D.C. PUBLIC CHARTER SCHOOL BOARD
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BOARD MEETING
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PUBLIC HEARING AND PUBLIC MEETING
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TUESDAY
MAY 19, 2020
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The D.C. Public Charter School Board met via video teleconference, at 6:30 p.m., Rick Cruz, Chair, presiding.

BOARD MEMBERS PRESENT
RICK CRUZ, CHAIR
SABA BIREDA, Vice Chair
STEVE BUMBAUGH
LEA CRUSEY
RICARDA GANJAM
JIM SANDMAN
NAOMI SHELTON

STAFF PRESENT
SCOTT PEARSON, Executive Director, DC PCSB
BRIANI BOYD, DC PCSB
ERIN KUPFERBERG, DC PCSB
MELODI SAMPSON, DC PCSB
NIKHIL VASHEE, DC PCSB
RASHIDA YOUNG, DC PCSB
ALSO PRESENT
ERIN ALBRIGHT, Paul PCS
JASON ANDREAN, Achievement Prep PCS
DANIELA ANELLO, DC Bilingual PCS
DUANE ARBOGAST, Children's Guild PCS
ROXANA BARILLAS, LAMB PCS
AIYANA BELGUDA
JEN CARRIER, LAMB PCS
BRYAN DANIELS, Children's Guild PCS
CANDACE DAVIS
GREGORY GAINES, Achievement Prep PCS
AMANDA HENCK, Children's Guild PCS
CORBET HOUSEON, Howard University MS2 PCS
SHERY INGRAM, Paul PCS
WENDELL JOHNS, Howard University MS2 PCS
KATHY LANE, Children's Guild PCS
GINA MAHONY, Paul PCS
STEPHEN MARCUS, Achievement Prep PCS
ELENI McCABE, DC Bilingual PCS
NANCY MEAKEM, KIPP DC
BRIAN NIELSEN, LAMB PCS
KATHRYN PROCOPE, Howard University MS2 PCS
NADIA RAMEY, DC Bilingual PCS
IMANI SAMUELS, Children's Guild PCS
SAUMIL SHAH, KIPP DC
CHARIS SHARP, LAMB PCS
BRETT STIDHAM, Children's Guild PCS
DAN THEISEN, Achievement Prep PCS
SHANTELLE WRIGHT, Achievement Prep PCS
TRACY WRIGHT, Paul PCS
URSULA WRIGHT, Achievement Prep PCS
## C-O-N-T-E-N-T-S

Elect to Adopt the PMF as Charter Goals .......................... 5

Policy Revisions ...................................................... 5

Charter Amendments
DC Bilingual Public Charter School
(PCS)-Goals ............................................................... 7
Howard University MS2 PCS-Goals
LAMB PCS - Facility
The Children's Guild PCS-Goals and Facility

Approve Agenda
Approve/Deny Policy
COVID-19 Impact Policy ............................................... .74
Elect to Adopt the PMF As Charter Goals ......................... .86
Policy Revisions

Approve/Deny Charter Amendments
Achievement Prep PCS-Campus ....................................... .88
Reconfiguration
KIPP DC PCS-Curriculum Graduation Requirements, Competency-Based Learning ............................................. 100

Approve/Deny Charter Continuance
Paul PCS-20-Year Charter Review ................................. 107

Consent Calendar
Approve/Deny
Goodwill Excel PCS-Goals ........................................... 118
Lee Montessori PCS-Facility
Shining Starts Montessori PCS-PMF as Goals Update

Read into Record
$25K Administrative Contracts
LEA Document Submission Calendar & Annual Report Guidelines

New Business ............................................................. 120
Adjourn ................................................................. 121
P-R-O-C-E-E-D-I-N-G-S

6:38 p.m.

CHAIR CRUZ: All right. Welcome, everyone, to the PCSB's May 19, 2020 meeting. My name is Rick Cruz. I am the PCSB Board Chair. And joining me this evening are our Board members Saba Bireda, our vice chair, Steve Bumbaugh, Lea Crusey, Ricarda Ganjam, Naomi Shelton, and Jim Sandman.

There is an optional video for Board members. Several of us will be on via video, as well as presenters for tonight's meeting.

As we move through each agenda item for this virtual meeting, Briani, our moderator for the evening, will unmute DC PCSB staff or individuals that are speaking on behalf of a school with respect to a particular agenda item.

The hand-raising feature for Zoom this evening has been disabled. Individuals who previously signed up to testify will be called upon. And, as a reminder, all written public comment is available to the public on our
website. If you didn't sign up by sending your
name to Briani before this meeting, please submit
your comments to publiccomment@dcpcsbo.org.
That's publiccomment@dcpcsbo.org.

We have a few witnesses signed up to
speak this evening, so I'm going to ask Bri to
facilitate that. Please keep your comments to
two minutes each. And I'm going to begin with
Aiyana Belguda.

MS. BOYD: She's currently not
available. I don't see her on the list.

CHAIR CRUZ: Okay. We'll go to our
next witness, Candace Davis.

MS. BOYD: She's not available either.

CHAIR CRUZ: So neither of them are
logged in right now is what you mean?

MS. BOYD: Yes.

CHAIR CRUZ: All right. I believe
that's all we had signed up for public witnesses
this evening. There will be another opportunity,
I believe, for public comments, but with no other
witness is signed up we're going to go to items
open for the public hearing.

First, Bri, if you can unmute Erin Kupferberg. We're going to talk about the adopt the PMF as charter goals policy revisions.

MS. KUPFERBERG: Hello, can you hear me?

CHAIR CRUZ: We can.

MS. KUPFERBERG: Great. Thank you.

My name is Erin Krupferberg. I'm the Senior Manager of the Financial and Academic Quality team. Tonight, we are holding a public hearing for the elect to adopt the performance management framework, or PMF, as goals policy revisions.

We emailed the updated policy out to all school leaders on April 6th and officially opened it for public comment at the April Board meeting. We updated the policy to clarify how the policy applies if a school is not awarded a PMF score in a given year, and clarified that for schools undergoing charter review or renewal the Board may use its sole discretion to deem that the school has met its goals through the
improvement provision when there is improvement
over the most recent three years of the review
period.

We have not received any public
comment on the revisions to the policy. I am
here to answer any questions you may have
regarding the proposed changes to this policy. I
will be back up here later tonight during the
public meeting to ask you to vote on these policy
revisions.

CHAIR CRUZ: Excellent. Thank you, Erin. Board members, any questions at this time, after your review of the policy revisions?

(No response.)

CHAIR CRUZ: As Erin has just indicated, we'll be asked to vote on this later this evening, so if there are any questions, now is the time.

(No response.)

CHAIR CRUZ: All right, it seems pretty straight forward, Erin. We'll have another chance at the time of the vote later this
evening if indeed we have any other questions.

        MS. KUPFERBERG: Perfect. I will see
you all a little later.

        CHAIR CRUZ: Great. Thanks, Erin.

Bri, if we can move on to DC Bilingual. And I
believe Melodi Sampson is going to present, along
with DC Bilingual school leadership.

        MS. SAMPSON: Hi, can you all hear me?

        CHAIR CRUZ: We can. Thanks, Melodi.

        MS. SAMPSON: Great. I'm Melodi
Sampson, Senior Manager on the School Quality and
Accountability team. And this is a public
hearing to discuss DC Bilingual Public Charter
School's proposal to amend its charter agreement
by increasing its enrollment ceiling.

        The school requests approval to enroll
an additional 212 students, raising its ceiling
from 500 to 712 by school year 2028-29. While
the increase would go into effect beginning
school year 2022-23, the increase of students
will not be substantial until school year 2023 to
2024 with an additional 72 students.
The school has a history of high demand with over 1400 students on its wait list in school year 2019-20. DC Bilingual is adding square footage to its existing facility to accommodate the growth and the school projects that its expansion will be complete by August 2022.

DC Bilingual meets all of the criteria for an approval recommendation under DC PCSB's enrollment ceiling increase policy.

Representatives from the school are available this evening to answer the board's questions.

CHAIR CRUZ: Great. Thanks, Melodi. Who do we have from the school? I'd love to start with some opening comments, if you have any or any reflections on what you've proposed here and what you're asking us to vote on.

MS. ANELLO: Yes, thank you. Hi, everybody. This is Daniela Anello and I am head of school at DC Bilingual Public Charter School. I'm accompanied by Eleni McCabe, our Pre-K 3 to
Grade 2 principal, and Nadia Ramey, our school's board chair.

So we're here because we would love the opportunity to discuss with you why we feel that we are ready and fit to be extended a ceiling increase to serve more children.

Our school priorities are to ensure high quality instruction for all children who get matched with our school. And, unfortunately, the high demand, alongside the ability to have available open spots after sibling and staff preference, does not permit us to really move the wait list numbers as well as we would like to.

In particular, we're looking to serving more at-risk students. So we have created a student recruitment plan that focuses on ensuring that, when spots do become available, we really try our hardest to provide all of the opportunities possible to have at-risk students be able to access our school.

So we're here today to request your approval of this plan. And we are also available
to answer any questions about the work that we've done for over two-and-a-half years to prepare for this point.

CHAIR CRUZ: Thank you, Daniela.

Board members, questions?

MEMBER BUMBAUGH: Hi, Daniela. This is Steve. Thanks for presenting tonight. Can you dig into, specifically, how offering more seats is going to -- you all do well relative to the other DCI feeders in terms of at-risk population, but I think it's gone down a bit over the last two years.

Can you talk about how adding these seats are not going to be just absorbed quickly by staff members' children and sibling preferences and how it's going to -- just sort of the math behind how it's going to lead to more at-risk students enrolling at DC Bilingual?

MS. ANELLO: Yes. I'm going to begin by answering and then I'm going to invite our school principal, Eleni, to add on, because this is a school-wide priority. Our staff and
everyone who is committed to the school mission believes very much that this should be the case, that if we're opening slots it should be going to the students that our school -- you know, our mission aligns to serve, and has known how to serve over the years that we've existed at the school.

That being said, we created a list of family recruitment tactics that we've already implemented last year and this year, and it includes, first of all, raising awareness of our schools, who we are, what we do, and why we believe that all families, especially the most vulnerable families, should consider our school as a choice for their children.

And so the tactics include attending ANC meetings, include going to recruitment fairs at Ward 4, Ward 5, Ward 7, Ward 8. It includes doing a lot of leafleting and ensuring that people hear the school's name and really start to become familiarized with who we are, what we offer, and knowing that we would be a good choice
for their students.

But one of the things that I recognize is a little bit of a longer process, and it's going to take some time, is all of the work around the legislation that is being considered right now in regards to increasing the opportunity to have schools be able to give at-risk student preference in the case that particular schools would like to have that be a preference, as well as they might have a staff preference or sibling preference.

So, myself, I've been very involved with supporting that legislation, and that's included conversations of Council members, but I also am on the board of My School DC and I have been very outspoken there in terms of research we need to be doing in order to find out more about how to make it easier for our at-risk families to be able to access high-quality schools.

And so while I can't give you a concrete answer of how we will ensure that when we open slots it will go to at-risk students, I
can definitely tell you that we're completely
focused on doing everything in our powers to make
sure that that is something we're in a good place
to do and to give families who are at risk
greater access to our school. So we're really
trying to think creatively here about what are
all the ways in which we can move things to
provide these families an opportunity to enter
our school?

And then, Eleni, if you wanted to
chime in about how much we care about this, I
think that would be nice to hear.

MS. McCABE: Hi, can you hear me?

MS. ANELLO: Yes.

MS. McCABE: Hi, I'm Eleni McCabe.

I'm the Pre-K to 2nd grade principal at DC
Bilingual. I just wanted to echo what Daniela
said, that in this process of considering growth,
serving at-risk families is a priority for our
teachers, our coaches, our principals. It's
something we care deeply about.

