## Principal Academies

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Dates</th>
</tr>
</thead>
</table>
| Leadership Academy | October 12, 2012  
|           | December 6, 2012  
|           | January 17, 2013  
|           | February 7, 2013  
|           | April 11, 2013  
|           | May 16, 2013 |

## Cluster Meetings

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Dates</th>
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</thead>
</table>
| Cluster 1  | August 9, 2012  
|           | September 14, 2012  
|           | October 17, 2012  
|           | November 9, 2012  
|           | December 12, 2012  
|           | January 11, 2013  
|           | February 8, 2013  
|           | March 8, 2013  
|           | April 12, 2013  
|           | May 10, 2013  
|           | June 14, 2013 |
| Cluster 2  | August 15, 2012  
|           | September 12, 2012  
|           | October 17, 2012  
|           | November 14, 2012  
|           | December 12, 2012  
|           | January 9, 2013  
|           | February 13, 2013  
|           | March 13, 2013  
|           | May 22, 2013  
|           | June 6, 2013 |
| Cluster 3  | October 17, 2012  
|           | November 14, 2012  
|           | December 19, 2012  
|           | January 16, 2013  
|           | February 20, 2013  
|           | March 20, 2013  
|           | May 15, 2013  
|           | June 5, 2013 |
| Cluster 4  | August 13, 2012  
|           | August 30, 2012  
|           | September 20, 2012  
|           | October 18, 2012  
|           | November 8, 2012 |
| Cluster 5 | December 13, 2012 |
|          | January 10, 2013 |
|          | February 14, 2013 |
|          | March 14, 2013 |
|          | May 9, 2013 |
|          | June 6, 2013 |
|          | August 2, 2012 |
|          | September 6, 2012 |
|          | September 20, 2012 |
|          | October 4, 2012 |
|          | October 18, 2012 |
|          | November 1, 2012 |
|          | November 15, 2012 |
|          | December 6, 2012 |
|          | January 10, 2013 |
|          | January 31, 2013 |
|          | February 14, 2013 |
|          | February 28, 2013 |
|          | March 14, 2013 |
|          | March 28, 2013 |
|          | May 23, 2013 |
|          | June 6, 2013 |
| Cluster 6 | August 3, 2012 |
|          | September 6, 2012 |
|          | October 4, 2012 |
|          | November 1, 2012 |
|          | December 13, 2012 |
|          | January 10, 2013 |
|          | February 14, 2013 |
|          | March 7, 2013 |
|          | April 18, 2013 |
|          | May 2, 2013 |
| Cluster 7 | August 9, 2012 |
|          | September 20, 2012 |
|          | October 25, 2012 |
|          | November 15, 2012 |
|          | December 12, 2012 |
|          | January 11, 2013 |
|          | February 13, 2013 |
|          | March 21, 2013 |
|          | April 17, 2013 |
|          | May 9, 2013 |
|          | June 26, 2013 |
| Cluster 8 | August 8, 2012 |
|          | September 5, 2012 |
Clusters 9, 10, 11

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>October 3, 2012</td>
</tr>
<tr>
<td>November 7, 2012</td>
</tr>
<tr>
<td>January 16, 2013</td>
</tr>
<tr>
<td>February 13, 2013</td>
</tr>
<tr>
<td>March 6, 2013</td>
</tr>
<tr>
<td>May 8, 2013</td>
</tr>
<tr>
<td>August 15, 2012</td>
</tr>
<tr>
<td>September 13, 2012</td>
</tr>
<tr>
<td>October 18, 2012</td>
</tr>
<tr>
<td>November 15, 2012</td>
</tr>
<tr>
<td>December 13, 2012</td>
</tr>
<tr>
<td>January 24, 2013</td>
</tr>
<tr>
<td>February 14, 2013</td>
</tr>
<tr>
<td>March 14, 2013</td>
</tr>
<tr>
<td>May 23, 2013</td>
</tr>
</tbody>
</table>
Key Dates Calendar: School Year 2012-2013
Appendix calendars begin on page 14
(As of September 24, 2012)
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Drug Testing Begins (Safety Sensitive Positions Only)</td>
<td>2 DC Financial Aid and Scholarships Workshop</td>
<td>3 DIBELS BOY Window ends</td>
<td>4 SAT Test Date 2 Registration Deadline Clusters 5, 6 Meeting</td>
<td>5 Parent Right to Know HQ Notification distributed Official Student Membership taken via DCSTARS</td>
</tr>
<tr>
<td>FARM Applications Due Fiscal Year 2013 starts Title I Letter to Parents Proof is submitted Deadline to submit updated Parent Org and LSAT chair contact information to OFPE</td>
<td></td>
<td>Cluster 8 Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Columbus Day</td>
<td>9 College Awareness Day</td>
<td>10 Paced Interim Assessment #1 Window Opens</td>
<td>11 Paced Interim Assessment Window #1 Closes</td>
<td>12 Leadership Academy Instructional Window #2 Begins Submit Coordinator Selection and Participation Form for Local Area Spelling Bee ANet Window #1 Ends</td>
</tr>
<tr>
<td>No school for students, teachers &amp; staff</td>
<td></td>
<td>Paced Interim Assessment Assessment #1 Data Available</td>
<td>National Coming Out Day NCLB Letter to Parents of Students Participating in ESL Services</td>
<td></td>
</tr>
<tr>
<td>15 Learning Cycle 1 begins</td>
<td>16 Late Registration for the Scripps National Spelling Bee begins</td>
<td>17 Paced Interim Assessment #1 Data Available IMPACT: TAS Goals Due School Leader Goals Due PSAT Test Administration Clusters 1, 2, 3 Meeting</td>
<td>18 Clusters 4, 5, 9, 10, 11 Meeting</td>
<td></td>
</tr>
<tr>
<td>Last Day to Register for the Scripps National Spelling Bee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Parent-Teacher Conference ~ No school for students</td>
<td>23 Deadline to submit 2012-2013 Open House dates to OFPE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 Standing Ovation</td>
<td>30 SST Coordinator Training</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 2012</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 6</strong>: SAT Test Date 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 12</strong>: Leadership Academy Instructional Window #2 Begins Submit Coordinator Selection and Participation Form for Local Area Spelling Bee ANet Window #1 Ends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 19</strong>: Professional Development Day ~ No school for student Math PD for Secondary Teachers #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 20</strong>: PSAT Alt Test Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October 27</strong>: ACT test date</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**October**: College Awareness month

**October**: All outstanding invoices for goods and services received in FY 2012 must be sent to Accounts Payable and received in PASS

**Mid-October**: Ally Week

**Mid-Late October**: Individual School enrollment Audits begin

**October and November**: Youth Risk Behavior Surveillance (YRBS)
## November 2012

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
</table>
| **Mid-November:** Benefits Open Enrollment Period Begins | **November:** DCPS/OCFO Public Budget Hearing | **November:** Enrollment Audit Resolution Begins | **1** Winter Sports Season Begins SAT Test Date 3 Registration Deadline Clusters 5,6 Meeting | **2** Records Day Students dismissed at 12:15 p.m.
End of term 1 December ACT test date Registration
Deadline
Proof that Title I Meeting was held (Sign in Sheets) |
| **5** ANet Window #2 Credit Recovery, Term 2 Begins Read 180 SRI Window Begins | 6 Psychology Case Conf Open Houses begin for application high schools | 7 National Association of College Admission Counseling Greater Washington College Fair Cluster 8 Meeting Psychology Case Conf | **8** Cluster 4 Meeting Psychology Case Conf | **9** Term 1 Marks Due in DCSTARS Cluster 1 Meeting |
| **12** Veterans Day No school for students, teachers and staff | 13 | 14 Clusters 2, 3 Meeting Term 1 GPA’s Run by Central Office Social Work Clinical Case Conference | 15 Clusters 5, 7, 9, 10, 11 Meeting Fall Sports Season Ends AP Participation Form and Survey Due(Tentative) Monthly Psychology Program | **16** Term 1 Report Cards mailed Read 180 SRI Window 2 Ends Read 180 NG Follow Up Training |
| **19** | **20** | **21** | **22** Thanksgiving No school for students, teachers & staff | **23** Thanksgiving No school for students & teachers |
| **TENTATIVE: Enrollment Audit Resolution Begins** | **26** | **27** Open Houses begin for all schools | **28** | **29** |

- **November 3:** STEM Student Fall Event SAT test Date 2
- **November 17:** High School Fair (Tentative)

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District of Columbia Public Schools | School Year 2012-2013  
Page 3 of 25  
DCPS 006759
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December 2012</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>December:</strong> AP Potential Results available</td>
<td><strong>Mid-December:</strong> Benefits Open Enrollment Period Ends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Summer Extended School Year Decisions Begin</td>
<td>Paced Interim #2 Assessment Window Opens</td>
<td>Paced Interim #2 Assessment Window Closes GeoPlunge Community Event</td>
<td>Leadership Academy Clusters 5, 6 Meeting</td>
<td>ANet Window #2 Ends Term 2 Midpoint (Progress Reports mailed)</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Learning Cycle 2 Begins</td>
<td>Paced Interim Assessment #2 Data Available</td>
<td>Clusters 1, 2, 7 Meeting</td>
<td>Clusters 4, 6, 9, 10, 11 Meeting</td>
<td>Professional Development Day—No school for students Elementary Math PD/CLC launch Math PD for Secondary Teachers #2 Science PD for Secondary Teachers #2</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cluster 3 Meeting</td>
<td>IMPACT Cycle 1 Deadline</td>
<td></td>
</tr>
<tr>
<td>24/31</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Christmas Day - No school for students, teachers &amp; staff</td>
<td>Winter Break No school for students &amp; teachers</td>
<td>Winter Break No school for students &amp; teachers</td>
<td>Winter Break No school for students &amp; teachers SAT Test Date 4 Registration Deadline</td>
</tr>
</tbody>
</table>

