: 202 574-5829 2 DC Public Charter School 701 Howard Rd., S.E. Washington, DC 20020 Main #: 202 800-8655 Fax #: 202 610-2845 1 DC Public Charter School (Parkside Middle) 3701 Hayes Street, N.E. Washington, DC 20019 Main #: 202 398-2230 Fax #: 202 398-1966 DC Public Charter Schools for Public Charter Schools for Public Policy (Capitol Hill) 709 12th Street, S.E.	Charter School DC Public Charter City Public Charter School Congress Heights Campus 220 Highview Place, S.E. Washington, DC 20032 Main #: 202 562-7070 Fax #: 202 574-5829 DC Public Charter School T01 Howard Rd., S.E. Washington, DC 20020 Main #: 202 800-8655 Fax #: 202 610-2845 DC Public Charter School (Parkside Middle) 3701 Hayes Street, N.E. Washington, DC 20019 Main #: 202 398-2230 Fax #: 202 398-1966 DC Public Charter Schools for Public Charter Schools for Public Policy (Capitol Hill) 709 12th Street, S.E.	Charter School C Public Charter Charter Charter School School PreK-8th Ms. Niya White School Charter School PreK-8th Ms. Niya White School S

			Main #: 202 547-3424			DBH Cell: 202 841-2915
6	2		Fax #: 202 547-2507	9th-12th		Email: Daisniel.Fakunle@dc.gov
		DC Public Charter	Democracy Prep Congress Heights PCS		Sean Reidy (Executive Director)	Ms. Lynne Breece
			3100 Martin Luther King Jr., Avenue, S.E. Washington, DC 20032		Sreidy@democracyprep.org	Social Worker
			Main #: 202 561-0860			DBHCell: 202-365-5875
3	1		Fax #: 202 561-0864	PK3-6th		Email: Lynne.Breece@dc.gov
		DC Public Charter	Eagle Academy PCS at New Jersey Ave. Campus		Mrs. Nicole Walker	Ms. Emily Kahan
			1017 New Jersey Avenue, S.E.		nwalker@eagleacademypcs.org	Social Worker
			Washington, DC 20003		Child Associate: Qiana Edwards	
			Main #: 202 459-6825		Cell: 301 437-4976	DBHCell: 202 480-6765
6	2		Fax #: 476-6796	PK3-2nd	Email; qianaedwards@yahoo.com	Email: Emily.Kahan@dc.gov
Ward	Tier	Public Charter School	School Information	Grade Level	Principal Information	Clinician Information
		DC Public Charter	Eagle Academy PCS at McGogney		Mr. Jeffrey Cline	Dr. Oron Gan
			3400 Wheeler Road, S.E.		jcline@eagleacademypcs.org	Clinical Psychologist
			Washington, DC 20032		Child Associate: Bernice Murray	
			Main #: 202 544-2646		Cell: 202 255-6830	DBHCell: 202 365-5133
8	1		Fax #: 202 544-0187	PK3-3rd	Email:bernicemurray1234@yahoo.com	Email: Oron.Gan@dc.gov
4	1	DC Public Charter	E.L. Haynes Public Charter School (Kansas Avenue Campus)	PK3-4th	Brittany Wagner-Friel	Ms. Claudia Price
			4501 Kansas Avenue, N.W.		Bwagnerfriel@elhaynes.org	Social Worker
			Washington, DC 20011			
			Washington, DO 20011			

			Fax #: 202 667-8811			Email: Claudia.Price@dc.gov
7	1	DC Public Charter	Friendship Blowe-Pierce Academy PCS	PS-8th	Dr. Jeffrey Grant	Dr. Taiwan Lovelace
			725 19th Street, N.E.		jgrant@friendshipschools.org	Mental Health Specialist
			Washington, DC 20002		Child Associate: Crystal Davis	
			Main #: 202 572-1070		Cell: 202 658-1422	DBHCell: 202 834-2636
			Fax #: 202 399-6157		Email: crystal.davis4@yahoo.com	Email: Taiwan.Lovelace@dc.gov
	2	DC Public	Friendship Collegiate Academy	9th-12th	Ms. Peggy Jones	Mrs. Avise W. Pollard
		Charter	PCS 4095 Minnesota Avenue, N.E.		Pjones@friendshipschools.org	Mental Health Specialist
			Washington, DC 20019			
			Main #: 202 396-5500			Cell: 202
			Fax #: 202 396-8229			Email: Avise.Pollard@dc.gov
		DC Public Charter	The Inspired Teaching Demonstration Public Charter School		Ms. Deborah Dantzler Williams	Ms. Jasmine Tingling-Clemmons
			200 Douglas St. , N.E.		Deborah.williams@inspiredteachingschool	Social Worker
			Washington, DC 20002		.org Child Associate:	
			Main #: 202-248-6825		Cell: 202	DBHCell: 202 438-1810
	2		Fax #: 202-248-6939		Email:	Email: Jasmine.Tingling-
		DC Public Charter	KIPP DC: AIM Academy			Vacant @dc gov
			2600 Douglas Road, S.E.			
			Washington, DC 20020			
			Main #: 202 678-5477			DBHCell: 202

8	1		Fax #: 202 678-4383	5th-8th		Email:
	1	DC Public Charter	Maya Angelou Public Charter School - High School Campus		Brian Rahaman	Mrs. Daisniel Fakunle
			5600 E. Capitol Street, N.E.			Social Worker
			Washington, DC 20019		Dr. Kamal Wright-Cunningham	
			Main #: 202 379-4335		kwright-cunningham@seeforever.org	DBH Cell: 202 841-2915
			Fax #: 202 506-5749			Email: Daisniel.Fakunle@dc.gov
Ward	Tier	Public Charter School	School Information	Grade Level	Principal Information	Clinician Information
1	1	DC Public Charter	Meridian Public Charter School	PK-8th		Vacant
			2120 13th Street, N.W.			
			Washington, DC 20009			
1		DC Public				
		Charter	Mundo Verde Bilingual Public Charter School		Dahlia Aguilar	Mrs. Miatta Tucker-Zaza
			Mundo Verde Bilingual Public Charter School 30 P Street, N.W.		Dahlia Aguilar Daguilar@mundoverdepcs.org	Mrs. Miatta Tucker-Zaza Social Worker
			Charter School		-	
			Charter School 30 P Street, N.W.		Daguilar@mundoverdepcs.org	
	2		Charter School 30 P Street, N.W. Washington, DC 20001	PK-3rd	Daguilar@mundoverdepcs.org Child Associate:	Social Worker
4	2		Charter School 30 P Street, N.W. Washington, DC 20001 Main #: 202 630-8373	PK-3rd PK - 1st	Daguilar@mundoverdepcs.org Child Associate: Cell: 202	Social Worker DBHCell: 202 407-2164

			Washington, DC 20011		Child Associate: Qiana Edward	
			Main #: 202 670-7352		Cell: 301 437-4976	DBHCell: 202 465-5623
			Fax #: 202 722-2968		Email: qianaedwards@yahoo.com	Email: Kory.Bradley@dc.gov
		DC Public Charter	Thurgood Marshall High School		Ms. A. Pardo	Ms. Michele Mickelson
			2427 Martin Luther King Jr., Avenue, S.E.		Apardo@tmapchs.org	Social Worker
			Washington, DC 20020			
			Main #: 202 563-6862			DBHCell: 202 731-7090
8	1		Fax #: 202 563-6946	9th-12th		Email: Michele.Mickelson@dc.gov
	1	DC Public Charter	Washington Yu-Ying		Maquita Alexander	Mr. William McNulty
			220 Taylor Street, NE		maquita@washingtonyuying.org	Social Worker
			Washington, DC 20017		Child Associate: Mary Dotson	
			Main #: 202 635-1950		Cell: 301 535-9484	DBHCell: 202 295-7036
			Fax #: 635-1960	PK3 -5th	Email: mary.dotson44@yahoo.com	Email: William.Mcnulty@dc.gov
		DC Public Charter	Richard Wright			Vacant
			Washington, DC			
			Main #: 202			DBHCell:
			Fax #: 202	PK -2nd		Email:

SMHP Interns	Email Address	Field Supervisor
Ms. Yolanda Hayden	Yolanda.hayden@dc.gov	Ms. Molly Smith
Mr. Jeffrey Garrison	Jeffrey.garrison@dc.gov	Ms. Carrie Grundmayer
Ms. Shaneeta Terry	Shaneeta.terry@dc.gov	Mrs. Dorothy Arnold

Primary Project Child Associates are in the highlighted **Schools**



CHILDREN'S SCHOOL SERVICES School Health Nursing Program SY 2014 - 2015

SCHOOL SCHEDULE BY WARD PCS

January 2015





WARD 1

Nurse Manager: Cathy Raisher- (202) 471-4814; Cell 202-590-8295 CT School, Address & Telephone Enrollment **Principal** Nurse Day(s)/Hrs **Grades** Number **Assigned** PCS Creative Minds International PCS 3224 16TH St. NW 20010 Deborah Owens, LPN Mon-Fri 160 Golnar Abedin PK-3 588-0370 8:00 AM - 4:30 PM PCS D.C. Bilingual PCS 1420 Columbia Road, NW 250 Daniela Anello **PS-3** Vacant 332-4200 Susan Hoffman, RN Wed & Thurs Gr. 6 Fax# 745-2562 (332-4200 x1014) 8:00 AM - 4:30 PM **PCS** HU Middle Schl of Math & Science 405 Howard Place, NW 3 289 Angelicque 6-8 Aminah Muhammed, RN Mon - Fri 806-7725 Tucker-Blackmon Fax# 865-0271 8:00 AM - 4:30 PM (865-0259)**PCS** Meridian Charter 1328 Florida Ave., NW 497 Chaundria Smith ECU Natalie Shropshire, CHN Mon-Fri 387-9830 PK-8 (387-9830, x211) 8:00 AM - 4:30 PM Fax# 387-7605 PCS E. L. Haynes PCS-Upper school 3600 Georgia Ave., NW 497 Myron Long 3-8 Mary Leahy, CHN Mon- Fri 667-4446 (667-4446 x 1102) 8:00 AM - 4:30 PM Fax# 667-8811 Fax# 291-3202 PCS E. L. Haynes- Lower School Brittany 4501 Kansas Ave, N.W. 800 Wagner-Friel, ES PK-3 Julia McFarlane, RN Mon - Fri (667-4446 x2207) 8:00 AM - 4:30 PM Caroline Hill, HS 9th-10th Kansas Campus 706-5828 PCS Hospitality High J. Hayden, (Interim) 9-12 1851 19th Street NW Khalilah Williams, CHN Mon-Fri 196 (737-4150) x 1207 8:00 AM - 4:30 PM

Remarks	
40 hrs/wk	
16 hrs/wk	
40 hrs/wk	

WARD							
	Manager: Adrienne Rogers - (202) 4		202 578-8278				
СТ	School, Address & Telephone	Enrollment	Principal	Grades	Nurse	Day(s) Assigned	Remarks
	Number						
PCS	Elsie Whitlow Stokes Community			2nd			
1	3700 Oakview Terrace, NE	326	Pat DeGalarce	PK-6	Emily Kometa, CHN	MonFri	
	Fax# 265-4656				(265-7237 x204)	8:00 AM - 4:30 PM	
							40 hrs/wk
PCS	Friendship Woodridge Campus						
2	2959 Carlton Ave, NE	550	V. Craig	PK-8	Frances Fletcher, CHN (Float)	Mon - Fri	40 hrs/wk
	635-6500				(635-6500 x1112)	8:00 AM - 4:30 PM	
					, ,		
PCS	Community Academy Amos 2						
3	33 Riggs Road, NE 20011	282	Tanya Morgan	Pre-Kgn			l
	723-5136			Kgn	Isatu Mansaray-Destry, CHN	Mon-Wed	40 Hrs/wk
	Fax# 723-4013				Andrea Joseph, LPN	Thur-Fri	
					(545-3083)	8:00 AM - 4:30 PM	
PCS	KIPP DC: Shaw Campus			Pre-Kgn			
4	Will Campus	326	Stacie Kossoy	1st-2nd	Robin Richardson, CHN	Mon-Fri	
	Grow Campus	200	Mekia Love	4th- 8th	(797-4919)	8:00 AM - 4:30 PM	40 Hrs/wk
	Lead Campus	375	Tiffanie Williams		(986-4769 x4006)		
	421 P Street, NW 986-4769						
PCS	Thurgood Marshall Academy						
5	2427 MLK Jr, Ave, SE	375	Alexandra Pardo	9-12	Yvonne Akinwumi, RN	Mon - Fri	
	563-6862		(Academic Director)		(204-6650)	8:00 AM - 4:30 PM	40 Hrs/wk
	Fax# 563-6946						
	Excell Academy PCS @ Birney						
PCS	Dream Academy	200	Courtney Redding	PS-PK	Float Nurse	Mon, Wed & Fri	
6	Achieve Academy	250	Jane Lazano	Kgn- 3	(373-0097 ext. 219)	8:00 AM - 4:30 PM	24 Hrs/wk
O	Achieve Adademy	250	Jane Lazano	Ingii- 5	(373-0097 GXL 219)	0.00 AW - 4.50 T W	241113/WK
	Lead Academy	205	Jane Lazano	4th- 5th	Nurse's name will be		
					reflected		
	2501 MLK Jr. Ave, SE (373-0097)				on the daily coverage report		
PCS	Friendship Tech Prep Academy						
	1	1	ı	Į.	Į.	I	I

	Manager: Adrienne Rogers - (202)						_
СТ	School, Address & Telephone	Enrollment	Principal	Grades	Nurse	Day(s) Assigned	Remarks
7	620 Milwaukee Place, SE 20032 561-1681	385	Doranna Tindle	6th-11th	Linda Stephens, RN Suzanne Kenney, LPN 552-5700 ext. 8106	Fri Mon - Thurs 8:00 AM - 4:30 PM	40hrs/wk
PCS	Friendship Southeast PCS	F.7.F	Jacob Craight	DC C	Linda Ctanhana DNI	Man Thurs	40 hara hada
8	645 Milwaukee Place, SE 562-1980	575	Joseph Speight	PS-5	Linda Stephens, RN Suzanne Kenney, LPN	Mon - Thurs Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS	Community Academy-AMOS 5						
9	1400 1st St. NW 20001 723-5136	600	Ms. Whitfield	PK 3-5	Sara Tewolde, RN (545-3097)	Tues- Fri 8:00 AM - 4:30 PM	32 hrs/wk

WARD 3

Fax# 561-1644

396-5500

Fax# 396-8229

Friendship Collegiate Woodson Campus 4095 Minnesota Ave., NE, DC 20019

CT School, Address & Telephone **Enrollment Principal Grades** Day(s) Assigned Nurse Number **PCS** Integrated Design Electronic Academy 1027 45th Street, NE, DC 20019 (IDEA) 462 Rosaline Alia, CHN Mon - Fri 8:00 AM - 4:30 PM 399-4750 Justin Rydstrom 9-12 Fax# 399-4387 (399-4750 X204) **PCS** KIPP DC's Blaine Campus: PK3-K Arts and Technology Academy PCS Allison Artis 210 KIPP DC: Quest Academy PCS 310 Cherese Bauer Gr 1-5 Sue Hall, CHN Mon-Fri 5300 Blaine Street, NE 20019 8:00 AM-4:30 PM 398-6811 Fax# 388-8467 (398-6811) Maya Angelou Middle School 213 Maya Angelou High School 309 **TBD** Carolyn Dickens, CHN Mon-Fri 5600 E. Capitol Street, NE (827-1665)8:00 AM-4:30 PM 232-2885 KIPP DISCOVER Academy Philonda Johnson PK3-K PCS 305 Brenda Norris, RN KIPP DC/The Heights Academy 300 Gaelan Gallagher 1-4 Mon - Fri KIPP DC/AIM 505 Kristy Ochs 5-8 (610-6546)8:00 AM - 4:30 PM 2600 Douglas Rd., SE 678-4386 Fax# 373-0508 Democracy Prep PCS (Formerly-Imagine PCS) **PCS** 5 421 Alabama Ave., SE, 20032 650 Sean Reidy PS-5 Olamatu Deen, LPN Mon - Fri 8:00 AM-4:30 PM

Peggy Pendergrass

9-12

1219

(561-1622)

Starr Stevenson, RN

(396-5500 x 1406)

Mon - Fri

8:00 AM-4:30 PM

Nurse Manager: Silifat Mustapha Nurse Manager (202) 471-4814; Cell: (202) 236-4683

WARD 3

Nurse Manager: Silifat Mustapha Nurse Manager (202) 471-4814; Cell: (202) 236-4683

CT	School, Address & Telephone	Enrollment	Principal	Grades	Nurse	Day(s) Assigned
	Number					
PCS 7	Apple Tree PCS- Douglas Knoll 2017 Savannah Terrace SE Washington, DC 20020 629-2545	80	Shelton Lee	PS-PK	Courtney Queen, LPN (758-3302)	Mon - Fri 8:00 AM-4:30 PM
PCS 8	KIPP DC: Hamilton Campus 1401 Brentwood Parkway, NE Washington, DC 20014	500	Jessica Cunningham	9-12	Shirley Speight, CHN	Mon-Fri 8:00 AM-4:30 PM
PCS 9	Inspired Teaching Public Charter School 200 Douglas St NE Washington, D.C. 20002 (202) 248-6825	TBD	TBD		TBD	Vacant
PCS 10	Lee Montessori Public Charter School 200 Douglas St NE Washington, DC 20002 (202) 779-9740	TBD	TBD		TBD	Vacant
PCS 11	DC Scholars PCS 5601 E. Capitol Street SE Washington, DC 20019 559-6138	355	Rebecca Crouch Tiffany Johnson	PS-5	Kimberly Wheeler, CHN	Mon-Fri 8:00 AM-4:30 pm

Remarks
40 Hrs/wk

Remarks

40 Hrs/wk

40 Hrs/wk

Approval 10/29/14

Approval 10/29/14

40 Hrs/wk

WARD 4

Nurse Manager: Chrystal Young-Johnson- (202) 471-4822; Cell 202-536-7820 CT School, Address & Telephone **Enrollment Principal Grades** Day(s) Assigned Nurse Number **PCS** Hope Community Charter School Lamond Campus Durowo Kpadeh, CHN Mon-Fri Danah Telfaire PK - 6 8:00 AM - 4:30 PM 6200 Kansas Ave, NE 340 (722-1183)722-4421 Fax# 722-4431 PCS Perry Street Prep PCS 1800 Perry St. NE Shadwick Jenkins PK-12 Tara Burt, CHN Mon-Fri 900 529-4400 Head of School (551-0816)8:00 AM - 4:30 PM Fax# 529-4500 Paul Junior High Charter **PCS** 377 Paul International High Charter 325 Stacy Walters, CHN 5800 8th St, NW Jami Dunham 6-10 Mon-Fri 291-7499 (541-6605)8:00 AM - 4:30 PM Fax# 291-7495 Community Academy (AMOS I) **PCS** Bonnie Durant, Sr. CHN 1300 Allison Street, NW PS-5 670 Masi Preston Mon-Fri 8:00 AM - 4:30 PM 723-4100 (545-3086)Fax# 723-6867 Cap City PCS Lower Amy Wendel PS-4th PCS Cap City PCS Middle Laina Cox 5th-8th Cap City PCS Upper Belicia Reaves 9-12 Mon-Fri 100 Peabody Street, NW PK-12 Jocelyn Esposito, CHN 950 8:00 AM- 4:30 PM 387-0309 #0 (808-9718)Fax # 387-7074 Washington Latin Middle PCS PCS 314 5 - 8 Washington Latin Upper PCS Dr. Diana E. Smith Tammy Brown, CHN 336 9 - 12 Mon, Wed, Thurs & Fri 5200 2nd Street NW (909-2205)8:00 AM-4:30 PM Washington, DC 20011 223-1111 Fax #723-1171

Remarks
40 Hrs/wk
40 hrs/wk
40 Hrs/wk
40 hrs./wk
40 hrs/wk
32 Hrs/wk

WARD 5

PCS

PCS

PCS

832-5700

635-1950

630-8373

Fax# 832-5701 Washington Yu Ying

Fax# 635-1960

Fax# 885-9972 Approved 9/12/14

Mundo Verde Bilingual 30 P Street, NW, 20001

Nurse Manager: Tanya Hankton (202) 471-4822; Cell 202-713-7161

D.C. Preparatory Academy MS PCS

701 Edgewood Street, NE, 20017

220 Taylor Street, NE, 20017

School, Address & Telephone Number Enrollment **Principal Grades** Nurse Day(s) Assigned **PCS** Tree of Life 2315 - 18th Place, NE, 20018 259 Tenika Holden PK-8 1 (202) 832-1108 Grace Ukeekwe, CHN Mon-Fri Olajumoke Rotimi, LPN Fax# 832-1113 Out indefinately (832-1108 x26) 8:00 AM - 4:30 PM **PCS** William E. Doar PCS 705 Edgewood Street, NE, 20017 434 **Terence Carter** PK-6 Najala Ward, LPN Mon, Tues, Thurs, Fri 269-4646 (269-4646 x 109) 8:00 AM - 4:30 PM Fax# 269-4155 **PCS** D.C. Preparatory Lower School 707 Edgewood Street, NE, 20017 440 Shaunte Edmonds PK-3 Cynthia Parry, CHN Mon & Tues Najala Ward, LPN 635-4411 Wed Fax# 635-4412 (635-4411 x 119) 8:00 AM - 4:30 PM

4-8

PK-5

PK-3

Gillian Ndi-Asongwed, CHN

(832-5700)

Jennifer Burnette, CHN

(635-0277)

Hugo Cortez, CHN

(630-8373)

Cassie Pergament

Maquita Alexander

Dahlia Aguilar

318

477

427

Mon-Fri

8:00 AM-4:30 PM

Mon-Fri

8:00 AM-4:30 PM

Mon-Fri

8:00 AM-4:30 PM

Remarks

40 hrs/wk

32 Hrs/wk

24 Hrs/wk

40 Hrs/wk

40 Hrs/wk

40 Hrs/wk

WARD 6

Nurse Manager: Patricia Howard-Chittams (202) 471-4852; Cell (202) 384-3458

СТ	School, Address & Telephone	Enrollment	Principal	Grades	Nurse	Day(s) Assigned
	Number					
PCS 1	Options Charter 1375 E Street NE 547-1028	360	G. Starnes	6-8 9-10	Carol Reid, Sr. CHN Elizabeth Pope, RN (547-1028)	Mon Tues & Thurs 8:00 AM - 4:30 PM
	Fax# 547-1272			1		
PCS 2	Friendship Blowe Pierce 725 - 19th St., NE 572-1070 Fax# 399-6157	494	Dr. Jeffrey Grant	PK - 8	Carol Reid, Sr. CHN (572-1070 x2)	Tues-Fri 8:00 AM - 4:30 PM
PCS 3	Friendship- Chamberlain 1345 Potomac Avenue, SE 547-5800 Fax# 547-4554	727	Morisse Harbour	PK-8	Kelley Toppin, RN (547-5800 x1116)	Mon-Fri 8:00 AM - 4:30 PM
PCS 4	Cesar Chavez 709 - 12th Street, SE 547-3424 Fax# 547-2507	390	Zenada Mahon	9-12	Patricia Tolson, CHN (547-3424 x2026)	Mon-Fri 8:00 AM - 4:30 PM
PCS 5	Washington Math, Science & Technology 1920 Bladensburg Rd., NE 636-8011	356	N'deye Diagne	9-12	Garnett Freeman, CHN Simone Anderson, LPN (636-8028)	Mon - Thurs. Fri 8:00 AM - 4:30 PM

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24 hrs/wk

32 Hrs/wk

40 Hrs/wk

40 hrs/wk

40 hrs/wk

WARD 7

Nurse Manager: Beulah Gwynn - (202) 471-4817; Cell 202 577-4652

CT	School, Address & Telephone	Enrollment	Principal	Grades	Nurse	Day(s) Assigned
	Number					
PCS	DC Prep-Benning PCS- Elementary	424		PK-4		
1	DC Prep-Benning PCS-Middle	76	Ramond Weeden		Chinola Fowler, CHN	Mon - Fri
	Washington DC, 20019					8:00 AM - 4:30 PM
	100 - 41st Street,, NE		Sally Houston		399-0693	
	562-5440					
PCS	Apple Tree Early Learning-Oklahoma					
2	330 21st Street, NE	160	Ross Harold	PS	Darlene Scott, RN	Mon, Thurs & Fri
	Washington DC, 20002					8:00 AM - 4:30 PM
	525-7807				506-5954	
PCS	KIPP DC: Key	319	David Alaya	5th-8th		
3	Promise	413	Andhra Lutz	1st-4th	Myra Hines, CHN	Monday & Fri
	Leap Academy	302	Abraham Clayman	Ps-Kgn	Marilyn Fuller, LPN	Wed
	4801 Benning Road SE				·	
	Washington DC, 20019					
	582-5477				582-5272	8:00 AM - 4:30 PM
	Fax# 543-6594					
PCS	KIPP DC: Webb Campus					
	Connect	300	John Barnhadrt	Pre - K3, K		
4	Spring	100	Donny Tiengtum	1st-4th	Darlene Scott, RN	Tues & Wed
	Northeast	150	Lindsey Hoy	5th-8th	Marilyn Fuller, LPN	Mon
	1375 Mt. Olivet Rd NE				Clara Thorton-Bullock, CHN	Mon-Fri
	Washington DC, 20002					

Remarks

40 Hrs/wk

24 Hrs/wk

24 Hrs/wk

24 Hrs/wk

AFT 2/9/15

WARD 8

Nurse Manager: Angala Johnson - (202) 471-4839 Cell (202) 407-0508

СТ	School, Address & Telephone	Enrollment	Principal	Grades	Nurse	Day(s) Assigned
	Number					
PCS	Achievement Preparatory Academy (Lower)					
1	1500 Mississippi Ave. SE 20032	254	Mrs. Wright	K-3	Paula Fountain, CHN	Mon - Fri
	(202) 727-7373				Cheryl Kennedy, HT	Mon-Fri
	Fax# (202) 562-1219				(671-2568)	8:00 AM - 4:30 PM
	Co-located with Malcolm X ES					
PCS	National Collegiate Prep					
2	4600 Livingston Rd. SE	300	Dr. Featherspoon	9-12	Vida Robb CHN	Mon-Fri
	563-0907					8:00 AM - 4:30 PM
	Fax#					
PCS	Achievement Preparatory Academy (Upper)					
3	908 Wahler Place SE 20032	330	Ms. Evans	4-8	Lolita Moore, RN	Mon-Fri
	562-1214				(562-1214)	8:00 AM-4:30 PM
	Fax#					
PCS	Ingenuity PCS					
4	4600 Livingston Road SE	200	Aaron Cuny	K3-2	Vida Robb, CHN	Mon-Fri
	562-0361					8:00 AM - 4:30 PM
	Co-located with National Collegiate					

Remarks

40 Hrs/wk

40 Hrs/wk

40 Hrs/wk

40 Hrs/wk



POLICY TITLE: Mystery Caller Policy	
ADOPTION/EFFECTIVE DATE: July 19, 2014	MOST RECENTLY UPDATED:

Policy Statement

Beginning in 2014, any school that is found to be screening applicants through PCSB's "Mystery Caller" initiative will be issued Board Action--Charter Warning.

In the Mystery Caller process, schools are called by PCSB staff or consultants posing as parents seeking to enroll their child in the school for the following year. The caller asks several questions pertaining to the enrollment process, including questions about enrolling a student with disabilities. If the school answers all questions appropriately, indicating open enrollment for all students, the school has *passed*. When schools give an inappropriate answer, indicating a barrier to open enrollment, a second call is made on another date to see if the first answer was an isolated incident or if a systemic problem could exist. If, on the second call, another inappropriate answer is given, the school has *failed* and could be in violation of the School Reform Act, which requires public charter schools to have open enrollment.

Background

The School Reform Act, §38-1802.06(a) provides: Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia. Section 38-1802.06(b) further provides: A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

In 2012 PCSB first implemented the Mystery Caller initiative. For 2012 and 2013, any school that gave inappropriate responses was contacted by PCSB leadership to discuss the school's plan for ensuring consistent open enrollment training to staff and messaging to parents.