So while we can't, you know,
obviously, control the lottery numbers, we're all very invested in participating in the recruitment policies that Daniela laid out to try and give the most opportunity we can, whether it's making phone calls or leafleting or those kind of things, to encourage as many new students who fall into that group.

In terms of actual numbers, right now, it is true that our biggest entry into the school is in our Pre-K 3 class at 36 students. And, currently, those spots are almost exclusively taken by siblings and staff every year.

In our growth plan, we will start growing from preschool up so that every year that Pre-K 3 entry point will have 72 students. So we do believe that that really opens it up to new families rather than just siblings and staff. And with these recruitment policies we hope that those would be at-risk families.

MEMBER BUMBAUGH: So just if I'm hearing that correctly, then, your Pre-K grades which are now completely absorbed by sibling
preference and staff preference, are going to
double from 36 to 72? Did I hear that correctly?

MS. McCABE: That's correct. So, we
do have a growth plan where we have two class
models and three class models currently and at
full growth we would have a four class model in
every class.

MEMBER BUMBAUGH: Thank you.

MEMBER SHELTON: So, to follow up on
that, how is the pandemic impacting not only your
growth plan, but adjustments you're planning to
make to your facility?

MS. ANELLO: That's a great question.
We actually believe that the pandemic didn't
necessarily slow down the process. We have
continued to speak at ANC meetings, we're
participating virtually for that, and continued
with the work of getting the permitting and
getting all of those steps in motion and that has
not slowed us down.

But what we did decide to slow down or
extend is that we were going to do the full
construction project in one full school year plus a summer. And now we decided to actually extend it to have the construction plan last two full school years so that the construction project could be completed and delivered by August 2022.

So we actually just extended the length of time in which we expect the project to take place. And with that, we needed to make some adjustments to our budget and our staffing plan, because what we're seeing is that instead of carrying all of the staff that we set up to support growth for one more school year ahead of growth, we're doing it for two whole school years ahead of growth. So that has been impacted a little bit in terms of how the budget has had to work in our favor to allow for this to be possible.

MEMBER SHELTON: Thank you.

MS. ANELLO: You're welcome.

MEMBER CRUSEY: Hi, Daniela. Thank you for your presentation and for joining us tonight. This is Lea Crusey. I had another
question about what challenges do you anticipate, if any, for students that would want to matriculate on to DCI as a result of this expansion?

MS. ANELLO: That's a great question. We actually, in this work, the growth work that we've done -- and I'm happy to give the floor also to our board chair, Nadia, to help respond both as board chair, but also as D.C. Bilingual parent -- one of the things that we were able to do because we've been preparing for growth for over two-and-a-half years, we set up these growth committees, and anybody interested, it could be staff, it could be families, were invited to join being part of the growth committee. And the topics that we discuss at each of the growth committee meetings were related to the topics that were of interest to the particular committee members. And one of the first topics that came up as being of interest was the student pipeline into DC International. So for that committee meeting we invited Mary
from DC International to present to us the projects that DCI has for growth.

And so we recognize that it is not until -- we have sufficient spots for all students until the incoming Pre-K 3 students are 5th graders looking to go to DCI. So that means we have between now and until our current incoming Pre-K 3 students are in 5th grade to figure out the best approach for how we would navigate should DCI choose not to grow. I know that they are deciding on whether to grow their school or not in school year 2024, which is, again, ahead of when we would need to be prepared for that not being the case.

So, if all goes well and DCI does choose to grow in 2024, then we would be in pretty good standing to continue to have our children continue through the pipeline to DCI. However, if DCI decides not to grow in 2024, I think we need to do a much more robust effort at educating our families on what the options are for high quality middle schools in the city. And
that will require more intensive support that is
dividualized and ensuring that everyone knows
what the options are, that where we try to match
students with their interests of what the schools
are known for being good at providing for
children. And we would just have to do much more
support of our families to find the right school
for their children, knowing that only about 50
percent of our graduates would get a chance of
going to DC International.

Nadia, if you'd like to add on, both
as a parent or board chair, about this?

MS. RAMEY: Yeah, absolutely.
Obviously, I spent a lot of time working with the
growth committees and working with Daniela on
this. And this was a very big priority, is a
very big priority, for our current and our future
families.

And one of the things that we've been
focused on, and that Daniela and the staff have
already done a really great job of doing in terms
of identifying those options and letting new
families, as they're deciding whether to apply to DCB or stay at DCB or however they decide to matriculate through the school, to let them know that there is a possibility that their incoming Pre-K 3 students may not get a spot at DCI, and to really be deliberate about letting families know what other options are, inviting other middle schools to our school to do presentations so that families feel like they have a good understanding of other options and other choices that they can take for middle school.

We know there's a good number of families to choose some of the feeder schools for that reason because they know they have a path, but we want to make sure that whether they get in or not they have a good path and other options that they feel comfortable in turning to the lottery when their students get to fourth and fifth grade.

MEMBER GANJAM: Great. Hey, this is Ricarda Ganjam. To build upon the activities of the growth committee, what are some of the other
ways that you've engaged your community both
internally and externally to form your proposal?

MS. ANELLO: Yes, thank you for
asking. So, as I said, we've had a lot of time,
because we started this two years ago, possibly
two-and-a-half years ago. So, we began with
creating a strategic plan and a greenlighting
plan and a student recruitment plan. And we
started that process through funding that we were
able to receive from Ed Forward. And Bellwether
was the group that helped us create each of those
plans. And we did that in summer of 2018.

And so by doing that, we were able to
determine what makes our school unique and
successful and what is it that we need to make
sure to do well and right if we were ever to
consider growth? And then we started discussing
where we would grow and we also started
discussing what is the staff needed to allow for
the growth to go really smoothly and really well.

So, starting this school year, in 2020, we
staffed for growth. And that meant our former
principal became a strategic advisor for growth, helping us to keep in mind the strategic priorities that we have for the Middle States accreditation process that we just went through, but as well as the strategic plan priorities.

We have two principals. One is focusing on lower school. The other one is focusing on upper school. We've added coaches and we have a chief financial officer and special projects focusing exclusively on what it takes to grow a school and keep the financial sustainability that we have.

We've done staff surveys and we've done parent surveys to see if they're in support of the growth plan. We have done all-staff meetings and we did the growth committee work, which had a series of meetings that talks about the topics that were of most interest.

We also had an online and in-person comment box where anyone who had any comments or questions they had access to dropping in the comments or questions and we responded to every
comment and every question on a weekly basis bilingually. So that was a live document that we felt that was really supportive of people's questions.

We held an open board meeting with public comment in December of 2019. And then this year, in 2020, we had a big board meeting on February 4th where we presented the full plan to our board of directors and we requested approval, which we received, to pursue with the plan that we are presenting to you today.

And then in terms of neighborhood presentations and sharing of information, I have presented with my team, including Nadia, at the ANC 4B meeting, the South Manor Neighborhood Association meeting, the ANC 5A monthly meeting that happened just now on April 27th virtually, and we are hosting virtual town hall meetings to discuss growth with anyone who's interested. We already had one May 7th. Our next one is this week, May 21st, and the following one is June 3rd.
And we also have had continued staff meetings to discuss growth and where we are in the process. And the next meeting to discuss this topic with our staff is happening on June 5th.

MEMBER GANJAM: Great. Thank you. That's helpful. And while I have you I also want to ask you about what you're seeing in re-enrollment for next year, kind of as the dates are coming upon us. How are your re-enrollment trends looking right now compared to what you've seen in the past, considering what we're seeing and all being impacted by COVID?

MS. ANELLO: Yes. We're a little bit lower on our re-enrollment rate than we would like to be, and that we typically are, but it's not because families are not looking to re-enroll in our school. It's because our families are struggling with re-enrolling online. So, to many of our families, using the internet for filling out paperwork doesn't come naturally. It's not that easy. So we need to spend time with
individual families walking through the various
aspects of the re-enrollment process. And that's
taking time.

But we have every reason to believe
that we will continue to have a high student re-
enrollment rate. I can't give you the exact
number yet, because we don't have that number,
but as soon as we do I'm happy to share it with
the Board.

MEMBER GANJAM: That's helpful. Thank
you so much.

CHAIR CRUZ: Thank you. Thank you,
all. I have two questions. One, Nadia, given
the current context, it's certainly
unprecedented, could you share a little bit about
how the board is supporting the school and the
school leadership?

MS. RAMEY: Yeah, absolutely. We've
had several virtual board meetings, as I'm sure
many schools have after the social distancing
policies were put in place in I believe it was
March now. And, you know, a lot of what we've
been doing is ensuring that Daniela and her team have what they need. Also, you know, trying to understand how quickly things have been deployed and if there are families that are still in need, whether it's from a technology perspective or a support perspective.

And, you know, a lot of it, honestly, has been kind of staying out of their way. We realize that this is very traumatic, I think, for families and for school staff and teachers, and making the adjustments and being as supportive as we can, but also not sort of standing in their way and asking for lots of checks and balances, if you will, in terms of every single thing that's going on.

The principals, the two principals that we have, put together some amazing data for our education excellence committee that we're going to share with the full board around, you know, what does that distribution look like? So, how long did it take to make sure that everyone had Chromebooks, you know, to make sure everyone
had Wi-Fi? And, really, doing whatever we can to support. Some of us have even helped out physically by donating things or delivering Wi-Fi hot spots or, you know, whatever is needed there.

The other way I think that many of us have been supportive is there's a weekly meeting that Education Board Partners have been, I believe they've been hosting. And so attending those to keep up with, you know, kind of what other schools are doing, understanding how that information can be helpful to Daniela's team, sharing information as much as we can about what's going on, how people are tackling different things, and how are schools really dealing with, you know, adjusting to this crisis.

And, you know, the parent side of me would also really just want to commend the school and the team on all of the work that they're doing. You know, when I compare to other families, we have a tremendous amount of resources. My two children do, who are ten, on a daily basis. And, you know, we're really
grateful for that. And, you know, I just want to say that I think that they've done a great job sort of shifting as much as possible considering everything that's going on, because I don't think it's a bit easy for many schools, and especially schools that have our demographics where we are working with a lot of families that, you know, may be in need of different resources, and the school has done a tremendous job in terms of providing those for all the families.

CHAIR CRUZ: Thank you. And thank you for your leadership on the board.

One other question. Eleni, if you could say a few words about the supports for the particular program you are offering, and in particular serving at-risk families and doing that for the youngest students that you oversee.

MS. McCABE: Sure, I can talk a little bit about when we're typically in school, as well as during this distance learning format.

We have a very strong early childhood program. This is my tenth year at DC Bilingual.
For the first four years I was a Pre-K 4 teacher and then for the five years after that I was the early childhood coordinator. So it is something that I feel really personally proud of, that we have built such a strong program. And I think what makes it so strong is the staff that we have.

We do have a unique model in that we have two lead teachers in each classroom, an English teacher and a Spanish teacher, as well as an assistant teacher, an early childhood teacher. So our ratios are very strong in those younger grades, and we do that so that we can support their language development in two languages. One of those teachers has always been certified so that we can support in an inclusion setting the children with special needs.

We also have an early childhood coach and coordinator, which was my position previously and now is held by Ina Vorhas (phonetic), and that position really allows for a leader who is just focused on early childhood to really guide
the teachers and all of those supports.

And that support continues through K through 2nd. We do have a co-teaching model in those grades. So, again, we have two teachers in each class, as well as an ELL teacher, special education teachers, and coaches to support the learning. So we really do believe that by focusing in on the youngest children with the most support, we're able to intervene early for the children who might need it most and continue that really strong classroom culture, the strong language development, and the strong academics through early childhood, which, conventionally speaking, ends at age eight.