*District of Columbia Public Schools | School Year 2012-2013*
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January:</strong> Gates Millennium Scholars Program Applications Due</td>
<td>1 New Year's Day - FAFSA Submissions begin for graduating college-bound Seniors</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>January:</strong> Budget projections decided (Tentative)</td>
<td>DC-TAG Application Submission begins for graduating college-bound Seniors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Late-January:</strong> No Name-Calling Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January:</strong> LSAT Check-In (teleconference)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January:</strong> Gates Millennium Scholars Program Applications Due</td>
<td>1 New Year's Day - FAFSA Submissions begin for graduating college-bound Seniors</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>January:</strong> Budget projections decided (Tentative)</td>
<td>DC-TAG Application Submission begins for graduating college-bound Seniors</td>
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<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>January:</strong> LSAT Check-In (teleconference)</td>
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</tr>
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<td>1 New Year's Day - FAFSA Submissions begin for graduating college-bound Seniors</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
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<td>DC-TAG Application Submission begins for graduating college-bound Seniors</td>
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<td></td>
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</tr>
<tr>
<td><strong>Late-January:</strong> No Name-Calling Week</td>
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</tr>
<tr>
<td><strong>January:</strong> LSAT Check-In (teleconference)</td>
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</tbody>
</table>

**Winter Break - No school for students & teachers**

<table>
<thead>
<tr>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS MOY Window Opens</td>
<td>Cluster 2 Meeting</td>
<td>Clusters 4, 5, 6 Meeting</td>
<td>Cluster 7 Meeting</td>
<td>February ACT Test Registration Deadline Cluster 1 Meeting</td>
</tr>
</tbody>
</table>

**Term 2 Finals/Midterms: January 18th through 25th**

<table>
<thead>
<tr>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16 ANet Window #3 1st Semester Assessment Window Opens Clusters 3, 8 Meeting</td>
<td>Leadership Academy 1st Semester Assessment Window Closes</td>
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</table>

**February ACT Test Registration Deadline Cluster 1 Meeting**

<table>
<thead>
<tr>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Day – No school for students, teachers &amp; staff</td>
<td></td>
<td>Clusters 9, 10, 11 Meeting</td>
<td></td>
<td></td>
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</tbody>
</table>

**Records Day**
Students dismissed at 12:15 p.m.
End of term 2

<table>
<thead>
<tr>
<th>28</th>
<th>29</th>
<th>30</th>
<th>31</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAEP Testing Begins Credit Recovery, Term 3 Begins PS/PK/OOB Lottery Application Period Begins (tentative)</td>
<td></td>
<td></td>
<td>Cluster 5 Meeting</td>
<td></td>
</tr>
</tbody>
</table>

**Term 2 Finals/Midterms: January 18th through 25th**
CCSSM Unit PD (January 22nd-24th)

**January 26:**
SAT test Date 4
## February 2013

### Monday
- **Black History Month**
- **February:** Schools Submit FY14 Budgets
- **PSAT Summary of Answers and Skills (SOAS)** Available

### Tuesday
- 4
  - Term 2 GPA’s Run by Central Office
  - Paced Interim #3 Assessment Window Opens
- 5
  - Paced Interim #3 Assessment Window Closes
  - Cluster 2 Meeting

### Wednesday
- 6
  - Leadership Academy Cluster 6 Meeting
- 7
  - Term 2 Report cards mailed
  - DC-TAG and FAFSA completion rates reported by school

### Thursday
- 8
  - ANET Window #3 Ends
  - SAT test Date 5 Registration Deadline
  - Cluster 1 Meeting

### Friday
- 1
  - Learning Cycle 2 Ends
  - DCSTARS Middle School Fair

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### Week of February 25
- PS/PK/OOB Lottery Application Period Ends

---

**February 9:** ACT test date
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March:</strong> LSAT Budget Workshop</td>
<td></td>
<td></td>
<td></td>
<td>1 Spring Sports Season Begins Read Across America Day (Tentative)</td>
</tr>
<tr>
<td>4 Summer School Registration Begins (ES/MS)</td>
<td>5</td>
<td>6 Cluster 8 Meeting</td>
<td>7 Cluster 6 Meeting</td>
<td>IMPACT Cycle 2 Deadline DC-TAG and FAFSA completion rates reported by school Declaration of Intent NOT to Return Applications Begins</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13 Cluster 2 Meeting</td>
<td></td>
<td>8 NAEP Testing Ends Parent Right to Know HQ Notification Distributed April ACT test Date Registration Deadline Cluster 1 Meeting</td>
</tr>
<tr>
<td>CCSSM Unit PD Support (March 11th-13th)</td>
<td>14 Clusters 4, 5, 9, 10, 11 Meeting</td>
<td></td>
<td></td>
<td>15 Winter Sports Season Ends</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20 Cluster 3 Meeting</td>
<td>21 Cluster 7 Meeting</td>
<td>22 Learning Cycle 3 Ends</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27 Paced Interim #4 Assessment Window Opens</td>
<td>28 Paced Interim #4 Assessment Window Closes Cluster 5 Meeting</td>
<td>29 ANet Window #4 Ends Records Day Students dismissed at 12:15 p.m. Term 3 ends Secondary Department Chairperson Application Begins</td>
</tr>
<tr>
<td><strong>Term 3 Finals/Midterms: March 25th – 29th</strong></td>
<td></td>
<td></td>
<td></td>
<td>30 AP exams and pre-administration materials order Priority Deadline</td>
</tr>
</tbody>
</table>
### April 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Staff Declaration of Intent Not to Return Application Due&lt;br&gt;Staff Declaration of Intent Not to Return Withdrawals Due&lt;br&gt;Summer ESY Determinations Deadline&lt;br&gt;DC-TAG and FAFSA completion rates reported by school</td>
</tr>
<tr>
<td>8</td>
<td>Credit Recovery, Term 4 Begins</td>
</tr>
<tr>
<td>9</td>
<td>Paced Interim#4 Assessment Data Available</td>
</tr>
<tr>
<td>10</td>
<td>Leadership Academy</td>
</tr>
<tr>
<td>11</td>
<td>Term 3 Marks Due in DCSTARS Cluster 1 Meeting</td>
</tr>
<tr>
<td>12</td>
<td>Term 3 GPA's Run by Central Office</td>
</tr>
<tr>
<td>13</td>
<td>Leadership Academy</td>
</tr>
<tr>
<td>14</td>
<td>Term 3 Report cards mailed</td>
</tr>
<tr>
<td>15</td>
<td>Professional Development Day - No school for students, teachers &amp; staff</td>
</tr>
<tr>
<td>16</td>
<td>Summer ESY Transportation Requests Deadline&lt;br&gt;Elementary Math PD/CLC Launch&lt;br&gt;Math PD for Secondary Teachers #4&lt;br&gt;Science PD for Secondary Teachers #4</td>
</tr>
<tr>
<td>17</td>
<td>Cluster 6, 7 Meeting</td>
</tr>
<tr>
<td>18</td>
<td>DC CAS Administration</td>
</tr>
<tr>
<td>19</td>
<td>National Day of Silence</td>
</tr>
<tr>
<td>20</td>
<td>ACT test date</td>
</tr>
<tr>
<td>21</td>
<td>Learning Cycle 4 Begins</td>
</tr>
<tr>
<td>22</td>
<td>DC CAS Administration</td>
</tr>
<tr>
<td>23</td>
<td>DC CAS Administration</td>
</tr>
<tr>
<td>24</td>
<td>DC CAS Administration</td>
</tr>
<tr>
<td>25</td>
<td>DC CAS Administration</td>
</tr>
<tr>
<td>26</td>
<td>DC CAS Administration</td>
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</tbody>
</table>

**CCSSM Unit PD Support (April 22nd-25th)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>DC CAS Administration&lt;br&gt;Learning Cycle 4 Begins&lt;br&gt;Enrollment Forms Due (families claiming seats received through Lotteries)</td>
</tr>
<tr>
<td>30</td>
<td>DC CAS Administration&lt;br&gt;Summer School Registration Ends (ES/MS)</td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td><strong>May-June</strong>: LSAT Elections</td>
<td><strong>1 DC CAS Administration</strong> DC-TAG and FAFSA completion rates reported by school</td>
</tr>
<tr>
<td><strong>May 6</strong>: ACCESS Test Begins AP Exams Begin</td>
<td><strong>7</strong> Term 4 Progress Reports Due via DCSTARS</td>
</tr>
<tr>
<td><strong>May 13</strong>: School-wide SRI Window Begins</td>
<td><strong>14</strong> Term 4 Midpoint (Progress Reports Mailed) DIBELS EOY Window Opens</td>
</tr>
<tr>
<td><strong>May 20</strong>: IB Exams End Read 180 SRI Window #4 Begins</td>
<td><strong>21</strong></td>
</tr>
<tr>
<td><strong>May 27</strong>: Memorial Day No school for students, teachers &amp; staff SRI Window 4 Begins</td>
<td><strong>28</strong> Read 180 SRI Window #4 Begins</td>
</tr>
<tr>
<td><strong>Finals for Graduating Seniors</strong>: May 29th-June 6th</td>
<td><strong>CCSSM Unit PD Support (May 28th-30th)</strong></td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Parent-Teacher Conference</td>
<td>Cluster 3 Meeting Paced Interim Assessment #6 Window Opens</td>
</tr>
</tbody>
</table>

June 1: SAT test Date 7 DC-TAG and FAFSA completion rates reported by school

June 3: Parent-Teacher Conference

June 4: No school for students

June 5: Clusters 3 Meeting Paced Interim Assessment $6$ Window Opens 2nd Semester Assessment window opens

June 6: Clusters 4, 5 Meeting Paced Interim Assessment #6 Window Closes 2nd Semester Assessment window closes

June 7: Last Day for Graduates (Term 4 Marks Due) Licensure Deadline Learning Cycle 4 ends Total scholarship Amt by HS calculated

June 8: ACT test date

DCPS College Readiness Workshop & Fair for Selective College Admission Capital Pride Parade

June 10: Term 4 GPA's Run by Central Office for graduating Seniors IMPACT Cycle 3 Deadline (except for TAS)

June 11: Term 4 GPA's Run by Central Office

June 12: Cluster 2 Meeting Paced Interim Assessment #6 Data Available

June 13: Graduation Ceremonies Begin

June 14: School-wide EOY SRIL.