Board Approval Acknowledged By:	
John H. "Skip" McKoy	
DC PCSB Board Chair	

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	Leased Facility Costs													
		Maintenanc e	Direct lease payments	Additiona I lease payments (CAM charges, etc.)	estate	Property Insurance	Amortizati on of leasehold improveme nts & FFE	service for	Interest	Principal	Other Finance Costs being amortized	Capital expenses (major repairs), not financed	Lend er Requ ired Reser ves	
Academy of Hope														-
Achievem ent Prep		41,467	1,170,396											1,211,863
Apple Tree	38,819	221,013	1,752,065		45,736		184,238			219,792	19,369			2,481,032
BASIS	70,690	44,312				42,031								2,134,533
Bridges	108,068	177,013			68,983		102,737							663,639
Briya	546	62,774	266,279			7,119	135,253		82,674	17,092		4,932		576,669
Capital City	327,290	754,329	801,066	863		13,696	789,178		722,816	300,481	147,418			3,857,137
Carlos Rosario			3,270,842				1,725,226		1,059,665	87,424		1,578,189		7,721,346
Cedar Tree				24,893										24,893
Center City	337,903	951,185	2,380,177	19,864			438,178					469,195		4,596,502
Cesar Chavez	189,901	615,761	591,631			66,423	423,889							1,887,605
Communit y Academy	384,810	458,794	375,935			22,744	639,774					478,264		2,360,321
Communit y College Academy	36,345	20,703	216,000	100,547				2,157						375,752
Creative Minds	38,831	49,492	344,067									166,760		599,150
DC Bilingual	99,551	81,467	992,649			26,949								1,200,616
DC Internation		50,470												50,470

DC Prep	73,978	219,897	779,355				114,572	43,572		47,186		1,278,559
DC		13,330	376,542				270,934					660,806
Scholars												
Democrac												-
y Prep												
E.L.			355,894									355,894
Haynes												
Eagle	18,234	25,427	325,150	6,444	192,017		10,054					577,325
Academy												
Early	22,134	126,263	370,908									519,305
Childhood												
Academy												
Elise												-
Whitlow												
Stokes												
Communit												
y Freedom												
Excel	-	173,348	1,665,900	1,356			3,153			47,581	131,689	2,023,027
Academy												
Friendship	747,335	1,491,812	959,008		12,388	242,681	1,742,091	1,116,417	360,000	32,193	107,851	6,811,775
Harmony												-
School of												
Excellence												
Hope	226,171	145,549	2,773,987			45,915	94,522					3,286,144
Communit												
у												
IDEA												-
Ideal							\Box				Ι Τ	-
Academy												
Ingenuity			259,200									259,200
Prep												
Inspired	122,821	62,331	557,904		_	10,676	240,061				375,152	1,368,945
Teaching												
Demonstra												
tion												
KIPP DC	894,898	347,202	836,942			204,452	2,026,509	2,575,652		706,312	3,480,455	11,072,422
LAMB			369,000				·					369,000

LAYC			552,960										552,960
Career Academy													
Lee													-
Montessor													
Mary	36,963	418,673	162,430			15,863	64,428				240,657		939,014
McLeod													
Bethune	471.242	25.520	7.62 .000			21.051	260.011				0.204.000		10 (20 (20
Maya	451,242	36,628	563,980			31,871	269,911				9,284,998		10,638,630
Angelou Meridian	217,056	122,920	645,164										985,140
Mundo	50,606	107,852	528,667				138,075	174,751			1,000,127		2,000,078
Verde	30,000	107,632	328,007				130,073	174,731			1,000,127		2,000,078
Bilingual													
National		8,778	886,050										894,828
Collegiate		,	,										,
Prep													
Next Step													-
Options	22,313		185,400		41,854								249,567
Paul	255,831	461,053	503,070				169,069				252,079		1,641,102
Perry	433,054	535,932	2,575				1,294,659	309,405	133,535	810,160			3,519,320
Street Prep													
Potomac		163,854	1,121,583				70,495						1,355,933
Lighthous		,					,						, ,
e													
Richard		99,081	822,940	254,617			98,845				200,353		1,475,836
Wright													
Roots	21,151	48,758	296,387			2,882							369,178
Sela	38,438	66,557	461,573	7,043		2,294	10,242				13,973		600,120
Shining	5,052	27,772	179,615								37,776		250,215
Stars													
Montessor i Academy													
Academy													
Somerset		20,811	384,000										404,811
Prep													
St. Coletta													-
SEED	328,939	385,288	12,000			34,882	1,136,691	122,385	785,000	38,195	73,506	####	2,929,756

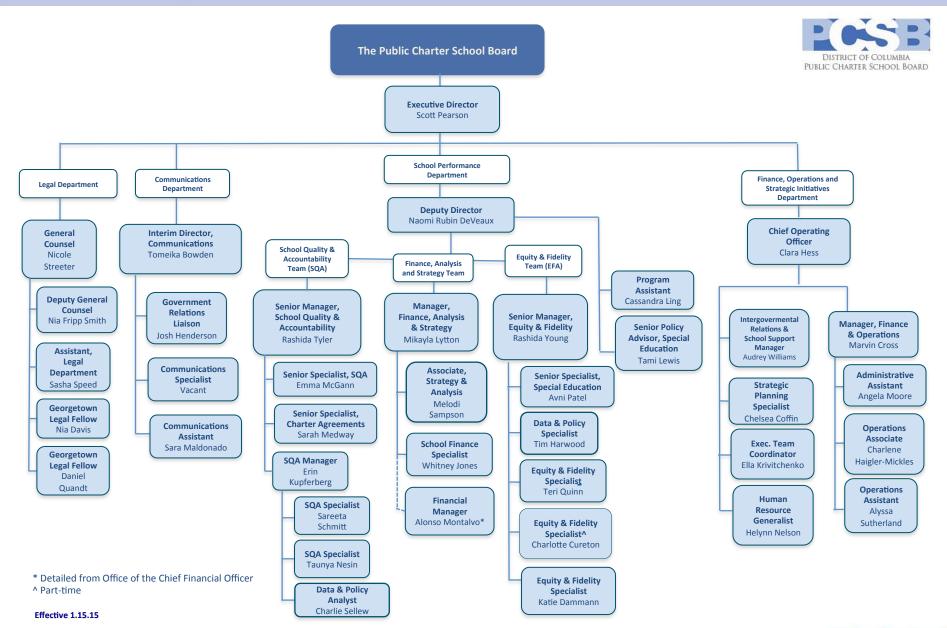
Thurgood		360	10,000								10,360
Marshall											
Tree of											-
Life											
Two											-
Rivers											
Washingto	174,630	130,710	175,162			359,686	795,449		530,766		2,166,402
n Latin											
Washingto											-
n Math,											
Science											
and											
Technolog											
y											
Washingto											-
n Yu Ying											
William E	106,527	113,668	1,304,457		(129,070)	168,880	67,201	288,672		34,412	1,954,747
Doar Jr											
Youthbuild	13,459	43,089	297,877	153		32,880					387,459
LAYC											

	Owned Fa	ed Facility Costs										
	Utilities	Maintenance	Real estate taxes (if applicabl e)	Property Insurance	Amortization of leasehold improvements & FFE	Debt service for LHI & FFE:	Interest	Principal	Other Finance Costs being amortized	Capital expenses (major repairs), not financed	Lender Required Reserves	Total
Academy of												
Hope												
Achievement Prep												-
Apple Tree												-
BASIS												-
Bridges												-
Briya												-
Capital City												-
Carlos Rosario												-
Cedar Tree	169,868	336,334					239,592	203,995		191,617		1,141,407
Center City												-
Cesar Chavez	182,734	426,796		57,242	505,704		1,983,557	455,000	47,528	92,251	2,978,905	6,729,717
Community Academy	405,027	553,455		17,783	871,219		1,105,113	520,000	122,343			3,594,940
Community College Academy												-
Creative Minds												-
DC Bilingual												-
DC International												-
DC Prep												-
DC Scholars												-
Democracy Prep												-
E.L. Haynes	392,036	594,915			1,953,977		3,089,615	793,366				6,823,910
Eagle Academy	160,198	160,301			348,922		482,012	798,512	48,961			1,998,905

Childhood Academy Single	Е 1		T	Т				1				
Academy	Early											-
Files Whitlow Sp. 332 231,120 32,650 277,328 522,472 125,833 16,191 1,300,926 1,30												
Stokes Community Freedom Excel Academy Friendship 645,225 1,891,764 221,936 789,870 3,670,817 1,085,000 178,732 1,067,884 9,551,228 Harmony School of Excellence Hope Community Hope Community Hope Community Hope												
Community Freedom Excel Academy Freedom Excel Academy Freedom Excel Academy Freedom Excel Ex		95,332	231,120		32,650	277,328	522,472	125,833	16,191			1,300,926
Freedom Excel Academy Friendship 645,225 1,891,764 221,936 789,870 3,670,817 1,085,000 178,732 1,067,884 9,551,228 Harmony School of Excellence Hope Community 10EA 350,939 333,047 48,750 506,144 497,262 36,951 224,800 146,000 1,727,343 Ingenuity Prep												
Excel Academy Friendship 645,225 1,891,764 221,936 789,870 3,670,817 1,085,000 178,732 1,067,884 9,551,228 Harmony School of Excellence Hope Community												
Academy Friendship 645,225 1,891,764 221,936 789,870 3,670,817 1,085,000 178,732 1,067,884 9,551,228 Harmony School of Excellence Hope	Freedom											
Friendship 645,225 1,891,764 221,936 789,870 3,670,817 1,085,000 178,732 1,067,884 9,551,228	Excel											-
Friendship 645,225 1,891,764 221,936 789,870 3,670,817 1,085,000 178,732 1,067,884 9,551,228	Academy											
School of Excellence Hope Community	Friendship	645,225	1,891,764		221,936	789,870	3,670,817	1,085,000	178,732	1,067,884		9,551,228
School of Excellence Hope Community	Harmony											-
Excellence Hope Community Substituting Su												
Hope												
Community IDEA 350,939 333,047 48,750 506,144 497,262 36,951 1,773,093 1deal Academy 163,835 37,844 76,244 311,012 468,449 299,159 224,800 146,000 1,727,343 Ingenuity Prep												-
IDEA 350,939 333,047 48,750 506,144 497,262 36,951 1,773,093 Ideal Academy 163,835 37,844 76,244 311,012 468,449 299,159 224,800 146,000 1,727,343 Ingenuity Prep												
Ideal Academy 163,835 37,844 76,244 311,012 468,449 299,159 224,800 146,000 1,727,343 Ingenuity Prep Inspired - <td< td=""><td>IDEA</td><td>350.939</td><td>333.047</td><td></td><td>48.750</td><td>506.144</td><td>497.262</td><td>36,951</td><td></td><td></td><td></td><td>1.773.093</td></td<>	IDEA	350.939	333.047		48.750	506.144	497.262	36,951				1.773.093
Ingenuity Prep			•		*	•				224 900	146,000	
Inspired Teaching Demonstration	Ideal Academy	103,833	37,844		70,244	311,012	400,449	299,139		224,800	140,000	1,727,343
Teaching Demonstration KIPP DC 230,349 114,106 12,465 68,151 885,508 1,650 206,498 347,787 1,866,514 LAMB 68,817 154,288 14,751 238,221 274,874 126,900 14,775 892,626 LAYC Career Academy Academy - - - - Montessori Mary McLeod Bethune - - - - Maya Angelou - - - - - Meridian - - - - -	Ingenuity Prep											-
Teaching Demonstration KIPP DC 230,349 114,106 12,465 68,151 885,508 1,650 206,498 347,787 1,866,514 LAMB 68,817 154,288 14,751 238,221 274,874 126,900 14,775 892,626 LAYC Career Academy Academy - - - - Montessori Mary McLeod Bethune - - - - Maya Angelou - - - - - Meridian - - - - -	Inspired											-
Demonstration												
KIPP DC 230,349 114,106 12,465 68,151 885,508 1,650 206,498 347,787 1,866,514 LAMB 68,817 154,288 14,751 238,221 274,874 126,900 14,775 892,626 LAYC Career Academy Lee Montessori Mary McLeod Bethune												
LAMB 68,817 154,288 14,751 238,221 274,874 126,900 14,775 892,626 LAYC Career Academy -												
LAYC Career Academy Lee Montessori Mary McLeod Bethune Maya Angelou Meridian	KIPP DC	230,349	114,106	12,465	68,151	885,508	1,650		206,498	347,787		1,866,514
Academy Lee Montessori Mary McLeod Bethune Sethune Maya Angelou Meridian	LAMB	68,817	154,288		14,751	238,221	274,874	126,900	14,775			892,626
Lee Montessori Mary McLeod Bethune Maya Angelou Meridian - Montessori Maya Angelou	LAYC Career											-
Lee Montessori Mary McLeod Bethune Maya Angelou Meridian - Montessori Maya Angelou	Academy											
Montessori Mary McLeod Bethune Maya Angelou Meridian Montessori Maya McLeod Bethune Maya Angelou -												-
Mary McLeod Bethune Maya Angelou Meridian Mary McLeod Bethune Meridian Maya Angelou Ang												
Bethune Maya Angelou Meridian Bethune Meridian Meridian												-
Maya Angelou - Meridian												
Meridian -												
	Maya Angelou											-
Mundo Verda	Meridian											-
INITIALO VOLUCIONI IN INTERNATIONALI IN INTERNATIONALI IN INTERNATIONALI IN INTERNATIONALI	Mundo Verde											-
Bilingual												

National											-
Collegiate Prep											
Next Step	46,764	221,128		5,158	241,482	191,283	182,949	18,000			906,764
Options	186,754	85,271			263,188	409,579	267,319	44,415			1,256,526
Paul											-
Perry Street Prep											-
Potomac Lighthouse											-
Richard Wright											-
Roots											-
Sela											-
Shining Stars Montessori Academy											-
Somerset Prep											-
St. Coletta	304,255	730,126		67,161	996,756	518,679	267,328	856,400	110,717		3,851,422
SEED											-
Thurgood Marshall	195,898	480,259		38,956	578,850	805,268	25,389	8,498	48,133	833,000	3,014,251
Tree of Life	121,571	178,695		26,041	275,171	245,813	140,231				987,523
Two Rivers	170,959	284,888	2,212	21,065	451,572	442,960	421,796		563,889	716,189	3,075,530
Washington Latin											-
Washington Math, Science and Technology	99,087	55,002		23,833	428,477	370,578	206,178	49,243	27,500	288,380	1,548,277
Washington Yu Ying William E	83,868	275,284		11,589	343,626	512,167	420,640	25,965	44,397	254,431	1,971,967
Doar Jr Youthbuild LAYC											-

DC Public Charter School Board Organizational Chart







District of Columbia Public Charter School Board PCSB (GB0)

MISSION

The D.C. Public Charter School Board's (PCSB) mission is to provide quality public school options for DC students, families, and communities by conducting a comprehensive application review process, providing effective oversight of and meaningful support to DC public charter schools, and by actively engaging key stakeholders.

SUMMARY OF SERVICES

The PCSB carries out four key functions:1) ensure that only the highest quality organizations are approved to open charter schools which is accomplished through our comprehensive application review process, 2) make effective oversight decisions in the interest of students and hold charter schools to high standards with respect to results, 3) provide clear feedback to charter schools and maintain a system of rewards and consequences to manage progress towards desired outcomes, 4) actively engage key stakeholders to ensure transparency and accountability through an exchange process that facilitates the sharing of critical information and feedback regarding community impact and preferences.

ACCOMPLISHMENTS

- 1 Tier 1 schools continue to expand and provide quality seats to more students in the District, while Tier 3 schools improved or were closed.
- 2 The fiscal health of public charter schools is improving with only a few schools, which are low fiscally performing.
- 3 PCSB is actively engaging students, parents, community leaders, politicians, and other stakeholders through broader social media presence, increased online footprint, improved community outreach, and targeted information.

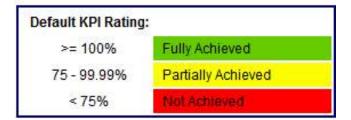


OVERALL AGENCY PERFORMANCE

TOTAL MEASURES AND INITIATIVES

RATED MEASURES AND INITIATIVES

Note: Workload and Baseline Measurements are not included





Performance Initiatives – Assessment Details

Performance Assessment Key:

Fully achieved Partially achieved Not achieved Data not reported

Agency Management

OBJECTIVE 1: Promote increased school academic quality through oversight reviews and our Performance Management Framework (PMF).



PCSB will complete rigorous reviews of schools in their 5th, 10th or 15th year of operation, ensuring that low-performing schools, according to our PMF, take one or more actions to improve performance or close. Rigorous reviews will include Qualitative Site Reviews (QSRs); review of academic performance and non-academic, finance, and compliance indicators; and assessment of performance against the goals and academic achievement expectations of a school's charter. Completion date September 2014.

Response to Initiatives:

Fully Achieved. For both reviews and renewals, PCSB staff analyzes whether a school met the goals and academic achievement expectations ("academic expectations") agreed to in the school's charter, and also reviews the school's compliance record and fiscal performance. PCSB's academic analyses rely on both quantitative data and qualitative data observed during Qualitative Site Reviews. Its compliance review includes an analysis of the school's compliance with special education laws, as well as with the School Reform Act's requirements regarding procurement contracts.

In FY14, PCSB conducted five charter reviews. The PCSB Board voted to continue without conditions the charters of two of these schools, given their strong academic performance. The Board voted to conditionally continue the charters of the other three schools, requiring them to implement academic, compliance, and/or fiscal improvements, based on areas of concern identified in PCSB staff's analysis of the school's performance.

In FY14, PCSB received seven charter renewal applications submitted by schools seeking to renew their charters for a second fifteen-year term. Of these, the PCSB Board voted to renew four charters and denied two renewal applications. The seventh application, submitted by Hospitality High PCS, was later withdrawn by the school. Both nonrenewal votes were based on PCSB staff's findings that the school had not met its goals and academic expectations over the past fifteen years. For renewed schools, PCSB staff then worked with the school's staff to develop rigorous academic goals and expectations that are



included in the school's renewed charter.



INITIATIVE 1.2: Address low-performing schools in any year of their charters.

PCSB will continue to effectively monitor the performance of each school in its portfolio. School leadership will be required to meet with PCSB staff and board to discuss a school's performance if performance is found to be lacking. Completion date: September 2014.

Response to Initiatives:

Fully Achieved. In FY14, PCSB completed the Performance Management Framework (PMF) to evaluate the academic performance. Five Tier 3 schools were identified in the 2012-13 PMF report. PCSB had a number of board-to-board meetings, with not just these schools but with other low-performing schools, to emphasize the necessity for immediate action, recommended charter revocation or school campus closure, limiting school growth, or facilitated acquisition strategy for experienced charter operators to manage low-performing schools.



INITIATIVE 1.3: Encourage Tier 1 schools to expand or replicate.

PCSB will continue to promote the expansion of Tier 1 schools. Schools that are high achievers will be given rewards to help promote their expansions. Completion date: September 2014.

Response to Initiatives:

Fully Achieved. FY14, a total of seven high quality public charter schools expanded or replicated. Specifically, one school (DC Prep) received an enrollment ceiling increase in February 2014 and three schools (KIPP DC, Two Rivers and TMA) received permission in May 2014 to increase their enrollment ceilings and replicate their educational programs. Lastly, five charter schools (e.g., DC Bilingual, LAMB, Mundo Verde, E.W. Stokes, and Yu Ying) were approved in July 2014 for an enrollment ceiling increase and expansion to form a jointly operated consortium of schools.



INITIATIVE 1.4: Complete successful pilots of our Early Childhood and Adult Education PMFs and implement the new PMFs for SY14-15.

PCSB will work to introduce the Early Childhood and Adult Education PMFs during the upcoming school year. PCSB staff will be required to facilitate numerous working group sessions to ensure that the charter school community is able to inform and shape the new mechanisms. Completion date: September 2014.

Response to Initiatives:

Fully Achieved. PCSB successfully piloted the Early Childhood and Adult Education PMFs in 2013-14, producing Early Childhood and Adult Education PMF's for all relevant campuses. While the schools were not tiered last year, PCSB plans to tier the adult education campuses next year; the early childhood PMF may not be tiered until SY2015-16. We will continue to engage our stakeholders through task force meetings to discuss the indicators and measures of each framework.

OBJECTIVE 2: Ensure charter schools fulfill their roles as public schools serving all students.



INITIATIVE 2.1: Use improved data quality and data transparency, along with other efforts at education and technical assistance to reduce incidences of expulsion, long-term suspension, and truancy.

In FY 2014 PCSB will collect data from schools: to inform policy; provide schools with sector-level trends; and ensure compliance of applicable law. PCSB will also provide transparency to the public and stakeholders; identify schools that may be outliers in regards to truancy, discipline, student populations



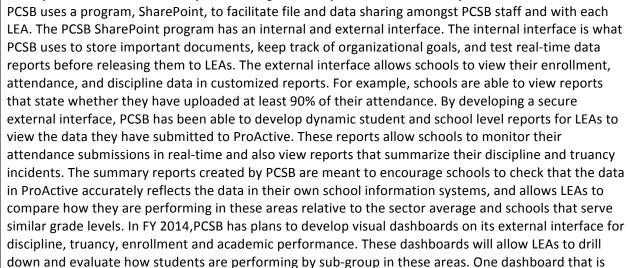
served, and disparities in performance of subgroups within a school. These data are currently being shared with schools via spreadsheets as we continue to build dashboards. The following databases house the data that PCSB uses for the aforementioned reasons: Epicenter Schools submit documents into Epicenter related to compliance, governance, operations, finance and academic performance. Once submitted, PCSB staff "approves" or "rejects" the document based on the content, accuracy and completion. Documents that are rejected are returned to the school to be resubmitted—in some cases, if the school does not fix the issue that caused the document to be rejected, it can lead to a Board Notice of Concern. ProActive is PCSB's primary tool for collecting student-level data. PCSB staff holds monthly data meetings to look at the data as a group and identify trends and discuss how our policies should be tweaked based on the data. PCSB staff also monitors data submission compliance through ProActive; any school that does not submit their data may receive an Out-of-Compliance Notice, which can ultimately lead to a Board Notice of Concern. PCSB is committed to making a major effort to improve the timeliness and accuracy of ProActive data. Completion date: September 2014.

Response to Initiatives:

Fully Achieved. The number of schools that submit their attendance and discipline data monthly has continued to increase. In SY 2013-14, no schools received a Notice of Concern for not responding to data submission requests. Only three schools in SY 2013-14 accrued two Out-of-Compliance staff notices (which are sent by staff and are not Board action).



INITIATIVE 2.2: Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions, and truancy.



Response to Initiatives:

Fully Achieved. In addition to the dynamic dashboards, schools are able to use the Equity Reports to compare their school's attendance and discipline data from SY 2013-14 to all schools in DC, not just charter schools. The Equity Reports show the school's data compared to all schools in DC serving the same grades. The metrics in this report for each school include student characteristics by demographic, by need, and by grade level, as well as In-Seat Attendance by subgroup, suspension by subgroup, expulsion, DC CAS proficiency by subgroup, DC CAS growth by subgroup, student midyear entry, and

under development is PMF performance disaggregated by subgroup. Completion date: September 2014.





student midyear withdrawal. Using the dynamic reports for SY 2014-15, schools are able to check that their data in their School Information System matches what is showing in PCSB's ProActive and SharePoint interfaces. This allows PCSB to collect accurate data from schools.

INITIATIVE 2.3: Improve service oversight for students with special needs by implementing a detailed self-study to help schools improve education delivery.

PCSB will continue to conduct Special Education audits using data housed in ProActive to determine if schools are assigning suspensions and expulsions to students with disabilities at a higher rate than students without. Completion date: September 2014.

Response to Initiatives:

Fully Achieved. There are two Special Education audits based on another trigger in PCSB's Special Education audit policy—low enrollment of Level 3 and Level 4 disabilities. PCSB received a justification from all schools, and completed an on-site audit in one case, in order to clear them from the audit status. In another event, concerns raised at one of PCSB's monthly board meeting raised issue over a school's ability to appropriately service students with disabilities. PCSB staff members followed up with this school through an on-site interview with staff members, observations of students, and supported in the creation of an Action Plan and recommendation to conduct PCSB's Special Education Quality Assurance Review (QAR). The school has since completed all of their Action Plan steps and conducted a QAR with PCSB.

OBJECTIVE 3: Improve fiscal and compliance oversight.



INITIATIVE 3.1: Continue efforts to improve fiscal monitoring of charter schools, publishing "Audit Management Unit" ("AMU") reports.

The D.C. School Reform Act of 1995 (SRA) vests the District of Columbia Public Charter School Board (PCSB) with authority and obligation to monitor the operations of DC public charter schools (PCS), including periodically reviewing each school's fiscal management. Per the SRA, public charter schools are required to submit annual financial audits performed by PCSB-approved independent auditors. PCSB reviews each school audit. Additionally, PCSB has for years reviewed key financial ratios of all schools it oversees, comparing these ratios with industry standards of health. Historically, this review was conducted using a tool known as the General Performance Assessment Tool (GPA). In January 2011, PCSB established an Audit Management Unit (AMU) to enhance its charter school financial oversight. The AMU consists of three District agencies with responsibility for aspects of charter school finances: PCSB, the Office of the Chief Financial Officer (OCFO), and the Office of the State Superintendent of Education's (OSSE) Office of Charter School Financing and Support. An immediate goal of the AMU was to improve on the GPA tool by enhancing its financial metrics, incorporating qualitative inputs, and standardizing interventions with poorly performing schools. This engagement resulted in the deployment of the Financial and Audit Review (FAR), previously known as CHARM (Charter Audit Resource Management), a fiscal oversight model and supporting database tool. FAR analyzes uniform data from PCS financial audits in order to measure the fiscal performance of DC charter schools. The AMU released pilot reports for FY10 and FY11, releasing public reports annually since FY12. FY13 FAR completion date: July 2014. FY14 FAR completion date: June 2015.

Response to Initiatives:



Fully Achieved. In FY14, PCSB released its second reports to the public and schools. The entire report was placed on PCSB's website for the first time. Five LEAs were identified as low fiscally performing in FY13, two schools more than in FY12, reflecting PCSB's increasingly stringent standards for fiscal health.



INITIATIVE 3.2: Use the FAR Score to work with financially struggling charter schools on steps to improve their health.

An essential component of each financial review is to identify early on those schools showing low and inadequate fiscal performance, placing them in danger of insolvency. This is a critical function since according to the SRA, PCSB can close a charter school at any time if the school "has a pattern of non-adherence to Generally Accepted Accounting Principles (GAAP), a pattern of fiscal mismanagement or is no longer economically viable." According to a report by PCSB, Data Driven Authorizing: Evaluating Fiscal Performance, 60% of PCS that closed between 2004 and 2009 were closed for financial reasons (ranging from mismanagement of funds to insufficient cash balances). Some of these cases were sudden, causing significant disruption to the school community and considerable expense to PCSB. It was therefore important to develop an "early warning" system that allowed PCSB to work with schools early enough to avoid insolvency-driven closures. PCSB uses the annual FAR Score to determine low fiscally performing LEAs for additional, more frequent financial oversight and technical assistance.

PCSB uses the annual FAR Score to determine low fiscally performing LEAs for additional, more frequent financial oversight and technical assistance. Completion date: September 2014.

Response to Initiatives:

Fully Achieved. The number of high fiscally performing schools increased to 31 in audited FY13 from 24 in the prior year. While the number of low fiscally performing schools increased from three to five over the same period, this reflects PCSB's increasingly stringent standards for fiscal health. For those identified as low fiscal performers, PCSB met with school leaders to understand the causes of the financial troubles and to discuss the schools' action plans to address the issues. Throughout the year, PCSB continued to review these schools' financial performance on an interim basis to avoid any growing financial weaknesses.



INITIATIVE 3.3: Improve payment processes to charters through the establishment of a summer school audit process.

PCSB will develop a desktop summer school internal audit process to reduce the likelihood of the District making duplicate payments for students mistakenly identified on multiple school summer school rosters. Completion date: September 2014.

Response to Initiatives:

Partially Achieved. PCSB implemented the initial stage of collecting schools' summer school enrollment rosters in three points in time to eliminate false identified students. The agency is working on a more effective way to identify duplicate students in multiple school summer rosters. Changes to the law means that future payments to schools are not related to summer school enrollments. Therefore this initiative is no longer meaningful.

OBJECTIVE 4: Increased community engagement and parent education about school quality.