In a distance-learning format, it has been really challenging. If anyone has small children in their house, they know that they don't want to stare at Zoom all day. So we have really focused in with weekly meetings on reaching out to our most at-risk families, whether that's extra phone calls, individual sessions, and food help, mental health support,
whatever we need to help serve that family so that our youngest students feel socially and emotionally safe in this time, and that when they come back we can continue to support them like we have in person.

CHAIR CRUZ: Thank you. Thank you very much. Any other questions for DCB?

MEMBER SANDMAN: Just a comment.

Thank you for your great work and thank you for the excellent presentation.

MS. ANELLO: Thank you so much. Thank you for the opportunity to present to you. We're really excited for this and we really do hope we receive your approval.

CHAIR CRUZ: And this will be on our agenda next month for a vote, Melodi?

MS. SAMPSON: Yes.

CHAIR CRUZ: Okay. Excellent. Thank you, all.

MS. ANELLO: Thank you.

MS. MCCABE: Thank you.

CHAIR CRUZ: All right, Bri, if you
could tee up Nikhil Vashee and the team from
Howard University.

MR. VASHEE: Can you hear me?

CHAIR CRUZ: Yes.

MR. VASHEE: Hi, good evening. I'm
Nikhil Vashee, specialist from the School Quality
and Accountability team. This is a public
hearing to discuss Howard University PCS's
request to amend its goals and academic
achievement expectations in its charter renewal
agreement.

The school proposes amending its goals
in accordance with its 15-year renewal report in
which PCSB staff recommended that the school's
new charter agreement include revised goals with
clear business rules and performance targets.

The newly proposed ELA and math goals
require that the school meets or exceeds local
achievement averages or national growth rates.
The school proposes adding a goal on student
growth on the NWEA math and science assessment
aligned with the school's STEM focus.
Finally, the school proposes two school environment goals. It will meet or exceed the city average in in-seat attendance rates and will maintain a re-enrollment rate of 75 percent.

Staff from the school are here to answer any questions.

CHAIR CRUZ: Great. Thank you. If the Howard University team could introduce themselves and make any opening remarks.

MS. PROCOPE: Hi. Am I unmuted?

CHAIR CRUZ: Yes, you are.

MS. PROCOPE: Hi. This is Kathryn Procope and I'm the head of school. I'm here with my assistant principal, Corbet Houston, and our board chair, Wendell Johns.

Opening remarks. I don't know if you remember, in November, when we came before you for our 15-year renewal, through that process one of the things that we became painfully aware of, along with your team, is that the goals that we have had for 15 years were not smart goals, were very difficult to attach business rules to, and
we really want, as we move forward, to have goals
that really reflect who we are as a school.

So I do want to take a moment and
really commend your team for working so
diligently with us to come up with goals that we
think really represent who we are and will help
us to move forward as a school.

CHAIR CRUZ: Thank you. I'll open it
up to Board members for any questions you might
have.

MEMBER SHELTON: Hi, it's Naomi
Shelton, how are you all? Thank you so much for
presenting this evening. Just really quickly,
if you could just shed some light on how you all
have been responding to COVID-19 and if there's
anything or any way that the Board can support
you in that work that you're doing.

MS. PROCOPE: Thank you for that
question. So, as we discussed with you back in
November when we were here, that we've been using
Summit Learning for -- this is our third year,
and as a blended-learning platform, it made it a
lot easier for us to switch to distance learning. 
And so our students were used to seeing their 
assignments online. The flip was that now their 
teacher was online as well.

As a 2:1 technology school, all 
students already had tech at home, so we've just 
really had to maybe fix a few. But we've been 
doing pretty well. We've had several -- I think 
not unlike any other school in the city, we've 
had families who have struggled. They've lost 
loved ones or have been sick, so we're really 
proud of our staff and team because they've been 
able to help and provide support to those 
students. And we are having our virtual 
promotion next Friday.

So I do thank you so much for offering 
the support and I will holler if we need some 
help. Thank you.

MEMBER SHELTON: Thank you for that 
update.

CHAIR CRUZ: Board members, other 
questions?
MEMBER GANJAM: I did want to ask just a little bit about what you're seeing in terms of re-enrollment for next year. We're hearing challenges in the re-enrollment process and we'd like to hear a little bit of what you're experiencing on that front.

MS. PROCOPE: So, I agree the challenge has also been, for some of our parents, with the technology. However, what we've done is kind of bake it into everything the children are doing. So any time we have town hall meetings or I've had parent meetings, we're telling the parents, "you're online now, so what do you need help with to re-enroll?"

We also had some -- we've got some competition going between our sixth and seventh grades. They're very competitive people. And so right now we're -- maybe I'd say it's slower than it was last year, but we're -- I think we've got about 30 to 40 percent of our sixth grade have re-enrolled and close to that same for our seventh. And now we're working very closely with
our incoming sixth grade, because I think they're
at maybe a 40 percent as well.

So it's slower than it has been, but
it is moving. And it really is totally helping
the parents with the technology and really trying
to figure out what can we do, and looking at
maybe bringing them in one at a time kind of
thing at the school to assist where we can.

MEMBER GANJAM: Thank you. And just
to build upon that, your proposed re-enrollment
target rate means that you'll meet your goal if a
quarter of your students don't return over the
review period. How did you determine that 75
percent is the right target for your school?
What are your thoughts around that?

MS. PROCOPE: Well, we looked at past
data and what we have and why students have left
us and the number of students who have left us.
And we also looked at where we were kind of
coming in every single year. And we know that we
will at least be at 75 percent. So it was really
looking at where we've been in the past, looking
at trends as far as how things go, looking at the neighborhood and schools that are near us and how things are changing. And we figured that would probably be a good number for us.

MEMBER GANJAM: Thank you.

CHAIR CRUZ: Board members, are there any other questions for Howard University?

(No response.)

CHAIR CRUZ: All right. Well, if not, thank you, all, for joining us this evening. Again, Nikhil, this will be up for a vote next month, is that correct?

MR. VASHEE: That's correct.

CHAIR CRUZ: Very well, then. Thank you, all.

MR. VASHEE: Thank you.

MS. PROCOPE: Thank you.

CHAIR CRUZ: Bri, I think Melodi is going to return and this time with LAMB PCS school leadership.

MS. SAMPSON: Yes, this is a public hearing to discuss LAMB Public Charter School's
proposal to operate an additional facility at
5000 14th Street, Northwest, and cease operations
at its facilities located at 1375 Missouri
Avenue, Northwest, and 1399 Aspen Street,
Northwest.

If approved, the school will begin
operations at 5000 14th Street, Northwest, in
school year 2020-21. For the next two school
years, LAMB will operate one campus across two
facilities at 5000 14th Street, Northwest, and
1800 Perry Street, Northeast. For school year
2023-24, LAMB aims to consolidate all operations
at 5000 14th Street, Northwest.

The school must stagger its transition
because this new facility may only serve 485
students for the first three years, per the
student occupancy limit set by the D.C. Board of
Zoning Adjustment, or BZA. After the first three
years, the occupancy limit increases to 600
students, which corresponds with the school's
enrollment ceiling.

LAMB has been working to procure and
renovate the facility located at 5000 14th Street, Northwest, for the past three years. The progress was initially blocked by appeals to the BZA. The appeals were recently settled, allowing the school to proceed with its plan.

LAMB says transitioning to one facility will improve school culture and decrease the burden parents experience when they must manage having children at different sites. Representatives from the school are available this evening to answer the Board's questions.

CHAIR CRUZ: Thank you, Melodi. LAMB team, if you'd introduce yourself and open up with any remarks you'd like to the Board.

MS. SHARP: Sure. My name is Charis Sharp. I'm the executive director at LAMB. I am joined by Brian Nielsen, our CFO/COO; our board chair, Roxanna Barillas; and Jen Carrier, another board member.

And we are just so excited to finally be moving forward on this. And the renovations have been going beautifully. And our community
is thrilled, and our teachers are already packing their things. So we really hope that this moves forward easily with the Board, as well, and what questions you have.

CHAIR CRUZ: Great. Thank you, guys, for joining us this evening. I'll open it up to our Board members.

MEMBER SANDMAN: Jim Sandman. I'd like to ask about how you engage the community as you pursue this additional space, what feedback you got from them, and how you responded to what you heard.

MS. SHARP: So, this project has been in the works since before I joined LAMB, before Brian joined LAMB, and actually before our board members joined LAMB. So it precedes us and so this has been a discussion amongst our community for a long time. And so the whole community is very excited to be moving towards being all under one roof. Moving two of our facilities in their entirety and the majority of our third facility into a single building is a dream come true for
Over the last year, particularly, since the courts decided on the BZA order, we've had an open board meeting, a couple of town halls, meetings with staff, meetings with families, and continual updates on our website and through email. And that's all our internal communication. We've discussed everything from how we choose which classrooms to move from our Perry Street facility, how to support our families that might still be split between two campuses or two facilities. We've had design meetings that informed the work of the architects on design elements of the buildings. Just multiple events and communications like that.

Externally, we have, according to the BZA order, we are building a LAMB Community Committee that includes members of CNDI-LA, which was the group that opposed the BZA order, as well as members from West Education Campus, which is across the street. The first meeting we hope to have in the next month or so, but, according to
the BZA order, our meetings start formally in the
fall. We have a listserv that sends out
notifications about neighborhood things,
especially right now related to the renovation.

I've worked with Maria Barry, the ANC
chairwoman in this area, and she and I have met a
couple of times and discussed all the different
pieces of this. I've met with the principal from
West Education Campus and also with Councilmember
Todd regarding his support for the project and
possible future events at the site.

CHAIR CRUZ: Thank you.

MEMBER SHELTON: This is Naomi. Just
to piggyback off of Jim's question, what is your
plan going forward to engage with the with the
other school and with the other stakeholders
there in the neighborhood? So, beyond your
school community and the ANCs, do you have
specific goals around how you plan to engage
neighbors, et cetera, going forward?

MS. SHARP: Yes. The LAMB Community
Committee is open to the public, so we will have
quarterly meetings there where anyone from the neighborhood can come and ask questions or raise any concerns. We are also working to hook up our PTO with West Education Campus' PTO to see if there are -- to make sure that, first of all, we don't have any conflicts in things like fundraisers, but also to see how we can support each other and work together to serve the needs of the neighborhood.

Right now, our website provides updates. We also will add the link on there to join the listserv so that anyone who would like to receive notifications about the LCC, which is the LAMB Community Committee, the agenda, can access that. And we have an email address that anyone can send questions or comments regarding the LCC. And, of course, they can always call the school.

MEMBER SHELTON: How have you all been doing outreach to share that information? Are you a part of the neighborhood's listserv? You know, what are the ways that you're ingratiating
yourself into the existing community and the
communication that they already have?

MS. SHARP: I haven't been able to
find a local neighborhood listserv. I did engage
the neighborhood group, the CNDI-LA group, and
invited them to join the listserv and invited
them -- they have selected two members to serve
on the LCC, official members, but all of them are
invited to participate.

The school closing kind of put a
damper on our activities in the neighborhood, so
we haven't done as much face-to-face outreach as
we intended. When we can, we hope to have a
neighborhood meet-and-greet as much as we are
able. Everything is a little bit up in the air
right now with the COVID guidelines around spaces
and we want to make sure we adhere to those. But
it is our intention to be in service to our
neighborhood and provide space for community.

MEMBER SHELTON: Thank you.

CHAIR CRUZ: All right, Board members,
any other questions? Naomi, did you --
MEMBER SHELTON: Yes, I did. Thank you. In terms of the financial implications, how are things looking now with all of the shifts that people have had to make because of COVID? Aside from that, how are the plans of your transition being impacted financially?

MS. SHARP: I'm going to hand this over to Brian, my finance guy, to answer.

MEMBER SHELTON: Thank you.

MR. NIELSEN: Good evening, all. So you can hear me?

CHAIR CRUZ: Yes.