June 15: Spring Sports Ends

June 17: After School Programs End

June 18: Term 4 Finals/Midterms: June 10th-14th

June 19: Last Day of School Records Day

June 20: Students dismissed at 12:15 p.m. Term 4 Marks Due in DCSTARS IMPACT: TAS Scores and Conferences Completed Graduation Ceremonies Conclude Licensure Terminations Hand Delivered

June 21: Graduation Ceremonies Conclude Licensure Terminations Hand Delivered

June 24: Term 4 GPA's Run by Central Office

June 25: Cluster 7 Meeting

June 26: Term 4 Report Cards Mailed Course Selections for 2013-14 mailed

June 27: Term 4 Report Cards Mailed Course Selections for 2013-14 mailed

June 28: Term 4 Report Cards Mailed Course Selections for 2013-14 mailed
# July 2013

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>First Day of Summer School COSF Reporting Due</td>
<td></td>
<td></td>
<td>Fourth of July No school for students, teachers &amp; staff</td>
<td>Final Schedules complete (schools w/ 6-12 grades) Last Day for 11-month Counselors</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
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<td>29</td>
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</tbody>
</table>

**Mid July – IMPACT Scores Released**

**August 2013:**
- 8/9/2013 - Summer School ends
- 8/9/2013 – Rainbow Graduation Ceremony
- 8/24/2013 School Opening Checklist Due
## Appendix

### Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>September 3, 2012</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>October 8, 2012</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>November 12, 2012</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 22-23, 2012</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 24-January 4, 2013</td>
</tr>
<tr>
<td>MLK Day</td>
<td>January 21, 2013</td>
</tr>
<tr>
<td>Presidents Day</td>
<td>February 18, 2013</td>
</tr>
<tr>
<td>Spring Break</td>
<td>April 1-5, 2013</td>
</tr>
<tr>
<td>DC Emancipation Day</td>
<td>April 16, 2013</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27, 2013</td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4, 2013</td>
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</tbody>
</table>

### School Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Mailers Sent to Parents (including student schedules)</td>
<td>August 13, 2012</td>
</tr>
<tr>
<td>Early School Opening (for select schools)</td>
<td>August 20, 2012</td>
</tr>
<tr>
<td>PS/PK Transition Week - No school for PS/PK students</td>
<td>August 27-29, 2012</td>
</tr>
<tr>
<td>Term 1 Begins</td>
<td>August 27, 2012</td>
</tr>
<tr>
<td>PS/PK Transition Week (A-K)</td>
<td>August 30, 2012</td>
</tr>
<tr>
<td>PS/PK Transition Week (L-Z)</td>
<td>August 31, 2012</td>
</tr>
<tr>
<td>PS/PK Begin Full-Time</td>
<td>September 4, 2012</td>
</tr>
<tr>
<td>Term 1 Midpoint (Progress Reports mailed)</td>
<td>September 27, 2012</td>
</tr>
<tr>
<td>Parent-Teacher Conference</td>
<td>October 22, 2012</td>
</tr>
<tr>
<td>Standing Ovation</td>
<td>October 29, 2012</td>
</tr>
<tr>
<td>Records Day</td>
<td>November 2, 2012</td>
</tr>
<tr>
<td>Finals/Midterms (Term 1)</td>
<td>October 29- November 2, 2012</td>
</tr>
<tr>
<td>Term 1 Ends (12:15 dismissal)</td>
<td>November 2, 2012</td>
</tr>
<tr>
<td>Credit Recovery, Term 2 Begins</td>
<td>November 5, 2012</td>
</tr>
<tr>
<td>Term 1 Report Cards Mailed</td>
<td>November 16, 2012</td>
</tr>
<tr>
<td>Term 2 Midpoint (Progress Reports mailed)</td>
<td>December 7, 2012</td>
</tr>
<tr>
<td>Finals/Midterms (Term 2)</td>
<td>January 18-25, 2013</td>
</tr>
<tr>
<td>Records Day</td>
<td>January 25, 2013</td>
</tr>
<tr>
<td>Term 2 Ends (12:15 Dismissal)</td>
<td>January 25, 2013</td>
</tr>
<tr>
<td>Credit Recovery, Term 3 Begins</td>
<td>January 28, 2013</td>
</tr>
<tr>
<td>Term 2 Report Cards Mailed</td>
<td>February 8, 2013</td>
</tr>
<tr>
<td>Parent-Teacher Conference</td>
<td>February 25, 2013</td>
</tr>
<tr>
<td>Event Description</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Term 3 Midpoint (Progress Reports Mailed)</td>
<td>February 28, 2013</td>
</tr>
<tr>
<td>Summer School Registration Begins (ES/MS)</td>
<td>March 4, 2013</td>
</tr>
<tr>
<td>Records Day</td>
<td>March 29, 2013</td>
</tr>
<tr>
<td>Finals/Midterms (Term 3)</td>
<td>March 29, 2013</td>
</tr>
<tr>
<td>Term 3 Ends (12:15 Dismissal)</td>
<td>March 29, 2013</td>
</tr>
<tr>
<td>Credit Recovery, Term 4 Begins</td>
<td>April 8, 2013</td>
</tr>
<tr>
<td>Term 3 Report Cards Mailed</td>
<td>April 19, 2013</td>
</tr>
<tr>
<td>Summer School Registration Ends (ES/MS)</td>
<td>April 30, 2013</td>
</tr>
<tr>
<td>Term 4 Midpoint (Progress Reports mailed)</td>
<td>May 14, 2013</td>
</tr>
<tr>
<td>Community Service Hours Due for Graduating Seniors</td>
<td>May 29, 2013</td>
</tr>
<tr>
<td>Parent-Teacher Conference</td>
<td>June 3, 2013</td>
</tr>
<tr>
<td>Finals for Graduating Seniors</td>
<td>May 29-June 6, 2013</td>
</tr>
<tr>
<td>Graduation Ceremonies Begin</td>
<td>June 13, 2013</td>
</tr>
<tr>
<td>Finals/Midterms (Term 4)</td>
<td>June 10-14, 2013</td>
</tr>
<tr>
<td>Graduation Ceremonies Conclude</td>
<td>June 20, 2013</td>
</tr>
<tr>
<td>Term 4 Ends (12:15 Dismissal)</td>
<td>June 20, 2013</td>
</tr>
<tr>
<td>Term 4 Report Cards Mailed</td>
<td>June 27, 2013</td>
</tr>
<tr>
<td>Course Selections for 2013-14 mailed</td>
<td>July 1, 2013</td>
</tr>
<tr>
<td>Summer School Begins</td>
<td>July 1, 2013</td>
</tr>
<tr>
<td>Final schedules complete (schools w/6-12 grades)</td>
<td>July 5, 2013</td>
</tr>
<tr>
<td>Summer School Ends</td>
<td>August 9, 2013</td>
</tr>
<tr>
<td>Rainbow Graduation Ceremony</td>
<td>August 9, 2013</td>
</tr>
<tr>
<td>New Heights Summit</td>
<td>August 3, 2012</td>
</tr>
<tr>
<td>Identify SBT Users to OYE</td>
<td>August 3, 2012</td>
</tr>
<tr>
<td>Parent Leader Workshop</td>
<td>August 11, 2012</td>
</tr>
<tr>
<td>Identify Homeless Liaison POC to OYE</td>
<td>August 17, 2012</td>
</tr>
<tr>
<td>Identify Attendance POC to OYE</td>
<td>August 17, 2012</td>
</tr>
<tr>
<td>Beautification Day</td>
<td>August 25, 2012</td>
</tr>
<tr>
<td>Universal Health Certificates and immunizations due for all students</td>
<td>August 27, 2012</td>
</tr>
<tr>
<td>SST Coordinator Orientation</td>
<td>September 25, 2012</td>
</tr>
<tr>
<td>National Coming Out Day</td>
<td>October 11, 2012</td>
</tr>
<tr>
<td>Ally Week</td>
<td>Mid-October 2012</td>
</tr>
<tr>
<td>SST Coordinator Training</td>
<td>October 30, 2012</td>
</tr>
<tr>
<td>Youth Risk Behavior Surveillance (YRBS) Survey Administration</td>
<td>October and November 2012</td>
</tr>
<tr>
<td>STEM Student Fall Event</td>
<td>November 3, 2012</td>
</tr>
<tr>
<td>High School Fair</td>
<td>November 17, 2012</td>
</tr>
<tr>
<td>GeoPlunge Community Event</td>
<td>December 5, 2012</td>
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<tr>
<td>No Name-Calling Week</td>
<td>Late-January 2013</td>
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<tr>
<td>Middle School Fair</td>
<td>Tentative: February 2,</td>
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### Grade Reports

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Term 1 Progress Reports Due via DCSTARS</td>
<td>September 25, 2012</td>
</tr>
<tr>
<td>Term 1 Marks Due in DCSTARS</td>
<td>November 9, 2012</td>
</tr>
<tr>
<td>Term 1 GPA's Run by Central Office</td>
<td>November 14, 2012</td>
</tr>
<tr>
<td>Term 2 Progress Reports Due via DCSTARS</td>
<td>November 30, 2012</td>
</tr>
<tr>
<td>Term 2 Marks Due in DCSTARS</td>
<td>February 2, 2013</td>
</tr>
<tr>
<td>Term 2 GPA's Run by Central Office</td>
<td>February 5, 2013</td>
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<tr>
<td>Term 3 Progress Reports Due via DCSTARS</td>
<td>February 20, 2013</td>
</tr>
<tr>
<td>Term 3 Marks Due in DCSTARS</td>
<td>April 12, 2013</td>
</tr>
<tr>
<td>Term 3 GPA's Run by Central Office</td>
<td>April 17, 2013</td>
</tr>
<tr>
<td>Term 4 Progress Reports Due via DCSTARS</td>
<td>May 7, 2013</td>
</tr>
<tr>
<td>Last Day for Graduates (Term 4 Marks Due)</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>Term 4 GPA's Run by Central Office for Graduating Seniors</td>
<td>June 10, 2013</td>
</tr>
<tr>
<td>Term 4 Marks Due in DCSTARS</td>
<td>June 20, 2013</td>
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<tr>
<td>Term 4 GPA's Run by Central Office</td>
<td>June 24, 2013</td>
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### Special Education