INITIATIVE 4.1: Improve community engagement and awareness of charter schools and charter school quality ratings by enhancing our website, www.dcpcsb.org

PCSB's stakeholder engagement plan includes community outreach activities, including community forums, information provided through publications, refreshing the PCSB website and updates to email subscribers, hosting or participating in community events, active engagement with the Community Advisory Group and encouraging community member participation and feedback in PCSB hearings,



community forums and events. PCSB will also make a concerted effort to widely disseminate PMF parent guides in English as well as Spanish. PCSB will also continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools. PCSB will also continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools. PCSB will also continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools. PCSB will also continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools. PCSB will also continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools. PCSB will also continue to increase Twitter activity by tweeting information on each monthly Board meeting and other positive news about charter schools. Completion date: September 2014.

Response to Initiatives:

Fully Achieved. PCSB distributed 5,000 PMF parent guides in English and Spanish at the EdFEST in November 2014. Both the PMF report and PMF parent guides are on the agency's website. Additionally, the Community Advisory Group testified before the DC Council and PCSB held and participated in many community forums throughout the District. PCSB released an online dashboard about the PMF (dashboard.dcpcsb.org) for parents to access learn about school quality, in addition to the mobile app, MyDCcharters, and the open data portal (data.dcpcsb.org). Parents can use data.dcpcsb.org or dashboard.dcpscb.org to view measures such as attendance, student achievement and progress and parent satisfaction in addition to others. PCSB also launched a new website. The new site is much easier for parents, community, policymakers and media to navigate and find the information they need—all with a new, better look and feel.



INITIATIVE 4.2: Improve ease of applying to charter schools by creating a common enrollment process and publicizing this widely through various print and electronic platforms.

In 2013 PCSB took a lead role in helping to address the challenges parents face in applying to charter schools. We facilitated the creation of a common application deadline, with more than 45 LEA's representing 91 campuses voluntarily adopting the common application deadline of March 15, the lottery deadline of March 22, and April 12 as the deadline for parents to commit to a lottery spot. These campuses used to have more than 30 deadlines – now they have one. We launched a major promotional effort around the city so that parents were aware of this deadline. Early indicators show a huge increase in applications and we are currently collecting data on the number of newly accepted students, final application numbers, waiting list data, and information on available seats. We are now in early discussions with these schools about creating a common system of choice as a pilot in FY14 and are optimistic that we will have the same sort of voluntary participation as we had with the common deadline in FY13. We have also been actively collaborating with DCPS to create a common application and lottery system across charters and DCPS. For coming year's pilot program we are planning to use philanthropic and existing operating funds. However as we are still creating a detailed budget, we may learn throughout the spring and summer that more funds are required. As we learn more we pledge to share ongoing updates with the DC Council. We expect to learn more about ongoing operating costs through this pilot and anticipate submitting a budget request for 2014-15.

Response to Initiatives:

Fully Achieved. In 2014 PCSB, DCPS, DME, and most charter LEAs collaborated to create a common application and lottery called My School DC. The My School DC application is a single online application DC families used to apply for the 87 participating public charter schools (PK3–12), DCPS out-of-boundary schools (K–12), DCPS PK3 and PK4 programs, and DCPS specialized high schools (9–12) for 2014-15



schools year admission. The first year of My School DC was a success and legislation was passed to create a Common Lottery Board and funded positions in the Deputy Mayors Office for the 2014-15 school year. For year two, additional charter schools have signed on and MSDC staff are conducting an audit of SY13-14 results, improving targeted outreach efforts, and creating a waitlist management system.

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INITIATIVE 4.3: Continue to expand PCSB community outreach, engaging in two way dialogue with the public through social media (live-tweeting PCSB Board meetings).

PCSB will continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools.

Response to Initiatives:

Fully Achieved. PCSB has increased its social media presence by sharing schools' updates, positive news about charter schools, Board meeting and Public Hearing updates, and sector information through Twitter. Consequently, the number of Twitter followers doubled from 1,500 in FY13 to 3,057 in FY14.



INITIATIVE 4.4: Improve transparency around PCSB's authorizer work, making Board and other materials available to the public.

Improve transparency around PCSB's authorizer work, making Board and other materials available to the public and publishing increased amounts of data on charter school performance, compliance, and finances.

Response to Initiatives:

Fully Achieved. In FY14, PCSB increased transparency around its work by making such materials publicly available as FY14 PMF reports, FY14 Equity Reports, FY2013 school financial reports (including the CHARM reports, and the schools' audits and budgets), FY14 Qualitative Site Review reports, every charter school renewal and review report, and the schools' annual reports. PCSB also made its own materials public including, PCSB Board meeting minutes, board book documents, PCSB policies, public hearing notices, NACSA authorizer evaluation report, press releases, our financials and numerous blog contributions. In addition to making various materials publicly available, PCSB also sent notifications to ANCs and the DC Register regarding any major announcements that may affect a charter school within a particular ward (i.e. public hearing dates, new school facilities).



Key Performance Indicators – Details

Performance Assessment Key:

Fully achieved

Partially achieved

Not achieved

Data not reported

		Measure Name	FY2013	FY2014	FY2014	FY2014	FY2014	Budget Program
			YE	YE	YE	YE	YE Rating	
			Actual	Target	Revised Target	Actual		
	1.1	Number of charter LEAs receiving 5, 10 or 15 year review	16	12	12	12	100%	DC PUBLIC CHARTER SCHOOLS BOARD
•	1.2	Number of charter LEAs having one or more campuses with a PMF score of 40 or below taking concrete actions such as closure, grade- span	5	5	2	2	100%	DC PUBLIC CHARTER SCHOOLS BOARD
•	1.3	Number of Tier 1 charter LEAs taking concrete steps to expand or replicate.	9	5	7	7	100%	DC PUBLIC CHARTER SCHOOLS BOARD
	1.4	Successful completion of Early Childhood/ Adult Ed PMFs	100%	100%	100%	100%	100%	DC PUBLIC CHARTER SCHOOLS BOARD
	2.1	Reduce school truancy rate by 20% for the charter sector through partnerships with CFSA, DC Superior Court, and other agencies that can identify and solve the core issues causing educational neglect	20%	20%	20%	26%	130%	DC PUBLIC CHARTER SCHOOLS BOARD
	2.2	Reduce rate of expulsions for "other charter" reasons	20	20	20	23%	115%	DC PUBLIC CHARTER SCHOOLS BOARD



	Measure Name	FY2013 YE Actual	FY2014 YE Target	FY2014 YE Revised Target	FY2014 YE Actual	FY2014 YE Rating	Budget Program
2.3	Number of schools participating in our SPED self-study	10	10	9	9	100%	DC PUBLIC CHARTER SCHOOLS BOARD
2.4	Reduction in number of campuses with a Mystery Shopper	30%	20%	20%	33%	165%	DC PUBLIC CHARTER SCHOOLS BOARD
3.1	Number of schools worked with on financial issues	7	7	7	7	100%	DC PUBLIC CHARTER SCHOOLS BOARD
3.2	Number of schools whose fiscal health improved as a result of oversight efforts	2	2	2	Too early to tell	NA	DC PUBLIC CHARTER SCHOOLS BOARD
3.3	Establishment of a summer school audit process	100%	100%	100%	80%	80%	DC PUBLIC CHARTER SCHOOLS BOARD
4.1	Number of PMF Parent Guides distributed in English and Spanish	4000	4000	4000	30,630	659%	DC PUBLIC CHARTER SCHOOLS BOARD
4.2	Number of campuses participating in common deadline/ lottery	90	90	90	90	100%	DC PUBLIC CHARTER SCHOOLS BOARD
4.3	Number of Twitter followers	1000	1000	1000	3057	206%	DC PUBLIC CHARTER SCHOOLS BOARD
4.4	Number of community meetings participated in	10	10	10	23	130%	DC PUBLIC CHARTER SCHOOLS BOARD
4.5	Number of PCSB Board meetings televised	2	10	8	8	100%	DC PUBLIC CHARTER SCHOOLS BOARD
4.6	Increase in charter school data available on www.dcpcsb.org	15%	10%	10%	10%	100%	DC PUBLIC CHARTER SCHOOLS BOARD



FY 2015 PERFORMANCE PLAN District of Columbia Public Charter School Board

MISSION

The D.C. Public Charter School Board's (PCSB) mission is to provide quality public school options for DC students, families, and communities by conducting a comprehensive application review process, providing effective oversight of and meaningful support to DC public charter schools, and by actively engaging key stakeholders.

SUMMARY OF SERVICES

PCSB carries out four key functions: 1) ensure that only the highest quality organizations are approved to open charter schools, which is accomplished through our comprehensive application review process; 2) make effective oversight decisions in the interest of students and hold charter schools to high standards with respect to results; 3) provide clear feedback to charter schools and maintain a system of rewards and consequences to manage progress towards desired outcomes; 4) actively engage key stakeholders to ensure transparency and accountability through an exchange process that facilitates the sharing of critical information and feedback regarding community impact and preferences.

AGENCY WORKLOAD MEASURES

Measure	FY 2012 Actual	FY 2013 Actual	FY 2014 YTD ¹
Number of Public Charter Schools Applications	12	11	10
Number of Qualitative Site Reviews (formally PDRs)	29	54	42
Number of Compliance Reviews	98	102	109
Number of Financial Reviews	285	285	285
Number of Workshops	N/A	35	10
Number of School Openings (New Charters and New Campuses)	4 new charters schools; 1 expansion	4 new charter schools; 2 expansions	4 new charter schools, 5 expansions
Number of School Closings	0	0	4

¹ The date was not given at the time this report was published.



OBJECTIVE 1: Promote increased school academic quality through oversight reviews and our Performance Management Framework (PMF).

INITIATIVE 1.1: Conduct rigorous 5, 10 and 15-year reviews of DC charter schools.

PCSB will complete rigorous reviews of schools in their 5th, 10th or 15th year of operation, ensuring that low-performing schools, according to our PMF, take one or more actions to improve performance or close. Rigorous reviews will include Qualitative Site Reviews (QSRs); review of academic performance and non-academic, finance, and compliance indicators; and assessment of performance against the goals and academic achievement expectations of a school's charter.

Completion date: September 2015

INITIATIVE 1.2: Address low-performing schools in any year of their charters.

PCSB will continue to effectively monitor the performance of each school in its portfolio. School leadership will be required to meet with PCSB staff and board to discuss a school's performance if performance is found to be lacking.

Completion date: September 2015

INITIATIVE 1.3: Encourage Tier 1 schools to expand or replicate.

PCSB will continue to promote the expansion of Tier 1 schools. Schools that are high achievers will be given help to promote their expansions.

Completion date: September 2015

INITIATIVE 1.4: Complete successful releases of our Early Childhood and Adult Education PMFs and implement the newly tiered PMFs for SY14-15 (Age-Friendly DC: Domain 6).

PCSB released the Early Childhood and Adult Education PMFs for the first time in November 2014. PCSB will work to tier both frameworks for the first time during the upcoming year. PCSB staff will be required to facilitate numerous working group sessions to ensure that the charter school community is able to inform and shape the new mechanisms.

Completion date: September 2015

OBJECTIVE 2: Ensure charter schools fulfill their roles as public schools serving all students.

INITIATIVE 2.1: Use improved data quality and data transparency, along with other efforts at education and technical assistance to reduce incidences of expulsion, long-term suspension, and truancy.

In FY15 PCSB will collect data from schools to inform policy, provide schools with sector-level trends, and ensure compliance of applicable law. PCSB will also provide transparency to the public and stakeholders, identify schools that may be outliers in regards to truancy, discipline, student populations served, and



disparities in performance of subgroups within a school. These data are currently being shared with schools via PCSB's dashboards.

Completion date: September 2015

INITIATIVE 2.2: Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions, and truancy.

PCSB uses, and will continue to use facilitate file and data sharing amongst PCSB staff and with each charter LEA. The PCSB SharePoint program has an internal and external interface. The internal interface is what PCSB uses to store important documents, keep track of organizational goals, and test real-time data reports before releasing them to LEAs. The external interface allows schools to view their enrollment, attendance, and discipline data in customized reports. For example, schools are able to view reports that state whether they have uploaded at least 90% of their attendance. By developing a secure external interface, PCSB will continue to be able to develop dynamic student and school level reports for LEAs to view the data they have submitted to ProActive. These reports will allow schools to monitor their attendance submissions in real-time and also view reports that summarize their discipline and truancy incidents.

PCSB will create summary reports meant to encourage schools to check that the data in ProActive accurately reflects the data in their own school information systems, and allows LEAs to compare how they are performing in these areas relative to the sector average and schools that serve similar grade levels. In FY14, PCSB developed visual dashboards on its external interface for discipline, truancy, enrollment and academic performance. PCSB will continue to implement the use of these dashboards to allow LEAs to drill down and evaluate how students are performing by sub-group in these areas, including PMF performance disaggregated by subgroup.

Completion date: September 2015

INITIATIVE 2.3: Improve service oversight for students with special needs by implementing a detailed self-study to help schools improve education delivery through reflective practice and implementing audit policies to address issues. Expand mystery shopper program of contacting schools posing as parents of special needs children seeking to apply.

PCSB will continue to conduct Special Education audits using data housed in ProActive in efforts to assess potential discriminatory practices against students with disabilities through the analysis of varying indicators, such as suspensions, expulsions, or mid-year withdrawal rates of students with disabilities relative to their non-disabled peers. **Completion date: September 2015**



OBJECTIVE 3: Improve fiscal and compliance oversight.

INITIATIVE 3.1: Continue efforts to improve fiscal monitoring of charter schools, publishing Finance Audit Review reports for Fiscal Years 2014 and 2015 that provide clear indicators of charter school financial health.

Public charter schools are required to submit annual financial audits performed by PCSB-approved independent auditors. PCSB reviews each school audit. Additionally, PCSB has for years reviewed key financial ratios of all schools it oversees, comparing these ratios with industry standards of health. In January 2011, PCSB established the Audit Management Unit (AMU) to enhance its charter school financial oversight. The AMU consists of three District agencies with responsibility for aspects of charter school finances: PCSB, the Office of the Chief Financial Officer (OCFO), and the Office of the State Superintendent of Education's (OSSE) Office of Charter School Financing and Support.

The AMU engaged Bearsolutions LLC, an independent financial consulting firm with hands-on experience and background in nonprofit and educational organizations, to develop analytical tools and processes to support fiscal oversight. This engagement resulted in the deployment of CHARM (Charter Audit Resource Management), a fiscal oversight model and supporting database tool, which was renamed Finance and Audit Review (FAR) in 2014. FAR analyzes data from schools' financial audits to measure the fiscal performance of DC charter schools. Pilot reports were issued for FY10 and FY11; since then, the FY12 and FY13 reports have been made available to schools and the public.

Completion date: September 2015

INITIATIVE 3.2: Use the Financial Audit Review Score to work with financially struggling charter schools on steps to improve their health.

An essential component of each annual financial review is to identify schools potentially in danger of insolvency. Since FY11, PCSB has used the Financial Audit Review (FAR, formally known as CHARM) score to provide a more sophisticated measure of financial health. However, the score is not published on the FAR Report Cards, because school leaders expressed concern about the score being used as a financial rating tool or risk measure by commercial lenders and investors.

PCSB will continue to rely on the FAR score for internal guidance in identifying low-performing schools for more in-depth financial oversight, including but not limited to collections of monthly financial statements and regular meetings with school leaders and business managers. School leaders have reported that these meetings are helpful in improving their understanding of financial performance standards, clarifying results of the individual school reports, and developing plans to address agreed-upon issues. Minutes of the meetings, documenting the discussions and agreements, are distributed to school representatives as well as PCSB and OCFO.



The number of high-performing schools has increased by 20 while the number of low-performing schools has decreased by 8 since FY11.

Completion date: September 2015

OBJECTIVE 4: Increase community engagement and parent education about school quality.

INITIATIVE 4.1: Improve community engagement and awareness of charter schools and their ratings by enhancing PCSB website (www.dcpcsb.org), increasing awareness and usage of our mobile app (MyDCcharters), and widely distributing PMF tiers through our PMF Parent Guide in English and Spanish.

PCSB's stakeholder engagement plan includes community outreach activities, including community forums, information provided through publications, refreshing the PCSB website and updates to email subscribers, hosting or participating in community events, active engagement with the Community Advisory Group and encouraging community member participation and feedback in PCSB hearings, community forums and events. PCSB will also make a concerted effort to widely disseminate PMF parent guides in English as well as Spanish. PCSB will also continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools.

Completion date: September 2015

INITIATIVE 4.2: Improve ease of applying to charter schools by creating a common enrollment process and publicizing this widely through various print and electronic platforms.

Completion date: September 2015

In 2013-14 PCSB, DCPS, DME, and most charter LEAs collaborated to create a common application and lottery called My School DC. The My School DC application is a single online application DC families use to apply for the 87 participating public charter schools (PK3–12), DCPS out-of-boundary schools (K-12), DCPS PK3 and PK4 programs, and DCPS specialized high schools (9-12) for 2014-15 schools year admission. This year the high school deadline was February 3rd and the PK3-8th grade deadline was March 3. The My School DC common lottery is a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other preferences; and each student's choices. Through the My School DC common lottery, the six DCPS specialized high schools admit students based on specific criteria. Students who want to stay in their current school or attend their feeder-pattern DCPS schools do not need to apply to the lottery but rather follow their school's reenrollment procedures. An extensive parent outreach campaign included doorto-door canvasing, attendance at community events, office hours for assistance with completing the application, media advertisements, and social media outreach. My School DC is also partnering with city agencies for example, DC Public Libraries, the Department of Youth Rehabilitation Services, Office of



Latino Affairs, Office of Asian and Pacific Islander Affairs, DC Water, and the Department of Human Services.

PCSB plans to partner with My School DC in FY15 as well and looks forward to helping publicize the common application and deadlines through our website and social media account as well as collaborating on the EdFest being held November 22, 2014.

INITIATIVE 4.3: Improve transparency around PCSB's authorizer work. To accomplish this initiative the Board will make board meetings and other materials available to the public and publish increased amounts of data on charter school performance, compliance, and finances. PCSB will continue to webcast all of its monthly Board meetings and other special Board meetings, such as when the Board reviews and votes on new charter applications. PCSB also will post all Board agendas and materials to their website 48 hours prior to Board meetings. PCSB also plans to post increasing levels of data relating to charter school performance on its website, including comprehensive discipline and attendance data, test score data, our performance management framework and the results of our annual Financial Audit Review. This data will also be posted in Socrata, a tool that allows others to download the raw data and manipulate it for their own purposes. Finally, PCSB is planning to launch a revamped website in FY15 that will increase access to data for PCSB stakeholders, particularly families and students.

Completion date: September 2015



KEY PERFORMANCE INDICATORS (Through FY 2014)²

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 YTD ³	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Number of charter LEAs receiving 5, 10 or 15 year review	16	16	11	13	12	4
Number of Tier 1 charter LEAs with announced plans to expand or replicate	9	5	6	5	TBD^4	TBD ⁵
Successful completion of Early Childhood / Adult Ed PMFs	100%	100%	100%	100%	100%	100%
Number of PCS campuses receiving an out- of-compliance warning from our Board for violating our Data Submission Policy	3%	10%	2%	10%	10%6	10% ⁷
Reduction in the rate of expulsions for "other charter reasons"	20%	20%	33%	20%	10%	5%
Number of schools participating in our Special Education self- study	12	10	15	10	NA ⁸	NA ⁹
Reduction in number of campuses with a Mystery Shopper Violation	27%	20%	38%	20%	10%	5%
Number of Audit Management Unit (AMU) reports issued	1	1	1	1	1	1
Number of schools with weak financials receiving enhanced fiscal oversight from PCSB.	7	7	6	7	NA ¹⁰	NA ¹¹

² These KPIs will no longer be tracked after FY 13.

 $^{^{\}rm 3}$ The date was not given at the time this report was published.

⁴ Data will be submitted after the FY14 Fourth quarter data is updated.

⁵ Ibid.

^{6 10%} or less

⁷ Ibid.

 $^{^{\}rm 8}$ Unknown at this time; based on school need.

⁹ Ibid.

¹⁰ Unknown at this time.

¹¹ Ibid.



Measure	FY 2013 Actual	FY 2014 Target	FY 2014 YTD ³	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Number of schools whose fiscal health improved as a result of oversight efforts	6	2	2	2	NA ¹²	NA ¹³
Number of PMF Parent Guides distributed	7,000	4,000	4,000	4,000	4,000	4,000
Number of Twitter followers (Additional followers each fiscal year)	1,1500	1,000 ¹⁴	1,600	1,500	2,000	2,500
Number of community meetings participated in	10	11	16	10	15	18
Number of PCSB Board meetings televised	0	2	5 ¹⁵	10	10	10
Increase in charter school data available on www.dcpcsb.org, compared to SY2013-4	15%	10%	15%	10%	10%	15%
Number of qualitative site review reports	N/A	42	42	40	NA ¹⁶	NA ¹⁷

¹² Ibid.

¹³ Ibid.

¹⁴ Additional Followers

¹⁵ Webcast Meetings

¹⁶ Ibid.

¹⁷ Ibid.

		Budget			Actuals
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Specia Purpose)
0011 - REGULAR PAY - CONT FULL TIME	\$0	\$112,073	\$112,073	\$0	\$112,0
0012 - REGULAR PAY - OTHER	\$0	\$0	\$0	\$0	
0013 - ADDITIONAL GROSS PAY	\$0	\$0	\$0	\$0	
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	\$0	\$32,277	\$32,277	\$0	\$32,2
0015 - OVERTIME PAY	\$0	\$0	\$0	\$0	
01 - PERSONNEL SERVICES	\$0	\$144,350	\$144,350	\$0	\$144,3
0020 - SUPPLIES AND MATERIALS	\$0	\$0	\$0	\$0	
0030 - ENERGY, COMM. AND BLDG RENTALS	\$0	\$0	\$0	\$0	
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	\$0	\$0	\$0	\$0	
0033 - JANITORIAL SERVICES	\$0	\$0	\$0	\$0	
0034 - SECURITY SERVICES	\$0	\$0	\$0	\$0	
0035 - OCCUPANCY FIXED COSTS	\$0	\$0	\$0	\$0	
0040 - OTHER SERVICES AND CHARGES	\$0	\$0	\$0	\$0	
0041 - CONTRACTUAL SERVICES - OTHER	\$0	\$0	\$0	\$0	
0050 - SUBSIDIES AND TRANSFERS	\$1,161,000	\$2,903,465	\$4,064,465	\$1,016,650	\$3,450,4
0070 - EQUIPMENT & EQUIPMENT RENTAL	\$0	\$0	\$0	\$0	
02 - NON-PERSONNEL SERVICES	\$1.161.000	\$2.903.465	\$4.064.465	\$1.016.650	\$3.450.4

DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING DE

		Budget			Actuals
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Specia Purpose)
0011 - REGULAR PAY CONT FULL TIME	\$0	\$118,000	\$118,000	\$0	
0012 - REGULAR PAY - OTHER	\$0	\$0	\$0	\$0	
0013 - ADDITIONAL GROSS PAY	\$0	\$0	\$0	\$0	
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	\$0	\$12,000	\$12,000	\$0	
0015 - OVERTIME PAY	\$0	\$0	\$0	\$0	
01 - PERSONNEL SERVICES	\$0	\$130,000	\$130,000	\$0	
0020 - SUPPLIES AND MATERIALS	\$0	\$0	\$0	\$0	
0030 - ENERGY, COMM. AND BLDG RENTALS	\$0	\$0	\$0	\$0	
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	\$0	\$0	\$0	\$0	
0033 - JANITORIAL SERVICES	\$0	\$0	\$0	\$0	
0034 - SECURITY SERVICES	\$0	\$0	\$0	\$0	
0035 - OCCUPANCY FIXED COSTS	\$0	\$0	\$0	\$0	
0040 - OTHER SERVICES AND CHARGES	\$0	\$0	\$0	\$0	
0041 - CONTRACTUAL SERVICES - OTHER	\$0	\$0	\$0	\$0	
0050 - SUBSIDIES AND TRANSFERS	\$0	\$6,611,288	\$6,611,288	\$0	\$7,404,8
0070 - EQUIPMENT & EQUIPMENT RENTAL	\$0	\$0	\$0	\$0	
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Department Department	Job Title	Employee	Position Status	FTE	Source of Funds
01 COMMUNICATIONS	Communications, Manager	BOWDEN, TOMEIKA	Filled	1	Local
01 COMMUNICATIONS	Communications, Specialist		Vacant	1	Grant
01 COMMUNICATIONS	Government Relations Liaison	HENDERSON, JOSHUA	Filled	1	Local
01 COMMUNICATIONS	Communications, Assistant		Vacant	1	Local
01 COMMUNICATIONS	Deputy Press Secretary		Eliminated	0	Local
01 COMMUNICATIONS Total				4	
02 EXECUTIVE	Deputy Director	DEVEAUX, NAOMI	Filled	1	Local
02 EXECUTIVE	Chief Operating Officer	HESS, CLARA E	Filled	1	Local
02 EXECUTIVE	Director Communications	DEBOSE, THEOLA	Filled	1	Local
02 EXECUTIVE	Executive Director	PEARSON, SCOTT	Filled	1	Local
02 EXECUTIVE	General Counsel	STREETER, NICOLE	Filled	1	Local
02 EXECUTIVE	Director Finance and Operations		Eliminated	0	Local
02 EXECUTIVE Total				5	
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Intergovernmental Relations and School Support, Manager	WILLIAMS, AUDREY A	Filled	1	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Executive Team Coordinator	KRIVITCHENKO, ELLA	Filled	1	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Human Resource Generalist	NELSON, HELYNN	Filled	1	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Strategic Planning Specialist		Vacant	1	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Operations, Associate	HAIGLER-MICKLES, CHARLENE	Filled	1	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Finance and Operations, Manager	CROSS, MARVIN	Filled	1	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Administrative Assistant Common Application Project Mgr	MOORE, ANGELA	Filled	1	Local
00 ENAMES OF THE ATTOMS & OTT ATTOMS IN IT AT IN ITS	, ,	DUAT OLUMFA	Team relocated to DME	0	
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Human Capital Associate	BHAT, SUJATA	Eliminated		Local
33 FINANCE OPERATIONS & STRATEGIC INITIATIVES	MSDC Hotline Manager		Eliminated	0	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	MODE Flotilite Manager	DESANDO, MICHELE	Team relocated to DME	0	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Closure Specialist		Term	0	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Closure Specialist		Term	0	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Closure Specialist		Term	0	Local
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Closure Specialist		Term	0	Local
	Data Manager		T		
03 FINANCE OPERATIONS & STRATEGIC INITIATIVES		PARROTT, AARON	Team relocated to DME	0	Local

Parent Engagement Manager

103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	. a.o.n z gagomom manago	RODRIGUEZ-BOCQUET, ARYAN	Team relocated to DME	0	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES	Operations, Assistant	SUTHERLAND, ALYSSA	Filled	1	Local
103 FINANCE OPERATIONS & STRATEGIC INITIATIVES 1	Fotal Total			8	
105 LEGAL	Deputy General Counsel	SMITH, NIA	Filled	1	Local
105 LEGAL	Paralegal/FOIA Officer	SPEED, SASHA	Filled	1	Local
105 LEGAL Total				2	
106 SCHOOL PERFORMANCE	Program Assistant	LING, CASSANDRA	Filled	1	Local
106 SCHOOL PERFORMANCE	School Finance Specialist		Vacant	1	Local
106 SCHOOL PERFORMANCE	Data & Policy, Specialist	HARWOOD, TIMOTHY	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Manager	YOUNG, RASHIDA	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Manager	KLIDEEDREDG EDIN	Filled	1	Local
106 SCHOOL PERFORMANCE	Special Education, Sr Policy Advisor	KUPFERBERG, ERIN LEWIS, TAMERIA	Filled	1	Local
100 SCHOOL PERFORMANCE	Finance, Analysis & Strategy,	LEWIS, IAMENIA	Tillod		Lucai
106 SCHOOL PERFORMANCE	Manager	LYTTON, MIKAYLA	Filled	1	Local
106 SCHOOL PERFORMANCE	Charter Agreement, Sr. Specialist	MEDWAY, SARAH	Filled	1	Local
106 SCHOOL PERFORMANCE	School Quality and Accountability, Specialist	NESIN, TAUNYA	Filled	1	Local
Too Sollosel Eld Standard	School Quality and Accountability, Sr.	•			Loodi
106 SCHOOL PERFORMANCE	Specialist	NOLAN MCGANN, EMILY	Filled	1	Local
106 SCHOOL PERFORMANCE	Special Education, Sr Specialist	PATEL, AVNI	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist	QUINN, LATERICA	Filled	1	Local
106 SCHOOL PERFORMANCE	Strategy & Analysis, Associate School Quality and Accountability,	SAMPSON, MELODI	Filled	1	Local
106 SCHOOL PERFORMANCE	Specialist	SCHMITT, SAREETA	Filled	1	Local
106 SCHOOL PERFORMANCE	Data and Policy, Analyst	SELLEW, CHARLES	Filled	1	Local
400 00U001 PEPEOPMANOE	School Quality and Accountability, Sr		Filled	1	1 1
106 SCHOOL PERFORMANCE	Manager Equity and Eidelity Specialist	TYLER, RASHIDA	Filled	1	Local
106 SCHOOL PERFORMANCE	Equity and Fidelity, Specialist Manager School Dev & Expansion	DAMMANN, KATHERINE	Eliminated	0	Local
106 SCHOOL PERFORMANCE	Data Analyst		Backfilled	1	Local
106 SCHOOL PERFORMANCE	Summer Education Pioneer			0	Local
106 SCHOOL PERFORMANCE	Summer Education Pioneer		Term	0	Local
106 SCHOOL PERFORMANCE	Georgetown Legal Fellow		Term		Local
106 SCHOOL PERFORMANCE	Project Manager		Term	0	Local
106 SCHOOL PERFORMANCE	i Toject Ivianayei		Eliminated	0	Local
106 SCHOOL PERFORMANCE Total				18	
Total DCPCS				37	



Employee Handbook

October 2013

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As an independent agency of the District of Columbia Government, the PCSB's Handbook is superseded by the District Personnel Manual (DPM) in cases of omission. However, the PCSB's compensation and employee benefits programs are different from those provided to the DC Government employees.