MR. NIELSEN: Again, as Caris has noted, she and I both are relatively new as compared to this development project. The present application is something that LAMB has been working on with Building Hope for quite some time and part of that has been the financial feasibility plans.

We are in a position, going into this, with significant reserves, which will help through these uncertain times. Those are only
going to be bolstered. We currently do have a letter of intent that we are moving towards an actual purchase and sale agreement for the sale of the Missouri Avenue property. Based upon the pricing of that, that is going to bolster our reserves significantly again. Those reserves are vital for the uncertainties that we're dealing with.

We continue to work with Building Hope to finance. We had had some pretty definitive plans in terms of long-term financing. They're recognizing we may need to shift horizons, given the direction the investor market is going currently, and are exploring some short-term investing options to finish up the construction financing and the overall financing until the market improves. But the short of it is, not seeing any problems on the financing front for this.

MEMBER SHELTON: Thank you.

CHAIR CRUZ: I just have one question.

Charis, you had been celebrating your one-year
anniversary at the school right about the time
that the pandemic hit, and there's certainly a
lot going on. Could you share just some general
reflections on the community in your first year
leading the school?

MS. SHARP: Oh, wow, what a question.

CHAIR CRUZ: I'm sorry.

(Laughter.)

MS. SHARP: Let's see. I pride myself
on being a life-long learner and this experience
has definitely taught me a great deal. But I
have to say that before I joined LAMB and as I
was pursuing this possibility, I was struck at
just the feeling of community at the school. And
I have to say that that has only strengthened.
And to watch the community get excited about this
has been super fun.

I wanted to share just one beautiful
little tidbit about the community's response to
COVID and the closure. And that was that this
community has a long history of supporting its
families when they are in need. And in just a
couple of emails we raised upwards of $24,000 from our community to distribute to our families that have lost employment or are hurting because of the closures. And we continue to provide weekly funds for groceries and other necessities to a number of our families so far. And I just think that that is a really great reflection on the school as a whole and how we're working so hard to come together around it.

But, yeah, it's been a really great experience and I couldn't be happier to be anywhere else. This is just a great place to be. Thank you.

CHAIR CRUZ: Thank you. Sorry to put you on the spot, but it was a very satisfying answer, so thank you.

Board members, if there are any other questions? Again, this will be up for a vote at our June meeting.

(No response.)

CHAIR CRUZ: All right, great. We'll see you all at the next meeting. Thank you.
Bri, I believe we've got Melodi, Nikhil, and Children's Guild up next.

MS. SAMPSON: This is a public hearing to discuss two charter agreement amendment requests from the Children's Guild Public Charter School, an alternative school educating students in kindergarten through 8th grade.

First, the school proposes operating a second facility at 2130 24th Place, Northeast. The school will use the site, which is adjacent to its existing facility, for physical education and recreation.

Second, the school proposes amending the its goals and academic achievement expectations. Currently, the Children's Guild has 22 goals assessing student performance in English language arts and math. The school aims to consolidate these goals so that it only has two goals measuring English language arts and Math.

The Children's Guild proposes retaining its school climate goals and commits to
maintaining its suspension rate at or below the state average. The school requests, however, a lower attendance rate that is more aligned to the charter sector averages for alternative schools.

Representatives from the school are available tonight to answer the Board's questions.

CHAIR CRUZ: Okay. Thank you.

Children's Guild team, if you would introduce yourselves and start off with any comments you'd like to make.

MS. SAMUELS: Sure. Good evening, everyone. I am Imani Samuels. I'm the school's board chair, and on behalf of the Children's Guild DC Public Charter School family, I just wanted to express our sincere thanks to the entire Public Charter School Board staff for ongoing collaboration, especially around optimizing these goals, as well as Scott Pearson for his efforts and encouragement along the way, as well.

This evening, I'm delighted to be
joined by Principal Bryan Daniels, Assistant Principal Brett Stidham, Chief of Educational Services Kathy Lane, Chief of Strategy and Innovation Officer Duane Arbogast, and Director of Finance Amanda Henck.

This diverse group of leaders have played a critical role in identifying these two amendment requests that we deem necessary to advance the mission and the vision of the Children's Guild.

The first is to really enrich the lives of our scholars with high-touch experiential opportunities through a new physical education facility. And the second is to enhance the goals that will foster and deepen academic achievement for our scholars in a meaningful and equitable way. We're excited to answer any questions that you may have.

CHAIR CRUZ: Great. Thank you.

Thanks for joining us this evening. Board members?

MEMBER SHELTON: Thank you, all, for
joining us. This is Naomi Shelton. I wanted to
ask a question that I've been posing to the other
schools that presented tonight and hearing a
little more about how the school community has
been faring over the pandemic and if there's any
way the Board and staff can support you all.

MR. DANIELS: Good evening, everyone.
And thank you for that question. So, at the
Children's Guild, we have, like a lot of other
schools that have spoken this evening, done I
think an outstanding job on really tracking down
100 percent of our students, which, when the
pandemic hit, we were really just worried about
whether or not we were going to stay connected to
each and every one of our kids. And to date, we
have connected with all of our families and all
of our students in their virtual classrooms.

So, we have disseminated devices so
that every kid has a one-to-one piece of
technology. We do have support for helping
parents get onto the internet, whether it be
through Comcast or whether it be through us
providing a hot spot.

And we've also started a Meals on Wheels program, which is really helping a lot of our families just to make sure that they are getting their kids nutrition that is valuable for them to be able to continue to access the curriculum and so they're not all relying on Oodles of Noodles and things that are not necessarily as healthy as they would be getting if they were at school.

So we're just trying to reach out to families and make sure that we stay connected and supportive in as many ways as we possibly can.

Like the previous school, we are touching families that are dealing with daily issues with loss from the pandemic, situations of people losing their housing, and just being able to support them with the resources that we have at our disposal has been a blessing. And just making sure that we're able to continue to feed our kids and continue to work with our families that really just shined a light on the work that
we do and the connectedness that we have to our community with our culture.

MEMBER SHELTON: Thank you for that.

And then to build on that, how has the pandemic affected the facility and the construction that you all are working on?

MR. DANIELS: So, I think the process itself has slowed a bit, but they are still meeting their timeline goals in terms of the work that they are doing on the site so that it will be available to us when we return to school for the 2021 school year.

MEMBER SHELTON: Thank you.

MEMBER SANDMAN: This is Jim Sandman. I have a question about your students with disabilities. How will you continue to report on the academic performance of students with disabilities if you remove your goals that were centered on their progress?

MR. ARBOGAST: This is Duane Arbogast, Chief of Strategy and Innovation. And, actually, we're not removing the goals for students with
disabilities. We actually disaggregate our i-
Ready academic scores by disabled and non-
disabled. So there's no change there.

    MEMBER SANDMAN: And your goals aren't
changing either?

    MR. ARBOGAST: No, we're eliminating
goals, but we didn't change our academic i-Ready
goals, and they're disaggregated by special ed
and non-special ed.

    MEMBER SANDMAN: Thank you.

    MEMBER BIREDA: Hi. This is Saba
Bireda. I wanted to ask about your proposed
attendance target. If I understand correctly,
you'd be lowering it from 90 percent to 87
percent and I just wanted to understand the data
that is behind that proposal.

    MR. ARBOGAST: Again, Duane Arbogast.
We actually looked at sector data for alternative
schools. Our attendance has been running about
88, 89 percent in the three years that we've been
in operation. But the -- when we looked at total
sector goals, 87 percent seemed like the
appropriate and rigorous for the population that we served.

Our school is located in Ward 5. We do provide transportation. Most of our children come from Wards 7 and 8. And many of our children are in insecure housing.

So, when we do have absenteeism, we get our vans out, and we go and track kids down and get them in the school. And a lot of times, it's supporting that family and their need. So that's how we generated that goal.

MEMBER BIREDÁ: And in terms of data submission, how is that going? I think there have been some issues in the past because of data submission. Can you talk about how you've been able to remedy those issues?

MR. ARBOGAST: I think I need more clarity. I'm unfamiliar with an issue around data submission. Do you --

MEMBER BIREDÁ: I believe that the school has been audited before because of data submission issues.
MR. ARBOGAST: I don't believe -- I'm trying to think of if that's happened.

MR. DANIELS: Duane, can I step in here?

MR. ARBOGAST: Sure, Bryan.

MR. DANIELS: So, Saba, I think -- are we speaking specifically around attendance? So we work with a system that has been a bear in trying to make sure that it uploads the proper information from our operating system to OSSE.

And so I think we have gotten a lot of the kinks out of our data system and making sure that when the uploads are being done, it's uploading the most accurate data, because we have really worked to ensure that our data collection prior to it being uploaded has already been, has been checked over and the way that we are calculating data with our attendance team that's in place now is ensuring that the information that is uploaded is accurate and correct so we don't have to send amendments for things that are going on in terms of attendance.
MEMBER BIREDA: Thank you.

MEMBER CRUSEY: Hi, this is Lea Crusey. I think I heard you mention your expected timeline for completion. But I'm wondering is there financial implications associated with this expansion that may have been impacted by the current pandemic.

MS. HENCK: Hi. This is Amanda Henck, the director of finance. The pandemic has not impacted the finances for the building. We're using our cash reserves to fund the renovations. And the additional rent we will be paying is a very, very minimal amount.

MEMBER CRUSEY: Thank you. I think somewhat related to budget is how does re-enrollment look like for next year. And could re-enrollment, could the enrollment status at all impact your budget in a way that may impact this project?

MS. LANE: Hi, this is Kathy Lane, the chief of educational services. And I think like most of our counterparts throughout the city, you
know, the current environment is making re-

enrollment more challenging.

    We have used every opportunity to
interface with our families to re-register
students starting with moving to an electronic
registration platform. We're using DocuSign.
And that's made it much easier to get our
families to re-enroll. And we're at a much
higher rate of re-enrollment at this point than
we were at this time last year.

    We're continuing every time we do a
technology distribution or food distribution
we're bringing our laptops out and having
families go ahead and do the DocuSign process
right there. And that's making it a lot easier
for families.

    We've also developed a virtual open
house. And so we're trying, you know, a multi-
layered outreach approach where we're also, you
know, calling, texting, and emailing families on
a regular basis to help support them in the
registration process. So we're monitoring that
1 on a daily and weekly basis to hit our targets.

2 CHAIR CRUZ: Great. One question that
3 I have -- this is Rick. At the time of the
4 review in the fall, we had some discussion about
5 the relationship to the CMO and any concerns we
6 might have with regards to challenges and in
7 particular financial challenges at the CMO that
8 might impact the DC PCS.

9 Could you sort of reflect on that, any
10 specific things we should be concerned about, any
11 change with respect to the relationship for
12 finances?

13 MR. ARBOGAST: Amanda, are you on
14 mute?

15 MS. HENCK: Yes, sorry. Rick, I
16 unfortunately wasn't part of the previous
17 discussions. But at this point, we don't have
18 any major financial concerns at the CMO level
19 that would impact the charter school.

20 CHAIR CRUZ: And from the D.C.
21 operations perspective, given the management fee,
22 we're feeling well served by the CMO?
MS. HENCK: I'll have to defer it to, you know --

(Simultaneous speaking.)

MS. HENCK: -- when they answered the question. But from the CMO's perspective, I feel that we are serving the school to our fullest extent, making sure we are supporting them in every way possible.

Especially given the current circumstances, we've really been working together closely with the D.C. school and all of our programs to make sure that, you know, everyone is receiving the support and resources that they need during this time.

(Simultaneous speaking.)

MR. DANIELS: Was somebody talking? All right. Yeah, this is Bryan again.

Yeah, I would say that the work that we are doing in tandem with the operator is putting us in a situation to continue to do the work that is critical for our students and our community.
And I think that we are really beginning to hit a stride as we continue to make these shifts and these changes to our community with the addition of the potential gym space and just making sure that we are all on one accord and moving in a, you know, in tandem to make sure that we are all focused and we are all hitting the proper stride, especially during these times where, you know, we really had to come across and make sure that we had extra components and extra pieces of technology.