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>November: Early Childhood Child Outcomes Summary Form (COSF) Reporting Due</td>
<td>November 30, 2012</td>
</tr>
<tr>
<td>Summer ESY Decisions Begin</td>
<td>December 3, 2012</td>
</tr>
<tr>
<td>Summer ESY Determinations Deadline</td>
<td>April 1, 2013</td>
</tr>
<tr>
<td>Summer ESY Transportation Requests Deadline</td>
<td>April 15, 2013</td>
</tr>
<tr>
<td>SY 13-14 SPED Transportation Changes Deadline</td>
<td>May 15, 2013</td>
</tr>
<tr>
<td>Annual IEP Meetings Deadline</td>
<td>May 31, 2013</td>
</tr>
<tr>
<td>July: Early Childhood Child Outcomes Summary Form (COSF) Reporting Due</td>
<td>July 1, 2013</td>
</tr>
<tr>
<td>Child Count for SPED Students</td>
<td>December 1, 2012 (Tentative)</td>
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### Human Resources

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>11-Month HS Counselors Report for Duty</td>
<td>August 6, 2012</td>
</tr>
<tr>
<td>All 10-Month Employees Report for Duty</td>
<td>August 20, 2012</td>
</tr>
<tr>
<td>Notify Office of Labor Management &amp; Employee Relations of any AWOL Employee</td>
<td>August 20-24, 2012</td>
</tr>
<tr>
<td>Deadline for Principal and School Chapter Advisory Committee to meet to establish dates for monthly meetings</td>
<td>August 31, 2012</td>
</tr>
<tr>
<td>Drug Testing Begins (Safety-Sensitive Positions Only)</td>
<td>October 1, 2012</td>
</tr>
<tr>
<td>Mid-October: Parent Right to Know HQ Notifications distributed</td>
<td>October 5, 2012</td>
</tr>
<tr>
<td>Benefits Open Enrollment Period Begins</td>
<td>Mid-November</td>
</tr>
<tr>
<td>Benefits Open Enrollment Period Ends</td>
<td>Mid December</td>
</tr>
<tr>
<td>Declaration of Intent to NOT Return Application Begins</td>
<td>March 1, 2013</td>
</tr>
<tr>
<td>Mid-March: Parent Right to Know HQ Notifications Distributed</td>
<td>March 8, 2013</td>
</tr>
<tr>
<td>Secondary Department Chairperson Application Begins</td>
<td>March 29, 2013</td>
</tr>
<tr>
<td>Staff Declaration of Intent to Not Return Application Due</td>
<td>April 1, 2013</td>
</tr>
<tr>
<td>Staff Declaration of Intent to Not Return Withdrawals Due</td>
<td>April 1, 2013</td>
</tr>
<tr>
<td>Principals Receive Names of Declaration of Intent to Not Return Participants</td>
<td>May 10, 2013</td>
</tr>
<tr>
<td>Licensure Deadline</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>Licensure Termination Notices Hand Delivered</td>
<td>June 20, 2013</td>
</tr>
<tr>
<td>Last day for 11-month Counselors</td>
<td>July 5, 2013</td>
</tr>
<tr>
<td>IMPACT Scores Released</td>
<td>Mid July</td>
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### Professional Development

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>PIA assessments design and review PD/training Math</td>
<td>July 25, 2012</td>
</tr>
<tr>
<td>PIA assessments design and review PD/training ELA</td>
<td>August 7, 2012</td>
</tr>
<tr>
<td>Introduction to MIND ST Math teachers workshops</td>
<td>August 11, 18, &amp; 25</td>
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<tr>
<td>Registrars Academy</td>
<td>August 14, 2012</td>
</tr>
<tr>
<td>Sangari Science Pilot PD (2 half days)</td>
<td>August 22-23, 2012</td>
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<tr>
<td>Secondary Math Introductory Training for CCSSM support (full day)</td>
<td>August 22, 2012</td>
</tr>
<tr>
<td>Secondary Science EXPO (full day)</td>
<td>August 22, 2012</td>
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<tr>
<td>Math PD for Secondary teachers</td>
<td>August 22, 2012</td>
</tr>
<tr>
<td>Science and Social Studies expo for secondary teachers</td>
<td>August 22, 2012</td>
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<tr>
<td>DIBELS Next Training</td>
<td>August 22, 2012</td>
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<tr>
<td>Make-Up Training for Reading 3D</td>
<td>September 5, 6, 8, 2012</td>
</tr>
<tr>
<td>Fundations POC Training</td>
<td>September 7, 2012</td>
</tr>
<tr>
<td>Just Words POC Training</td>
<td>September 7, 2012</td>
</tr>
<tr>
<td>Coach Institute</td>
<td>September 10-11, 2012</td>
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<tr>
<td>Reading 3D POC Training</td>
<td>September 10, 2012</td>
</tr>
<tr>
<td>Fundations Training (for teachers)</td>
<td>September 11-14, 2012</td>
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<tr>
<td>Wilson Reading System Training (for teachers)</td>
<td>September 18-21, 2012</td>
</tr>
<tr>
<td>OSSE DC CAS ALT Composition Training</td>
<td>September 11, 2012</td>
</tr>
<tr>
<td>OSSE DC CAS ALT Portfolio Development Training</td>
<td>September 12, 2012</td>
</tr>
<tr>
<td>Just Words Training</td>
<td>September 13-14, 2012</td>
</tr>
<tr>
<td>System 44 Day 2 Training</td>
<td>September 14, 2012</td>
</tr>
<tr>
<td>Burst Training</td>
<td>September 18, 2012</td>
</tr>
<tr>
<td>Common Core Reading Corps Institute (Module Creation)</td>
<td>September 27-28, 2012</td>
</tr>
<tr>
<td>Read 180 Day 2 Training (new Read 180 Teachers)</td>
<td>September 28, 2012</td>
</tr>
<tr>
<td>Instructional Window #2 Begins</td>
<td>October 12, 2012</td>
</tr>
<tr>
<td>Submit Coordinator Selection and Participation from Local Area Spelling Bee</td>
<td>October 12, 2012</td>
</tr>
<tr>
<td>Last Day to Register for the Scripps National Spelling Bee (without incurring late fee)</td>
<td>October 15, 2012</td>
</tr>
<tr>
<td>Learning Cycle 1 Begins</td>
<td>October 15, 2012</td>
</tr>
<tr>
<td>Late Registration for the Scripps National Spelling Bee begins</td>
<td>October 16, 2012</td>
</tr>
<tr>
<td>Math PD for Secondary teachers #1</td>
<td>October 19, 2012</td>
</tr>
<tr>
<td>Science PD #1 for Secondary teachers</td>
<td>October 19, 2012</td>
</tr>
<tr>
<td>Read 180 NG Follow Up Training (All Read 180 Teachers)</td>
<td>November 16, 2012</td>
</tr>
<tr>
<td>Learning Cycle 1 Ends</td>
<td>November 30, 2012</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Learning 2 Cycle Begins</td>
<td>December 10, 2012</td>
</tr>
<tr>
<td>Math PD for Secondary teachers #2</td>
<td>December 14, 2012</td>
</tr>
<tr>
<td>Science PD #2 for Secondary teachers</td>
<td>December 14, 2012</td>
</tr>
<tr>
<td>Learning Cycle 2 Ends</td>
<td>February 1, 2013</td>
</tr>
<tr>
<td>Learning Cycle 3 Begins</td>
<td>February 11, 2013</td>
</tr>
<tr>
<td>Math PD for Secondary teachers #3</td>
<td>February 15, 2013</td>
</tr>
<tr>
<td>Science PD #3 for Secondary teachers</td>
<td>February 15, 2013</td>
</tr>
<tr>
<td>Learning Cycle 3 Ends</td>
<td>March 22, 2013</td>
</tr>
<tr>
<td>Math PD for Secondary teachers #4</td>
<td>April 15, 2013</td>
</tr>
<tr>
<td>Science PD #4 for Secondary teachers</td>
<td>April 15, 2013</td>
</tr>
<tr>
<td>Learning Cycle 4 Begins</td>
<td>April 29, 2013</td>
</tr>
<tr>
<td>FITNESSGRAM Assessments Health and Physical Education Gr.4-12</td>
<td>May 15, 2013</td>
</tr>
<tr>
<td>Learning Cycle 4 Ends</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>Elementary Math PD/CLC launch</td>
<td>Friday, December 14</td>
</tr>
<tr>
<td></td>
<td>Friday, February 15, 2013</td>
</tr>
<tr>
<td></td>
<td>Monday, April 15, 2013</td>
</tr>
<tr>
<td>Upcoming Unit PD (CCSSM support, K-Geometry, various sites)</td>
<td>Weeks of</td>
</tr>
<tr>
<td></td>
<td>Sept 24-27,</td>
</tr>
<tr>
<td></td>
<td>Nov 13-15,</td>
</tr>
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<td></td>
<td>Jan 22-24,</td>
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<td>March 11-13,</td>
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<td>Apr 22-25,</td>
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<td></td>
<td>May 28-30</td>
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**IMPACT**

<table>
<thead>
<tr>
<th>IMPACT: Confirmation of Staff Members Due</th>
<th>September 5, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Schedules for ME Observations</td>
<td>September 10, 2012</td>
</tr>
<tr>
<td>IMPACT: TAS Goals Due</td>
<td>October 17, 2012</td>
</tr>
<tr>
<td>School Leaders Goals Due</td>
<td>October 17, 2012</td>
</tr>
<tr>
<td>IMPACT Cycle 1 Deadline</td>
<td>December 20, 2012</td>
</tr>
<tr>
<td>IMPACT Cycle 2 Deadline</td>
<td>March 1, 2013</td>
</tr>
<tr>
<td>IMPACT Cycle 3 Deadline (All scores except for TAS)</td>
<td>June 10, 2013</td>
</tr>
<tr>
<td>IMPACT: TAS Scores and Conferences Completed</td>
<td>June 20, 2013</td>
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## Assessments

<table>
<thead>
<tr>
<th>DC CAS</th>
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### Operations, Food Service, and Enrollment