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Handbook Receipt Form

I acknowledge that I have received my personal copy of the "District of Columbia Public Charter School Board (PCSB) Employee Handbook" and that I have carefully read the information concerning the policies and other information applicable to employees of PCSB.

I understand the policies and other information described in the handbook and I accept responsibility and accountability for adhering to the principles and policies concerning my business conduct while employed by PCSB. I am also aware that violations of these principles can lead to disciplinary action, up to and including dismissal.

In addition, I understand that this handbook states PCSB's policies and practices in effect, as of the date of publication. I understand that nothing contained in the handbook may be construed as creating a promise of future benefits or an express or implied binding contract with PCSB for benefits or for any other purpose.

I agree that this handbook does not constitute an employment or other form of contract, that it may be revised at any time at PCSB's sole discretion, without prior notice, and that it in no way changes the fact that PCSB's relationship with me is governed by the legal doctrine of "employment at will".

Date	
Employee's Name Printe	d
Employee's Signature	

Introduction

The District of Columbia Public Charter School Board (PCSB) is an independent agency within the District of Columbia (DC) government, established in 1997, to authorize, hold accountable, and when necessary, revoke public charter schools in Washington, D.C.

The PCSB Board of Directors is comprised of seven members who are appointed by the Mayor and confirmed by the City Council. The PCSB Board of Directors is responsible for reviewing and approving charter school petitions and providing oversight of the charter schools it authorizes. The PCSB Board of Directors defines the agency's policies and hires staff to implement them. According to the DC Code, the Chair of the Board has legal authority to "appoint, terminate, and fix the pay" of an Executive Director and other staff. The Executive Director makes recommendations to the Chair of the Board for hiring of other staff, and supervises staff in the day-to-day operation of PCSB.

Vision Statement

PCSB's vision is to lead the transformation of public education in DC, and serve as a national role model for charter school authorizing and accountability.

Mission Statement

PCSB's mission is to provide quality public school options for DC students, families, and communities through:

- A comprehensive application review process;
- Effective oversight;
- Meaningful support; and,
- Active engagement of its stakeholders.

Because PCSB's mission is to serve the DC community and its budget comes mostly from public funding sources, PCSB believes that its employees have a special responsibility to adhere to the highest standards of ethics and professionalism in representing the organization and carrying out its mission.

Purpose of the Employee Handbook

The PCSB employee handbook is intended to serve as a guide for the personnel policies and practices of PCSB. It is not a contract of employment, and its provisions shall not constitute contractual obligations enforceable against PCSB.

PCSB reserves the right to make changes, from time to time, with or without notice, in the policies and practices described in the employee handbook. Moreover, because it is impossible to anticipate every situation that may arise, PCSB reserves the right to address a situation in a manner different from that described herein if, in PCSB's discretion, the circumstances so warrant.

If you have questions about the policies and procedures described in this handbook, or suggestions for improvement, please see a member of the PCSB leadership team.

Section I – Employment Practices

Staff Structure

The PCSB is lead by the Executive Director, with a leadership team consisting of the Deputy Director, General Counsel, Director of Finance and Operations, Director of Human Capital and Strategic Initiatives, and Director of Communications. The Executive Director, in consultations with appropriate directors, directs and oversees all hiring and firing decisions, performance evaluations, base salary and bonus determinations, and all other major PCSB personnel decisions. The Executive Director reports and is accountable to the DC Public Charter School Board for staff operations and organizational performance.

Employment At-Will

PCSB abides by the legal doctrine of "Employment At-Will." This means that an employee's employment can be terminated "at-will" (i.e., at the option of the employer or employee at any time, with or without prior notice and with or without cause).

Being hired by PCSB is neither a guarantee of employment for any specified duration nor an employment contract of any kind. Any exception to the "Employment At-Will" policy may occur only with written authorization from the Executive Director.

Notwithstanding anything to the contrary in any section of this employee handbook, including any language which otherwise might be construed as a promise, this employee handbook is not intended to create, nor does it create, any expressed or implied contractual rights in any person.

This employee handbook is not a contract or any offer to form a contract, and it does not create any binding contractual commitments between employees and PCSB regarding any subject, and does not alter or limit the at-will employment status of PCSB's employees.

By proceeding to any section in this employee handbook, employees are acknowledging their knowledge and understanding that the employee handbook neither creates any contractual rights nor alters their status as an at-will employee.

Further, by acknowledging receipt of the employee handbook, employees agree to abide by the terms of this policy and accept this doctrine as the basis of their employment with PCSB.

Equal Employment Opportunity

PCSB greatly appreciates the talent and dedication of employees and is dedicated to treating all employees with dignity and respect. This includes a commitment to providing a pleasant and safe work environment. It also includes a commitment to maintaining a well-trained, knowledgeable management team that is willing to do what is necessary to foster good employee relations and ensure PCSB's success in achieving its mission.

PCSB is an equal employment opportunity employer in both policy and practice. Accordingly, we recruit, hire, train, promote and make all other employment decisions without regard to race, color, religion, national origin, sex, age, marital status, sexual orientation, veteran or parental status, disability (except where related to ability to perform the job) or any other status protected by applicable federal, state, or local law. Further, in carrying out this commitment, we make

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Section I – Employment Practices

reasonable accommodations when necessary for applicants and employees with known disabilities to perform essential job functions.

It is also our policy that any form of discrimination or harassment on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, veteran or parental status, disability or any other status protected by federal, state, or local law will not be tolerated in the workplace. Included within this prohibition is any form of sexual harassment, whether it involves verbal or physical conduct or otherwise interferes with employees work or working environment.

Discrimination

PCSB believes that employees have the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, PCSB expects all relationships among individuals in the office will be business-like and free of bias, prejudice and harassment.

It is PCSB's policy to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, age, disability, marital status, sexual orientation, citizenship or any other characteristic protected by law. Any such discrimination or harassment is strictly prohibited. It is also PCSB's policy to comply fully with all applicable state or local laws, which may forbid discrimination on the basis of other characteristics.

The conduct prohibited by this policy applies not only to conduct exhibited by fellow employees or volunteers but also to persons not directly connected to PCSB (e.g., outside vendors, consultants, contractors, customers, etc.). Further, the conduct prohibited by this policy involves not only conduct in the workplace but also in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

PCSB encourages prompt reporting of all perceived incidents of discrimination or harassment so that they may be investigated. PCSB strictly prohibits retaliation against employees who report discrimination or harassment or who participate in an investigation of such reports.

Policy Applicability

PCSB's policy against discrimination applies to any aspect of the employer-employee relationship. This relationship includes but is not limited to:

- PCSB-sponsored social and recreational programs;
- Benefits;
- Compensation;
- Disciplinary actions;
- Hiring;
- Recruiting;

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- Leaves of absence;
- Promotions;
- Recruiting;
- Training and development;
- Position upgrades; and
- Work environment.

Harassment

PCSB is committed to a work environment in which all employees are treated with respect and dignity. Employees have the right to work in a professional atmosphere that prohibits discriminatory practices, including harassment. PCSB expects that all relationships among persons in the workplace (or during company-sponsored events) to be business-like and free of bias, prejudice and harassment.

Definition of Harassment

Harassment on the basis of any protected characteristic also constitutes discrimination. Under this policy, harassment is considered to be verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their race, color, religion, sex, national origin, age, disability, marital status, citizenship or any other characteristic protected by law or that of their relatives, friends or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work environment;
- Has the purpose or effect of unreasonably interfering with an employee's work performance; or
- Otherwise adversely affects an employee's employment opportunities.

It is the policy of PCSB to vigorously investigate reports of sexual harassment and prohibit retaliation against individuals who report such an incident or participate in an investigation. If sexual harassment is found to exist in the workplace, immediate and appropriate disciplinary action will be taken up to and including dismissal.

Definition of Sexual Harassment

Sexual harassment, one form of prohibited harassment, consists of unwelcome sexual advances, requests for sexual favors or other verbal or physical acts of a sexually-biased nature where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- An employment decision is based on an individual's acceptance or rejection of such conduct; or

■ Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It also includes non-sexual behaviors such as verbal abuse that reflects harassment of an individual as a result of their sex or other status, regardless of whether sexual innuendo is used.

Sexual harassment may also include a range of subtle and not so subtle behaviors that may involve individuals of the same or different gender.

Some examples of inappropriate behavior are:

- Unwanted sexual advances or requests for sexual favors;
- Sexual jokes and innuendo;
- Verbal abuse of a sexual nature;
- Commentary about an individual's body, sexual prowess or sexual deficiencies;
- Leering;
- Whistling or touching;
- Insulting or obscene comments or gestures;
- Display in the workplace of sexually suggestive objects or pictures; and
- Other physical, verbal or visual conduct of a sexual nature.

Incident Reporting

Employees are strongly encouraged to report all perceived incidents of discrimination, harassment and/or retaliation, regardless of the offender's identity or position. Employees who believe they have been the victim of such conduct should discuss their concerns with their manager.

PCSB also encourages employees who believe they are being subjected to such conduct to promptly advise the offender that their behavior is inappropriate and request that it be discontinued. Often this action will resolve the matter. However, individuals have the option to pursue such matters through informal or formal complaint procedures, as they feel appropriate.

Complaint Procedures

Informal Discussion

If, for any reason, employees do not wish to address the offender directly, or if such action does not successfully end the offensive conduct, employees should notify their manager or the ombudsperson.

Employees reporting discrimination, harassment or retaliation should be aware, however, that PCSB might deem it is necessary to take action to address such conduct beyond an informal discussion. This decision will generally be discussed with the employee. The best course of

action in any case will depend on many factors and, therefore, the informal procedure is flexible by design.

<u>NOTE</u>: The informal complaint procedure is not a required first step for employees wishing to report a perceived incident of conduct prohibited by this policy. However, if employees feel they are the victim of discrimination, harassment or retaliation, they must bring it to the attention of management through either the formal or informal procedure.

Formal Procedure

Employees who believe they have been the victim of discrimination, harassment or retaliation or who believe they have witnessed such conduct may choose to formally report their concerns, in writing, to their manager. If the manager is the person accused of the inappropriate conduct, the employee may submit the written complaint to the Executive Director. If the Executive Director is the person accused of the inappropriate conduct, the employee may submit the written complaint to the Board Chair. PCSB encourages prompt reporting so that rapid and constructive action can be taken.

All reported allegations of discrimination, harassment, or retaliation will be investigated promptly. Such investigations may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. It may also include review of personnel files and other pertinent documents for the purpose of discovering or analyzing facts.

Confidentially is maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. Additionally, if the complainant inquires about the status of a pending discrimination complaint, the complainant must be advised that management may not discuss the case.

Misconduct constituting discrimination, harassment or retaliation is dealt with appropriately. Responsive action may include:

- Training;
- Referral to counseling;
- Disciplinary actions such as warnings or reprimands;
- Demotions and/or withholding promotions;
- Reassignment;
- Suspension without pay; and
- Dismissal.

Employees who have questions or concerns about this policy should contact their manager or a member of the PCSB leadership team.

Americans with Disabilities Act

PCSB is committed to the protection of qualified individuals from employment discrimination because of a disability, in accordance with the Americans with Disabilities Act (ADA) of 2008. Under ADA disability is defined as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment.

This commitment applies to all phases of the employment process, including: job application, hiring, advancement, discharge, compensation and training. Applicants or employees who satisfy the particular job requirements for educational background, employment experience, skills, licenses, and any other qualification standards that are job-related, and who are able to perform the tasks as essential to the job, with or without reasonable accommodation, are protected. Employees should bring complaints of discrimination to the attention of their manager.

If the person charged with discrimination is an employee's manager, employees should take the complaint directly to the Executive Director. If the person charged with discrimination is the Executive Director or a member of the PCSB, employees should take the complaint directly to the Board Chair.

After notification of a complaint, an impartial investigation will be initiated by the manager (or the Executive Director, if necessary) as soon as possible, and not later than three (3) weeks from the date the complaint was filed. After the investigation has been completed, a determination will be made by the Executive Director or Board Chair, if necessary, regarding the resolution of the case within five (5) days of the completion of the investigation. If warranted, the disciplinary action will be taken up to and including involuntary termination.

This policy prohibits retaliation against employees who bring discrimination charges or who assist in investigating charges. Employees who bring a good faith discrimination complaint or assists in the investigation or such a complaint will not be adversely affected in terms and conditions of employment, nor discriminated against or discharged because of the complaint.

Employee Conduct

PCSB is committed to providing a professional and safe work environment for all employees. To ensure this environment is maintained, it is important that all employees conduct themselves in a professional and honest manner. Employees should behave with decorum and in a polite manner to all staff and visitors.

The information discussed here is intended to serve as a framework to guide employee conduct on a day-to-day basis. The list is not meant to be all-inclusive, and other circumstances may arise that require the discipline and/or immediate dismissal of an employee.

Code of Ethics

All PCSB employees are expected to maintain a high standard of ethical business practices in their accepted roles and responsibilities, and in all operations.

It is the policy of PCSB to fully comply with the intent and spirit of all applicable laws and regulations. PCSB expects its employees to conduct themselves in a professional and honest manner. Further PCSB expects employees to conduct business in accordance with the letter and spirit of relevant laws and refrain from dishonest or unethical conduct.

Outside Employment

This policy sets forth guidelines and restrictions for PCSB employees who wish to engage in paid employment activities outside of PCSB.

Outside employment is defined as employment not compensated through PCSB for activities including consulting, part-time and short-term employment in general. PCSB employees may engage in outside employment activities outside PCSB hours and away from PCSB subject to the following restrictions:

- The outside employment must not interfere with performance of their duties; and
- The outside employment must not create a real or apparent conflict of interest.

All outside employment activities must be conducted without the use of PCSB supplies, equipment, including computers, or facilities; or the use of privileged, official, or protected information. No portion of PCSB time may be devoted to private purposes. Details regarding restrictions that apply to outside employment are discussed below.

Restrictions on Outside Employment

■ Working or Volunteering at Charter Schools. PCSB employees may not work for a DC public charter school, or group applying for a charter without written permission from the Executive Director. Unless tutoring students, PCSB employees may not volunteer for a

DC public charter school, or group applying for a charter without written permission from the Executive Director.

- Interference with the Performance of Job Duties. Outside employment activities must occur outside an employee's work schedule. PCSB employees may not engage in outside employment activities that interfere with their work assignment or the satisfactory performance of their job duties.
- Conflicts of Interest. Conflicts of interest are not permitted, regardless of the amount of compensation or time base. The following guidelines are used to determine whether a real or apparent conflict of interest would exist as a result of outside employment. Questions concerning potential conflicts of interest should be referred to the Executive Director.

Avoidance of Unfair Competitive Advantage. An employee's employment, consulting, or other business activity(s) outside of PCSB may not influence decisions made at PCSB in such a way as to give unfair competitive advantage to an outside business organization.

- Separation of PCSB and Private Interests. An employee's outside employment, consulting or other outside business activity must not affect PCSB's business dealings with an outside organization in which the employee or a near relative of the employee has a financial interest.
- <u>Use of Confidential Information</u>. The use of confidential information for personal financial gain is a type of conflict of interest and is prohibited. Confidential information is information that is known to an individual because of their connection with PCSB but is not available to the public.

Disclosure and Reporting Requirements

Employees engaged in outside business activity as defined in this policy are required to disclose the following information to PCSB, in order for outside business activities to be reviewed for continued appropriateness and to assure that outside business activities meet PCSB requirements:

- Changes in an employee's outside employment relationship or assignment;
- An appreciable change in the number of hours involved; and/or
- Notification that the employee is the target of an investigation by a federal or state agency.

Disclosure and reporting of outside employment activity should be provided in writing to the manager and Director of Human Capital and Strategic Initiative for the employee file.

Employment of Relatives/Personal Relationships

In an effort to ensure fairness and objectivity, and to avoid conflicts of interests or favoritism, nepotism or bias by one employee toward another, PCSB has established the following guidelines:

- Managers may not date a subordinate;
- No employee is permitted to hire a relative;
- When related persons work for PCSB, one relative may not supervise another; and
- Related persons may not be involved in evaluating each other's job performance or in making recommendations for salary adjustments, promotions or other budget-related decisions.

For the purposes of this policy only, the terms "relative" and "related person" are deemed to include individuals related by marriage, blood or adoption, or by virtue of a domestic partnership.

Potential conflicts of interest also may involve current employees who establish a formal relationship (e.g., marriage), or begin dating each other. A potential conflict-of-interest situation may exist when such employees work in the same office or department (or in a manager/subordinate relationship), or when one employee has access to confidential information.

Although PCSB does not prohibit hiring relatives or those with a close relationship to current employees, applicants are required to disclose any such relationships.

Conflict of Interest

All employees are expected to maintain a high standard of ethical business practices in their accepted roles and responsibilities, and in all PCSB operations.

Outside activities, actions, employment or proprietary interests that jeopardize, displace, overlap with, or materially interfere with PCSB interests form a basis for conflict and are prohibited.

All business transactions conducted in the name of the PCSB are to be made in an objective manner, free from favoritism, nepotism or bias. This includes any business, management or financial interest or activity in any entity that is a customer or supplier of PCSB. An employee's failure to report a potential conflict of interest to their manager may subject the employee to disciplinary action, up to and including termination.

Work Hours and Attendance

Basic Workweek

The regular, full-time workday is from 9:00 a.m. to 5:30 p.m. and the regular full-time work week is from Monday to Friday. PCSB may consider adjustments in the time parameters of the workday on a case-by-case basis. No employee will make arrangements to arrive for work after 10:00 a.m. An employee should discuss this matter with their manager for approval.

Lunch and breaks for non-exempt employees should be scheduled and taken according to the applicable state's wage and hour laws. Managers are responsible for ensuring adequate coverage during lunch periods and exceptions to such schedules can only be approved by managers.

Non-exempt, full-time employees, whether regular or temporary, are required to take a minimum of thirty (30) minutes (unpaid) for lunch each day. Subject to state law, non-exempt, part-time employees, whether regular or temporary, may work up to five (5) hours per day without a lunch period.

Attendance

Employees are expected to report to work when scheduled and to be on time. Regular attendance and punctuality are essential to the efficient operation of all PCSB activities, and they are a requirement for continued employment. We do recognize that occasional illness or extenuating personal reasons may cause unavoidable absence or tardiness. PCSB's expectations when such instances occur are described below.

Early Departure

If employees need to leave work before the end of their scheduled work period, they must obtain permission from their manager prior to leaving.

Makeup Time for Tardiness and Short Absences (Non-Exempt Employees)

As stated above, all employees are expected to arrive at work on time. In the event non-exempt employees arrive more than one hour late for work in the morning or returning from lunch will be required to use personal or vacation leave for the time missed.

Vacation Leave

Employees are expected to request approval of vacation leave, in advance, from their manager.

Failure to Report to Work

Employees, whether exempt or non-exempt, are expected to call-in prior to being absent from work (unless an emergency situation makes this impossible). If an employee is off from work or late for any reason and has not received advance permission for the absence, he or she must call his or her manager before 8:45 a.m. to report the absence or lateness.

Employees who fail to report to work without contacting their manager or leaving their manager a message for three (3) consecutive workdays will cause PCSB to consider the employee to have voluntarily "abandoned" their job. In this situation, employees will be removed from the payroll and will be ineligible for rehire.

Further, absence without prior official leave approval for three (3) separate days within a two (2)-month period will be grounds for disciplinary action. Such action may be reconsidered if an employee provides acceptable, detailed and verifiable written evidence of extenuating circumstances immediately upon return.

Professional Appearance

Employees are expected to maintain an appropriate appearance that is businesslike, neat and clean, as determined by the requirements of their position. PCSB reserves the right to define appropriate standards of appearance for the workplace.

As a general rule, PCSB maintains a policy allowing business casual dress in the workplace when the employee has no external meetings. In the event of external meetings, employees are to dress in business attire. However, employees are expected to wear attire that is appropriate for the workplace at all times. Examples of unacceptable attire include:

- Leggings (or Spandex pants) and shorts;
- Sweats/exercise clothes:
- Flip-flop plastic sandals, slippers or bedroom shoes;
- Clothing that reveals undergarments or resembles sleepwear, i.e. camisole appearance;
 and
- Clothing that is tight fitting, revealing, or with holes or tears.

Workplace Infractions

PCSB recognizes that each problem that may arise in the workplace will present a unique set of circumstances. When this happens, the unique situations will be addressed based on the individual facts and the context of relevant surrounding circumstances. For this reason, the list of infractions below is not intended to alter the "at-will" employment relationship and is merely illustrative of the types of conduct that will not be tolerated.

The following is a partial list of infractions that will result in disciplinary action or dismissal:

- Insubordination or refusal to comply with instructions;
- Disclosing information about PCSB that has been identified as confidential;
- Falsification of organizational records, documents and communications of any kind;
- **Excessive**, unscheduled absences and tardiness:
- Discovery by PCSB that criteria utilized in the hiring process was false or purposely misleading;
- Failure to comply with finance, accounting or travel guidelines and policies;
- Engaging or participating in activities considered to be unethical or fraudulent;
- Theft or misuse of funds, services, supplies or equipment;
- Downloading of inappropriate information, graphics or software;
- Inability to perform the job;

- Failure to adhere to PCSB policies;
- Harassment of any type, discrimination or other prohibited conduct;
- Threatening, coercing or intimidating other employees;
- Immoral, indecent, disrespectful or demeaning conduct;
- Use of abusive language, disorderly conduct;
- Possession of, or attempting to work under the influence of, alcohol or any illegal or controlled substance;
- Violation of criminal laws on PCSB premises or while representing PCSB, and
- Possession of a weapon on PCSB's premises or at a PCSB event.

This list is not all-inclusive.

Drug and Alcohol Use

PCSB is committed to a drug and alcohol free work place during normal business hours. To that end, PCSB's policy forbids the possession, use, distribution or sale of alcohol or illegal drugs in the work place or while employees are on company business. However, the PCSB may sponsor a business-related event(s) where alcohol may be consumed in the work place.

It is the goal of PCSB in establishing this policy to:

- Establish and maintain a safe, healthy working environment for all employees;
- Reduce absenteeism and tardiness and improve productivity; and
- Reduce the risk of injury to other employees, the impaired employee, to third parties, such as colleagues of clients, or to property.

Employees who begin work while impaired or who become impaired while at work are guilty of a major violation of PCSB's policy and federal regulations and subject to severe disciplinary action. Severe disciplinary action can include suspension, dismissal, or any other penalty appropriate under the circumstances. Likewise, the use, possession, transfer, or sale of any substance in PCSB's building or any other work site, such as a conference, is prohibited; and violations are subject to severe disciplinary action.

Employees who are taking prescription drugs that might affect their ability to perform or their safety are responsible for reporting this fact to their manager. The purpose of such reporting is for the protection of the employee (e.g., for safety purposes in case of an adverse reaction to the drug while at work, and to prevent false accusations of illegal substance use).

Maintaining a drug free work environment is an important goal of PCSB. Violation of this policy may lead to disciplinary action up to, and including, termination of employment.

Smoke-free Workplace

For health and safety reasons, employees are prohibited from smoking in the workplace or while representing PCSB, except where provided otherwise under state law.

For purposes of this policy, the following definitions apply:

- The "workplace" is considered to be all PCSB premises as well as meeting rooms, other facilities, or areas used for PCSB-sponsored functions and events.
- "While representing PCSB" is understood to include any time employees are attending a business or social function as part of their role or job duties with PCSB.

Employees who smoke in the workplace or at a PCSB-sponsored event or function will be subject to disciplinary action up to and including termination.

Corrective/Disciplinary Action

PCSB strives to make all employees aware of any performance-related problems. If an employee's work habits, behavior, attendance, and/or productivity do not meet the requirements of their position, the employee's manager will point out the deficiencies at the earliest possible opportunity to determine the appropriate course of action.

Categories of Corrective Action

When a manager determines that an employee is not meeting his/her responsibilities, the manager generally will advise the employee of any gaps between their objectives and actual performance. This can be done through informal discussions or more formalized action. The severity of corrective action depends on the seriousness of the performance issue as determined by the manager, in consultation, with the Human Capital Department.

Informal Counseling

The manager may bring the problem to the attention of an employee first through informal counseling. Employees generally will be advised of the conduct warranting the counseling and of the necessary steps to be followed in order to avoid further management action.

Letter of Caution

A letter of caution generally will be given to employees in cases where informal counseling has not proven successful or where the manager and the Executive Director determine the infraction should first be addressed at this level.

A Final Written Warning, Suspension and Dismissal

A final written warning, suspension or dismissal is warranted in cases where employees continue not to meet their responsibilities by engaging in unacceptable conduct after receiving a letter of caution or when the manager, the Director of Business Oversight, or designee determine that the infraction should first be addressed at one of these levels. Except for circumstances warranting disciplining employees at a later step, discipline will normally proceed on the first occasion of adverse conduct following the issuance of a letter of caution to a final written warning. For example, an employee may be placed on Leave Without Pay (LWOP) for a minimum of one half day to a maximum of three days.

Suspension

An employee's manager may, under certain conditions and in an attempt to achieve fairness, recommend to the Executive Director that an employee be suspended (with or without pay) to allow for a reasonable length of time to gather facts and arrive at a decision.

For each category of corrective action employees shall be given the opportunity to prepare a written response rebutting the facts and/or conclusions contained either in the letter of caution or in the written memo of disciplinary action.

Grievance

Within any group of people working together, honest differences of opinion regarding working conditions or other matters may arise from time to time. PCSB recognizes this and believes that employees having a complaint made in good faith should have the opportunity to be heard and to have any discrepancy resolved without fear of recrimination or penalty. Further, PCSB believes such employees should expect and receive fair and courteous consideration of their complaints and/or problems as well as a prompt reply.

To ensure employees are afforded the opportunity and considerations inherent in this policy, PCSB has established a formal grievance resolution process. This process is applicable to complaints and/or problems related to policy interpretation and/or policy administration.

NOTE: This grievance resolution process does not apply to issues specifically related to sexual harassment or discrimination. Please refer to the Sexual Harassment and Discrimination policies in Section I and any applicable state policies for additional information on addressing complaints concerning these issues.

Grievance Resolution Process:

PCSB's grievance resolution process has a number of specific steps which generally must be followed systematically by all employees having a complaint or problem that falls within the scope of this process. These steps and associated target timeframes are summarized below. If employees feel uncomfortable raising their complaint with their manager, they may raise the complaint with the Human Capital Associate or Director of Human Capital.

Grievance Procedure Steps	General Time Frame for Completion
 1. An employee brings the matter to the attention of their immediate manager in order to resolve the matter. If an employee is not satisfied with the suggested resolution, the employee should initiate a meeting with the Executive Director. If the employee grievance is with the Executive Director, the employee should submit the grievance in writing to the Board Chair. 	5 Days
2. The Executive Director conducts a formal investigation of the employee's complaint and provides the employee with a response.	15 Days

NOTE: Management generally will use its best efforts to complete each step of the grievance procedure within the suggested timeframes. However, this may not always be possible, due to, for example, pressing work issues and vacation and holiday schedules. In addition, certain employee matters may be serious enough that managers should consider bypassing certain steps and bringing the matter directly to the attention of the Human Capital Department.