The operator is also helping us to create and build up the amount of food that we're able to contribute and distribute to families. So I think with the way that things are now and as we continue to move in the direction that we're going, we're in a really good place.

CHAIR CRUZ: Thank you. Thank you. All right. Board members, any additional questions for the Children's Guild team at this time?

If not, then, again, we have this up
for a vote at our June meeting. Thank you all for joining us. And we'll see you next month.

MR. DANIELS: Thank you all. Have a great evening.

CHAIR CRUZ: All right. At this time, we have completed all of our public hearing items. I believe, Bri, that we have -- our two members of the public who wanted to testify are now available. So, if I can, if you could open up Candace Davis. And, Ms. Davis, you have two minutes.

MS. DAVIS: Hello?

CHAIR CRUZ: Yes.

MS. DAVIS: Hello, this is Candace Davis. And I would like to provide a summary of our experience in seeking help from this Board.

In November, we filed a complaint and testified about egregious safety concerns, special education violations, and unethical practices at Ingenuity Prep Public Charter School. In response, the Board conducted an audit.
In January, we met with you, Mr. Cruz, Scott Pearson, and Avni Patel Murray, and learned that your audit concluded that our reports were accurate. However, we were told that the Board could do nothing except provide recommendations for improvement.

In that same January meeting, we provided six pages of teacher and parent complaints about illegal and unethical practices even after your recommendations were provided. In response, no corrective action was taken. But we were advised to continue to provide evidence.

When we told you that teachers were afraid of speaking up, you encouraged us to continue to report concerns on behalf of teachers. But you failed to actually resolve the issues of retaliation.

In February, the Board received another parent complaint. And we testified about even more illegal and unethical practices reported by teachers. In fact, we emailed proof per your recommendation. No corrective action
was taken.

In that same meeting, we explained that the only thing CEO, Will Stoetzer, and Board chair, Peter Winick, have improved at the school is their ability to cover up illegal practices. And in response, Scott Pearson stated in so many words that this was good.

During that same Board meeting, I asked what else needs to be reported before you all do something different. And no one answered that question.

In March, we reported that we have recordings of misconduct at the school and that we would provide them based on your request. No one responded.

Also in March, we testified about even more illegal practices. There was no corrective action. Instead, the Board concluded that the school has somehow resolved our concerns.

In April, we reported that the lack of qualified leaders has resulted in the extremely high staff turnover rate for both last school
year and this school year. But Rashida Young passed the staffing responsibilities to the school's board. When we questioned the board's role in holding the school accountable to IDEA, Ms. Young passed those concerns to OSSE.

Basically, after several months of advocating, we learned that your accountability system allows schools to blatantly and continuously break the law with no regard for student and teacher needs.

I'll allow Ms. Aiyana Belguda to continue from here.

CHAIR CRUZ: So, Bri, if you would allow Ms. Belguda to testify.

MS. BELGUDA: Hello.

CHAIR CRUZ: Yes.

MS. BELGUDA: Hi. Okay. This is Aiyana Belguda.

And since November of 2019, the D.C. Public Charter School Board has received several serious complaints about the safety and overall success of the Ingenuity Prep Public Charter
School.

The Board has been provided with consistent reports of ongoing violations, along with an overwhelming amount of evidence with witnesses illustrating the abusive environment in which students and teachers are suffering.

Although PCSB's audit and OSSE's investigation concluded that students were not being properly serviced in several capacities, no corrective action has been taken. Instead, PCSB and OSSE have determined that IP is on track to meet expectations for the remainder of the school year, as well as the school year 2020/2021.

As we continue to receive teacher concerns about IP's leadership team even during this pandemic as of last week, there are facts suggesting that student safety and success are still not priority, which means students' lives are still at risk.

Therefore, we are requesting proof that the Board has sufficient data supporting its decision to allow IP to remain open.
More specifically, we are requesting that IP's executive team provide all data proving that a thorough turnaround plan has been established with appropriate systems to special education, mental health support, restorative practices, and response to intervention, along with appropriate staffing that will meet the needs of students and teachers.

Until then, we will continue to advocate our reporting on behalf of teachers and families per your recommendation. As always, we are available to partner with you in support of the educational life of our students and their families. Thank you.

CHAIR CRUZ: Thank you, Ms. Davis.

Thank you, Ms. Belguda.

And I'll also note that you can find and the public can find a letter from Ingenuity Prep sharing their response to the various allegations, as well as an update on their procedures, in particular, in the current distance learning environment and how they're
adjusting to the needs of students.

So thank you. But as always, thank you for your public comment this evening.

I will move us from our public --

(Simultaneous speaking.)

MEMBER BUMBAUGH: I'm sorry to interrupt. This is Steven Bumbaugh talking. I would just like to say anyone, any member of the public who has recordings of misconduct should send those recordings to the Public Charter School Board.

CHAIR CRUZ: Okay. Thank you, Steve. Naomi?

MEMBER SHELTON: Just to follow up on and to ask, you know, on the record, if the staff, so specifically, Rashida, who I've been corresponding with related to this issue, if there will be some, another outline just updating the Board on where the current allegations stand so we can have a better understanding of what's going on.

I would also like to ask if it's
possible, even in the virtual environment, for us to do some type of board to board, a conversation with the board members for Ingenuity Prep.

This has continued to be an issue. I recognize that there are several different moving parts, including working with OSSE, et cetera. But, you know, there's clearly some concern here. There's some emails that have been going back and forth.

I just want to make sure that we're, one, to say to the witnesses this is not going unnoticed, but, two, to ask publicly if we can have some type of conversation with the Ingenuity Prep board.

CHAIR CRUZ: Certainly. Yeah, I think, Naomi, we'd be happy to. And, Rashida, if you could add that as a next step for us to do a follow on board to board in addition to the conversations that we've had with the board earlier this year.

MS. YOUNG: Yes, I would be happy to set up some additional board to board. And I can
follow up with the folks that just provided public comment later this week.

CHAIR CRUZ:  Great.

MEMBER SHELTON:  Thank you, Rashida.

And thank you again to the two women who testified or provided public comment today.

CHAIR CRUZ:  Great. Thank you all.

All right.

Well, I will transition us from our public hearing to our public meeting. And to start with, if I could get a motion to approve the May 19th Board meeting agenda.

MEMBER SHELTON:  I move to approve the May 19, 2020 Board meeting agenda.

CHAIR CRUZ:  And if I can get a second.

MEMBER BUMBAUGH:  Second.

CHAIR CRUZ:  All right. A motion and a second. All in favor -- I'm going to do a roll call since we have Steve on the phone. I just want to make sure we follow procedure here. Naomi Shelton?
MEMBER SHELTON: Aye.

CHAIR CRUZ: Steve Bumbaugh.

MEMBER BUMBAUGH: Aye.

CHAIR CRUZ: Lea Crusey.

MEMBER CRUSEY: Aye.

CHAIR CRUZ: Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Ricarda Ganjam.

MEMBER GANJAM: Aye.

CHAIR CRUZ: And this Rick Cruz, aye.

All right. If I could, Briani, invite Erin Kupferberg up to speak to the COVID-19 Impact Policy.

MS. KUPFERBERG: Hello, this is Erin Kupferberg again. At this time, I'm asking you to vote on the COVID-19 Impact Policy.

We opened this policy for public comment on April 6th and held a public hearing at the April Board meeting.

This policy was created in response to
the public health emergency which resulted in all
of D.C. public school, charter schools physically
closing and implementing distance learning
programs.

Staff aimed to create a policy that
would clarify how DC PCSB oversight and
accountability would be adjusted for school year
2019/'20. In this policy, we are proposing to
not collect or publish information for the
2019/'20 performance management framework or for
charter goals.

Further, in charter review and renewal
reports, we will not report academic information
for school year 2019/'20. For schools with high
stakes conditions, DC PCSB will not monitor
targets for school year 2019/'20 conditions.
Instead, conditions from this school year will be
applied to school year 2020/'21.

The policy also outlines how staff
will adjust other policies in our oversight,
including attendance, discipline, notices of
concern, graduation requirements, the enrollment
ceiling increase policy, the criteria for
determining schools in good standing policy,
transcript audits, qualitative site reviews, and
the financial analysis report.

We have received six public comments,
one regarding next year's financial oversight,
one requesting an extension on schools already in
goals negotiations prior to the school building
closures, two requesting for rescheduled
qualitative site reviews to not occur at the very
start of next school year, and two requesting
more clarification on enrollment ceiling
increases, high stakes conditions, and the

I am available to answer any questions
you may have prior to your vote.

CHAIR CRUZ: Erin, thank you. And
thanks for all the work of you and the team to
address this given the current context. Board
members, questions for Erin.

MEMBER BIREDA: So I'm just going to
-- for the record, schools that would be up for
review next year, how does that, how does this policy reflect that or how will we account for that using this policy? They will only have four years of data?

MS. KUPFERBERG: So, in most case, yes, most schools will have four years of data for their upcoming review or renewal. So we've been looking at all of the schools very closely.

This policy actually just says, states, that we won't be using 2019/'20 academic data included in their reviews and renewals in their charter goals.

The PMF as Goals Policy, which we are going to vote on next, if a school's PMF as goals actually say, you know, that it won't be the average of the PMF score, however their charter oversight is laid out, we will remove the '19/'20 data and assess a school's charter goals using all other data available.

In certain cases, a school that is only up for its five-year review, which normally would only have four years of data, could, would
have three years of data. And if the school
started out with grade levels that we were not
able to have the full PMF because of limited
points, if they had under 50 points, then that is
the school that would only have two years of data
available.

So, in that case, we are, our policy
says we can look at two years. But we're also
seeing if there's other data that would support
the Board's decision to seeing if the school met
its goals.

MEMBER BIREDA: Thank you.

MEMBER SHELTON: Quick question, has
there been any feedback or any public comment
from schools regarding the policy?

MS. KUPFERBERG: So this COVID impact
policy had six, we received six sets of public
comment. And I say sets because at least one of
them had, two of them had multiple groups of
individuals come together to submit the public
comment.

A couple of the public comments were
regarding 2020/'21 information and oversight,
such as our financial oversight and our
performance management framework.

Two of the public comments were about
rescheduling qualitative site reviews that were
supposed to occur during this closure window
because they were first school's review or
renewal that we were doing next year, so they
didn't want them to occur too close to the start
of school year.

And then a few of the comments were
also based on wanting more clarification on how
the Board would use its discretions and
conditions and more clarification on the
enrollment ceiling increase policy and how, what
additional information staff and the Board would
accept to make a consideration because we won't
have a PMF for '19/'20.

CHAIR CRUZ: Erin, could you say a bit
-- oh, I'm sorry. Naomi, did you have a follow
on?

MEMBER SHELTON: No. I was just going
to say thank you. Go ahead.

CHAIR CRUZ: Erin, could you provide
maybe a little bit more on how you see Board
discretion with respect to conditions, especially
high stakes conditions, playing out?

MS. KUPFERBERG: Yeah, I can. So one
thing we considered, a school asked, you know,
for further clarification on the Board's use of
discretion. We, at this time, chose to keep that
as broad as possible because we don't know what
next year is going to look like at this point.

And I think we all are facing a lot of
uncertainty in how to even plan to go back for
next school year that we didn't want to limit our
Board to very limited discretion for conditions.

What we did say we would do in the
policy and the response to public comment on
conditions is we agreed to come back at a later
time when more information is available to
evaluate how the conditions will be monitored at
a future date, so really committing to coming
back when there's more information available,
probably I'm foreseeing in fall or winter, to
have a discussion again with our Board or the
schools that have conditions to give a little bit
more context to that once we do have the
information.