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<thead>
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<tr>
<td>Deadline for Consumable Requests for SY12-13</td>
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<tr>
<td>Deadline for Textbook Replenishment Orders for SY12-13 on Sunday (7/1)</td>
<td>June 15, 2012</td>
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<tr>
<td>FARM Applications Collection Begins</td>
<td>July 1, 2012</td>
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<tr>
<td>Cumulative File Transfer Week Begins</td>
<td>July 16-20, 2012</td>
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<tr>
<td>Complete inventory of Reading 3D assessment devices/determine technology needs</td>
<td>July 20,2012</td>
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<tr>
<td>SY12-13 Enrollment Benchmark #2</td>
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<tr>
<td>Food Services Point of Contact Training</td>
<td>August 7- August 9, 2012</td>
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<tr>
<td>SY12-13 Enrollment Benchmark #3</td>
<td>August 13, 2012</td>
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<tr>
<td>Identify Fundations POC</td>
<td>August 15, 2012</td>
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<tr>
<td>Identify Just Words POC</td>
<td>August 15, 2012</td>
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<tr>
<td>Finalize School Profile Information</td>
<td>August 17, 2012</td>
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<tr>
<td>Identify Reading 3D POC (schools may elect to have separate DIBELS/TRC/Burst POCs)</td>
<td>August 24, 2012</td>
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<tr>
<td>All Grant Assurances signed and on file</td>
<td>August 31, 2012</td>
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<tr>
<td>Begin Fundations instruction</td>
<td>September 4, 2012</td>
</tr>
<tr>
<td>Begin Just Words instruction</td>
<td>September 17, 2012</td>
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<td>FARM Applications Due</td>
<td>September 30, 2012</td>
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<td>Fiscal Year 2013 starts</td>
<td>October 1, 2012</td>
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<td>Official Student Membership Taken via DCSTARS</td>
<td>October 5, 2012</td>
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<tr>
<td>DC CAS and DC CAS Alt Student Report Mailing Deadline</td>
<td>October 7, 2012</td>
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<td>Mid-Late October: Individual school enrollment audits begin</td>
<td>Late October 2012</td>
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<td>Late November: DCPS/OCFO Public Budget Hearing</td>
<td>November 2012</td>
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<td>PS/PK/OOB Lottery Application Period Begins (Pending DCMR Change)</td>
<td>January 28, 2013</td>
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<tr>
<td>Early February: Schools Submit FY13 Budgets</td>
<td>February 2013</td>
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<tr>
<td>PS/PK/OOB Lottery Application Period Ends (pending DCMR change)</td>
<td>February 25, 2013</td>
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<tr>
<td>PS/PK/OOB Lottery results released to schools via Lottery Results Quickbase</td>
<td>Week of Feb 25</td>
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<tr>
<td>Enrollment Forms Due (from families claiming seats received through lotteries)</td>
<td>April 29, 2013</td>
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<tr>
<td>FFVP (Fresh Fruit and Vegetable Program) Application Due for qualifying Elementary Schools for 2013/2014</td>
<td>May 18, 2013</td>
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<tr>
<td>Administer WIST assessments (Just Words schools only)</td>
<td>May 28-June 14</td>
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<tr>
<td>Mid-July: Year-End Transition in DCSTARS</td>
<td>July 13, 2013</td>
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<tr>
<td>School Opening Checklist Due</td>
<td>August 24, 2013</td>
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</table>

### Sports Seasons

| Fall Sports Season Begins | August 8, 2012 |
| Winter Sports Season Begins | November 1, 2012 |
| Fall Sports Season Ends | November 15, 2012 |
| Spring Sports Season Begins | March 1, 2013 |
| Winter Sports Season Ends | March 15, 2013 |
| Spring Sports Season Ends | June 15, 2013 |

### College Readiness

<p>| AP Course audit begins | August 14, 2012 |
| September ACT Test Date Registration Deadline *registration with a late fee allowed for one business week after initial deadline | August 17, 2012 |
| PSAT Accommodations request deadline | August 29, 2012 |
| PSAT order reduction deadline | August 31, 2012 |
| SAT Test Date 1 Registration Deadline **registration with a late fee allowed for two business weeks after initial deadline | September 7, 2012 |
| September ACT test date | September 8, 2012 |
| National Organization for the Professional Advancement of Black Chemists and Chemical Engineers: (NOBCChE) College Fair Registration Deadline | September 15, 2012 |
| October ACT Test Date Registration Deadline *registration with a late fee allowed for one business week after initial deadline | September 21, 2012 |
| National Organization for the Professional Advancement of Black Chemists and Chemical Engineers: (NOBCChE) College Fair (8:30am - 1:30pm) | September 27, 2012 |
| PSAT order increase deadline | September 28, 2012 |
| College Awareness Month | October 2012 |
| DC Financial Aid &amp; Scholarships Workshop | October 2, 2012 |
| SAT Test Date 2 Registration Deadline **registration with a late fee allowed for two business weeks after initial deadline | October 4, 2012 |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SAT test date 1</td>
<td>October 6, 2012</td>
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<tr>
<td>College Awareness Day</td>
<td>October 10, 2012</td>
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<tr>
<td>PSAT Test Administration</td>
<td>October 17, 2012</td>
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<tr>
<td>PSAT Alt Test Administration</td>
<td>October 20, 2012</td>
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<tr>
<td>ACT test date 2</td>
<td>October 27, 2012</td>
</tr>
<tr>
<td>SAT Test Date 3 Registration Deadline **registration with a late fee allowed for two business weeks after initial deadline</td>
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<tr>
<td>December ACT Test Date Registration Deadline *registration with a late fee allowed for one business week after initial deadline</td>
<td>November 2, 2012</td>
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<tr>
<td>SAT test date 2</td>
<td>November 3, 2012</td>
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<tr>
<td>National Association of College Admission Counseling Greater Washington College Fair</td>
<td>November 7, 2012</td>
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<tr>
<td>AP Participation Form and Survey Due</td>
<td>November 15, 2012</td>
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<td>AP Potential Results available</td>
<td>December 2012</td>
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<tr>
<td>SAT test date 3</td>
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<td>December 8, 2012</td>
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<tr>
<td>SAT Test Date 4 Registration Deadline **registration with a late fee allowed for two business weeks after initial deadline</td>
<td>December 28, 2012</td>
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<tr>
<td>Gates Millennium Scholars Program Applications Due</td>
<td>January 2013</td>
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<tr>
<td>FAFSA Submissions begin for graduating college-bound seniors</td>
<td>January 1, 2013</td>
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<tr>
<td>DC-TAG Application Submission begin for graduating college-bound seniors</td>
<td>January 1, 2013</td>
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<tr>
<td>February ACT Test Date Registration Deadline *registration with a late fee allowed for one business week after initial deadline</td>
<td>January 11, 2013</td>
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<tr>
<td>SAT test date 4</td>
<td>January 26, 2013</td>
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<tr>
<td>PSAT Summary of Answers and Skills (SOAS) Available</td>
<td>February 2013</td>
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<td>DC-TAG and FAFSA completion rates reported by school</td>
<td>February 1, 2013</td>
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<td>DC-TAG and FAFSA completion rates reported by school</td>
<td>March 1, 2013</td>
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<td>DC-TAG and FAFSA completion rates reported by school</td>
<td>April 1, 2013</td>
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<td>DC-TAG and FAFSA completion rates reported by school</td>
<td>May 1, 2013</td>
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<td>SAT Test Date 5 Registration Deadline **registration with a late fee allowed for two business weeks after initial deadline</td>
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<td>February ACT test date 4</td>
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<td>April ACT Test Date Registration Deadline *registration with a late fee allowed for one business week after initial deadline</td>
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<td>SAT test date 5</td>
<td>March 9, 2013</td>
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<td>AP Exams and preadministration materials order Priority deadline</td>
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<td>SAT Test Date 6 Registration Deadline **registration with a late fee allowed for two business weeks after initial deadline</td>
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<td>DC-TAG and FAFSA completion rates reported by HS</td>
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<td>Total Scholarship Amount by HS Calculated</td>
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<td>June ACT test date</td>
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<td>DCPS College Readiness Workshop &amp; Fair for Selective College Admissions</td>
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## Principal Academies

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<tr>
<th>Leadership Academy</th>
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## Cluster Meetings

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### Clusters 9, 10, 11

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<td>May 23, 2013</td>
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I think Marc is being too sensitive on this one, and I kinda ignored it. happy to talk about it in the morning though.

From: Bleyer, Marc (EOM)  
Sent: Tuesday, September 11, 2012 4:51 PM  
To: Salmanowitz, Melissa (DCPS); Charles, Hassan (DCPS)  
Cc: Leonard, Jennifer (EOM); Weber, Peter (DCPS)  
Subject: FW: audit on school closures

Melissa and Hassan,

Emma Brown emailed and called me about the DC Auditor report. To her question in the email below, I directed her to you and just said that “we work closely with DCPS and support the Chancellor, but DCPS is ultimately responsible for any decisions on closures.”

After conferring internally, the Deputy Mayor also suggested that you let Emma know that we appreciate the DC Auditor’s recommendations and look forward to using updated information to guide our decision-making process moving forward. And, Pedro suggested that a response should come from the Chancellor, that you emphasize that the DC Auditor report refers to closures made under the previous administration, and that we are learning from any mistakes they made.

Let me know if you have any questions or need to discuss further.

Thanks
Marc

From: emmastrickland@gmail.com [mailto:emmastrickland@gmail.com] On Behalf Of Emma Brown  
Sent: Tuesday, September 11, 2012 12:02 PM  
To: Bleyer, Marc (EOM)  
Subject: audit on school closures

Hi Marc,

I'm late to covering the DC auditor's report on the 2008 school closures, which found that the closures cost more than had been previously reported to the council ... but I'm writing about it today. How will the audit inform the decisions you are making about the next round of closures? Let me know if I should direct that question to someone else in the deputy mayor's office ... thanks!

--

Emma Brown  
The Washington Post  
202-334-9571

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to p to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Talked to jennifer. Mark is going to call the examiner just to clarify. Not to seek a retraction or correction.

From: Salmanowitz, Melissa (DCPS)  
To: Ruda, Lisa M. (DCPS); Weber, Peter (DCPS)  
Sent: Mon Sep 10 16:30:32 2012  
Subject: FW: Examiner correction

Not sure what to do now?

From: Leonard, Jennifer (EOM)  
Sent: Monday, September 10, 2012 3:55 PM  
To: Salmanowitz, Melissa (DCPS); Bleyer, Marc (EOM); Charles, Hassan (DCPS)  
Cc: Ruda, Lisa M. (DCPS)  
Subject: RE: Examiner correction

Hi Melissa,

Thanks for your quick response. I think I understand the hesitation to respond, as generally school closures are not a topic we want to throw ourselves into when not asked about and DCPS did not commission IFF, but I’d like to ask DCPS to reconsider on this one, please, for a few reasons:

- DME was not asked about school closures either, we were just asked to give Lisa G. a call about her upcoming article, which we did not, we just provided a very bland statement about the report.
- We think it is very important that DCPS and DME continue to message the same thing and start providing the appearance of being coordinated and on the same page.