Non-Exempt Employees:

Federal law requires the maintenance of detailed timekeeping records for all employees eligible for overtime payment. A PCSB timesheet should be used to record and report time worked daily.

Non-exempt employees who do not work a full day and use leave for a portion of the workday should record the applicable leave on their time card to the nearest hour.

Exempt Employees:

In instances where the District of Columbia Family and Medical Leave Act applies, exempt employees working a reduced leave schedule in increments of less than one full day should record the time actually worked to the nearest hour.

Exempt employees who are absent for a day or more may receive pay for that absence, to the extent they have any unused vacation leave, sick leave or other paid leave hours. An exempt employee's salary will be reduced only when they miss a full workday or more and have exhausted all available paid leave.

Use of Company Property

A large percentage of PCSB's business is transacted by telephone and email. The telephone equipment of PCSB is provided for the purpose of providing service to our clientele; therefore, employees should try to limit personal calls, whether incoming to outgoing, to those made out of absolute necessity or emergency.

The copier and fax are intended for business use. The equipment may be used for personal reasons, provided it:

- Does not interfere with PCSB business; and
- Is done on personal time (during a break or before or after the work day).

Computer Usage

PCSB operates an electronic information system (EIS) which is comprised of computer hardware, software, network accounts providing e-mail, World Wide Web browsing, etc, and is the property of PCSB. The EIS is intended to be used for business purposes in serving the interests of PCSB in the course of normal operations. This policy provides PCSB employees with an effective and consistent standard relative to the use of computers, e-mail, and internet usage.

The communication systems, as well as the equipment and stored data, are and remain at all times the property of the PCSB. Accordingly, all messages and files created, sent, received or stored within the system should be related to organizational business and are and will remain the property of PCSB.

Downloading Software

Employees are prohibited from downloading software from the internet without prior written approval of the Information Technology Director. Downloading of games from the internet is prohibited. Downloading of any executable files or programs which change the configuration of your system by anyone other than information technology personnel is prohibited. Employees should take extreme caution when downloading software or files from the internet. All files or software should be passed through virus protection programs prior to use. Failure to detect viruses could result in corruption or damage to files and/or unauthorized entry into the PCSB

network. It is mandatory that you comply with copyright and trademark laws when downloading material from the internet.

If employees find that any damage occurred as a result of downloading software or files, the incident should be reported immediately to the Information Technology Director.

Employees may not install other on-line services to access the internet on PCSB owned computers. Any questions should be directed to the Information Technology Director.

E-mail Usage

The primary purpose of the electronic mail system is to expedite necessary business communications between two or more individuals. As such, the use of electronic mail is for PCSB's business purposes.

This policy should be read and interpreted in conjunction with all other PCSB policies, including but not limited to policies prohibiting harassment, discrimination, offensive conduct or inappropriate behavior. The content of e-mail messages and other communications, whether oral or written, may not contain anything that would reasonably be considered offensive or disruptive to any employee. Offensive content would include, but is not limited to, sexual comments or images, racial slurs, gender specific comments, or any comments that would offend someone on the basis of their age, sex, sexual orientation, religious or political beliefs, national origin, or disability. Employees are prohibited from using electronic mail for any unethical purposes, including but not limited to pornography, violence, gambling, racism, harassment, or any illegal activity. Employees are forbidden from using profanity or vulgarity when posting electronic mail. Employees should consult the PCSB Style Guide for the standard PCSB email protocols.

Disclosure of any confidential information through electronic mail to any party not entitled to that information is prohibited.

The dissemination of copyrighted materials or proprietary data without appropriate approval is strictly prohibited.

Email Etiquette

When utilizing e-mail, etiquette is important. The strategies for effective e-mail communication are as follows:

- Communicating urgent matters for immediate response;
- Keeping all messages as brief as possible will minimize reading time for recipient, therefore keeping communication efficient;
- Be as complete as possible by using the simple rules of who, what, when, where and why to answer any anticipated questions;
- Avoid communicating through e-mail on a sensitive subject that should be addressed in person; if possible; and
- Communicate confidential information through a form other than e-mail.

While the PCSB encourages employee use of the internet, its use is restricted to the following:

- To communicate with employees, vendors, or clients regarding matters within an employee's assigned duties;
- To acquire information related to, or designed to facilitate the performance of regular assigned duties; and
- To facilitate performance of any task or project in a manner approved by the employee's manager.

Personal Use

As previously stated, the EIS is intended for business purposes. Incidental personal use of the system is permitted. However, personal use should not interfere with PCSB's operations. Any personal use is expected to be on the employee's own time and at the employees own expense and is not to interfere with the employee's job responsibilities.

PCSB's Right to Monitor and Consequences

PCSB reserves the right to retrieve and review any message or file composed, sent or received. It should be noted that although a message or file is deleted or erased, it is still possible to recreate the message. Therefore, ultimate privacy of messages cannot be assured to anyone. Although electronic mail and voice mail may allow the use of passwords for security, confidentiality cannot be guaranteed. It is possible for messages to be retrieved and viewed by someone other than the intended recipient. Furthermore, all passwords are known by the administrators of the PCSB system as the system may need to be accessed in the absence of an employee.

Violations of this policy may be subject to disciplinary actions, up to and including termination.

Confidential Information

PCSB understands that employees in the course of their employment will receive and become aware of information, projects, and practices which are sensitive and confidential in nature. All employees are expected to keep all such information strictly confidential, and agree that they will not communicate, disclose, divulge or otherwise use, directly or indirectly, such confidential and/or sensitive information.

By accepting employment, employees agree to maintain in confidence and to use only in the interest of PCSB any and all information acquired by them in the course of their employment and to only use such information for the performance of their jobs. Particular care must be taken to keep confidential any information received under an express or implied secrecy obligation or information received from third parties.

Further, information acquired in the course of employment must not be used for individual benefit. Access to confidential information does not carry with it personal benefit or advantage but imposes an obligation to keep such information confidential and to use it solely in the interest of PCSB.

It is PCSB's policy that all information considered confidential will not be disclosed to external parties or to employees without a "need to know." If there is a question or doubt regarding whether certain information is considered confidential, employees should first check with their manager or the Executive Director.

Violence in the Workplace and Workplace Safety

Every workplace has the potential for violence. Violence may be directed at managers or peers, and can come from employees, former employees, family members, customers, vendors or visitors in the workplace. It can range from starting rumors or exchanging angry words to taking physical action. In rare cases, violence may even take the form of an armed assault.

PCSB has a commitment to providing a safe environment for employees, customers, and visitors and will not tolerate threatened or actual violence, intimidation or assaultive behavior in the workplace or at events sponsored by PCSB. Any display or threat of violence will subject an employee to disciplinary action, up to, and including dismissal.

Examples of Violent Behavior

Regardless of the cause, violent behavior will not be tolerated. For purposes of this policy, violent behavior may range from verbal abuse to actual physical assault. Some specific examples include:

- Making direct or indirect threats (at work or at home), either in person or through letters, phone calls, voice mail, e-mail, etc.;
- Forcefully throwing or striking objects;
- Stalking, frightening or showing undue focus on another person;
- Concealing or using a weapon (gun, knife, etc.); or
- Physically assaulting (e.g., shoving, tripping, punching, etc.) a co-worker, manager, volunteer, etc.

Security Precautions

Visitors in the workplace can also cause violent incidents.

To guard against this potential source of violence, employees are encouraged to:

- Escort visitors while they are on the premises;
- Report suspicious activities to a manager;
- Never prop open a locked door or entrance; and
- Report burned out lights and broken locks to person(s) responsible for the facility.

Dealing with Upset Employees

If employees feel an employee is displaying examples of potentially violent behavior, they should notify their manager or the Executive Director for guidance.

Dealing with a Violent Situation

In the event of a violent situation, employees should not put themselves in potential danger. Rather, they should:

- Get to a safe area;
- Try to remain calm
- Call 911 if emergency assistance is required. As instructed by the 911 Operator, stay on the line and provide specific information as to your whereabouts in the building. and
- Notify your manager or the Executive Director as soon as possible.

Solicitations

Solicitations for any causes or organizations other than the PCSB are prohibited during working time. If a solicitation occurs, employees are not required to make any contribution or provide support.

Distribution of literature for outside interests is permissible only in non-work areas and during non-work times. "Working area" includes any portion of PCSB premises where employees customarily perform or are actually performing their regularly assigned duties or any other activities in furtherance of the organization's business. "Working time" includes all working hours during which an employee is on duty, but does not include such periods as lunch or rest breaks.

Harassing or intimidating tactics in the course of these activities are strictly forbidden. In addition, employees may conduct approved activities only during their own lunches or breaks and in non-work areas.

Section III - Hiring and Employment Practices

Employment Classifications

There are three classifications of employees with respect to applicability of these policies. Employees are classified as regular full-time, regular part-time, or temporary according to the following definitions.

Regular Full-time

Regular full-time employees are employees who work a standard work week of 35 hours or more on a regularly scheduled basis with full-time responsibility and are entitled to full benefits in accordance with the applicable eligibility requirements.

Regular Part-time (Benefits Eligible)

Regular part-time employees are ones who work less than a standard 35-hour work week on a regularly scheduled basis and are eligible for only those benefits outlined in their employment letter or other written agreement with PCSB, as authorized by the Executive Director.

Temporary

Temporary employees are those who are hired with the understanding that their employment will not continue beyond a stated date or beyond completion of a specified project or projects and are not entitled to regular benefits.

NOTE: Independent contractors, including consultants, are those non-employees who are paid on a fee-for-service basis to perform certain specified services. Volunteers are those who provide services to the PCSB without financial compensation, other than reimbursement for authorized expenses. Neither independent contractors nor volunteers are considered employees of the PCSB and are not covered by this handbook.

Exempt and Non-Exempt Employees

Employees are classified as exempt or nonexempt according to the following definitions:

Salaried Exempt

Positions of a managerial, administrative, or professional nature, as prescribed by federal and state labor statutes, are exempt from mandatory overtime payments.

Salaried Nonexempt

Positions of clerical, technical, or service nature, as defined by statute, which are covered by provisions for overtime payments under the Fair Labor Standards Act are entitled to overtime pay at the rate of one-and-a-half times their regular rate of pay for all hours worked in excess of 40 hours per week.

Nonexempt employees must maintain an accurate record of actual hours worked and must obtain prior approval of their manager for any work in excess of 40 hours per week.

Section III - Hiring and Employment Practices

Orientation and Adjustment Period

The first six months (180 calendar days) of employment are considered an Orientation and Adjustment Period; in addition, employees that transfer or are promoted will also be subject to a six-month orientation and adjustment period. This period may be extended at the discretion of the manager.

The Orientation and Adjustment Period begins on the date an individual is hired as a regular employee by PCSB and runs for 180 calendar days thereafter. During this period, employees have a chance to determine their satisfaction with PCSB and their job. At the same time, the employee's manager has the opportunity to evaluate their ability to perform the assigned position's requirements effectively.

NOTE: PCSB abides by the legal doctrine of "Employment At-Will," meaning that employment may be terminated at the option of the employer or the employee at any time, with or without advance notice, and with or without cause. (See Section I – Employment Practices, *Employment At-Will*)

Managers may request that an employee's Orientation and Adjustment Period be extended in the following circumstances:

- Extended absence or illness on the part of the manager or employee;
- For reasons outside the individual's control, the employee is unable to assume the full responsibilities of the position; and/or
- The employee's performance does not meet expectations after six months of employment.

Except in these extenuating circumstances, the expectation is that both parties will become clear about whether the individual and the position are a good match before the end of the six-month period.

Employee Privacy and Personnel Records

PCSB recognizes an employee's right to privacy. In achieving this goal, PCSB adopts these basic principles:

- Collection of employee information will be limited to that needed for business and legal purposes.
- Confidentiality of an employee's personal information in PCSB records will be protected to the greatest extent possible.
- All in-house employees involved in record keeping will be required to adhere to these policies and practices. Violations of this policy will result in disciplinary action.

Section III - Hiring and Employment Practices

- Internal access to an employee's records will be limited to those employees having an authorized, business-related "need to know." Performance reviews conducted by an employee's current manager will be made available to a potential new manager if the employee applies for another employment opportunity within PCSB.
- PCSB will refuse to release potential personal information to outside sources without an employee's written approval, unless legally required to do so.
- Employees are permitted to see their personal information maintained in PCSB records. They may correct inaccurate factual information or submit written comments in disagreement with material contained in their records.
- PCSB will verify the following information requested as part of legitimate credit checks authorized by employees: date of employment; position held; annual gross salary; and social security number.

From time to time, PCSB may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if requested to do so. Employees who refuse to cooperate fully with an investigation may be subject to discipline, up to and including termination.

Job Performance

Generally, performance reviews of employees will be conducted three-months after entry and on an annual basis. Performance reviews are intended to identify both those aspects of the job that employees are performing well and those aspects that need attention. They are also a formal opportunity for employees to express any concerns they may have relative to their job or about employment with PCSB. However, if employees do have concerns, they should not wait until their next review to express them; employees approach their manager about issues, problems or questions related to employment with PCSB.

Section IV - Compensation Administration

Pay Schedule

PCSB employees are paid biweekly on alternating Fridays by direct deposit into a banking account designated by the employee. Employees are responsible for providing the appropriate bank account information to the Human Capital Department in order to initiate this process.

Paychecks are accompanied by a summary of payroll deductions authorized by the employee and a statement of gross and net income. Pay statements are delivered to employees by Friday of each pay week.

Payroll Deductions

The following mandatory deductions will be made from every employee's gross wages:

- Federal income taxes;
- Social Security tax;
- Medicare tax; and
- State tax and local tax (when appropriate).

In accordance with federal regulations, employees are required to complete and submit a federal withholding allowance certificate (IRS Form W-4) on or before their first day on the job as well as anytime their circumstances change.

PCSB also makes any voluntary deductions that employees have authorized, such as health insurance benefits, or monies for PCSB's retirement plan.

Employees receive an annual Wage and Tax Statement (IRS Form W-2) for the preceding year on or before January 31. Employees, who believe their payroll deductions are incorrect for any pay period, or on the W-2, should contact the Human Capital Associate.

Overtime Pay

Non-exempt employees who work more than forty (40) hours per week will receive overtime pay for all additional hours worked (i.e., time worked beyond forty (40) hours). Overtime pay for these additional hours are computed at 1 ½ times the employee's normal hourly rate. Overtime is paid for work completed in excess of 40 hours a week or as required by District law.

Employees must receive approval from their manager prior to working extra hours that would qualify for overtime pay.

Paid leave (e.g., vacation, personal, etc.) is not included for purposes of computing overtime. Overtime is based solely on hours worked. Employees should review the Overtime Policy for further information.

Section IV - Compensation Administration

Bonuses

Bonuses, when paid, are a matter of discretion, not of right. Namely, whether a bonus will be paid in a particular year will depend upon a number of factors to be considered by the Executive Director and the Board of Directors. PCSB makes no promise regarding the payment of bonuses, and employees should not expect to receive a bonus. The fact that a bonus may be granted once, or more than once, does not mean that it will be granted again in the future, or that, if granted, it will be in the same amount.

Wage Garnishments or Attachments

PCSB recognizes its responsibility in protecting personal privacy and dignity of employees. For this reason, the PCSB exercises great care and judgment in the collection, maintenance, use and release of personal information about employees.

The Human Capital Associate handles all wage garnishments, attachments, or other legal processes that require PCSB to withhold an employee's earnings.

Managers are not informed of a garnishment or wage attachment situation unless there are unusual circumstances or a compelling "need to know." All requests for employee information (i.e., other than business reference information) must be directed to the Director of Business Oversight for reply.

Legal requests requiring disclosure of information or attachment of wages are handled by the Director of Business Oversight in consultation with the Executive Director. Absent a legal duty to provide information, no information is provided to attorneys or private agencies without an employee's consent.

Should a server come to PCSB to affect a summons, garnishment papers, etc., PCSB will notify applicable employee in order to provide them with an opportunity to meet privately with the outside servers. In such situations, the decision to meet or not meet with the server is solely the employee's. An employee's decision to meet or not meet with the server will not affect PCSB's legal requirement to execute the garnishment.

Pay Policies in Case of Emergency Closing

PCSB follows the lead of the District of Columbia Government. If the District of Columbia Government allows "liberal leave", the office will be open and employees must use their vacation or personal leave if they deem it unsafe to report to work. Employees with no available vacation or personal will be unpaid.

Federally Required Benefits

PCSB pays for the following legally mandated benefits on behalf of employees:

- Social Security and Medicare
- Workers' Compensation
- Unemployment Insurance

PCSB also complies with the legal requirements of the following:

- Consolidated Omnibus Budget Reconciliation Act (COBRA)
- Health Insurance Portability and Accountability Act (HIPAA).

These legally mandated benefits provide additional protection if employees become disabled, separate from PCSB, divorce, etc. Highlights of the benefits are provided below.

Social Security and Medicare

Social Security and Medicare provide four basic benefit provisions:

- Retirement income:
- Disability income;
- Death benefits: and
- Retirement health care (Medicare)

Rates for employees and PCSB are established by law and represent a percentage of earnings. Contributions to Social Security and Medicare are deducted from every paycheck subject to federal guidelines.

Workers' Compensation

Workers' Compensation is an insurance program that provides income protection for employees who sustain a work-related injury or illness while at work or traveling on behalf of PCSB. Contributions for Workers' Compensation are regulated by state law and are paid in full by PCSB on behalf of employees.

Leave Benefits: Vacation Leave

Regular full-time employees are entitled to paid vacation leave as specified in their employment letters. Vacation leave is prorated based on the employee's hire date. While employees are encouraged to use vacation leave during the year, they may carry-over up to 40 hours of vacation, which must be used within one year of the carry-over date. Vacation leave should be scheduled with consideration of PCSB's activities and work requirements, and managers must approve all vacation requests in advance. If a paid holiday falls during an employee's requested vacation period, only non-holiday days will be counted as vacation leave. Employees will be

paid for accrued vacation time upon termination. If an employee voluntarily or involuntarily leaves, any used vacation time that has not been accrued will be owed to PCSB. An automatic deduction will apply to the employee's last paycheck or the employee will receive an invoice if the payment due exceeds the amount of the employee's last paycheck.

Increase in leave begin on anniversary date of employment as follows:

- * 15 days per year- 4 years of employment
- * 20 days per year-7 years of employment
- * 25 days per year-10 years of employment

Leave Benefits: Personal Leave

Personal leave consists of paid days off that the employee may take at any time with their manager's approval, in order to celebrate religious or other holidays not on PCSB's holiday list, attend to personal business, or for any other purpose. Consistent with the terms of the employee's employment letter, personal leave is accrued at four hours per pay period. The Accrued Sick and Safe Leave Act allows employees who are employed for one year and have worked at least 1,000 hours during the 12-month period are entitled to roll-over 40 hours of personal leave. The PCSB allows all employees to roll-over 40 hours of personal leave.

Employees must complete the proper steps to request leave, including getting approval from their manager and submitting record of leave taken. An employee who is absent due to illness may be asked to provide acceptable proof that the leave was illness-related. Employees will not be paid for unused personal leave upon termination of employment with PCSB.

Leave Benefits: Holiday Leave

Each calendar year, a list of paid holidays that will be recognized by the PCSB is circulated to employees. In general, the PCSB follows the schedule of holidays observed by the DC Government:

- Martin Luther King's Birthday
- President's Day
- DC Emancipation Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving Day and the Friday following Thanksgiving
- Christmas Eve
- Christmas Day

- New Year's Eve
- New Year's Day

If a holiday falls on a Saturday, it will be observed on the Friday prior to the holiday. If a holiday falls on a Sunday, it will be observed on the Monday following the holiday.

Regular full-time employees are paid for each observed holiday. Regular part-time employees are entitled to be paid for only those designated holidays or portions thereof on which they would ordinarily work, according to their regular, approved schedules.

Leave Benefits: Accrued Sick and Safe Leave Act

The Accrued Sick and Safe Leave Act requires employers within the District of Columbia to provide paid leave to employees for an absence if the employee or the employee's family member is a victim of stalking, domestic violence, or sexual abuse; provided the absence is directly related to social or legal services pertaining to the stalking, domestic violence, or sexual abuse, to:

- Seek medical attention for the employee or the employee's family member to recover from physical or psychological injury or disability caused by domestic violence or sexual abuse;
- Obtain services from a victim services organization;
- Temporarily or permanently relocate;
- Take legal action, including preparing for or participating in any civil or criminal legal proceeding related to or resulting from the domestic violence or sexual abuse; or
- Take other actions to enhance the physical, psychological, or economic health or safety of the employee or the employee's family member or to enhance the safety of those who associate or work with the employee.

Employees who are employed for one year and have worked at least 1,000 hours during the 12-month period immediately preceding the request for leave are entitled to up to five days of paid safe leave per calendar year to ensure the safety of the employee or a family member as defined.

Employees must request safe leave in writing, state a reason for the absence and indicate the expected duration of the leave. If the need for leave is foreseeable, the employee must provide 10 days' advance notice. If the need for leave is unforeseeable, an oral request should be provided prior to the start of the work shift for which the paid leave is requested. In the case of an emergency, employees must provide notification prior to the start of the next work shift or within 24 hours of the onset of the emergency, whichever is sooner.

Employees who take safe leave for three or more consecutive days are required to provide reasonable certification of the need for leave including, for example, a police report, a court

order, or a signed statement from a victim or witness advocate or domestic violence counselor. This certification shall be provided upon the employee's return to work. In providing certification, no health care provider shall be required to provide information protected by the Social Security Act or the Health Insurance Portability and Accountability Act (HIPAA).

Employees will not face retaliation or reprisal for requesting or using leave or asserting rights under this policy. PCSB will not interfere with, restrain or deny an eligible employee's use of leave, attempt to use leave or assertion of rights under this policy. Employees may raise concerns regarding this policy and seek redress for those concerns without fear of discrimination or discharge. Any employee who believes he or she has been treated in violation of this paragraph should immediately inform the Human Capital Department, his/her manager, or the Executive Director.

Family and Medical Leave (FML)

Employees of PCSB benefit from the District of Columbia Family and Medical Leave Act (FML) of 1990 (DC FMLA) which allows eligible employees to take job-protected, unpaid leave for the birth of a child, placement of a child for adoption or in foster care, the employee's own serious health condition and to care for a family member with a serious health condition. An employee who has worked for PCSB for at least one year without a break in service, and has worked at least 1,000 hours in the 12 months preceding the start date of leave is eligible for up to 16 weeks of medical leave and 16 weeks of family leave in a 24-month period. An employee may be eligible for an unpaid leave of absence for the following reasons:

- a. The birth and care of a newborn child ("family leave");
- b. The placement of a child for adoption or foster care, and to care for a newly placed child for whom the employee permanently assumes and discharges parental responsibilities ("family leave");
- c. To care for a family member with a serious health condition ("family leave"); or
- d. An employee's own serious health condition that creates an inability to perform job functions ("medical leave").

A "serious health condition" is a physical or mental illness, injury, or impairment that involves inpatient care at a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care, OR a condition which requires continuing care by a licensed health care provider or other competent individual. This policy covers illnesses of a serious and long-term or chronic nature resulting in recurring or lengthy absences, but may not require treatment from a healthcare provider during the absence. A "family member" is someone to whom the employee is related by blood, legal custody or marriage; a foster child; a child living with the employee for whom the employee permanently assumes and discharges parental responsibility; or a person with whom the employee shares or has shared, within the last year, a mutual residence and with whom the employee maintains a committed relationship.

Eligible employees may request up to a maximum of 16 workweeks of unpaid family leave in a 24-month period and, separately, up to 16 workweeks of unpaid leave in a 24-month period for medical leave. Leave to bond with a child must be taken within 12 months of the birth or placement of a child. Any combination of family and medical leave may not exceed the maximum limit. If both spouses work for PCSB and are eligible for leave under this policy, the spouses will be limited to taking 4 weeks of family leave simultaneously. PCSB will measure the 24-month period as a "rolling 24-month period" measured backward from the date an employee uses or would use any leave under this policy.

If medically necessary for a serious medical condition concerning the employee or a qualifying family member, leave may be taken on an intermittent or as needed basis. When employees have some control over the timing of the leave, such as leave needed for medical appointments, they are expected to consult with their manager to arrange a time that will minimize the disruption to the operations. If leave is "intermittent," each time an employee takes leave, PCSB will compute the amount of leave the employee has taken under this policy and subtract it from the amount of available leave; the balance remaining is the amount to which the employee is entitled for that DC FMLA-qualifying period. The 16 workweeks of family leave may be taken on a reduced schedule over a period not to exceed 24 consecutive workweeks. If leave is unpaid, PCSB will reduce an employee's compensation to reflect the amount of leave taken.

For eligible employees, the PCSB will provide four (4) weeks of paid FML. An employee may elect to use any available vacation or personal leave for the remainder of the FML period. Otherwise, the balance of the leave will be unpaid.

Required Notice/Forms

If the need for family or medical leave is foreseeable, employees must notify their manager and complete the necessary leave request form at least 30 days prior to the date on which he/she anticipates the need for leave. When the need for leave is unforeseeable, the employee should notify his/her manager no later than five (5) days after the leave commences or as soon as practicable under the circumstances, and comply with PCSB's call-in procedures. You should provide your manager with as much information as possible so he/she knows that you are requesting FML. Notice can be provided by the employee's spouse, any adult family member, a healthcare provider or any other responsible party if the employee cannot personally do so. Failure to provide timely notice may result in a delay of the start of job-protected leave until proper notice is given.

Certification

For a leave requested because of a serious health condition, whether it involves an employee or a family member, a healthcare provider must complete a *Certification of Healthcare Provider for Employee's Serious Health Condition/Certification of Healthcare Provider for Family Member's Serious Health Condition* form, which can be obtained from the Human Capital and Strategic Initiatives Department.

Employees are responsible for obtaining and forwarding the appropriate form to the healthcare provider for certification and for ensuring that the completed form is returned to the Human Capital and Strategic Initiatives Department within the designated timeframe.

The Human Capital and Strategic Initiatives Department will notify employees if certification is required as well as when it is due (within 15 days of the request for leave, unless it is not practicable under the circumstances despite an employee's diligent "good faith" effort). Failure to provide the necessary certification in a timely manner may result in the delay or denial of leave until satisfactory documentation is provided.

At its discretion, PCSB may require a second medical opinion at its own expense. If the second healthcare provider's opinion *conflicts* with the original certification, PCSB, at its expense, may require a third mutually agreeable healthcare provider to conduct an examination and provide a final and binding opinion. PCSB may require that the employee obtain subsequent recertification for either family leave or medical leave where the employee requests an extension of FML, the PCSB obtains information which causes PCSB to doubt the validity of the need for leave, or more than six (6) months have passed since the initial certification.

Leave is Unpaid

Only the first four (4) weeks of absence under the FML Policy is paid although employees may be eligible for short or long-term disability payments, vacation, paid sick and safe leave, personal and/or workers' compensation benefits under those programs. Disability and workers' compensation leaves will run concurrently with a DC FMLA-qualifying leave. Depending upon the reason for the leave, other available accrued paid leave can be substituted for unpaid leave. Any paid leave will run concurrently with a DC FMLA-qualifying leave.

- 1. If an employee requests leave because of adoption or foster care placement of a child, parental as well as any accrued vacation and/or personal leave can be substituted for unpaid family leave.
- 2. If an employee has requested leave because of his/her own serious health condition, birth of a child, or to care for a family member, any accrued paid leave can be substituted for unpaid family/medical leave at the employee's election.

NOTE: The substitution of paid leave does not keep the absence from counting towards the maximum family/medical leave protected under the DC FMLA.

Health and Other Benefits

FML does not cause employees to lose any previously accrued employment benefits; however, employees will not accrue seniority or other employee benefits during the period of an unpaid FML. During paid FML leave, employees continue to accrue benefits.

During FML, PCSB will maintain an employee's health, life, and disability benefits, as though the employee continued to be actively employed.