CHAIR CRUZ: Yeah, you went to what my
follow on question was going to be, which is how
we can think, even in this fluid environment, how
we can think through the most natural
opportunities for us to reflect back on, you
know, how the situation as it unfolds into the
next school year could make for, you know, some,
you know, sort of evaluation of the current
policy and monitoring.

So we're thinking fall would be the
right time for us to be able to have some sense
of what we should be thinking about and what
conversations we want to have?

MS. KUPFERBERG: So it seems like that
is our best place to restart this conversation
again.

I will say, you know, we did receive
public comment around the 2020/'21 performance management framework. And we are planning to start discussions again with schools later in June and to start getting feedback and information from them and then re-engage our task forces.

We are aiming for July and August. But again, there might be pieces of information that we are still learning along the way or changes that are made.

We also want to be thoughtful during this time. And we may, like you said, need to be a little bit more fluid. So I think we are trying to take all of that into consideration when we're thinking about oversight and accountability.

MR. PEARSON: Rick, I'll just add to that. Some of the information you won't have until you see the results of the PARCC test that is given at the end of the 2021 school year. How you choose to exercise your discretion will look a lot different I would
imagine if all schools went down or all of the
particular subgroup went down than if you saw
wide variation in the performance of a particular
subgroup or of all students across different
schools.

And so I think we'll have early data.
We'll certainly know what enrollment looks like.
I know that there's a lot of discussion about
giving formative assessments right at the start
of the school year just so we can see where
students are.

Of course, it's a mistake to use
formative assessments for high stakes because it
defeats the purpose of the formative nature. But
it at least could provide the Board with some
early indication of how things are looking.

But I do think that the most important
information will be the relative performance of
different schools across similar subgroups when
you see that result at the end of 2021.

CHAIR CRUZ: Okay. Thanks, Scott.

Jim.
MEMBER SANDMAN: Erin, thank you for the very thoughtful recommendation. I agreed with where the staff has come out. But I do understand and I'm sympathetic with the desire of the commenters to have a little more certainty. I just don't think the circumstances permit that right now.

I do think it's important going forward that we be flexible, that we be responsive to the need of the community to have guidance, and as the facts unfold and we know more, to be open to the possibility that we provide more definition in the policy about how the Board might exercise its discretion.

So I intend to support what you've recommended with the understanding that this is a work in progress.

MS. KUPFERBERG: I appreciate that and agree.

CHAIR CRUZ: Thank you, Jim. Any other thoughts at this time or questions of Erin? Otherwise, if we could, I could ask for a motion.
MEMBER SANDMAN: I move to approve the
COVID-19 Impact Policy.

MEMBER CRUSEY: Second.

CHAIR CRUZ: All right. Got a motion
and a second. Again, can we do a roll call vote?

Steve Bumbaugh.

MEMBER BUMBAUGH: Aye.

CHAIR CRUZ: Lea Crusey.

MEMBER CRUSEY: Aye.

CHAIR CRUZ: Naomi Shelton.

MEMBER SHELTON: Aye.

CHAIR CRUZ: Ricarda Ganjam.

MEMBER GANJAM: Aye.

CHAIR CRUZ: Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: And Rick Cruz is an aye
as well.

Thank you, Erin. I think Jim's
comments closed the conversation well. Really
appreciate the direction we are providing and the
accommodation in the updated policy, but also
appreciative of the fluid nature and anticipate
we'll have further conversations as we know more
across the coming months.

    All right. Erin, you are up next with
the PMF as Charter Goals Policy Revisions.

    MS. KUPFERBERG: I am. So, at this
time, I'm asking you to vote on the Elect to
Adopt the PMF as Goals Policy Revisions which we
discussed earlier this evening during the public
hearing.

    Again, the revisions to the policy
include clarified information for a school
undergoing charter review and renewal, how the
Board uses its discretion to deem that a school
has met its goals through the improvement
provision when there is improvement over the most
recent three years of the review period.

    And we also clarified how a school is
reviewed, how the PMF data is included when there
is a year that a PMF score is not awarded.

    CHAIR CRUZ: Great. Thank you, Erin.
At this time given that Erin took us through the policy earlier this evening, are there any other questions? Otherwise, again, I will accept a motion.

MEMBER SANDMAN: I move to approve the revisions to the Elect to Adopt the PMF as Charter Goals Policy.

MEMBER SHELTON: Second.

CHAIR CRUZ: A motion and a second.

All right. Roll call vote. Lea Crusey.

MEMBER CRUSEY: Aye.

CHAIR CRUZ: Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: Thank you. Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Ricarda Ganjam.

MEMBER GANJAM: Aye.

CHAIR CRUZ: Steve Bumbaugh.

MEMBER BUMBAUGH: Aye.

CHAIR CRUZ: Naomi Shelton.

MEMBER SHELTON: Aye.

CHAIR CRUZ: And it's an aye for me as
well. Erin, thank you again for your work on both of these policies.

MS. KUPFERBERG: Thank you all.

CHAIR CRUZ: All right. Next we're going to move to a section on charter amendments. And I'll invite Bri to open up a line for Rashida Young.

MS. YOUNG: Hello, my name is Rashida Young, Chief School Performance Officer.

This is an opportunity to vote on Achievement Prep Academy Public Charter School's charter amendment request to reconfigure its campuses and correspondingly reduce its enrollment ceiling.

As we discussed during the March public hearing, the school is choosing to cease serving grades 4 through 8 at the close of school year 2019/'20 due to underperformance of its middle school.

As such, the school is requesting to, one, decrease its maximum enrollment ceiling by 355 students from 1,040 to 685 to reflect the
closure of Wahler Place Middle School, and two,
to configure from a two-campus LEA to a single-
campus LEA authorized to serve grades pre-
kindergarten-3 through 8.

The school will serve pre-K-3 through 3 in school year 2021. Then beginning in school year '22/'23, they wish to enroll a new cohort of fourth grade students and add a new grade each year until reaching maturation serving grades pre-K-3 through 8.

The school's initial request was to restart serving fourth grade in school year '21/'22. But given anticipated challenges caused by COVID-19, the school revised the request and pushed back the year of the middle school restart.

And the school is available to answer any questions you may have.

CHAIR CRUZ: Great. Thank you.

Achievement Prep team, if you could introduce yourself, and if you have any remarks you'd like to make at this point.
MS. WRIGHT: Hi, Rick. This is Shantelle Wright. I am on with our board chair, Jason Andrean, our counsel, Stephen Marcus, our board treasurer, Ursula Wright, our chief operating officer, Greg Gaines, as well as our accountant, Dan Theisen, from Ed Ops.

So, Briani, if you -- all of those need to be unmuted, please.

CHAIR CRUZ: Would you like to open up with any remarks? Or I'll turn it to the Board for any questions.

MR. MARCUS: Good evening. It's Stephen Marcus. Good evening, everyone. I'm counsel for Achievement Prep with just a few opening comments.

This is, as Ms. Young explained, a request for a charter amendment. It's a technical amendment to reflect the school's decision to reconfigure its campuses. We request that the Board approve this request for three reasons.

First, this decision of the school to
reconfigure its campus falls within the school's right under the School Reform Act to have exclusive control over its administration.

Second, PCSB has in a prior case involving Cesar Chavez dealt with a very similar issue and has in that case agreed, first of all, that the schools do have exclusive control over their administration and, therefore, have the right to reconfigure their campuses. And in that case, when PCSB approved Chavez's decision, that was precedent that the Board should follow tonight.

And finally, Public Charter School Board has a policy which deals with campus reconfiguration. And this request falls squarely within that policy.

So, for all three reasons, exclusive control, precedent, and consistency with PCSB policy, we ask the Board to approve this request tonight. Thank you.

CHAIR CRUZ: Thank you, Steve. Board members, any questions or comments?
MEMBER SANDMAN: This is Jim Sandman.

I have a comment. I intend to vote to approve the amendment. But I have a concern that I can see arising down the road.

When the charter comes up for a 15-year renewal in, that will be in '22/'23, if the middle school has reopened, it will be at a point in its operation where there are no data to guide the Board in its renewal decision as it relates to the middle school.

That's not a great position to be in.

The school will, in its reopened status, will be brand new. And I don't think it would be appropriate to look back at the old data. It will be both too old and I think irrelevant because it will pertain to a school that's, effectively a portion of the school that's no longer in operation. So I just want to flag my concern about that issue.

And my inclination down the road when the charter comes up for renewal would be to want to condition the renewal of the charter as it
pertains to the middle school on a subsequent review after roughly two years of operation of the new middle school so we have some check to guide us going forward.

As I said, I intend to vote for the amendment. But I don't want anyone to be blindsided about my concern down the road about not having any data about the middle school when the decision on the 15-year renewal comes up.

MR. MARCUS: Mr. Sandman, Stephen Marcus again. Just very briefly in response to your question, Achievement Prep decided to close its middle school campus because of its concerns about performance.

And unlike many other schools, some of which I've represented, who wait until charter review and then face, you know, a pretty serious situation in which the Charter Board has to make a tough decision to close a school or a campus, here Achievement Prep took the initiative and made that decision.

And while it's true there won't be
data for the years under review for this campus,
I think as a matter policy and practice, far
better to do it this way than to stay open, have
the data, and put this Board in the position of
having to make a tough decision.

Secondly, in response to your concern,
which I think is a legitimate concern about,
well, how do you evaluate the school going
forward if it opens the middle school grades,
PCSB always has the discretion under the School
Reform Act to do an out-of-cycle charter review,
which means if it turns out, you know, after,
say, renewing Achievement Prep's charter in
'22/'23 there are any concerns whatsoever about
the performance of the newly reopened grades,
PCSB has the authority to ask for information and
request an out-of-cycle charter review in order
to make sure that it's confident that the middle
school is operating consistent with PCSB's
expectations and performance standards.

MEMBER SANDMAN: I appreciate that.

But I just want to put on the record my sense
that the appropriate thing to do at the time of the charter renewal would be to schedule the out-of-cycle review at that time. That's my thought. And I think that the Board is within its rights to do that.

CHAIR CRUZ: Okay. Thank you, Jim. Board members, any other questions or comments at this time?

MEMBER BUMBAUGH: Hi, Rick. This is Steve. I just want to say that the Board and Achievement Prep have worked really hard over the past few months to figure out a productive way forward.

And I do just want to point out that what we're going to be voting on tonight is reflective of those conversations. And I do want to specifically say to Mr. Marcus' point that we have attempted to align what we're proposing tonight with the manner in which we treated Cesar Chavez.

MEMBER BIREDA: I actually have a question just about the students who entered the
lottery from the middle school, if there's any
update just on the number of kids that have been
placed for next year.

MS. WRIGHT: Greg, do you want to --
are you on there, Greg?

MR. GAINES: Yes, I'm here. Can you
hear me?

MS. WRIGHT: Yes.

MR. GAINES: Yeah. We have in terms
of eighth graders, or rather, in terms of middle
schoolers who are in the lottery, the return
rates are not especially high. We've ended up
with, I believe in the last run all of them were,
I believe we're at 273 in the lottery, either in
the post-lottery or the primary lottery. And a
portion of those are placed in schools and
enrolled.

Similar to what you've heard I think
from many of our peers tonight, this is a
radically different enrollment season, not just
for us but for others. And the challenges of
being socially distant are really depressing the
enrollment rates for schools everywhere relative
to last year. So, to a certain extent, that's
impacting us.

But I think for our scholars, as we
made the push to get them moved into the lottery,
almost all of them did. And we had substantial
numbers of scholars engaged in the post-lottery
process as we moved through the final rounds of
the lottery.

I think at the time that we put
everybody, that we had our meetings and we got
everybody prepped, we were, we did a great job of
reaching out to folks. But not getting them in
the primary lottery impacted their ability to
find placement right away and get matched
obviously. But a substantial number of them are
placed in the secondary lottery, in the second
round lottery.