In addition, if your concern is about including the IFF statement in there, we can take that out. It is more important for us to have a joint response than to include the IFF piece.

Thanks,

Jennifer

Jennifer Guste Leonard  
Chief of Staff  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave, NW, Suite 307  
Washington, DC 20004  
(202) 727-0953 (office)  
(202) 257-4056 (cell)  
(202) 727-8198 (fax)  
Jennifer.Leonard@dcmail.gov  
dme.dc.gov
Hey Marc –

I think in this case, it’s probably best if you correct on your own. We weren’t contacted for the story. Feel free to cc me though if you want. I also think for the purpose of this story, you might want to emphasize your correction/make your bigger focus on clarifying IFF.

Good luck. Hopefully one of these days she’ll start to get it right.

Thanks,
Melissa

---

Melissa and Hassan, Lisa Gartner incorrectly reported in a piece today that the DME is “taking the lead on school closures.” It’s important to correct this statement, but we think it should be a joint correction from both DME and DCPS. See proposed language below and let me know if you’re okay with this.

Thanks
Marc

Dear Ms. Gartner,

In your piece on the DC Auditor’s report on the 2008 school closings you wrote: “The deputy mayor for education is responsible for school facilities and has taken the lead on the upcoming closures. In January, Wright released a study recommending that 36 DC Public Schools campuses be closed or turned around, possibly as charter schools. Ten charter schools were recommended for closure.”

We, both DME and DCPS, wanted to note an in accuracy here and request a correction. Although the Deputy Mayor supports the Chancellor and works closely with DCPS on its decisions regarding school capacity issues, ultimately DCPS will make its own decisions on which schools to recommend to the Mayor for consolidation and closure.

Additionally, the DC School Quality Report was not produced to guide DCPS closure decisions. It was commissioned to identify the top 10 communities in the District with the greatest need for high quality educational seats and to explore long-term options on how to expand the number of these seats for District students.

Please note the correction and if you have any further questions, please feel free to contact me or Melissa Salmanowitz at DCPS.

Thanks
Marc
Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
I can give Jennifer a call.

From: Salmanowitz, Melissa (DCPS)
To: Ruda, Lisa M. (DCPS); Weber, Peter (DCPS)
Sent: Mon Sep 10 16:30:32 2012
Subject: FW: Examiner correction

Not sure what to do now?

From: Leonard, Jennifer (EOM)
Sent: Monday, September 10, 2012 3:55 PM
To: Salmanowitz, Melissa (DCPS); Bleyer, Marc (EOM); Charles, Hassan (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: RE: Examiner correction

Hi Melissa,

Thanks for your quick response. I think I understand the hesitation to respond, as generally school closures are not a topic we want to throw ourselves into when not asked about and DCPS did not commission IFF, but I’d like to ask DCPS to reconsider on this one, please, for a few reasons:

- DME was not asked about school closures either, we were just asked to give Lisa G. a call about her upcoming article, which we did not, we just provided a very bland statement about the report.
- We think it is very important that DCPS and DME continue to message the same thing and start providing the appearance of being coordinated and on the same page.

In addition, if your concern is about including the IFF statement in there, we can take that out. It is more important for us to have a joint response than to include the IFF piece.

Thanks,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 307
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov
Hey Marc –

I think in this case, it's probably best if you correct on your own. We weren't contacted for the story. Feel free to cc me though if you want. I also think for the purpose of this story, you might want to emphasize your correction/make your bigger focus on clarifying IFF.

Good luck. Hopefully one of these days she'll start to get it right.

Thanks,
Melissa

Melissa and Hassan,
Lisa Gartner incorrectly reported in a piece today that the DME is “taking the lead on school closures.” It's important to correct this statement, but we think it should be a joint correction from both DME and DCPS. See proposed language below and let me know if you’re okay with this.

Thanks
Marc

Dear Ms. Gartner,
In your piece on the DC Auditor’s report on the 2008 school closings you wrote: “The deputy mayor for education is responsible for school facilities and has taken the lead on the upcoming closures. In January, Wright released a study recommending that 36 DC Public Schools campuses be closed or turned around, possibly as charter schools. Ten charter schools were recommended for closure.”

We, both DME and DCPS, wanted to note an in accuracy here and request a correction. Although the Deputy Mayor supports the Chancellor and works closely with DCPS on its decisions regarding school capacity issues, ultimately DCPS will make its own decisions on which schools to recommend to the Mayor for consolidation and closure.

Additionally, the DC School Quality Report was not produced to guide DCPS closure decisions. It was commissioned to identify the top 10 communities in the District with the greatest need for high quality educational seats and to explore long-term options on how to expand the number of these seats for District students.

Please note the correction and if you have any further questions, please feel free to contact me or Melissa Salmanowitz at DCPS.

Thanks
Marc
Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Totally agree. Of all the things for us to correct, this one seems the least critical.

The IFF issue (around closing recommendations) needs to be clarified, but I think Marc can do that. They rest seems like overkill and agencies (who all report to the same boss) splitting hairs (as DME is responsible by law for the planning side of the MPF). I’d prefer to stay out of this exchange if that is possible. If it is not, I understand.

LMR

Does this work for y’all?

Melissa and Hassan,
Lisa Gartner incorrectly reported in a piece today that the DME is “taking the lead on school closures.” It’s important to correct this statement, but we think it should be a joint correction from both DME and DCPS. See proposed language below and let me know if you’re okay with this.
Thanks
Marc

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Please note the correction and if you have any further questions, please feel free to contact me or Melissa Salmanowitz at DCPS.

Thanks
Marc

Marc Bleyer | Capital Program Manager
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave. NW, Ste. 303
Washington, DC 20004
marc.bleyer@dc.gov

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
I actually think that this boils down to a question of whether or not you want to go forward with the school-based scorecards with ratings to go out this fall/winter. The idea is that we would give school-based ratings in four categories (not one overall rating for the school) and that we would give parents a tool so that they could compare two schools by weighting the different ratings in different ways.

The upside is that it would provide good transparency to parents and would help focus our schools. It will also keep us in the data race with charter schools.

The downside is that ratings would come out shortly before school closing are announced and we may close schools with high rankings in some things. It is also always stressful for principals to see their schools ranked. Finally, ODA doesn’t have a ton of capacity, so it will be difficult to do this well.

I’m happy to put together a presentation so you can weigh the options better or to meet with Cate to save you the time. Let me know what works best for you.

From: Williams-Skelton, Angela (DCPS)  
Sent: Friday, September 07, 2012 9:04 AM  
To: Henderson, Kaya (DCPS)  
Cc: Weber, Peter (DCPS)  
Subject: RE: Scorecard Meeting Request

Got it.

From: Henderson, Kaya (DCPS)  
Sent: Thursday, September 06, 2012 7:21 PM  
To: Williams-Skelton, Angela (DCPS)  
Cc: Weber, Peter (DCPS)  
Subject: Re: Scorecard Meeting Request

Have Pete figure out what I need to be in and what I don't.

Kaya Henderson  
Sent from my iPad

On Sep 6, 2012, at 7:15 PM, "Williams-Skelton, Angela (DCPS)" <angela.williams-skelton@dc.gov> wrote:

Sent from my iPhone

Angela Williams-Skelton  
Executive Assistant  
to Chancellor Henderson  
Cell# 202-306-3394  
Desk# 202-535-1581
Begin forwarded message:

From: "Nomdedeu, Victoria (DCPS)" <victoria.nomdedeu@dc.gov>
Date: September 6, 2012 5:10:36 PM EDT
To: "Williams-Skelton, Angela (DCPS)" <angela.williams-skelton@dc.gov>
Subject: Scorecard Meeting Request

Hi Angie,

Cate would like to schedule a 30-minute meeting with the Chancellor and Pete as soon as possible to discuss plans for this year's Scorecards. She and Greg will need to make some time-sensitive decisions.

When is the earliest we can get on the Chancellor's schedule between 9/10-9/19?

Also, could you please let me know when the Chancellor plans to be out of the office for extended times between now and December 1st? We have several steps in the Scorecard project plan that are contingent on the Chancellor. I want to make sure they plan around periods of time that she might be out of the office for a week or more.

Any help that you can provide would be very appreciated!

Thanks,

Victoria Nomdedeu
Executive Coordinator

District of Columbia Public Schools
Office of Data and Accountability
1200 First Street, NE
Washington, DC 20002
T: 202 442 4763
M: 202 744 7689
F: 202 442 5793
E: victoria.nomdedeu@dc.gov
W: dcps.dc.gov

Plan TODAY for what's on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Here are the things that I thought were missing:

OFPE – welcome back to school events. JR is sending out a package of information to principals
OCAO – professional development days schedule, CTE plan, VIS plan (did we ever get briefed on that in MT?), update on rollout of Math curriculum,
Schools – Kramer, what are the comprehensive school plans this year?, New ESEA categories for schools – how are they being announced.

Otherwise, I’m good with your agenda. I’m going to talk about communications, JR isn’t ready to announce the Shereen change yet (her replacement fell through and her team doesn’t know yet). We can do that next week.

I’ll send my report to you in 15 min. then I can send the batch out with the proposed agenda.

Nathaniel sent his in on Friday. Was Jason’s weekly HR update on Thursday his weekly report?

LMR

Agree on talking about the working group stuff at chiefs, but I’m not positive just what to say. Let me think about that for a bit.

I’m missing reports from Jason, Nathaniel, and me. Is that everyone? Giving Kaya copies now since she wasn’t on the original emails in many cases.

On MT, I think we need to do boundaries, tie up ERS and introduce the working group stuff --- although I think we should throw the working group stuff out there today at chiefs to begin the process.

Here are my other notes for chiefs:

• Boundaries Update (AdG): Where are we, what are next steps (particularly the public facing ones). JR has this on her update also as saying they (COO/OFPE) have a plan that needs to be presented to the
Chancellor. We need either to do this at MT this week or get a preview at Chiefs. Here is the deal: I do not think a ton of folks are tuned into the “public” facing portion of this plan. This will also need to be a Mayor item – but we need details and want those details reviewed with the Chancellor before she presents. For me, this is an item for the 9/12 Mayor’s meeting.