- 1. <u>Paid Leave of Absence</u> If an employee's leave is paid, his/her regular portion of any required plan premiums will be deducted as a regular payroll deduction. Accruals for seniority, sick and vacation leave also continue.
- 2. <u>Unpaid Leave of Absence</u> If the leave is unpaid, an employee must pay his/her portion of the premium, no later than the normal due date. Before commencing FML, an employee must contact the Human Capital Associate to arrange for payment of premiums. An employee's insurance coverage will cease if the premium payment is more than 45 days late. In addition, an employee does not accrue benefits (e.g., sick leave, vacation, seniority, etc.) while on an unpaid leave of absence.

Continuation of Employment

Upon return from FML, employees will be restored to their original position or an equivalent position with equivalent pay, benefits and other terms of employment. The only exception to the restoration procedure is for key employees. Key employees may be denied reinstatement if:

- 1. The denial of restoration of employment is necessary to prevent substantial and grievous economic injury to PCSB's operations, and the injury is not directly related to the employee's need for FML; and
- 2. PCSB notifies the employee of its intent to deny restoration to employment and the basis for the decision at the time it provides the eligibility for leave letter to the employee following a request for FML.

Parental Leave

The DCFMLA also requires all employers to provide 24 hours of parental leave per year to allow employees to attend school-related events. D.C. Code § 32-1201 (2001). The employee must give ten days' advance notice, unless such notice is impossible. The employer may deny the leave only if providing the requested leave would disrupt business operations and make the achievement of production or service delivery unusually difficult. Employers are required to provide leave to allow a parent, aunt, uncle, or grandparent to attend school-related events sponsored by a school or parent-teacher association, including concerts, plays, rehearsals, sporting games or practices, and meetings with teachers or counselors.

Paid Leaves of Absence (Bereavement)

Regular full-time employees who experience the death of a parent, parent-in-law, spouse, domestic partner, sibling, child, grandparent, grandchild, step-parent, step-sibling, step-child, or step-grandchild may take up to three days of paid bereavement leave. Employees taking bereavement leave must fill out a leave form and follow normal procedures for leave submission.

Paid Leaves of Absence (Military)

If called for National Guard service or military reserve duty, regular full-time employees are granted leave with pay. PCSB pays the difference between such employees' normal earnings and the military base pay for a period of up to two (2) weeks per year. Employees who are called to active duty or who volunteer for emergency active duty are guaranteed reemployment upon return in accordance with the "Veterans Reemployment Rights Act." During such leaves, employees are eligible to purchase continued health, vision and dental coverage under provisions of COBRA as described in the Medical/Dental Summary Plan Description.

Paid Leaves of Absence (Jury Duty)

If an employee is selected for jury duty, the employee will be placed on paid leave. During this leave period, PCSB will pay the difference between the employee's normal pay and his or her "jury duty" pay. It is imperative that employees selected for jury duty give their manager notice of their selection for jury duty within three business days of receiving the notice. Employees taking leave for jury duty must fill out a leave form and follow normal procedures for leave submission.

Paid Leaves of Absence (Voting)

It is the policy of PCSB to provide employees time off to vote in state, national, and local elections.

Employees who are registered voters may receive up to three hours of paid time off to vote. Leave must be taken at the beginning or end of the employee's regularly scheduled work time, whichever allows the most free time for voting and the least time off from the regular working schedule, unless otherwise approved.

This time will not be deducted from leave balances; however, it should be recorded as "Administrative Leave" on timesheets. Employees must notify their managers at least one day prior to the day of the election if they are planning to take any time at the start or the end of the workday.

If additional time is needed to vote, employees can use accrued vacation or personal leave at their discretion. Time off to vote is recorded for non-exempt employees as non-worked time when calculating overtime.

Unpaid Leave of Absence

Full-time employees may request unpaid leave, not covered by any of the other policies included herein, by filing a written request with the Executive Director. The Executive Director may use discretion in granting or denying the request, depending on the circumstances of the request and/or the needs of the PCSB. If a request for unpaid leave is granted, the PCSB will, in its discretion, determine whether any benefits will continue through the leave, and at what cost, if

any, to the employee. This will depend upon a number of factors, including the nature and extent of the leave.

Health Insurance

PCSB offers individual health insurance coverage to all regular full-time employees. Those employees wishing to expand their coverage to include family members must make arrangements individually with the Human Capital Department for payment of additional coverage.

The benefits provided, as well as the exclusions, deductible amounts, requirements for eligibility and other terms and conditions of coverage, are summarized in the Summary Plan Description. A copy is located on the shared drive under HC-Employee Information.

If an employee's employment relationship with PCSB is terminated, his or her medical coverage continues through the last day of the month in which the termination occurs. Deductions for the remainder of the month will be taken from the employee's last paycheck. After the last day of employment, continuation of coverage is available through COBRA. The employee is responsible for premium payment to the PCSB on a monthly basis.

Life Insurance

PCSB currently provides group life insurance to its regular full-time employees. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided. A copy of these descriptions is located on the shared drive under HC-Employee Information.

Short and Long Term Disability

PCSB currently provides short-term and long-term disability to its regular full-time employees. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided. A copy of these descriptions is located on the shared drive under HR-Employee Information.

Those employees that will need disability coverage must make arrangements with the Human Capital Department.

Retirement Plan

PCSB offers a retirement plan to regular full-time employees. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided. A copy of these descriptions is located on the shared drive under HC-Employee Information.

Professional Development

PCSB believes strongly in the value of on-going staff training and education, and seeks to support activities that will enhance the skills and performance of its employees. Requests regarding professional development activities will be evaluated and approved by the manager on a case-by-case basis. Please review the Professional Development Policy for more information.

Parking/Commuter Reimbursement

PCSB offers free parking to its employees. Reimbursements are available to employees who use public transportation to commute to work or attend external meetings. To receive reimbursement, an expense account form with receipts attached (if applicable), must be submitted within one month of the date on which they were incurred to the Finance and Operations Department. Reimbursement checks will be prepared in the biweekly payment cycle.

Flexible Spending Account

Regular full-time employees may make contributions toward the cost of healthcare expense and dependent coverage on a pre-tax basis. In addition, employees may also contribute on a pre-tax basis toward expenses not covered by health, dental, and vision plan. The Summary Information Sheet with the general terms, eligibility requirements, and benefits provided is located on the shared drive under HC-Employee Information.

Work-Life Balance Employee Assistance Program

PCSB currently provides a work-life balance employee assistance program to its regular full-time employees as part of the long-term disability. Descriptions of the program, in general terms, eligibility requirements, and benefits provided are located on the shared drive under HC-Employee Information.

Workers Compensation

All employees of the PCSB are covered by workers' compensation insurance, as required by law. If an employee is injured during work or sustains an accident on the PCSB premises or while traveling on Board business, the employee should report the injury or illness immediately (within 24 hours) to the Human Capital Department.

Section VI – Separating from PCSB

Voluntary Resignation

Employees desiring to terminate employment, regardless of employment classification, are expected to give as much advance notice as possible. A minimum of two weeks or 10 working days is considered to be sufficient notice time.

An employee's manager, the Executive Director, or designee, may require an employee to leave PCSB immediately rather than work during the notice period. When immediate voluntary termination occurs, employees may receive pay "in lieu of notice," the maximum being two weeks.

Involuntary Separation

Involuntary Separation With Cause

Employment may be terminated by PCSB at any time for cause, without providing advanced notice and/or severance pay.

Examples of cause for termination include, but are not limited to:

- Malfeasance;
- Breach of confidentiality;
- Supplying false information;
- Insubordination;
- Use or possession of alcohol or drugs while on the job;
- Failure to satisfactorily complete the Orientation and Adjustment Period;
- Sexual harassment or discrimination;
- Chronic unexcused absence or lateness;
- Unsatisfactory job performance;
- Theft of organization property;
- Failure to comply with PCSB's Standards of Conduct policy;
- Conflict of interest; or
- Any other activities showing willful disregard of PCSB interests or policies.

Each termination situation presents a unique set of circumstances. Fairness and common sense dictate that each separation decision be reviewed and decided on its individual facts, in the context of surrounding circumstances.

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Involuntary Separation Without Cause

Termination may result from changes in PCSB's financial or programmatic operating circumstances.

Examples of involuntary separation with cause include but are not limited to:

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Section VI - Separating from PCSB

- Job elimination;
- Loss of funding; or
- Inadequate funding.

In all such actions, PCSB strives to ensure that such decisions are made as fairly as possible and with concern for the well being of employees involved.

Severance Pay

Severance pay is not available to employees who are dismissed for reasons related to misconduct as an employee, including violations of the PCSB's policies.

Regular full-time employees who have completed at least one year of full-time employment with the PCSB and who are laid off because of cutbacks or reductions in staff, or terminated involuntarily for reasons not connected with misconduct or unsatisfactory performance, are entitled to severance pay calculated at the rate of one week's pay for every year of employment, so long as they:

- Continue to work until the last day scheduled for their employment, unless this requirement is expressly waived by the Executive Director or the Chair of the Board of Directors;
- Turn in all reports and paperwork required to be completed by them when due and no later than the last day of work;
- Return any files, documents, equipment, keys, software or other property belonging to the Board;
- Participate in an exit interview, upon the request of their manager; and
- Agree to sign a release of employment-related claims against the PCSB, upon the Executive Director or Chair of the Board of Directors' request.

Notwithstanding the above, employees who violate the PCSB's policies or who demonstrate unacceptable conduct (including insufficient effort on the job) during the remainder of their employment following notice of the termination or lay-off may be denied severance pay and/or may be dismissed prior to the agreed-upon termination date, in the discretion of the Executive Director or Chair of the Board of Directors.

Final Pay

When employees leave PCSB, their final paychecks include payment for time worked during the final pay period, any vacation leave due and any petty cash or expense reimbursements due.

All outstanding time records must be approved and submitted to Payroll before payment can be given for any vacation due. As permitted by law, deductions, previously authorized in writing,

Section VI – Separating from PCSB

will be made for settlement of indebtedness to PCSB. As permitted by law, deductions will also be made for any vacation or personal leave taken in excess of what has actually been accrued.

Keys, credit cards and other PCSB materials and equipment must be turned in or accounted for. In addition, other documented obligations to the PCSB, including personal expenses on organizational credit cards, etc., must be satisfied or resolved by the employee before the final paycheck is released.

Unemployment Compensation

Unemployment compensation is required by law and PCSB contributes to the appropriate state fund to cover all employees.

Eligibility for unemployment compensation insurance is determined according to state regulations and may provide state-regulated income in certain cases when employees leave PCSB.

Employment References and Verification

All requests involving employment references for former PCSB employees should be referred to the Human Capital Department.

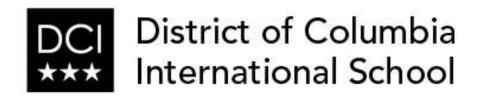
Reference information provided by PCSB is limited to verification of an employee's dates of employment, and last position(s) held. Final rate of pay is only disclosed when the request is accompanied with an employees' (active or former) signature.

Under no circumstance does PCSB disclose information regarding the following:

- Eligibility for rehire;
- Reason for leaving;
- Circumstances surrounding separation;
- Performance history; or
- Any other data requested.

Employee Incurred Expenses and Reimbursement

Employees must obtain advance consent of the Director of Business Oversight before incurring job-related expenses over \$150. Approved expenses should be documented on a voucher request, with receipts attached, and submitted within one month of the date on which they were incurred to the Director of Business Oversight. Expense checks are prepared on a bi-weekly cycle. Consult with the Director of Business Oversight to obtain further information on the bi-weekly expense reimbursement process.



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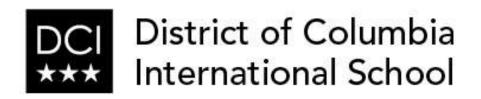
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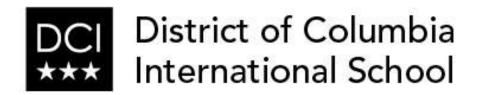
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DC Bilingual Public Charter School • 2014-15 Board of Directors

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Keyonna Jones - Board Member

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Devorah Brown-Hawkins – Student Board Member

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Clarence Johnson – Student Board Member

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Connie Spinner

Executive Director/Founder – Community College Preparatory Academy 2405 Martin Luther King Ave, SE Washington, DC 20020 (202) 610-5780 (Main) connie@ccprep-academy.org



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BOARD OF TRUSTEES

Roster

Accurate as of November 2014

First Name	Last Name	DC Resident	Parent
Dominique	Fortune	X	
Willie	Davis		
Craig	McCullough	X	
Kelly	Smith		
Djahna	Akinyemi	X	X
Marimba	Johnson Bright		
Ed	Fisher	X	
Abbey	Hairston	X	
Christina	Nagey	X	X
Beverly	O'Bryant	X	
Vacancy*			

^{*} To be filled within 60 days

Bridges Public Charter School Board Member List DRAFT (October 9, 2014)

Debra Graham - Chairperson

Committees: Development & Outreach

Home Address:

5407 Duvall Drive Bethesda, MD 20816

Work Address:
Phone Numbers:

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Work: Work Fax:

Cell: (301) 646-4798

Email:

Personal: debragraham88@gmail.com

Work:

Joined the board in February 2013.

Position Not Filled - Vice Chairperson

Sanat Shankardass - Treasurer &

Finance Committee Chair

Committees: Executive & Finance

Home Address:

6222 Nelway Drive

McLean, VA 22101

Work Address:

1551 Park Run Drive

McLean, VA 22102

Phone Numbers:

Home: (703)914-1716

Work: (571) 382-3995

Work Fax: n/a

Cell: (571) 438-3774

Email:

Personal: dshankardass@yahoo.com

Work: sanat shankardass@freddiemac.com

Joined the board in November 2009.

Leslie T. Annexstein

Committees: Development

Home Address:

5009 13th Street, NW

Washington, DC 20011

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U.S. Equal Employment Opportunity

Commission

Office of the General Counsel

131 M Street, NE

Washington, DC 20530

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Cell: 202-276-0390

Email:

Personal: Annexstein@gmail.com Work: leslie.annexstein@eeoc.gov

Joined the board in January 2014

Claudia Callaway

Committees: Development

Home Address:

Work Address:

Phone Numbers:

Home:

Work:

Work Fax:

Cell:

Email:

Personal:

Work: claudia.callaway@kattenlaw.com

Joined the board in January 2014

Katey Comerford

Committees: Academic, Development

Home Address:

1770 Lyman Place, NE

Washington, DC 20002

Work Address:

Phone Numbers:

Home:

Work:

Work Fax:

Cell: (202)631-7595

Email:

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Work

Joined the board in January 2014

Lionel Howard –Governance Committee

Chair

Committees: Governance, Development

& Outreach
Home Address:

4701 Old Soper Road #563 Camp Springs, MD 20746

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The George Washington University Graduate School of Education and Human

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Joined the board in October, 2011.

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Secretary

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Work Fax: *******
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Joined the board in February 2013.

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Home: Work:

Work Fax:

Cell: *Email:*

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Work:

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Deborah Rozell - Facilities Committee

Chair

Committees: Facilities

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Home: Work: Work Fax:

Cell: 301-602-3414

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Work:

Joined the board in May 2012. (11)

Olivia Smith – President of the Corporation & School's Director Committees: Executive, Finance &

Facilities

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Bridges Public Charter School

Director of School 1250 Taylor St. NW Washington, DC 20011

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Personal: osmith1999@yahoo.com Work: osmith@bridgespcs.org Joined the board in 2005. Chip Warner –

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Work:

Joined the board in September 2014.

A:\Board contact List.doc 10/2014



Name	Office	Affiliation	E-mail	Home Address	Committee
Anne Wallestad	Chair	Chief Executive Officer, Board Source	Anne.Wallestad@boardsource.org	213 14th Street NE Washington, DC 20002	All Committees
Allison Arnold-Simmons		N/A	arnoldsimmons@hotmail.com	2768 Unicorn Lane, NW Washington, DC 20015	Governance, Chair
Maggie Boland	Parent Trustee, Vice-Chair, Treasurer	Managing Director, Signature Theatre	bolandm@signature-theatre.org	910 French Street, NW Washington, DC 20001	Finance
Jean-Claude Brizard		President, Upspring Education Group	jbrizard@upspringed.org	5001 Massachusetts Ave. NW Washington, DC 20016	School Performance
Kristy Craig		Director of Private Markets, Georgetown University Investments Office	kristiwestcraig@gmail.com	4315 Leland Street Chevy Chase, MD 20815	Development, Chair
Alix Guerrier		Co-Founder, Learn Zillion	alixguerrier@learnzillion.com	5325 42 nd Place, NW Washington, DC 20015	School Performance, Chair
Andrew Marino		Managing Director, Carlyle Group	andrew.marino@carlyle.com	11 Primrose Street Chevy Chase, MD 20815	Governance
Joe Michalczyk		Partner, Pricewaterhouse Coopers	joseph.michalczyk@us.pwc.com	1615 North Queen Street Unit M602 Arlington VA, 22209	Finance
Råel Nelson-James		Director of Board Recruiting, Charter Board Partners	rjames@charterboards.org	716 Madison Street, NW, Apt. 101 Washington, DC 20011	Development

Hiram Puig-Lugo	Parent Trustee, Secretary	Judge, Superior Court of District of Columbia	Hiram.Puig-Lugo@dcsc.gov	6604 2nd Street, NW Washington, DC 20012	Governance
Nick Rodriguez		Leader, K-12 Practice, EDI	nickrod@gmail.com	815 8th Street, NE Washington, DC 20002	School Performance
Karen Dresden	Non-voting	Head of School Capital City Public Charter School	kdresden@ ccpcs.org	Home: 409 Aspen Street, NW Washington, DC 20012 School: 100 Peabody Street, NW Washington, DC 20011	All Committees Ex Officio



Board of Directors

Terry Golden, Chair* Don Graham* Heimy Salgado, Teacher Rep* **Bailey Capital Corporation** KIPP DC: WILL Academy **Washington Post Company David Bradley* Charlene Drew Jarvis*** Susan Schaeffler* The National Journal Companies Venture Philanthropy Partners KIPP DC Tamica Cain* Kenya King * **Stu Solomon** Parent Representative **Parent Representative** Accenture John Duff, Treasurer* Carol Ludwig* Alan Wurtzel Duff Ackerman and Goodrich LLC Email: **Earl Galleher Hudson LaForce** Basho, Inc. W.R. Grace & Co

^{*}denotes board member who is a D.C. resident

^{**}fifteenth board member to be discussed and voted at September Board Meeting



BOARD OF TRUSTEES

As of July, 2014

SCHOOL YEAR 2014-2015

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^{*}Parent of current Two Rivers students

Elsie Whitlow Stokes Community Freedom Public Charter School Board of Trustees List 2014-15

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3 John R. Bryant	jbryant@bluemountaincapital.com	914.922.2270	70 Undercliff Street Yonkers, NY 10705
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7 Joi M. Hilton	jmhilton@msn.com	240.461.1641	340 Emerson Street NW Washington, DC 20011
8 Erica McGrady Johnson <i>Board Chair</i>	emcgroo@gmail.com	202.255.1655	Avenue Kensington, MD 20895
9 Veleria King-Jones Treasurer/Parent Representative	verleria.kingjones@ge.com	202.529.6035	1715 Otis Street NE Washington, DC 20018
10 Praveen Mooganur	praveen.mooganur@wisertogether.com	202.507.9473	3307 M Street NW Washington, DC 20007
11 Josh Steele	jsteele95@gmail.com	703.869.3290	18938 Rocky Creek Drive Landsdowne, VA 20176
12 Jenice View, Ph.D.	Jview@gmu.edu	703-993-8327	7008 9th Street, NW Washington, DC 20012
13 Erin Gore Parent Representative	egore@strength.org		1030 15 th St NW 1100W, Washington DC 20005



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Alberto Gomez	Chair	7810 13th St. NW Washington, DC 20012	Prince Construction Company Inc. 1111 Good Hope Rd. SE Washington, DC 20020	(202) 291-2353 Home (202) 409-8990 Cell (202) 889-5050 Work (202) 610-4497 Fax Preferred: Cell	alberto.gomez@princeconstruction.com
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Jennifer Colton - Chair Academic Committee (Parent Representative) Washington DC Miss.colton@gmail.com

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Bryce Jacobs – Chair Fundraising Committee 1833 Ontario Pl., N.W. Washington, DC 20009 Bryceajacobs@gmail.com

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David S Wu - Treasurer 1800 Old Meadow Road 1618 McLean, VA. 22102 dscwu@yahoo.com

Board Roster SY 2014-2015

James Wiley- Secretary 1349 Kenyon St NW Unit 40 Washington, DC 20010 jwileyjd@gmail.com

David Wakeman _ Chair Communications Committee 4538 Broad Branch Road NW Washington, DC 20008 dave@davewakeman.com



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www.wedjschool.us

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Mark Carnes (Board Member) 1022 Crestfield Dr. Rockville, MD 20850 carnesmy@gmail.com 202-656-1433

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THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL IS A NON-PROFIT 501(C)3 CORPORATION. ALL DONATIONS ARE TAX DEDUCTIBLE ACCORDING TO IRS REGULATIONS.

Joy King (Chair of Finance Committee) 11200 Lockwood Dr. Apt 910 Silver Spring, MD 20901 jking912@gmail.com (773) 750-3523

Lanette Dailey-Reese (Chair of the Academic Committee) 2224 13th street NE Washington DC, 20018

Katrice Purdie (Board Member) katricepurdie@hotmail.com

Ex-Officio Member – Mr. John Goldman



Current Board of Directors 2014-15

Requirements:

Board is greater than 3 and less than 15: 13 Odd Number of Board Members: 13 Over 50% of Board Members live in DC: 7 out of 13 (54%) (Parent addresses have been verified as DC residents, but in an effort to keep their address confidential the school address has been used.)

- 1. Chris Siddall Chair 314 Wallach Place NW, Washington DC 20009 (C) 202-607-6442 Christopher.siddall@gmail.com
- 2. Frank Padgett Jr. 1720 28th Place SE, Washington, DC 20020 202-581-9347 Frankpadgett@aol.com
- 3. Payson Peabody 3212 44th St NW Washington, DC. 20016 (H) 202-338-5550 (W) 202-906-8600 ppeabody@sifma.org
- 4. Michael Broomfield 1611 31st Street, NW • Washington, DC, 20007 (H) 202-342-6622 (C) 202-360-3786 michaelbroomfield@mac.com
- 5. Bryan Corbett 109 Quincy St Chevy Chase, MD 20815 202-905-3791 bryan.corbett@carlyle.com
- 6. Jesse Burwell Treasurer 612 Butternut Street NW Washington DC 20012 202-772-7292 jburwell@rljep.com

Accredited by Commission on Elementary Schools Middle States Association of Colleges and Schools





- 7. Tamara Cooper Head of School tcooper@meridian-dc.org
- 8. Tiffany Hodge Parent Member 2120 13th Street NW Washington, DC 20009 202-387-9830 (W)
- 9. Trayawn Brown Parent Member 2120 13th Street NW Washington, DC 20009 202-387-9830 (W)
- 10. Gozi Nwavuevo- Board Member
- 11. Terry Dade Board Member
- 12. Sarah Silverman Board Member
- 13. Evan Smith Board Member





Integrated Design and Electronics Academy Public Charter School 1027 45th Street, NE Washington, DC 20019 202.399.4750 202.399.4387 (Fax)



"Motivating Students to be Better Citizens" (SENSITIVE – PUBLIC DOMAIN) Revised: 26 July 2014

NAME

Mr. David Owens
Chairman- Voting Member
Executive Vice President,
Edison Electric Institute

Mrs. Joanne D. Fort

Vice Chair- Voting Member

Commissioner

DC Public Service Commission

Mrs. Susie Dixon

Parent- Voting Member

Parent Coordinator

Mr. Edward Dunson
Chairman, Department
Of Architecture, School
Of Architecture & Design,
Howard University- Voting Member

Ms. Lakeshia N. HighsmithDirector, HR Compliance
Marriott International, Inc. **Voting Member**

Mr. David H. Johnson Consultant- *Voting Member*

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Mr. John Goldman

*Ex-officio

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Vice Principal

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PROMOTING ACADEMIC EXCELLENCE FOR OUR FUTURE LEADERS

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Mr. David Dziok		David.Dziok@edelman.com
Board Fellow/Intern		1875 Eye Street, NW, Ste. 900
		Washington, D.C. 20006

^{*} Ex-officio means the individual is NOT an official voting member of the Board of Trustees but attends meetings as required by the IDEA PCS Board.

Briya Public Charter School Board of Directors Roster September 30, 2014

Name (start date)	Position / Committee	Address
Daniela Carozza	Board Chair	4616 Windom Place, NW
(November 2008)	FINANCE	Washington, DC 20016
Emmanuel Caudillo (September 2012)	Board Treasurer FINANCE	1500 Massachusetts Ave., NW Apt. #751 Washington, DC 20005
Anabel Cruz (March 2009)	Board Secretary (Parent) DEVELOPMENT	3055 16th St., NW # 403 Washington, DC 20009
Yizel Romero Octaviano (September 2013)	Board Member (Parent) ACADEMIC	1214 19th St., NE Apt 1 Washington, DC 20002
Charlotte Baer	Board Member	4103 38th St., NW
(July 2012)	ACADEMIC	Washington, DC 20016
Janet Hughes	Board Member	3025 Ontario Road, NW# 202
(November 2008)	ACADEMIC	Washington, DC 20009
Joel Goering	Board Member	518 Oklahoma Ave., NE
(January 2012)	DEVELOPMENT	Washington, DC 20002
Doris Garay-Salm	Board Member	8335 Uxbridge Ct.
(September 2014)	ACADEMIC	Spring Field, VA 22151
Julia Toro	Board Member	1858 Ingleside Terrace, NW
(March 2013)	DEVELOPMENT	Washington, DC 20010
Whytni Kernodle	Board Member	1301 N. Troy St., No. 808
(May 2014)	DEVELOPMENT	Arlington, VA 22201
Lily Bradley	Board Member	1301 M St. NW #906,
(July 2014)	FINANCE	Washington, DC 20005



Howard University Middle School of Mathematics and Science

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Howard University Middle School of Mathematics and Science

BOARD OF DIRECTORS DIRECTORY 2014-2015

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(Secretary)
The Law Offices of Stenise Rolle Sanders

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Adrian Gardner

(Technology Committee) Chief Information OFFICER, Federal Emergency Management Agency, Department of Homeland Security (SES)

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Michael Hall	Interim Chair Parent Trustee	2017 Park Road NW Washington, DC 20010	(202) 387-3003	michael@studiocrowleyhall.com
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Tammy Wincup	Interim Secretar Trustee	y 4408 Klingle Street, NW Washington DC 20016	202 297 2649	tammy@everfi.com

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Cecilia Kang		Maryland



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City of Residence: Washington, DC

2nd Parent Member, Mr. Leonard Mills (DC resident) will be voted in at January 2015

meeting.