MEMBER BIREDA: Do we have a number
of, or a percentage?

MR. GAINES: I don't have it in front
of me. I wonder if Charlene has it handy. She's
been providing us, Charlene at PCSB has been
providing us with those updates.

MEMBER BIREDA: Okay.

MS. WRIGHT: Saba, we do not, we don't
have access to the direct numbers. We have to go
through PCSB that gets the information from
School DC.

MEMBER BIREDA: Yeah, I thought maybe
just with your contact with families you guys
were tracking it. But I'll check with our staff.
Thank you.

CHAIR CRUZ: All right. Well, as
Steve pointed out, there (audio interference)
conversations. And I appreciate all the
participation of both Achievement Prep, our
staff, and also our Board has been deeply
involved.

Also here, Jim, I'm really thankful
for your comments and your thoughts about what
this Board might look to when the renewal is up
in the next couple of years. So I appreciate
getting that on the record.
Unless there are other comments or questions at this time, I think we would entertain a motion.

MEMBER SHELTON: I move to approve the charter amendment request of Achievement Prep Public Charter School and approve the DC PCSB Board Chair to sign the amendment on the Board's behalf.

MEMBER SANDMAN: Second.

CHAIR CRUZ: All right. We've got a motion and a second. Roll call vote. Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Lea Crusey.

MEMBER CRUSEY: Aye.

CHAIR CRUZ: Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: Naomi Shelton.

MEMBER SHELTON: Aye.

CHAIR CRUZ: Ricarda Ganjam.

MEMBER GANJAM: Aye.

CHAIR CRUZ: Steve Bumbaugh.
MEMBER BUMBAUGH: Aye.

CHAIR CRUZ: And an aye from me. So the motion passes. Achievement Prep, thank you.

MR. MARCUS: Thank you very much.

MS. WRIGHT: All right. Thank you.

CHAIR CRUZ: All right. Bri, I believe Melodi is going to bring forth the KIPP DC charter amendment.

MS. SAMPSON: Yes, this is Melodi Sampson again. DC PCSB staff recommends that the Board conditionally approve KIPP DC Public Charter School's proposal to start a high school success program, also known as HSSP.

During the April public meeting, the school discussed its plan to provide students with an alternative pathway to a high school diploma. To launch this alternative program, KIPP DC Public Charter School will need an amendment to its curriculum and graduation requirements, as well as a competency-based learning waiver.

The school plans to pilot the HSSP
with 20 students next school year and ultimately
grow to 40 students by school year '24/'25.
Students enrolled at KIPP College Prep and KIPP
Somerset may participate. And the program will
operate out of College Prep's facility.

KIPP DC developed the HSSP to meet the
academic and social/emotional needs of students
who have experienced hardships that impede their
ability to succeed in a traditional high school
model.

Students in the program will be age 15
to 21 in grades 10, 11, or 12, be two-plus
credits behind in any one subject, and have 20 or
more, and/or have 20 or more unexcused absences
in one school year.

DC PCSB staff consulted with a
competency-based learning expert to evaluate the
school's proposal and determined that the plan
was sufficient. However, KIPP DC has yet to
finalize its HSSP grading system. And school
staff requests time during summer of 2020 to
solidify the system.
Additionally, the school has yet to provide DC PCSB with details on the quarterly service learning projects HSSP students must conduct in lieu of completing 100 community service hours.

Therefore, we recommend the school be conditionally approved to start HSSP and will be fully approved after it provides us with more detailed grading and service learning plans, which the school must submit this summer.

CHAIR CRUZ: Is there KIPP representatives on the line?

MR. SHAH: Yes. Good evening, members of the Board. My name is Saumil Shah. And I'm the vice president of planning and design at KIPP DC. I'm joined by Nancy Meakem, our managing director of secondary strategic initiatives, and one of my partners in planning for this program.

CHAIR CRUZ: Excellent. Would you like to add anything at this time, Saumil? Or I'll open it up to questions from the Board.

MR. SHAH: Yeah, I'll just quickly
say, as we discussed in some detail this month, last month, over the years we have learned that some students faced obstacles that prevent them from graduating our high school with a diploma. And to provide this needed flexibility and to help us to support all of our students to graduate, we hope you will vote to approve our amendments.

We're very appreciative of the engagement of the PCSB staff and for the opportunity to continue engaging with our school community in designing our grading system and our service learning plan as we prepare for the Summit Learning training this summer.

We're happy to answer any additional questions you may have for us.

CHAIR CRUZ: Great. Saumil, thank you. I was unable to join our meeting last month. But I did have a chance to review the transcript. And I appreciate your responding to so many of the questions that the Board and staff had.
MR. SHAH:  Our pleasure. Thanks.

CHAIR CRUZ:  Board members, additional questions at this time?

MEMBER BUMBAUGH:  Rick, I have a comment. This is Steve. I just want to say that when I initially read the proposal, I wanted to make sure that this wasn't a mechanism that was going to be used to sort of lower the sights for students who were more difficult to serve. And I want to say that I was satisfied by KIPP's responses. So I'm going to vote in favor of this tonight.

CHAIR CRUZ:  Great. Thank you, Steve. I had just one question. And either Melodi or Saumil, as we look to the conditioning in hopes of getting additional materials this summer, are we thinking that before our July Board meeting? What's the timing?

MR. SHAH:  I believe -- oh, Melodi, go ahead.

MS. SAMPSON:  Sure. The first deadline is June 1, and that is for draft
submissions of the documents that we're requesting, with a final deadline of July 1 so that we would be able to have you all sign off on the agreement in time for the next school year.

CHAIR CRUZ: Great. Saumil, did you have any comments on that? You're all feeling good about the work required between now and those deadlines?

MR. SHAH: Yes. The Summit program has fairly defined, a grading system. And for us, it's about translating that into a report card that will be understandable and user friendly.

And I think, although the summer training is going to be virtual this year, I think we will learn a lot through engaging with others that have implemented the Summit Learning program.

And so we're just hopeful to have that time in June prior to submitting a final version. So I think that timeline looks great.

CHAIR CRUZ: I'll just add I very much
appreciate the concern that my colleague, Steve, raised and, but also appreciate the thoughtfulness with which KIPP has approached this and really thinking about different pathways for students while at the same time maintaining our expectations for them. So really I think we're all looking forward to seeing how the program and pathway unfurls.

If no other questions, I will take a motion.

MEMBER SANDMAN: I move to approve the charter amendment request of KIPP DC Public Charter School with the conditions as proposed by staff and approve DC PCSB Board Chair, Rick Cruz, to sign the amendment on the Board's behalf.

MEMBER GANJAM: Second.


MEMBER BUMBAUGH: Aye.

CHAIR CRUZ: Naomi Shelton.

MEMBER SHELTON: Abstain.

CHAIR CRUZ: Oh, I'm sorry. That's
right. Naomi, you -- Yes. Thank you.

CHAIR CRUZ: Lea Crusey.

MEMBER CRUSEY: Aye.

CHAIR CRUZ: Ricarda Ganjam.

MEMBER GANJAM: Aye.

CHAIR CRUZ: Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: And an aye from me. So we have six Board members voting in favor and an abstention from, a recusal from Naomi Shelton.

All right. The motion passes. KIPP, Saumil, thank you.

MR. SHAH: Thank you very much.

CHAIR CRUZ: All right. Next we move to charter continuance and Nikhil and the Paul Charter School team.

MR. VASHEE: Hello, this is Nikhil Vashee again. Tonight the Board will vote on the charter review for Paul Public Charter School. Paul currently educates students at
two campuses at the same location in Ward 4, Paul Middle School and Paul International High School.

The school chose the PMF as its goals and committed to earning an average PMF score of 50 percent at each of its campuses. While the high school campus has met its charter goal, the middle school campus has not. And, therefore, the school overall has not met its charter goals.

However, Paul's performance at its high school is strong. And performance at the middle school is improving due to an ongoing turnaround effort.

DC PCSB staff recommends that the Board exercise its discretion to continue the school's charter with conditions. You heard from the school during the March Board meeting. And at the time, our staff had recommended conditions requiring the school to meet performance targets for SY '19/'20, '20/'21, and '21/'22.

But given we're still in the process of determining how schools would be held accountable SY 2019/'20 amidst the COVID-19
school closures, the vote was postponed to this
month.

Our staff is now recommending the
Board exercise its discretion to continue the
school's charter with the condition that Paul
Middle School must agree to cease admitting new
students if it does not achieved a PMF score of
at least 47 or a STAR rating of (audio
interference) for school year 2020/'21 and
achieve a PMF score of at least 49 or a STAR
rating of at least 3 for school year 2021/'22.

In both years the Board may use its
discretion to waive this condition. The
conditions we are recommending for Paul are
consistent with adjustments made for schools with
high stakes conditions (audio interference)
COVID-19 Impact Policy.

Staff from the school are here to
answer your questions.

CHAIR CRUZ: Okay. Thank you. Paul
team, if you'd like to introduce yourselves and
make any remarks.
MS. MAHONY: Great. Thank you, Rick.

This is Gina Mahony. I am the board chair of Paul Public Charter School. I'm joined tonight by Dr. Tracy Wright. And if we could also make sure that Sherry Ingram is unmuted as well, I would appreciate that. I will open briefly. And then I'll hand it over to Dr. Wright.

As I mentioned, my name is Gina Mahony, and I'm the board chair of Paul Public Charter School. And thank you again for the opportunity to address the Board tonight.

On behalf of the board of trustees, I would like to reiterate our commitment to successfully completing the turnaround work at our middle school, the same work and leadership team that moved our high school to Tier 1 status.

The board will continue to exercise strong oversight over Paul's academic performance, especially in the transition to distance learning.

We continue to oppose the conditions recommended by PCSB staff because we do not think
they are appropriate for our school. While the COVID impact policy provides the PCSB with discretion, we still have strong reservations about accepting these conditions with so much unknown about the future.

Thank you for your time. And I'll now defer to Dr. Wright for additional comments.

DR. WRIGHT: Good evening, everyone. I'd like to open also by thanking each of you for your time and sincere consideration of the concerns we have raised with the PCSB staff recommendation to continue our schools, specifically our middle school, with the condition that potentially includes automatic closure.

We remain disappointed by such a recommendation given the strong turnaround and improvement efforts that are underway and working at both of our schools and previous representations from PCSB about how the conditions improvement provision would apply.

I'd like to briefly resurface two
points previously shared with the Board and leave
time for questions.

First, the PCSB should exercise its
discretion and continue Paul's charter without
conditions because Paul met the continuous
improvement provision in its charter. The
continuous improvement provision states that a
school is thought to have met the condition if
they show continuous improvement in overall PMF
scores over the review period.

The implementation of this policy,
however, has been inconsistent and has been
applied to schools that have only two years of
improvement, some of which ended with lower PMF
scores at the end of their review period than
they had at the beginning of the review period.

Prior to the recent proposed changes
to the PMF technical guide, this interpretation
was not stated in any PCSB policy.

Paul Middle School's PMF score in the
last year of the review period was nine-tenths of
a percentage point higher than its score in year
one of its review and the highest score overall. Paul, therefore, met the provision as it is actually written.

Second, even if the continuous improvement provision does not apply, there are other good reasons for the Board to continue Paul's charter without conditions that include automatic closure.

An automatic closure condition is not necessary to encourage improvement for us. Turnaround efforts are well underway. And they are working.

The high school has reached Tier 1 status. And the middle school is improving and continues to meet or exceed the performance of schools that have the same grade configuration.

Paul Middle School achieved a 3 STAR rating on OSSE's STAR framework. If this is sufficient for renewal without conditions, when renewal is a non-discretionary standard, it should be sufficient to satisfy the discretionary renewal standard and support charter continuance.
without conditions that include automatic closure.