- River Terrace ES Meeting (AdG/JR): What’s the plan and what are we discussing at the meeting? I want to be certain of what we are saying – particularly if we talk about the future of Mamie D. Lee and Sharpe Health.

- Parent Guide (JR): Update the chiefs as to what it is, expectations and timeline. It’s in her report, but think the short project timeline warrants a verbal update to chiefs so they know what this is (policy compilation) and what it is not (policy creation).

- IT Project (AdG): What is it and how will decisions be made? New item in AdG’s report.

- Library Group (CW or JR): What is the purpose and any deliverables/timelines? I’m not sure all the chiefs know what the Chancellor committed and what the group is doing. We want to avoid some of the lessons we learned from the internally led DCPS working group on Ward 5.

From: Weber, Peter (DCPS)
Sent: Tuesday, September 04, 2012 9:01 AM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Chiefs

I need to look at the last couple reports and then we can compare lists. I think we have to address the communications things. Hard to leave it hanging out there. Shouldn’t take more than 10 min to review the topic. I can have a quick amendment to the directions for the weekly report to cover it. Talked to Josephine who liked the general configuration. We haven’t talked about when to unveil though.

What are your thoughts on MT? I’m feeling the need to figure out how to wrap up ERS and our working group stuff.

From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, September 04, 2012 8:57 AM
To: Weber, Peter (DCPS)
Subject: Chiefs

Assuming we are doing it today, let me know what you are thinking of any agenda. I read the weekly reports that came in before Monday, so I can put a couple of items together as an agenda but wanted to get some thoughts on how you want to handle “the” Communications Council (if at all).

LMR

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
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LMR

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Here are my proposed talkers for kaya, my groupings (Carey is out and Hassan isn't on MT anymore) and some summary questions.

Not sure I totally understand your question for me on the slide.

Hi –

Attached is the PPT draft for tomorrow. Slides 7 and 8 have places for you to put in teams and discussion questions. Slide 5 has a question for you on one of the goals. Feel free to make changes directly to this and send me back the final version, or send me the things you want me to put in. I am thinking we will want to print a few copies of slides 3-6, just for people to have in front of them for tomorrow during the activity.

Kristen
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<td>Strategy</td>
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<td>4</td>
<td>Revise School Budgeting Process</td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
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<td>5</td>
<td>Use of non-teaching staff</td>
<td>maximize funding for direct student supports</td>
<td>Establish benchmarks for staffing based on best practices (e.g. number of students per office staff member)</td>
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<td>6</td>
<td>Use of HE teachers</td>
<td>Our most HE teachers will teach our students with the greatest needs in their schools</td>
<td>Articulate how schools should use HE teachers to improve educational outcomes</td>
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<td>7</td>
<td>Use of HE teachers (district)</td>
<td>Our HE teachers will teach at the schools with the greatest student needs</td>
<td>Articulate a goal to ensure HE teachers work at lowest performing schools</td>
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<td>8</td>
<td>Staff Teaming</td>
<td>Teachers will have regular, scheduled time with a group of teachers (including at least one HE) in the same grade or subject.</td>
<td>Articulate what a good school-based team looks like and what it does *Key purposes of team(s) *Amount and use of collaborative time *Required expert support</td>
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<td>9</td>
<td>Improve scheduling</td>
<td>All school schedules align to the school's academic plan including increased time in core subjects for those with the greatest needs</td>
<td>Articulate what a high quality schedule looks like for elementary, middle, and high schools</td>
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<td>10</td>
<td>Student grouping</td>
<td>Ensure student groups/group sizes match student needs (e.g. small groups for students with greatest needs)</td>
<td>Define effective student grouping that addresses the needs of students and avoids tracking</td>
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<td>11</td>
<td>Social Emotional Supports</td>
<td>Dramatically reduce S/E barriers to learning</td>
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<td>how do you fit the budget stuff in</td>
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<td><strong>Analyze</strong></td>
<td><strong>Research</strong></td>
<td><strong>Role Definition (responsibility, accountability, selection criteria)</strong></td>
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<td>4</td>
<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
<td>Evaluate how schools use non-instructional staff, what the current roles are, and where individual schools have inefficiencies</td>
<td>Define new non-instructional staff roles that align to schools' needs rather than current staff. (e.g. eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
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<td>Provide individual schools with their progress against established benchmarks</td>
<td>Evaluate the most effective models for using HE teachers in schools</td>
<td>Specifically articulate how schools should use HE teachers for shared planning time, small group work with low performing students, regular instruction</td>
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<td>6</td>
<td>provide individual schools with data on their use of HE teachers for lowest performing students</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
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<td>7</td>
<td>Evaluate current distribution of HE teachers (particularly those in core subjects) in 40/40 schools vs. others</td>
<td>Evaluate staff teaming methods and supports that work well in other districts</td>
<td>Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership</td>
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<td>Evaluate current supports to establish whether schools currently have the systems in place for effective teaming *e.g. number of minutes for collaborative time, teacher-expert ratio, etc.</td>
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<td>Establish clear metrics for evaluating schedules (e.g. time in core subjects, time for team meetings)</td>
<td>Evaluate</td>
<td>Clarify who is responsible for scheduling</td>
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<td>Evaluate how students are currently grouped in classes and continue to track student assignment</td>
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<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
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<td>16</td>
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<td>17</td>
<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
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<td>18</td>
<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
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<td>19</td>
<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
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**OCAO**