Rev 12/16/14



Perry Street Preparatory Public Charter School Board of Trustees – 20014/20015 SY

Cynthia (Cindy) Brown, President of Board 1651 Newton Street N.W. Washington, D.C. 20010

Harold Bardonille, Vice Chair/ Interim Treasure 1623 Juniper Street, N.W. Washington, D.C. 20012

Vinette E. Brown, Board Secretary 3000 7h Street, N.E Unit 315 Washington, D.C. 20017

Freda Denis – Cooper, Parent Member, P.O Box 60673 Washington, D.C. 20039

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Lakisha Rivera, Parent Board Member 3005 South Dakota Avenue, N.E. Washington, D.C. 20018

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Shadwick Jenkins, Head of School Non-Voting Ex- Officio Member 1800 Perry Street, N.E. Washington, D.C. 20018



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	20171			/General Manager
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				Region
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Parent Rep #1	DC 20019			Services for the
•				Aging (AAHSA)
				Marketing and
				Conference Service
				Coordinator
Germonique	733 Farragut	202-494-9876		Center for
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(Press	Washington,			Change
Secretary)	DC 20017			Director of Media
,				Relations
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	Baltimore,			Real Estate
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	21218			
Christ	3120 Saint	410-303-0145		Plains Capitol
Fratta	Charles Place	110 000 0110		Bank Prime
	1	1		Zum I mile

	Ellicott, MD 21042		Lending Mortgage Loan Officer
Carla Holly	1444 Florida Avenue, NW Washington, DC 20009	202.957.1158	Colossal, Inc. COO and Co-Founder
Obi Holly	1444 Florida Avenue, NW Washington, DC 20009	202-436-6466	Colossal, Inc. COO and Co-Founder
Nikole Killion	1627 Carriage House Ter. #AA Silver Spring, MD 20904	202-320-6418	Hearst Television Correspondent
Derwin Ross	1316 N. Carolina Ave, NE Washington, DC 20002	202-725-4483	Innovim, LLC, Greenbelt, MD BUSINESS DEVELOPMENT MANAGER
Courtney Snowden	344 Eastern Ave., NE Washington, DC 20009	202-425-7669	The Raben Group (TRG) Principal
Dr. Marco Clark Ex-Officio	9137 Sunset Ridge Rd. Randallstown, MD 21133	443.324.0790	RWPCS CEO and Founder
Sandra Tolliver 2012-2013 Parent Rep #2	210 43 rd Rd. NE #101 Washington, DC 20019	202.351.3983	

Bold = DC Resident

POTOMAC PREPARTORY PUBLIC CHARTER SCHOOL BOARD OF TRUSTEES

Name	Professional Affiliations and Contact Information	Volunteer Affiliations
Paula Cage Director(also Vice Chair)	DC Public Schools LEA Rep/Special Ed Coordinator 1200 First Street, NE Washington, DC 20002 (410) 710-7472 paula.cage@dc.gov Community College of Baltimore County Adjunct Instructor 7201 Rossville Boulevard Baltimore, MD 21237 (410) 710-7472 pcage@ccbcmd.edu	Board Member, Potomac Preparatory Public Charter School
	Home: 8555 Falls Run Rd Ellicott City, Md 21043 (410) 710-7472 (cell) pccage@gmail.com	
Cara Fuller Director(also Secretary)	Ballou Stay High School Principal 3401 4th St SE, Washington, DC 20032 (202) 645-3390 Home 4021 Belwood Avenue Baltimore, MD 21206 (202) 285-6131	Board Member, Potomac Preparatory Public Charter School
Makada Henry Director	Cara.fuller@gmail.com Consumer Financial Protection Bureau Economist 1625 I Street, NW Room 4006 Washington, DC 20006 202-435-7950 makada.henry-nickie@cfpb.gov Home: 7018 Wade Avenue Clinton, MD 20735 301-877.7085 (home) 202-786.7504(cell) mhenry_888@msn.com	Board Member, Potomac Preparatory Public Charter School

Betsy Jorgensen Director	United Bank 2071 Chain Bridge Rd Vienna, VA 22182 802-324-9543 Betsy.s.jorgensen@gmail.com Home: 360 H Street. NE #611 Washington, DC 20002	Board Member, Potomac Preparatory Public Charter School
Elijah Robinson Director(also Treasurer) Parent Member	Unity Health Care Inc. Clinical Research Manager/Coordinator 3924 Minnesota Ave. N.E Washington, DC 20019 202.215.1870 erobinson@unityhealthcare.org Home: 77 H Street NW Washington DC 20001 202.294.8382 (cell) erobinson@potomacprep.org elijah.e.robinson@gmail.com	Board Member, Potomac Preparatory Public Charter School Behavioral Clinical Community Advisory Panel Member, National Alliance of State & Territorial AIDS Directors
Nicholette Smith-Bligen Director (also Chair)	Dorchester Department of Social Services Director 627 Race Street P.O Box 217 Cambridge, MD 21613 410 901-4141 Nicholette.smith-bligen@maryland.gov Home: 9401 Pine View Lane Clinton, MD 20735 301-856.3740 (home) 301-395-5725 (cell) nsmithbligen@aol.com	Board Member, Potomac Preparatory Public Charter School Board Member, Martha's Table, Inc.
Donald Terrell Director	DONALD B TERRELL ASSOCIATES P.O. Box 4580 Washington, D.C. 20017 1875 Eye St., NW Suite 500 Washington, D.C. 20005 202-525-5768 Home: 46 N Street, NW Apt B Washington, D.C. 20001 202-368-3250	Board Member, Potomac Preparatory Public Charter School
Stacie Lee Banks Director (starting Jan 1, 2015)	Lee's Flower and Card Shop Inc 1026 U Street NW Washington, DC 20001 202-265-4965 Home: 4465 Sedgwick Street NW	Board Member, Martha's Table Committee Member, Muriel Bowser Transition Economic Development and Jobs Committee Board Member, Potomac Preparatory Public Charter School(starting January 1, 2015)

	202-390-7011	
Jacque D. Patterson, Sr. Director, Management & Administration	Martha's Table 2114 14 th Street NW Washington, DC 20009 jpatterson@marthastable.org (202) 328-6608	Board Member, Potomac Preparatory Public Charter School Vice Chair, DC Advisory Board on Veteran Affairs
	Home: 3521 21 st Street SE Washington, DC 20020 (202) 834-2553 cell	Member, St. Elizabeth Redevelopment Initiative Advisory Board Member, Friend of Ballou High School (Ward 8)
Tanika Jackson Parent Member	Home: 1701 Benning Road NE #A33 Washington, DC 20002	Potomac Preparatory Public Charter School
Patrick S. Durbin Director	Early, Cassidy & Schilling 15200 Omega Drive, Suite 100 Rockville, MD 20850 durbinps@ecsinsure.com Vice-President Home: 13835 Dowlais Drive Rockville,MD. 20853 301-460-2020	Board Member, Potomac Preparatory Public Charter School

Harmony DC PCS Board Roster

Position	Name	Address	Phone	E-Mail	Current Employer/Position
President	Soner Tarim	9321 W. Sam Houston PKWY S. Houston, TX 77099	832.641.5588	starim@harmonydc.org	Harmony Public Schools - CEO
Treasurer	Cynthia Pascal	742 Hobart Place NW, Washington, DC 20001	832.656.1036	cynthia_pascal@yahoo.com	Northern Virginia Community College - Coordinator of Academic Advising
Member	Samara Yudof	5169 Tilden Street, NW Washington, DC 20016	202.374.5520	Samara.Yudof@gmmb.com	GMMB/Strategist
Member	Julie Squire	1921 Kalorama Rd NW #408 Washington, DC 20009	202.258.7528	juliet.squire@bellwethereducation.org	Bellwether Education Partners - Associate Partner
Secretary	Julie Norton	340B Parkview Street, Houston, TX 77009	713.417.0667	jnorton@harmonydc.org	Harmony Public Schools - Director of Communication
Parent	Kimberly Tran-Malan	215 R St Ne Apt A 20002 Washington, DC	719.287.4432	ktranm@gmail.com	Parent of Harmony DC PCS
Parent	Shani Burton	3226 Walnut St 20018 Washington, DC	301.613.8815	shaniburton1@gmail.com	Parent of Harmony DC PCS

	2014 - 2015 Imagine Hope Community Charter School Board Roster								
Name	Board Position	Job Title	Phone Number	Email	Address				
James Kemp	Chair	Director, Strategic Business Initiatives	202-439-3654	jkemp@pattonboggs.com	4616 30th Street NW, Washington, DC 20008				
Ameet Purohit	, ,		603-943-2147	Ameetpurohit@gmail.com	900 N. Randolph Street, Apt. 600, Arlington, VA 22203				
Roxane Rucker Board member Retired		Retired, Senior Program Director	703-395-7468	RoxyRucker@gmail.com	6341 11th Road N, Arlington, VA 22205				
Lauvern Williams	Parent representative (Tolson campus)	Tolson Parent	202 526-1897	elisha_elijah4u2@verizon.net	5012 10th Street NE, Washington, DC 20017				
Rana Johnson	Parent representative (Lamond campus)	Lamond Parent (Teacher)	202-526-1014	rmh626@msn.com	5207 11th Street NE, Washington, DC 20011				
Requirements:									
*Odd number great	er than 3, but fewer than 15								
*Majority of DC resi	idents								
*2 parent members									



Board of Directors

Gary Cohen, Board Chair Chevy Chase, MD

Gary Cohen is a third generation Washington, DC real estate developer. He specializes in urban infill multi-family development in areas such as Capitol Hill, Logan Circle, Shaw, Petworth, Adams Morgan, Mt Vernon, and Palisades. He has been in the industry for 15 years. Prior to entering the real estate profession Gary received a Masters in Elementary Education at Pace University in New York City and taught 5th grade at PS 1 in Lower Manhattan. Gary also served on the Board of KIPP DC from 2005-2007 where he helped oversee the renovation of their second facility in Anacostia. Gary is also involved in Stoddert Soccer where he is a youth coach. He is married with two boys and lives in Chevy Chase, MD.

Bonnie Barhyte Washington, DC

Bonnie Barhyte is Managing Director of Center for Inspired Teaching and has 30 years of experience in coordinating program implementation teams, conducting business development, and organizational strategic planning for several international development non-profits. Education, training, and lifelong learning have been consistent themes throughout Bonnie's professional and personal life. At the Academy for Educational Development, Bonnie managed programs focused on youth and workforce development, international training and exchanges, and capacity building for a range of individuals and institutions from around the world. Bonnie holds a Bachelor's degree in History/African Studies from Carleton College and a Master's degree in International Administration from the School for International Training.

Gay Cioffi

Washington, DC

Gay Cioffi has been a Teacher/Director at the Little Folks School in Washington, DC for the past 34 years. She has written extensively about early childhood education and the arts. Her papers on early childhood education have been presented at the Oxford Round Table, Oxford, University, at the National Association of Early Childhood Education Conferences and at the Museum of Play in Rochester, New York. Her essay, "The Right Place: Nursery School in the Twenty-First Century" was published in the book, Choosing the Right Educational Path for Your Child. She has received two outstanding teacher awards from the Wolf Trap Foundation for the Performing Arts. Ms. Cioffi received her undergraduate degree in Education from Penn State University and Masters in Education from Tufts University in Medford, Massachusetts.

Marc Fisher

Washington, DC

Marc Fisher is a senior editor at The Washington Post, where he has reported and written about education and other subjects for more than two decades. He has taught non-fiction writing at Princeton University, George Washington University and at news organizations around the country. Marc is the author of three books, on the history of American radio, the unification of Germany, and English grammar. He comes to the Inspired Teaching board after six years on the board at Georgetown Day School, where he served on the executive committee. Marc has a bachelor's degree in history from Princeton University. He and his wife live in Washington and have two children.

Carmen Jenkins Frazier Washington, DC

Carmen Jenkins, *Inspired Teaching School Parent*, is a Visual and Media Arts Educator in DCPS. Carmen received a BA in Graphic Design from Hampton University and obtained her MFA in Electronic Studio Art from Howard University. During her career, she assisted in writing the Visual Arts standards for DCPS and partnered with American University to develop The Art of Architecture curriculum. Carmen has participated in Inspired Teaching Programs including the Inspired Teaching Institute. Currently, Carmen teaches grades PreSchool-8 at Truesdell Education Campus. She is married with four boys and lives in Washington, DC.

Lynne Long, Ed.D. Bowie, MD

Lynne Long, Ed.D., has more than 30 years experience in urban public education, including teacher, assistant principal, principal, assistant superintendent, and acting Chief Academic Officer in DCPS. She is currently the President and CEO of LongView Associates, a consulting firm specializing in the design, development and deployment of programs that promote rigorous and relevant content, strategies, and organizational supports for those in the teaching and learning environment.

Aleta Margolis Chevy Chase, MD

Aleta Margolis is founder and executive director of Center for Inspired Teaching, a 20 year old Washington, DC-based organization that invests in teachers from recruitment to retirement to ensure schools make the most of children's innate desire to learn. A third generation Washingtonian, Aleta has taught elementary and middle school in Chicago area public schools, has been a professor of education at American University, and has created and run alternative education programs for DC high school students in the juvenile justice system.

Rebecca McCoyer Washington, DC

Rebecca McCoyer, *Inspired Teaching School Parent*, has worked in bilingual elementary and teacher education for over 20 years. She holds an M.Ed. from the University of Illinois at Chicago where she mentored teacher candidates and coordinated Project F.L.A.M.E., a bilingual family literacy program where she worked closely with Mexican-American families, school personnel, and developing teachers. At Center for Inspired Teaching, Reb has served as a

teacher mentor and workshop facilitator. She lives in the District with her husband and three children.

Michael Reed Alexandria, VA

Michael Reed, *Treasurer*, is a partner at Covington & Burling, LLP, a leading international law firm that provides a wide array of legal services. Michael advises and represents boards of directors on a variety matters, including strategic transactions, corporate governance issues, and legal issues and fiduciary duties in the context of strategic transactions and corporate governance.

Eli Savit

Washington, DC

Eli Savit, *Secretary*, is a law clerk at the Supreme Court of the United States for Associate Justice Sandra Day O'Connor (ret) and Ruth Bader Ginsburg. Previously, Eli practiced as an attorney at Williams & Connolly, where he represented clients in trial and appellate courts, administrative proceedings, and arbitrations. Prior to obtaining his law degree from the University of Michigan, Eli was a Teach for America corps member, and taught 8th grade American history for two years at CIS 339 in the South Bronx. Eli holds a Masters in Teaching from Pace University, with concentrations in adolescent education and social studies, and has written several academic articles concerning education law and policy.

Deborah Dantzler Williams Washington, DC

Deborah Dantzler Williams, Head of School, serves on the Board in an ex officio capacity (nonvoting). Deborah is an experienced educator who has taught students in elementary grades through graduate school and has also been senior administrator for area independent schools including Sidwell Friends, Beauvoir, The National Cathedral Elementary School, and Holton-Arms. She was appointed to Strategic Planning, Diversity and other Committees for independent school Boards of Directors. Deborah was formerly Director of Strategic Partnerships at Center for Inspired Teaching and member of the Founding Group for Inspired Teaching Demonstration School.

Laurie Wingate Washington, DC

Laurie Wingate is executive director at Raise DC, the District's cradle-to-career collective impact partnership focused on raising educational outcomes and workforce development for District youth. She is a long-time development professional who worked on both Hillary Clinton's and President Obama's campaigns; she has also served as key development staff for non-profit organizations, including Center for Inspired Teaching. Previously she taught in Oakland, California through Teach for America, in Moscow, Russia, and then was a key founder of the Museum Magnet School at Brent Elementary in Washington, DC.

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SY 2014 - 2015

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(All Voting Members)



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Tilman Wuerschmidt, *Finance Committee* 1811 18th Street NW, #42 Washington, DC 202.234.7306 thistilman@gmail.com

Brian Oliver, Parent Board Member 3298 Arcadia Place, NW Washington, DC 20015 202-716-6070

Ellen Psychas, Parent Board Member 516 E Archilbalr Walk, SE Washington, DC 20003 202-544-4219



Achievement Prep Board of Trustees Contact List

Achievement Prep Board of Trustees meets bi-monthly on the third Wednesday of every other month at 6:30 pm at Achievement Prep, 908 Wahler Place, SE, Washington, DC 20032 or at a downtown office of one of the trustees.

Jason Smith (DC)	Venus Brevard (DC) (Parent Rep)
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nome address.	Washington, D.C. 20019
	Washington, D.C. 20013
Term: 3 years (ends 4/16; joined April 2013)	Term: 3 years (ends 7/17; joined July 2014)
Committee: Development	Committee: Governance, Academic
John Green (DC) (Chair)	Maia Blakenship (DC)
Chief Financial Officer	Executive Director
Share Our Strength	Achievement Network
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Washington, DC 20016	Washington, DC 20011
Term: 3 years (ends 5/14, joined April 2011)	Term: 3 years (ends 7/17; joined July 2014)
<u>Committee</u> : Standing member of all board committees	Committee : Academic, Governance
Lynnette Johnson Williams (MD) (Secretary)	Jim LaTorre (MD) (Vice Chair)
Senior Vice President	Partner
EDELMAN	PricewaterhouseCoopers LLP
	·
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Home Address:	Potomac, MD 20854
12007 Wallace Lane Upper Marlboro, MD 20772-7987	Torm: 3 years (ands 10/1/) isined Oct 2011)
טיוטוטוט, ואוט צטווצ-ושטו	<u>Term</u> : 3 years (ends 10/14; joined Oct. 2011) Committee: Finance, Governance (Chair)
T 0 (1 0/45 : : 1 A (10040)	Onnintee. I mance, Governance (Chair)

Term: 3 years (ends 8/15, joined August 2012)

Committee: Development



Errick James (DC)

(Parent Rep)

Timothy Tillman (DC)

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Washington, DC 20012

Term: 3 years (ends 7/17; joined July 2014)

Term: 3 years (ends 12/14; joined December 2011)

Committee: Finance

Committee: Finance

James Rianhard (DC)

George William (Bill) Tucker (DC)

Managing Director Education Sector

(Treasurer)

President FlatWorld Knowledge

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Term: 3 years – second term (ends 6/15; joined June 2009)

Term: 3 years (ends 8/16; joined August 2013)

Committee: Finance (Chair)

Committee: Finance, Development

Linda Berkeley (DC)

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Linda Fine (DC)

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Home Address:

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<u>Term</u>: 3 years (ends 81/17; joined January 2014) <u>Committee</u>: Development -

<u>Term</u>: 3 years (ends 81/17; joined January 2014) **Committee**: Development

Shantelle Wright (MD)

(Ex Oficio)

Founder and CEO Achievement Prep (202) 441-7000

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Achievement Prep Network Office

Washington Latin PCS Board of Governors 2014-15 (as of 8-4-14)

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7/10*

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Amina Wilkins (PARENT)
Senior Environmental Scientist
US EPA*Ms. Wilkins lives in DC but is not comfortable sharing her home address.
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202-320-1736
9/10*

* = joined the board



BOARD OF DIRECTORS ROSTER (AS OF OCTOBER 2014)

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Eric Price, Board Treasurer

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Jenny Abramson

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*Bobby W. Baldwin, Parent Board Member

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Carol Pensky

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Valerie Wayne

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*Notes:

- 1. With the graduation of his son from the Edgewood Middle Campus this past spring, Mr. Bobby Baldwin has resigned from his position as one of DC Prep's two parent Board members. We are currently completing final round interviews with candidates and expect to vote on a new parent board member at our November 5 Board meeting.
- 2. Ms. Lawson comes on and off the Board of Directors as needed to ensure an odd number of board members at all times.



Board of Directors Contact List

Name	Board	Committee	Term	Term	Term	Address	Contact Information	Assistant
	Position, Title		Start	Exp.	Limit			
Thomas	Chair	Executive,	2012	2015	2021	3664 Winfield Lane,	H: 202.506.4669	
O'Hara		Ad-Hoc in all				Washington, D.C. 20007	C: 202.841.3414	
		committees					E: tgohara@earthlink.net	
George W.	Vice-Chair	Executive,	2010,	2016	2019	5860 Oregon Avenue, NW	H: 202.966.7566	
Brown		Governance	founding			Washington, DC 20015	F: 202.289.9009	
							E: gwb@rcn.com	
S. Joseph	Treasurer	Executive,	2008,	2014	2017	Building Hope	P: 202.457. 1993	Laurel Ihator
Bruno		Finance &	founding			910 17 th St. NW, Suite 1100	C: 202.215.6626	P: 202.457.1991
		Audit				Washington, DC 20006	F: 202.457.1980	E: lihator@bhope.org
							E: joebruno456@aol.com	
Lydia	Secretary	Executive,	2013	2016	2022	6915 Woodside Place,	P: 301.657.3522	
Adelfio		Governance,				Chevy Chase, MD 20815	C: 301.467.2531	
		Academic,					E: adelfiol@gmail.com	
		Ad-Hoc						
Ralph F.	Member	Governance	2009,	2015	2018	6100 Golf Estates Court	C: 301.814.1441	
Boyd			founding			Laytonsville, MD 20882	E: ralphfboyd7@gmail.com	
Jack	Member	Academic,	2008,	2014	2017	9421 Tobin Circle	P: 301.365.5158	Jennifer Burns
Griffin	Wiember	1	,	2014	2017		C: 239.398.9564	E:
Griffin		Governance	founding			Potomac, Maryland 20854	F: 301.365.7703	
							E: jackgrfn@aol.com	jeniburns@gmail.com
						The Griffin Foundation	E. jackgriff@aoi.com	
						1601 Gulf Shore Blvd. N	P: 239.436.6645	
						#16	F: 239.262.3840	
						Naples, FL 34102	1.233.202.3040	
						1140103, 11 34102	Reheboth, DE	
							P: 302.227.6659	
							F: 302.226.9263	
Mark	Member	Finance &	2012	2015	2021	Building Hope	C: 312.622.1203	
Medema		Audit				910 17 th St. NW, Suite 1100	E: markmedema@gmail.com	
						Washington, DC 20006		



Board of Directors Contact List

Name	Board Position,	Committee	Term	Term	Term	Address	Contact Information	Assistant
	Title		Start	Exp.	Limit			
Margaret	Member	Executive,	2012	2015	2021	1133 14th Street NW	P: 615.519.1857	
Horn		Academic				Number 601	E: mhorn@parcconline.org	
						Washington, DC 20005		
Janet	Member	Finance &	2013	2016	2022	1644 32nd Street NW	C: 301.518.7360	
"Betsy"		Audit				Washington, DC 20007	E: b.hanlon2@verizon.net	
Hanlon								
Jessica	Member	Academic,	2013	2016	2022	121 13th Street NE #301	C: 202.280.5509	
Sutter		Ad-Hoc				Washington, DC 20002	E:	
							jessica.g.sutter@gmail.com	
F. John	Member	Finance &	2014	2017	2023	3131 Tennyson St. NW	C: 202.997.2608	
Duncan		Audit,				Washington, DC 20015	E: fjduncan@gmail.com	
		Ad Hoc						
Diedra	Member,	Finance &	2013	2015		1022 Southern Avenue, SE.	C: 202.224.6699	
Henry-	Parent	Audit				Washington, DC, 20032	P: 202.224.4515	
Spires	Representative						E: dhenryspires@gmail.com	
	(Congress							
	Heights							
	Campus)							
Arlethia	Member,	Academic	2014	2016		4325 Dubois Place, SE	P: 240.535.9062	
Spencer	Parent					Washington, DC 20019	P: 301.773.1131	
	Representative						E: aspencer@mail.nih.gov	
	(Trinidad							
	Campus)							

Center City PCS Senior Staff

Name	Board Position, Title	Contact Information	Additional Contacts
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	Title	Contact Information	Areas of Expertise	
Mark Jordan	Public Sector Management	H: 202 462-4151	Education, Juvenile Justice,	
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Nolan Smith	General Superintendent at Manna	H: 202 723-3050	Education, Construction	
Secretary		C: 202 439-7310	!	
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Noel Bravo	Senior Director of Evaluation and	H: 202 277-8529	Program management and	
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	Commneal Foundation	3515 Alton Place, NW	budget and financial reporting,	
		Washington, DC 20008	education policy	
Antoine Edwards	Metrobus Driver –	C: 240 604-1493	Alumni	
		H: 202 808-2228		
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Gregory Jeffries	Policy Advisor/Project Sponsor for	H: 202 246-3744	Real Estate Development	
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Latin American Montessori Bilingual Public Charter School

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BOARD ROSTER

Chair

Barrie Lynn Tapia, MSW, JD Legal Consultant Residence: Washington, DC LAMB Parent

Treasurer

Paul Leleck
Chief Financial Officer, Building Hope
Residence: Rockville, MD

Secretary

Tracy Goodman, Esq.

Director, The Health Access Project, The Children's Law Center
Residence: Washington, DC

LAMB Parent

Bill Ecenbarger, Esq.
Principal, Solo-Practitioner. Law Office of Bill Ecenbarger, Esq.
Residence: Washington, DC

Oladele Dosunmu, CPA
President. OGDOSUNMU CPA
Residence: Bowie, MD

Kendall Ladd

Donor Relations Manager, Sitar Arts Center
Residence: Washington, DC

Tim Lee Individual Gifts Manager, 50CAN Residence: Washington, DC

LAYC Career Academy Board of Directors 2015 School Year

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Erika Bryant	Washington, DC 20011		
erikab@ewstokes.org			
Alumni position:	2706 30 th Street SE #331		
Andre Barber	Washington, DC		
Andre.j.barber2@gmail.com			

mundo verde

Mundo Verde 2014-2015 Board Roster

Stephanie Aberger

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*parent

**ex officio

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The Next Step Public Charter School **Board of Trustees** 2013-14

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Washington Yu Ying Board Roster 2014-15

October 2014

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9. Teresa Hsu

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10. Leslie Griffin

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11. Dr. Paul Wang

703-628-7936

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Eagle Academy PCS

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		Prince George's		(301)-735-6105 work	
Elinor Hardrick	Parliamentarian	County Public Schools	Hills, MD 20747		lucria614@verzion.net
		Internal Revenue	2311 Wood Bark Lane	(301)-651-4638 work	
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		LLBNS	2115 Sudbury Place, NW	(202)-834-5731 work	
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			10 G Street NE		
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Doreen Hodges	Representative			,,,	kingtitusmom@yahoo.com
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John Johnson	Representative	2711 00	Heights, MD 20743	(501) 401 5501	jjohnson@eagleacademypcs.org
	Executive Director		10904 Atwell Ave		
	Eagle Academy	EAPCS	Bowie, MD 20720	(202)-544-2646	
Cassandra Pinkney	PCS		,		cpinkney@eagleacademypcs.org
	Parent	Farmers Restaurant	2031 36th Street SE	(202) 534-9688 home	
Raven Purvis	Representative	Group	Washington, DC 20020	(301) 873-9892 cell	raven@farmersrestaurantgroup.com

National Collegiate Preparatory PCHS Board of Directors SY 2013-2014

Name	Position	DC Resident
Alison Mayas	Chair	No
Jennifer Ross	Founder & Executive Director	No
Jason Bevier	Public Seat	Yes
Nadia Garnett	Public Seat	Yes
Ty Johnson	Treasurer	Yes
Dr. Caroline Lang	Public Seat	No
The Honorable Robert Rigsby	Public Seat	Yes
Ann Wilson	Parent Trustee/Secretary	Yes

^{*}We are currently recruiting a second parent member. The vote for this member will take place at our December 17, 2014 Board of Trustees meeting.

ROOTS PUBLIC CHARTER SCHOOL

15 Kennedy Street Northwest Washington, DC 20011 (V) 202-882-8073 (F) 202-882-8075 Web Site: www. rootspcs. org

BOARD OF DIRECTORS

SY 2014-2015

1 ◆ Ms. Gilda Sherrod- Ali, Esquire (Chairperson) 308 Burbank Street Southeast

Washington D.C. 20019

(202) 544-2299 (Work)

(202) 544-8471 (Home)

(202) 270-6442 (Cell)

ali1950@aol.com

Length of Service: (11) year

2. Ms. Patricia Mitchell - (Community)

Washington, DC 20020

(202) 610-0508 (Home

(202) 806-1668 (Work)

(202) 438-5485 (Cell)

PMitchell@industrial-bank.com

Length of Service **(2) years**

3. Mr. Daruba Kenyatte-(Parent)

639 Brandywine Street SE

Washington, DC 20032

202-415-9148 (Cell)

Originalman20001@msn.com

Length of service since 2014

4. ♦ Ms. Carlene Burton (Teacher) (Secretary of Board)

103 Kennedy Street Northwest

Washington D.C. 20011

(202) 882-8073 (Work)

(240)-550-6450 (Cell)

eleneburton@yahoo.com.uk

Length of Service: (1) year

5. ♦ Mr. Jesse Sharp-(Community)

1024 Street MD 200

(202) 240-447-9642 (Home/cell)

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Sharpesolutions1@verizon.net

Length of Service (1) year

6.♠ Mrs. Mia Pettus - (Parent)
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Washington, DC 20011
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(202) 257-6771 (Work)
(202) 251-1878 (Cell)
Mia.snyder@sapns2.com
Length of Service (6)

7. Mr. Lasana Mack - (Community)
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Lasana9@gmail.com
Length of Service (1)

Advisory Board

Reverend Willie F. Wilson 1225 "W" Street Southeast Washington, DC 20032 (202) 678-8822 (Office) (202) 581-2302 (Home) (202) 678-6309 (Fax) Length of Service (13) years



Our Mission is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.