Also, we continue to make positive gains in growth in student achievement even as the percentage of students with an IEP or an L designation grows exponentially.

Currently, 24 percent of our student population, I'm sorry, 44 percent of our student population has been designated as having one or several unique learning needs. And I want to state that again, because that's a huge population. Almost half of our student population has been designated as having one or several unique learning needs. That makes Paul very different.

Paul is also one of the few middle schools that backfills seats and takes midyear entries. In the last two years, as staff's report notes, Paul grew by 89 students at the middle school. And approximately 25 percent of our seventh and eighth grade students were new to Paul.
All of these factors have led to increased enrollment, a strong, stabilized adult climate and culture, and excellent financial standing.

It is our sincere hope that the PCSB Board will take into consideration the totality of the work underway at Paul PCS, understand that the dissolution of our middle school could trigger a bond default and rob D.C. students of yet another middle school choice and a Tier 1 high school, and use the discretion afforded under the SRA to either continue our charter without conditions or prescribe conditions that involve increased monitoring and/or programmatic support that helps our students. Thank you.

CHAIR CRUZ: Thank you. All right. Board members, any questions or comments at this time? Lea, did you have a question?

MEMBER CRUSEY: I was going to move forward with a motion if there aren't --

CHAIR CRUZ: If there are no questions or comments, I'm happy to take a motion.
MEMBER CRUSEY: I move to conditionally continue the charter of Paul Public Charter School contingent upon the execution of a charter amendment agreement that memorializes the conditions as proposed by staff and approve the DC PCSB Board Chair to sign the charter agreement amendment on the Board's behalf.

CHAIR CRUZ: All right. So we have a motion on the table. Do we have a second?

MEMBER SHELTON: Second.

CHAIR CRUZ: Okay. We have a motion and a second. All right. I will go roll call on this. So Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: Ricarda Ganjam.

MEMBER GANJAM: Aye.

CHAIR CRUZ: Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Steve Bumbaugh.

MEMBER BUMBAUGH: Nay.

CHAIR CRUZ: Nay, nay from Steve.

Okay. So Naomi Shelton.
MEMBER SHELTON: Aye.

CHAIR CRUZ: Lea Crusey.

MEMBER CRUSEY: Aye.

CHAIR CRUZ: And aye from myself, Rick Cruz. So we have six in favor, one opposed. The motion passes with the conditions as proposed by staff.

Paul team, thank you very much for not only your vigorous advocacy on behalf of your students and your school. I think the conversation that you have precipitated over the last couple of months has been very helpful.

And I also think you'll understand our interest in treating Paul consistently with the other schools who have been faced with similar conditions.

And we continue to be hopeful that the middle school will continue to progress and join the high school in the success that you have seen over the last several years. So thank you very much.

All right. We are now onto our almost
last item for the evening, which is our consent
calendar. Are there any items on the consent
calendar that a Board member would like to remove
for further discussion or any recusals that we're
not aware of at the moment?

MEMBER CRUSEY: Lea Crusey. I'm going
to recuse from Lee.

CHAIR CRUZ: All right. So I think
that -- I always want to make sure. So we're
going to remove Lee from the consent calendar, or
we'll do that separately. So can I get a motion
to approve all the items on the consent calendar,
save for the Lee Montessori item?

MEMBER BUMBAUGH: I move to approve
all items on the, excuse me, on the consent
calendar minus Lee Montessori.

CHAIR CRUZ: Can I get a second?

PARTICIPANT: Second.

CHAIR CRUZ: All right. We got a
motion and a second. All -- so roll call vote.

Ricarda.

MEMBER GANJAM: Aye.
CHAIR CRUZ: Naomi Shelton.

MEMBER SHELTON: Aye.

CHAIR CRUZ: Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Lea Crusey. This is without Lee.

MEMBER CRUSEY: Oh, aye.

CHAIR CRUZ: Aye, okay. Steve Bumbaugh.

MEMBER BUMBAUGH: Aye.

CHAIR CRUZ: And this is Rick Cruz, an aye. All right. And then the Lee Montessori PCS facility issue, can I get a motion to approve the Lee Montessori item?

MEMBER SHELTON: I move to approve the Lee Montessori item that was removed from the consent calendar.

CHAIR CRUZ: Thank you. And I've got a motion.

MEMBER BUMBAUGH: Second.
CHAIR CRUZ:  Second.  Thanks, Steve.

All right.  Roll vote again.  Jim Sandman.

MEMBER SANDMAN:  Aye.

CHAIR CRUZ:  Saba Bireda.

MEMBER BIREDA:  Aye.

CHAIR CRUZ:  Ricarda Ganjam.

MEMBER GANJAM:  Aye.

CHAIR CRUZ:  Naomi Shelton.

MEMBER SHELTON:  Aye.

CHAIR CRUZ:  Steve Bumbaugh.

MEMBER BUMBAUGH:  Aye.

CHAIR CRUZ:  And this is an aye, Rick Cruz.  So we've got six votes in favor of that.

All right.  Any new business at this point, Board members?  Lots of heads nodding no.

Then I will take us to adjournment.  And I'll take a motion to adjourn.

MEMBER SANDMAN:  I move to adjourn the May 19, 2020 Board meeting.

CHAIR CRUZ:  Second, can I get a second?

MEMBER SHELTON:  Second.
CHAIR CRUZ: Got a motion and a second. All right. Roll call vote. Steve Bumbaugh.

MEMBER BUMBAUGH: Aye.

CHAIR CRUZ: Lea Crusey.

MEMBER CRUSEY: Aye.

CHAIR CRUZ: Saba Bireda.

MEMBER BIREDA: Aye.

CHAIR CRUZ: Jim Sandman.

MEMBER SANDMAN: Aye.

CHAIR CRUZ: Ricarda Ganjam.

MEMBER GANJAM: Aye.

CHAIR CRUZ: Naomi Shelton.

MEMBER SHELTON: Aye.

CHAIR CRUZ: And this is Rick Cruz, an aye. We are adjourned, our third virtual meeting, and it has been uneventful. So thank you all. And we'll be back here next month, probably virtually.

(Whereupon, the above-entitled matter went off the record at 8:46 p.m.)
painfully 40:11
packing 16:10
parents 37:8,13 38:5
part 18:15 45:21 47:18
participant 118:18
participating 15:2
participation 98:15
particularly 43:2
partner 70:12
partners 28:7 102:18
parts 72:6
passed 68:2,5
passes 100:3 107:13
117:6
Patel 66:2
path 21:14,16
pathway 100:16 106:8
pathways 106:4
Paul 2:1,7,9,15 3:14
107:17,21,22 108:1,2
109:5,14,20 110:3,9
112:5,20 113:2,17
114:14,16,19,22
115:7 116:2 117:8,14
Paul's 108:9 110:18
112:4 113:7
paying 60:12
PCS 2:1,2,2,3,3,4,5,6,6
2:7,7,8,8,9,10,11,11
2:12,12,13,14,14,15
2:15,16 3:5 39:19
62:8 115:7 119:14
PCS's 33:8
PCS-20-Year 3:14
PCS-Campus 3:11
PCS-Curriculum 3:12
PCS-Facility 3:17
PCS-Goals 3:5,6,16
PCS-PMF 3:17
PCS)-Goals 3:4
PCSb 1:8,18,19,19,20
1:20 4:5,15 33:14
69:10 75:6,15 91:4,10
91:18 94:10,16 98:1,6
99:6 100:10 101:16
102:2 103:10 106:14
108:13 110:22 111:2
111:11,20 112:3,19
115:5 116:6
PCSb's 4:4 9:9 69:7
94:19
Pearson 1:18 52:19
66:2 67:6 82:17
peers 96:19
people 12:20 28:13
37:17 47:4 55:16
people's 24:3
percent 20:9 34:4 37:20
38:2,14,21 54:12
57:14,15,20,22 108:5
114:7,8,20
percentage 97:20
112:22 114:5
Perfect 8:2
performance 6:12
33:16 51:16 56:17
75:10 76:14 79:3 82:1
83:3,18 88:9 93:14
94:15,20 108:9,10,18
110:19 113:15
period 7:3 38:13 86:18
112:10,15,16,21
permit 10:12 84:6
permitting 16:18
Perry 40:11 43:10
person 32:5
personally 30:4
perspective 27:5,6
62:21 63:6
pertain 92:16
perris 93:1
Peter 67:4
phone 15:5 31:21 73:20
phonetic 30:20
physical 51:11 53:13
physically 28:3 75:2
piece 54:19
pieces 44:8 64:11 82:8
piggyback 44:14
pilot 100:22
pipeline 18:21 19:18
place 14:3 17:8 26:21
50:12 51:9 59:19
64:17 81:20 89:1
placed 96:3,16 97:17
placement 97:15
plan 10:16,22 15:13
16:4,11 17:3,10 22:7
22:8 23:5,15 24:8
24:10 41:5 44:15,19
70:3 80:13 100:15
101:18 103:13
planning 16:11 82:2
102:15,18
plans 22:12 47:5,19
48:11 100:22 102:9
platform 35:22 61:6
played 53:7
playing 80:5
please 5:2,7 90:8
pleasure 104:1
plus 17:1
PMF 3:2,9 6:4,13,19
77:13,14,16 78:3
79:18 86:6,9,20,21
87:6 108:3,4 109:7,10
112:9,14,18,20
point 11:3 15:5 61:9
62:17 80:11 89:22
92:7 95:14,17 112:22
120:15
pointed 98:13
points 78:4,112:1
policies 15:3,18 26:21
75:20 88:2
policy 3:2,8,8,9 6:4,13
6:14,17,18 7:5,7,9,13
9:10 74:15,18,19,22
75:5,8,19 76:1,2 77:2
77:3,9,13 78:7,15,17
79:15 80:17 81:14
84:13 85:2,8,16,6,9
86:12 87:2,7,9 91:14,16
91:19 94:2 109:17
111:2 112:11,19
population 11:11 58:1
114:8,9,12,13
portion 92:17 96:16
posing 54:2
position 30:19,21 47:20
92:11 94:4
positive 114:3
possibility 21:4 49:13
84:12
possible 10:19 17:17
29:3 44:11 63:8 72:1
80:10
possibly 22:5 55:13
post-lottery 96:15 97:7
postponed 109:1
potential 64:4
potentially 111:14
powers 14:2
practice 94:2
practices 65:20 66:9,20
67:5,17 70:6
pre- 89:3
Pre-K 9:22 14:16 15:10
15:15,21 19:5,8 21:5
30:1
pre-K 89:5,10
precedent 91:11,18
precedes 42:16
24 114:7
24,000 50:1
24/25 101:2
24th 51:9
25 114:20
25K 3:19
273 96:14
27th 24:17
2nd 14:16 31:3

3
3 9:22 15:10,15 19:5,8
 21:5 89:6 109:11
  113:17
30 37:20
355 88:22
36 15:10 16:2
3rd 24:22

4
4 12:18 30:1 88:17
  108:1
40 37:20 38:2 101:2
44 114:8
47 109:8
485 40:15
49 109:10
4B 24:15
4th 24:8

5
5 3:2 12:18 58:3
50 20:8 78:4 108:5
500 8:18
5000 40:2,7,10,13 41:1
5A 24:16
5th 19:6,8 25:5

6
6:30 1:11
6:38 4:2
600 40:19
685 88:22
6th 6:15 74:20

7
7 3:4 12:18 58:5
712 8:18
72 8:22 15:15 16:2
74 3:8
75 34:4 38:13,21
7th 24:20

8
8 12:18 58:5 88:17 89:4
  89:10
8:46 121:21
86 3:9

87 57:14,22
88 3:11 57:20
89 57:20 114:19
8th 51:7

9
90 57:14
CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: Public Hearing and Public Meeting

Before: DCPCSB

Date: 05-19-20

Place: teleconference

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.

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Court Reporter