Board of Directors Directory (as of 8/2014)

1. Allison Brown (Chair) Washington, DC 20020

2. Aldel Brown (Vice Chair) Cambridge, MA

3. Chris Tessone (Secretary) Arlington, VA 22201

4. **Kamal Wright-Cunningham** Bowie, MD 20720

5. Willa Golden Washington, DC 20015

6. **Waduda Henderson** Arlington, VA 22204

7. **Jessica Phillips-Silver** Washington, DC 20011

8. **Jelani Still (Parent)** Washington, DC 20020

9.Leslie Vaughn (Parent) Washington, DC

Regina Rodriguez Ex-officio/Executive Director Washington, DC



DEMOCRACY PREP CONGRESS HEIGHTS PUBLIC CHARTER SCHOOL BOARD OF TRUSTEES 2014-2015

Wright, Brandon, Trustee Washington, D.C. Resident

Feith, Dan, Trustee Washington, D.C. Resident

Fuhr, David, Trustee Washington, D.C. Resident

Kim, Hannah, Trustee Washington, D.C. Resident

DeJean, Alix, Trustee Washington, D.C. Resident

Brown, Rachael, Trustee Washington, D.C. Resident

Kaul, Gitika, Trustee Washington, D.C. Resident

Melton, Michael, Trustee Washington, D.C. Resident

Wider, Jennifer, Trustee Washington, D.C. Resident

Michelle, Reeves, Trustee – *Parent Member* Washington, D.C. Resident

Peterson, Ilita, Trustee – *Parent Member* Washington, D.C. Resident



-Ommunity Public Charter School

(Patricia L.) Ngozi Williams, Executive Director

Tenika Holden, Principal

Carolyn Brooks, Assistant Principal

Board of Trustees

Carl J. Hampton, Chair

Rodney Dubose

Rebecca L. Taylor

Ivry Atlee

Sheri Wyatt

William Minter

Lynell Gray

Frank Tinson

Jeremy Ebie

Amanda Mills Cutright

BOARD OF TRUSTEES CONTACT LIST

Residency Status

Non-DC

Carl J. Hampton, Psy.D.

Board Chair

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Ivry Atlee

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Jeremy Ebie

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Amanda Mills-Cutright

Teach for America

1413 K St. NW, 3rd Floor Washington, DC 20005 202~308~0225 (cell)

202~552~2400 (office)

Non-DC

Non-DC

DC

DC

DC



Community Public Charter School

(Patricia L.) Ngozi Williams, Executive Director

Tenika Holden, Principal

Carolyn Brooks, Assistant Principal

Board of Trustees

Carl J. Hampton, Chair

Rodney Dubose

Rebecca L. Taylor

Ivry Atlee

Sheri Wyatt

William Minter

Lynell Gray

Frank Tinson

Jeremy Ebie

Amanda Mills Cutright Residency Status

William Minter

2204 Lawrence Street NE Washington, DC 20018

Email: bminter@treeoflifepcs.org

Rebecca Taylor

301~754~0055

Email: Momsmiracle2011@gmail.com

Frank Tinson

Parent 202~378~8557

Email: frank.tinson@yahoo.com

(Patricia L.) Ngozi Williams

Executive Director/Tree of Life 1821 Shepherd Street NE Washington DC 20018 202~832~108 ext. 11 202~529~4414 (home) 202~725~1108 (cell)

Sheri Wyatt

Pricewaterhouse Coopers LLC 1800 Tysons Boulevard McLean, VA 22102 703-918-3602

Email: sheri.wyatt@us.pwc.com

Non-DC

DC

DC

DC

Non-DC



2014-15 Board members List

Board Member Name	Position on board	Address	Contact information	State of Residenc
Carla Bailey	Chair	12 Union Hall Court Baltimore, MD 21228	202-390-3319 Cb3932@hotmail.com	Maryland
Monica Ray	Co-Chair	3217 Martin Luther King Jr. Ave. SE Washington DC 20032	202-561-3700 monicaray@chctdc.org	District of Columbia
Vaun Cleveland	Treasure	1251 Fourth St. SW Washington DC 20024	202-805-9955 Vaun.cleveland@gmail.com	District of Columbia
Jewel Goodman	Secretary	4831 36 th Street NW Apt 402 Washington DC 20008	301-275-2800 Level.goodman@navy.mil	District of Columbia
Antoine Biddy Sr.	Member- Parent	2946 2 nd Street SE, Apt 22 Washington DC 20032	202-350-7259 antoinebiddy@gmail.com	District of Columbia
Arniece Williams	Member- Parent	3580 Hayes Street NE Apt 202 Washington DC 20019	202-415-5412 AWilliams@cedartree- dc.org	District of Columbia
Sandy Allen	Member	4306 Wheeler Road SE Washington DC 20032	202-255-1659 SAllen@cedartree-dc.org	District of Columbia
LaTonya Henderson	Ex-Officio Member	7505 Aracde Ct. Landover MD 20785	Lhenderson@cedartree-dc.org	Maryland

Creative Minds International Public Charter School • Board of Trustees Updated September 2014

Name	Organization	Home Address	Work Address	Term	Committee
Melanie Bowen (Chair)	Executive Director, Corporate Strategy The Advisory Board Company	3539 36th Street N Arlington, VA 22207 571.271.4290 melaniebowen@gmail.com	2445 M St NW Washington, DC 20037 202.266.5600 melaniebowen@gmail.com	1/2014	Governance (Co-Chair)
Sarah Spreitzer (Vice-Chair) parent	Lewis Burke Assoc. LLC	919 Euclid Street, NW Washington, D.C. 20001 202.509.7269 spreitzersarah@gmail.com	1341 G Street, NW 8 th Floor Washington, D.C. 20001 202.289.7475 sarah@lewis-burke.com	6/2011	Advance (Co- Chair)
Soumya Bhat (Treasurer)	Education Finance and Policy Analyst DC Fiscal Policy Institute	1868 Columbia Road NW #301 Washington, D.C. 20009 202.997.8732 soumb79@yahoo.com	820 First Street, NE Suite 460 Washington, D.C. 20002 202.325.8814 bhat@dcfpi.org	7/2011	Finance (Chair)
Tom Frankiewicz (Secretary) parent	Program Manager U.S. EPA	1364 Quincy Street, NW Washington, DC 20011 202.550.8164 thomas.a.frankiewicz@gmail.com	1200 Pennsylvania Ave., NW Washington, D.C. 20460 202.343.9232 frankiewicz.thomas@epa.gov	5/2012	Governance (Co- Chair)
Justin van Fleet	Chief of Staff Office of the UN Special Envoy for Global Education Brookings Institution	2112 New Hampshire Ave #703 NW Washington, D.C 202.288.5407 justinvanfleet@gmail.com	1775 Massachusetts Ave, NW Washington, D.C. 20036 202.797.6470 jvanfleet@brookings.edu	7/2011	
Ornella Napolitano	Former VP Finance & Treasurer, Fibertower Corp	1938 35 th Street, NW Washington, DC 20007 202.251.5210 ornella.napolitano@verizon.net	Not applicable	9/2014	Finance
Betty Pair	Coldwell Banker Residential Brokerage	3552 11 th Street, NW Washington, D.C. 20010 202.387.3187 bbpair11@aol.com	Washington Harbor – Georgetown 3000 "K" Street, NW, Ste 101 Broker Office: 202.333.6100 bbpair11@aol.com	10/2013	Facilities (Co-Chair)
Jennifer Fisher	Director of Advocacy Weinfeld Education Group, LLC	7200 Ridgewood Avenue Chevy Chase, Maryland 20815 301.370.1928 jennifer@weinfeldeducationgroup.com	7200 Ridgewood Avenue Chevy Chase, Maryland 20815 301.370.1928	2/2014	Academic Excellence (Chair)

Creative Minds International Public Charter School • Board of Trustees Updated September 2014

Bryan Lewis	President, Veritas, LLC	1105 South Carolina Ave., SE Washington, DC 20003 202.547.0746 blglewis19@gmail.com	1105 South Carolina Ave., SE Washington, DC 20003 202.431.2727	1/2014	Facilities (Co- Chair)
EX-OFFICIO					
Golnar Abedin parent	Founder / Head of School Creative Minds International PCS	5415 Connecticut Avenue NW #505 Washington, DC 20015 golnar.abedin@creativemindspcs.org	3226 16 th Street NW Washington, D.C. 20010 202.588.0370	6/2011	Founder / Head of School



Mary McLeod Bethune Day Academy Public Charter School 1404 Jackson St., N.E., Washington, DC 20017, Phone: (202) 459-4710, Fax: (202) 536 2670 Web: www.mmbethune.org

BOARD OF TRUSTEES

SY 2014-2015

Mailing Address, Email Address and Preferred Contact Information

Valerie Smith - Chair

Prince Georges County Public Schools

Div.

819 Jefferson Street, N.W. Washington, DC 20011 *Tel: (202) 726-7049 Email: vdms@msn.com

Pamela Cole

Program Manager Washington Charter Schools Athletics Asso. Educational Global Associates, Inc. 255 42nd Street, N.E.

Washington, DC 20019 Tel: (301) 323-3251

*Email: pccole@wcsaa.org

Azura Mason, Esq.

Litigation Analyst 45 Wall Street #905 New York, NY 10005 Tel: (301) 237-2125

*Email: azura.mason@gmail.com

<u>Georgia Green – Parent</u> <u>Representative/Secretary</u>

3711 4th St., SE Unit A

PCS

Washington, DC 20032 Tel: (240) 425-1449

Email: g.green@mmbethune.org

Patricia Callis – Community

Chief, Equal Employment Opportunity

US Department of Interior 2904 20th Street, N.E. Washington, D.C. 20020 Tel: (202) 269-0824 Email: pateeo@aol.com

<u>Kimberley Knowles – Parent</u>

 $\underline{\textbf{Representative}}$

4006 21st Street, N.E. Washington, DC 20018 Tel: (202) 879-8750

*Email: kimberley.knowles@dcsc.gov

Jessica Perlmutter

Communications Secretary 531 Regent Place, NE Washington, DC 20017 Tel: (301) 648-8940

*Email: jessicaperlmutter@gmail.com

Linda McKay, Ed.D. – Ex-Oficio

Executive Director

Mary McLeod Bethune Day Academy

1404 Jackson Street, N.E. Washington, DC 20017 Tel: (202) 459-4710

Fax: (202) 536-2670 *Email: 1.mckay@mmbethune.org

 $*denotes\ preferred\ method\ of\ communication$

THURGOOD MARSHALL ACADEMY PUBLIC CHARTER HIGH SCHOOL BOARD OF TRUSTEES 2014-15

Name	Address	Telephone	Fax	E-Mail
Baffer, Bruce D. Trustee	2711 33 rd Street SE Washington, DC 20020	571-275-1858		bruce.d.baffer@uscg.mil
Brown, George Trustee	George W. Brown, Esq. Global Visions LLC 5860 Oregon Avenue, NW Washington, DC 20015 Residence 5860 Oregon Ave NW Washington, DC 20015	(202) 841-0442(w)	202-966-7605	gwb@rcn.com
Epstein, Jerry Vice Chair	Jenner & Block LLP 1099 New York Ave NW Washington, DC 20001 Residence 6620 Paxton Road Rockville, MD 20852	202-639-6062 (w) 301-873-2836 (m)		jepstein@jenner.com
Hale, Elizabeth L.	Institute for Educational Leadership 4301 Connecticut Avenue, NW Ste. 100 Washington, DC 20008 Residence 4600 Connecticut Ave NW Apt 623 Washington, DC 20008	202-822-8405 x 112 (w) (202) 686-9167 (h)	202-872-4050	haleb@iel.org
Henderson, Jocelyn Treasurer	Graham Holdings Company 1150 15 th Street, NW Washington, DC 20071 Residence 4807 Colorado Ave NW Washington, DC 20011	202-334-4661 (w)		hendersonje@washpost.com

THURGOOD MARSHALL ACADEMY PUBLIC CHARTER HIGH SCHOOL BOARD OF TRUSTEES 2014-15

Name	Address	Telephone	Fax	E-Mail
Jackson, Betty Parent Member	1200 New Jersey Avenue Washington, D.C. 20590	202-366-1730 (w) 202-527-0798 (m)		betty.jackson@dot.gov
Secretary	Residence			
	1710 Monroe Street NE			
	Washington, DC 20018			
Pasley, Wendy	Residence	202-213-9002		answermetoday@aol.com
Trustee, Parent Member	1936 Valley Terrace, SE			
	Washington, DC 20032			
Roe, Richard L.	Georgetown Law Center	202-662-9615 (w)	202-662-9681	roe@law.georgetown.edu
Trustee	600 New Jersey Avenue, NW	301-802-0518 (m)		
	Washington, DC 20001			
	Residence			
	12529 Montclair Drive			
D 1 4 1	Silver Spring, MD 20904	202 247 (201 ()		1 04
Rosenberg, Andy Trustee	1720 Eye St, NW Suite 400	202-247-6301 (w) 703-317-3075 (m)		arosenberg@thornrun.com
Trustee	Washington, DC 20006	703-317-3073 (III)		
	Residence 2003 Glen Drive			
	Alexandria, VA 22307			
Shanmugam, Kannon	Williams & Connolly LLP	202-434-5050 (w)		kshanmugam@wc.com
Trustee	725 Twelfth Street, N.W.			
	Washington, D.C. 20005			
	Residence			
	1286 Towlston Road			
	Great Falls, VA 22066			
Stoel, Jonathan	Hogan Lovells LLP-	202 272 ((24 ()		Jonathan.stoel@hoganlovells.com
Trustee	Columbia Square Building 555 13 th Street NW	202-373-6634 (w) 202-487-8874 (m)		
	Washington, DC 20004	202-407-0074 (III)		
	Residence			
	4831 Linneau Ave NW			
	Washington, DC 20008			

THURGOOD MARSHALL ACADEMY PUBLIC CHARTER HIGH SCHOOL BOARD OF TRUSTEES 2014-15

Name	Address	Telephone	Fax	E-Mail



Board of Trustees Roster

- 1. Donald Hense, Chair*
- 2. Gregory Prince, Vice Chair
- 3. Victor Long, Secretary*
- 4. Darrin Glymph, Treasurer*
- 5. Carol Thompson Cole*
- 6. Tracy Gray*
- 7. Eric King, Parent Representative**
- 8. Deborah McGriff
- 9. Patience Tait, Parent Representative**
- 10. Ken Umansky
- 11.W. Edward Walter
- 12. Chris White
- 13. Chris Whittle
 - *D.C. resident; **Parent rep (also D.C. resident)



Maya Angelou Schools Board of Directors

Geral Bittle	Julie Johnson, Ed.D, Board Vice Chair
Parent Board Member, High School	E2B Solutions
DC Resident	Strayer University
	DC Resident
Jane Dimyan-Ehrenfeld, JD, Board Chair	Duane Scott, JD
Attorney, Department of Education,	Attorney, Department of Education,
Office for Civil Rights	Office for Civil Rights
Maryland Resident	Maryland Resident
David Domenici, JD	Edith Tatel, Ph.D.
Director, Center for Educational Excellence in	Education Consultant
Alternative Settings	DC Resident
Co-Founder, See Forever Foundation & Maya	
Angelou Schools	
DC Resident	
Josh Edelman	Michael Vu
Senior Program Officer, Bill & Melinda Gates	Vice President, Artemis Real Estate Partners
Foundation	DC Resident
DC Resident	
James Forman, Jr., JD	Heather D. Wathington, Ph.D.
Professor, Yale Law School	Chief Executive Officer, Maya Angelou Schools
Co-Founder, See Forever/ Maya Angelou	& See Forever Foundation
Schools	Virginia Resident
Connecticut Resident	
Kenny Hooks	
Parent Board Member, High School	
Supervisor, Maryland Department of Juvenile	
Services	
DC Resident	

SEEING POSSIBILITIES BEYOND DISABILITIES

St. Coletta Special Education Public Charter School Board 2014 - 2015

Name	Affiliation(s)	Address	Board Title
Charles Henstenburg	Casey Trees Endowment, organized 110 community volunteers, Active PTO founding member for St. Coletta, Professional background includes National Accounting Manager, Otis Spunkmeyer, Inc., A.T. Kearney Inc. and International Procurement Advisory Corp.	DC Resident	Parent Representative Secretary
Peggy O'Brien, Ph.D.	Folger Theatre, Corporation for PBS, Knowledge In, Knowledge Out (KIKO)	DC Resident	President
Rebecca Bill Chavez, Ph.D.	Deputy Assistant Secretary of Defense for Western Hemisphere Affairs	DC Resident	Education Committee Member
Ed Ebinger, Ph.D.	Deputy Branch Head, Mine Warfare Supervisory Program Analyst	DC Resident	Parent Representative
Donald Denton	Coldwell Banker	DC Resident	Treasurer
Deborah Franklin		DC Resident	Parent Representative
Francis Slaughter	Director and Teacher Capitol Hill Cooperative Nursery School	DC Resident	Education Committee





Paul Public Charter School Board of Trustees Roster

	Name	Position	Home Address
1.	Erin Albright	Trustee (2013)	4839 Cherokee Ave., Alexandria, VA 22312
2.	Peter Blue, Sr.	Parent Trustee (2014)	3520 C. J. Barney Drive, NE, No. 302, Washington, DC 20018
3.	Mannone Butler	Trustee (2007)	3100 V Place, SE Washington, DC 20020
4.	Kimberly Cockrell	Trustee (2012)	7308 Gavin St New Carrollton, MD 20784
5.	Roberta Colton	Chair (2012)	4209 Linnean Avenue, NW Washington, DC 20008
6.	Jami Dunham	Chief Executive Officer Ex-OfficioTrustee Corporation President (2009)	423 Quackenbos St, NW Washington, DC 20011
7.	Rodney Hawkins	Trustee (2014)	1623 Roxanna Road, NW Washington, DC 20012
8.	Daniel Fine	Trustee (2014)	626 4th Street NE, Washington, DC 20002
9.	Yohance Fuller	Trustee (2014)	313 Kennedy Street NW, Washington, DC 20011
10.	Melissa Kim	Trustee (2014)	5808 Wilson Lane Bethesda, MD 20817
11.	Pamela Long	Trustee (2014)	51 D Street SE #1 Washington, DC 20003
12.	Lori Alvino- McGill	Trustee (2012)	226 W. Windsor Avenue Alexandria, VA 22301
13.	Sterling A. Ward	Vice-Chair (2012)	6814 Eighth Street, NW Washington, DC 20012
14.	Faraji Whalen	Trustee (2014)	1918 18 th St NW Washington, DC 20009
15.	Aurelia Williams	Parent Trustee (2012)	8618 Indian Springs Road Laurel, MD 20724

^{*}Please note that we are actively recruiting another Board Member to bring our total to an odd number (15).

Cesar Chavez PCS

Name	Committee	Work Organization & Title	Phone	Email	Home Address
Katherine Bihr, Ed.D.	Board Chair	Tiger Woods Foundation, Vice President Programs & Education	Work: 714-765-8040	kbihr@tigerwoodsfoundation.org	2450 Rue De Cannes, Costa Mesa, CA 92627
Andre Bhatia	Chair, Finance	Acon Investments, Partner	Work: 202-454-1118	abhatia@acondc.com	4230 Leland St., Chevy Chase, MD 20815
Sulee Stinson Clay	Chair, Governance	Stinson Law Group, PLLC	Work: 202-379-4811	sclay@stinsonlawgroup.com	1121 Columbia Rd, Washington, DC 20009
Justin Cohen	Chair, Academic	Mass Insight Education & Research Inst., President School Turnaround Group	Cell: 609-636-3131	juscohen@gmail.com	
Debra Drumheller	Fund Development	Exxon-Mobil, retired	Home: 301-873-1482	dddrumheller@gmail.com	1736 R Street, NW, Washington, DC 20009
Craigrick Irving*	Governance	American Airlines, Manager Government and Military	Work: 703-799-2954	Craig.irving@aa.com	1444 4th Street SW, Washington, DC 20024
Bethany Little	Academic	Education Counsel	Work: 202-277-8358	bethanymlittle@gmail.com	2844 Albemarle Street NW, Washington, DC 20008
Betty Morgan, PhD	Academic	Morgan Education Group	Home: 301-293-8963	betty@morganeducation.com	
Laura Olle	Finance	Independent Consultant - Capitol One, retired	Home: 202-537-2918	<u>LauraNOlle@aol.com</u>	4200 Military Road NW, Washington, DC 20015
Margaret Simms, PhD	Governance	Urban Institute, Senior Fellow	Work: 202-833-7200	msimms@urban.org	1608 Taylor St. NW, Washington, DC 20011
Wanda Taylor*	Academic	National Geospatial Intelligence , Staff Officer	Home: 202-399-4270	taylorw4@verizon.net	3738 Burnham Place NE. Washington, DC 20019
Rick Torres	Academic	National Student Clearinghouse, CEO		rtorres@studentclearinghouse.org	3832 Farrcroft Green, Fairfax, VA 22030
Wendy Wilkinson	Chair, Fund Development	National Cathedral School, Director of Admissions	Home: 415-531-0354	wendydwilkinson@gmail.com	

^{*}Parent Reprsentative



Academy of Hope Adult Public Charter School Board of Director List

1. Arthur Budich

Calibre CPA Group 7506 Lamoyne court Alexandria, VA 22315

2. Patrina Clark

Pivotal Practices Consulting LLC 4422 Longfellow Street Hyattsville, MD 20781

3. Hazel Denton

Educator 3249 P Street NW Washington, DC 20007

4. Diane Folckemmer

Navigant 626 Independence Ave SE apt 303 Washington, DC 20003

5. Kim R. Ford

UDC-Community College 2843 31st Place, NE Washington, DC 20018

6. **Scott Hallworth**

Capital One 1001 Glyndon Street SE, Vienna, VA 22180

7. Kerry Lenahan

Beaconfire Consulting 1324 Euclid Street, NW Apt. #305 Washington, DC 20009

8. Kate Moore

Retired educator and public servant 1603 30th St. NW Washington, DC 20007

9. Sarah Oldmixon

The Community Foundation for the National Capital Region 1318 Webster ST NE Washington, DC 20017

10. Dr. Terry Salinger

American Institutes for Research (AIR) 1801 Allison Street NW Washington, DC 20011

11. Anshu Sheth

AFL-CIO 1804D 9th St. S, Arlington, VA 22204

12. Jessica Venegas

Community Solutions 1308 Clifton St. NW #202 Washington, DC 20009

13. Saundra Walker

Academy of Hope Adult Learner 1301 Columbia Road NW #202 Washington DC, 20009

14. Maurice Taylor

Academy of Hope Adult Learner 3511 19th Street SE #201 Washington DC, 20020

15. Mark Kutner

American Institutes for Research (AIR) 516 N Longfellow St Arlington, VA 22203

Washington Mathematics, Science and Technology Public Charter School Trustee Roster

Name	Office/Committee	Mailing Address	Email Address	Telephone	Company/Title	Term
Jeneen Ramos	Board Chairman	2300 2400 Rd. S.	rjeneen@hotm	703-920-1856	Federal Housing	8/2005-
		Apt. # 721	ail.com	home	Finance Agency	2010
		Arlington, VA		202-674-6862	-	
		22206		cell		
Fredericka Shaw	Vice President	2331 High Street	Freddee07@ao	202-210-0840	Public Sector	12/2007 -
Public Sector-		SE	<u>l.com</u>	cell	Finance	present
Finance		Washington, DC		202-299-2008		
		20020		work		
Mitch Mitchell	Treasurer	800 4 th Street SW	mitchjamitchell	202-258-1768	Private Sector	4/2003-
		#324s	<u>@aol.com</u>	cell		2013
		Washington, DC				
		20024				
Josephine	Secretary	17396 Cusack	<u>jrjojo59@veriz</u>	703-441-1615	Program	3/2007-
Rutledge		Lane Dumfries, VA	<u>on.net</u>	home	Manager	2012
		22026		571-215-1663	Fairfax County	
				cell	Department of	
					Family Services	
Karen Johnson	Member	2600 Dewitt Ave.	Kaj2600@yaho	703-362-7582	Private Sector	1/2008-
		Alexandria, VA	<u>o.com</u>	cell		2013
		22301				
Shaunda Jones	Member/Parent	1047 5 th Street SE	<u>Shaunda.jones</u>	202-544-1693	Kaiser	07/2013 -
		Washington, DC	@yahoo.com	home	Permanente –	2018
		20003		202-907-7556	Patient Services	
		Al-		cell		
Roger Hicks	Member	819 4 th Street NE	rogerlhicks@ya	202-547-3047	Pepco Holding	1/2009-
		Washington, DC	<u>hoo.com</u>		Inc	2014
		20002				

Deneen Long	Member/Parent	218 Rittenhous	deneen long@		Howard	
		Str. NE	yahoo.com	202-251-5856	University	3/2013 -
		Washington DC		cell	Professor	2018
		20011				
Dr. Melissa Green	Member	4201 Crosswood	drmcgreen@ya	301-549-3477	Battelle/Science	7/2011 -
Parker		Dr. Burtonsville,	<u>hoo.com</u>	home	Officer	2016
		MD 20886		301-437-7734		
				cell		
Vancine	Member	240 M St. SW	vancinew@veri	202-251-9862	Retired-Federal	3/2013 -
Washington		#E408	<u>zon.net</u>		Gov't Dept of	2018
		Washington, DC			Navy	
Jerry A. Bolling	Member	9810 Hammer	jabolling@gma	301-877-0799	Department	7/2014-
		Lane, Upper	il.com	home	Of	2019
		Marlboro, MD		301-906-9439	Labor	
		20772		cell		
Jamal Burise	Member	5030 Eisenhower	jburise@kpmg.	(410) 588-	KPMG, LLP	7/2014-
		Avenue #105	<u>com</u>	9046		2019
		Alexandria,				
		Virginia 22304				
Renee Stevens	Member	6163 Sligo Mill Rd				
		NE				
		Washington, DC				
		20011				
N'Deye Diagne	WMST Head of		ndiagne@wms	202-636-8011		
	School – Principal		tpchs.net	work		
				202-549-5835		
				cell		

Contracts over \$10,000							
(October 1, 2013 through September 30, 2	014)						
Vendor Name	Funding Source	Expenditures		Competitively Bid	Purpose	Contract Outcome	PCSB Employee Responsible
21st Century Expo Group	O600	\$	48,685.00	No	EdFest- Exhibit Management & Support Services	Contract Satisfied	Theola Labbe-Debose
Bearsolutions	O600	\$	158,599.72	No	Charter School Financial Review Advisory	Contract Satisfied	Mikayla Lytton
Cascade Strategy	O600	\$	60,000.00	No	Communications Consultant	Contract Satisfied	Theola Labbe-Debose/Tomeika Bowden
DC Events	O600	\$	12,375.00	No	Ballroom/Meeting Room Usage	Contract Satisfied	Theola Labbe-Debose
Democracy Builders	O600	\$	23,250.00	No, 1 of only 2 vendors of this category; the other one works with My School DC	PMF Parent Guide Printing	Contract Satisfied	Erin Kupferberg/Theola Labbe- Debose
Socrata	O600	\$	12,000.00	Yes	Portal Basic Plan (Website)	Contract Satisfied	Theola Labbe-Debose
FSG	Dell	\$	186,000.00	No-mandated by Dell grant	DCPCS Case Study Project	Contract Satisfied	Theola Labbe-Debose
EchoDitto	O600	\$	60,000.00	Yes	Website Migration	Contract Satisfied	Theola Labbe-Debose
ProActive	O600	\$	165,936.00	No	Online Educational Data Management	Contract Satisfied	Mikayla Lytton
Epicenter (formerly Corporate Computer)	O600	\$	87,785.00	No	Data Management	Contract Satisfied	Rashida Young
AIR	O600	\$	10,000.00	No	PMF	Contract Satisfied	Rashida Tyler
Tembo Consulting	O600	\$	141,000.00	Yes	PMF Consultant	Contract Satisfied	Rashida Tyler
Community IT	O600	\$	65,640.00	Yes	PCSB Server Administrator	Contract Satisfied	Marvin Cross
Office of the Chief Technology Officer	O600	\$	200,000.00	No	My School DC	Contract Satisfied	Clara Hess
CTR Services	O600	\$	35,125.00	No	PMF Printing	Contract Satisfied	Erin Kupferberg/Tomeika Bowden
Raffa	O600	\$	23,944.71	No	Bill.com	Contract Satisfied	Lin Johnson/Marvin Cross
KLASS Solutions	O600	\$	50,675.00	No	PMF	Contract Satisfied	Rashida Tyler
Sutter, Jessica	O600	\$	48,535.00	No	Charter School Closure Generalist	Contract Satisfied	Clara Hess
Kendall, Prebola & Jones	O600	\$	22,750.00	No	Audit the financial statements of DC PCSB for FY13	Contract Satisfied	Marvin Cross
Johnson, Stephen	O600	\$	15,000.00	Yes	Recruitment services for School Finance Specialist	Contract Satisfied	Helynn Nelson
Cooper, Jeff	O601	\$	46,080.00	No	Fiscal oversight	Contract Satisfied	Mikayla Lytton