**OFPE**

**Communications**
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<td>3</td>
<td><strong>Effect of Budget Timeline Change</strong></td>
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<td>4</td>
<td>Schools have more time to evaluate their use of staff</td>
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<td>Schools can identify recruitment needs and needed grade assignment changes early</td>
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<td>District can work to redistribute teachers earlier</td>
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<td>Time to work on scheduling to ensure shared planning time</td>
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<td>Schools have more time to establish schedules that maximize shared planning time and improved student grouping</td>
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<td>Schools can engage teachers in a conversation about grade assignments and student grouping</td>
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<td>Strategy</td>
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<td><strong>Team support:</strong></td>
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<td><strong>Support highly</strong></td>
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<td><strong>Teams share</strong></td>
<td><strong>Articulate what a</strong></td>
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<td><strong>Key purposes of</strong></td>
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**Note:** The table is structured with columns labeled A (Strategy), B (Goal), C (Define), and D (Analyze) and rows detailing specific points of a strategy for supporting highly effective teaching teams. Each point is elaborated in the respective columns.
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<tr>
<td>1</td>
<td>Research</td>
<td>Role Definition (responsibility, accountability, selection criteria)</td>
<td>Train/Model</td>
<td>Other</td>
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<td>Budget process/timeline change</td>
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<td>2</td>
<td>Evaluate staff teaming methods and supports that work well in other districts</td>
<td>Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership</td>
<td>*Models for teaming *Training and support for team leaders *Protocols for use of collaborative time</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction</td>
<td>Consolidate teacher time outside the student day</td>
<td>*Link investment in instructional leader positions to teacher capacity, and make the choice of position type more flexible (AP vs. coach vs. teacher leader *Timeline change: schedule developed before budget to ensure schools make deliberate tradeoffs as necessary to pay for investments in expertise and collaborative time</td>
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<td>OCAO researches promising practices</td>
<td>HR/OCAO...</td>
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DCPS 006803
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<td><strong>Strategy</strong></td>
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<td>Revise School Budgeting Process</td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
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<td>4</td>
<td>Use of non-teaching staff *Note, this is linked to team support and integrating social emotional support, as significant numbers of non-teacher FTE are tied up in these areas. *Resources prioritized to core instruction *Individual staff members' responsibilities match skill level and expertise (not paying APs to do lunch duty) *Technology and outside resources leveraged where they can provide lower cost and higher quality services over the long-term</td>
<td>*Articulate goals/principles for resource effective non-teacher staffing decisions *Establish benchmarks for staffing ratios across various categories of non-teaching staff (note: I think this will be really hard given variation...)</td>
<td>*Provide individual schools with their progress against established benchmarks *Evaluate the extent to which school practices are consistent with other principles and identify common inefficiencies</td>
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<tr>
<td>5</td>
<td>Use of HE teachers (district)</td>
<td>Our HE teachers will teach at the schools with the greatest student needs</td>
<td>Articulate a goal to ensure HE teachers work at lowest performing schools</td>
<td>Evaluate current distribution of HE teachers (particularly those in core subjects) in 40/40 schools vs. others</td>
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<td>6</td>
<td>Teacher assignment: More deliberately assign teachers to better match expertise to student need, and deliberately create teams with balanced expertise.</td>
<td>Articulate goals/principles for effective teacher assignment</td>
<td>Provide individual schools with data on the extent to which their assignment decisions align with goals/principles, including (1) assessment of expertise gaps within teams and (2) the percent of teachers who are highly effective by subject, grade, and student performance group</td>
<td>Where central data is not available, support schools to track, review and report key metrics</td>
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<td>3</td>
<td>Research</td>
<td>Role Definition (responsibility, accountability, selection criteria)</td>
<td>Pilot</td>
<td>Full</td>
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<td>4</td>
<td>Research best practice and cost efficient models for non-teacher staffing</td>
<td>Define new non-instructional staff roles that better align to schools' needs rather than current staff. (e.g. eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
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<td>5</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
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<td>Pilot</td>
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<td>Hold Accountable</td>
<td>Other</td>
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<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Hold principals accountable for resource efficiency metrics related to non-instructional staffing</td>
<td>Develop partnerships: help schools develop partnerships in areas where outside resources can provide services at lower cost and higher quality</td>
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<td>5</td>
<td>Flood a small number of schools with HE teachers</td>
<td>Bring teams of HE teachers to low performing schools, only staff reconstituted schools with HE teachers</td>
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<td>6</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>Hold principals accountable for metrics related to effective teacher assignment</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact. Link: differentiated roles</td>
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<td>3</td>
<td><strong>Central Office Support Needed</strong></td>
<td><strong>Budget Timeline Change</strong></td>
<td><strong>Budget Allocations Change</strong></td>
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<td>4</td>
<td>Budget team able to comply with requirements and to provide support in key strategies. ODA provides data to schools</td>
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<td>5</td>
<td>HR and HC evaluate current staffing and revise positions</td>
<td>Nov-Dec schools receive data and support on non-instructional staff choices in order to prepare for the January budget process.</td>
<td>Allocations of non-instructional staff change over time</td>
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<td>6</td>
<td>HR/HC establish inducements for HE teachers to go to low performing schools. OCAO provides training and support to HE teachers new to low performing schools.</td>
<td>District can work to redistribute teachers earlier</td>
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<td>7</td>
<td>HR and HC identify and staff HE teachers; OCAO provide supports and guidance for HE teachers.</td>
<td>Schools make preliminary teacher assignments to grades, subjects, and teams early enough to identify specific recruitment needs to drive recruitment and selection as well as in time to notify existing teachers of any assignment changes and provide necessary PD.</td>
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| Differentiated roles: Increase teacher role differentiation | *Each teacher's unique strengths are leveraged*  
*The impact of highly effective teachers is maximized (and the impact of minimally effective teachers is minimized)*  
*Every student has a highly effective teacher responsible for his/her instruction* | Articulate goals/principles for differentiated roles | Support schools in tracking, reviewing, and reporting data to evaluate themselves against goals/principles, including:  
*The percent of students who have a highly effective teacher responsible for their instruction*  
*Evidence of other principles (i.e. the ways they are maximizing highly effective teachers and leveraging individual teacher strengths through roles)* |
| Team support: support highly effective teaching teams | *Teams share sufficient planning time that is used well, with teams that share learning goals meeting for at least 90 minutes per week*  
*An instructional expert assigned to plan and facilitate CPT, with accountability for improving collective performance*  
*Teaching teams have access to real-time formative assessment data organized to support planning* | Articulate what a good school-based team looks like and what it does  
*Key purposes of team(s)*  
*Amount and use of collaborative time*  
*Required expert support* | Evaluate current supports to establish whether schools currently have the systems in place for effective teaming  
*e.g. number of minutes for collaborative time, teacher-expert ratio, etc.* |
| Scheduling and use of time: Better match school schedules/use of time to student need and school priorities | *The master schedule is aligned to the school’s instructional model, maximizes time on core academics and addresses highest priority student needs*  
*Systems exist for the ongoing adjustment of time and instructional programs in response to data on student progress*  
*Sufficient total time exists for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond core* | Articulate goals/principles for effective use of time for elementary, middle, and high schools | Provide individual schools with data evaluating use of time against goals and principles of effective use (e.g. percent of time on core subjects by student performance group) |
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| 8 | Research models for differentiated roles that meet the goals/principles established and fit with the needs and characteristics of DCPS schools | Develop a bank of teacher leader role descriptions that are a part of a formal career ladder (aligned with LIFT)  
Bank should include teacher team leader role  
Schools retain flexibility to choose roles that best meet their needs  
Link: team support |                                                                  | *Provide model schedules and staffing plans for implementation of differentiated roles  
*Develop training and support aligned to differentiated roles, including teacher team leader role  
Link: team support |                                                                                                                                                                                                 |
| 9 | Research staff teaming methods and supports that work well in other districts | Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership  
Link: differentiated teacher roles | In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented | *Models for teaming  
*Training and support for team leaders  
*Protocols for use of collaborative time |                                                                                                                                                                                                 |
| 10| Research master schedules and structures for adjusting ongoing use of time that work well in other districts. | Clarify who is responsible for scheduling (and what accountabilities scheduling responsibilities entail) and offer support/training to this person. | Provide intensive scheduling help to 40/40 schools | Establish schedules that allow students to schedule time at multiple high schools  
Provide schools with scheduling strategies that achieve goals/principles  
Provide schools with several versions of full model schedules that achieve goals/principles, and align with different school sizes, grade spans, etc.  
Ensure curriculum tools and professional development is available as necessary to support schools in adopting effective scheduling/time use strategies |                                                                                                                                                                                                 |
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<td>8</td>
<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
<td>Hold principals accountable for metrics related to effective team in a box centrally to free teams to spend time on individualizing instruction</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction</td>
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<tr>
<td>9</td>
<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
<td>Hold principals accountable for metrics related to effective scheduling/use of time (e.g. % of time on ELA and math for non-proficient students, etc.)</td>
<td>Lengthen school day in schools where most students need additional time in ELA and math in order to protect students' ability to engage in non-core</td>
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<td>8</td>
<td>OCAO establishes trainings for teams and team leaders</td>
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<td><strong>Timeline change:</strong> schedule developed before budget to ensure schools make deliberate tradeoffs as necessary to pay for investments in expertise and collaborative time</td>
<td>*Link investment in instructional leader positions to teacher capacity, and make the choice of position type more flexible (AP vs. coach vs. teacher leader)</td>
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<td>OCAO improves scheduling capacity</td>
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<td>Schools create initial framework for master schedule and plan for number and types of courses that will be offered in the fall, in preparation for budget in the winter.</td>
<td>Schools with large numbers of students who are significantly behind receive additional teacher resources to be used to extend time (depending on school needs, these $ could alternatively be used to reduce group size or bring in additional expert support during existing time).</td>
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| **Student grouping: better match student grouping to need** | *Prioritize class sizes and teacher loads by grade, subject, and student need*  
*Implement systems for ongoing adjustment of group size, talent, and technology based on student progress* | Articulate goals/principles for effective grouping that addresses the needs of students and avoids tracking principles (as feasible)  
Where central data is not available, support schools to track, review and report key metrics |  |
| **Integrate Social Emotional Supports** | *Organize structures that foster personal relationships between teachers and students*  
*Integrate tier 1 social emotional/behavior supports into regular classroom instruction*  
*Provide targeted tier 2 and tier 3 social emotional supports as necessary* | Articulate goals/principles for effective and efficient social emotional supports  
Where central data is not available, support schools to track, review and report key metrics |  |

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18 these are examples

19 how do you fit the budget stuff in

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| **Research strategies and structures supporting effective grouping and ongoing adjustment of talent and technology to meet student need** | Define differentiated teacher roles as necessary to support effective grouping models |   |   | *Provide suggested strategies to support effective grouping (e.g. special education inclusion, co-teaching, integrating technology, etc.)*
|   | Link: differentiated roles |   |   | *Provide schedule and staffing templates that organize resources to execute various strategies, aligned to different school sizes, resource levels, and needs*
|   |   |   |   | *Ensure curriculum tools and professional development is available as necessary to support schools in adopting suggested strategies*
|   |   |   |   | Link: teacher assignment and team support
| **Research models for effective and efficient social and emotional supports** | Provide schools with new models of roles for social emotional support staff that include responsibility for (1) building teacher capacity to support tier 1 needs and (2) running systems of identification/triage for tier 2 and tier 3 needs |   |   | *Strategies and tools for integrating tier 1 social emotional/behavioral support into core instruction, including schedule and staffing templates and teaming models*
|   |   |   |   | *Training and ongoing support for social emotional support staff*
|   |   |   |   | *Model systems of identification and triage for tier 2 and tier 3 needs that are integrated with core instruction*
|   |   |   |   | *Model school-wide systems and routines supporting positive culture*
|   |   |   |   | *Integrate social emotional skill building into curriculum tools in core subject areas*
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| 18 | Budget Structure | OSE |   | OCAO |
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<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>Hold principals accountable for metrics related to effective grouping (e.g. class size in ELA vs. non-core, etc.)</td>
<td>Revise IEPs to accommodate effective grouping models</td>
<td>Evolve IMPACT to accommodate teacher team configurations that share accountability for common students</td>
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<td>Hold principals accountable for metrics related to effective social emotional support systems</td>
<td>Create accountability for integration by adding measures related to supporting tier 1 SE needs to IMPACT</td>
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18 OFPE Communications
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| OCAO provides training for teachers for teaching small groups of high need students and larger groups of more successful students | Schools create initial framework for student grouping in the fall, in preparation for budget in the winter. | Increase integration of GenED and SPED staffing within budget allocations
Schools with large numbers of students who are significantly behind receive additional teacher resources to be used to reduce group size in high priority areas through effective models and strategies (depending on school needs, these $ could alternatively be used to extend time or bring in additional expert support during existing time). |
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| 12 | Schools must think through spending on social emotional support together with scheduling, grouping, and teaming structures that underlie improved integration of social emotional support with core instruction. | Once schools increase classroom teacher capacity to provide social emotional/behavior support, scale back allocation of non-teacher social emotional support staff |
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<td>budget change too is hard to explain at the same time</td>
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<td>Revise School Budgeting Process</td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
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<td>Reduce spending on non-instructional staff</td>
<td>*Use only the minimum non-instructional staff members to maintain function, culture and customer service standards of school. Redirect savings to direct student services.</td>
<td>*Articulate goals/principles for resource effective non-teacher staffing decisions</td>
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<td>5</td>
<td>Use of HE teachers (district)</td>
<td>Our HE teachers will teach at the schools with the greatest student needs</td>
<td>Articulate a goal to ensure HE teachers work at lowest performing schools</td>
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<td>6</td>
<td>Integrate Social Emotional Supports</td>
<td>*Organize structures that foster personal relationships between teachers and students *Integrate tier 1 social emotional/behavior supports into regular classroom instruction *Provide targeted tier 2 and tier 3 social emotional supports as necessary</td>
<td>Articulate goals/principles for effective and efficient social emotional supports</td>
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<td>Research</td>
<td>Role Definition (responsibility, accountability, selection criteria)</td>
<td>Pilot</td>
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<td>4</td>
<td>Research best practice and cost efficient models for non-teacher staffing</td>
<td>Define new non-instructional staff roles that better align to schools' needs rather than current staff. (e.g. eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
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<td>6</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
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<td>7</td>
<td>Establish district-wide approach to social and emotional supports.</td>
<td>Provide schools with new models of roles for social emotional support staff that include responsibility for (1) building teacher capacity to support tier 1 needs and (2) running systems of identification/triage for tier 2 and tier 3 needs</td>
<td>Train staff, revise roles, and implement tier 1 supports in 40/40 schools</td>
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<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Develop partnerships: help schools develop partnerships in areas where outside resources can provide services at lower cost and higher quality</td>
<td>Hold principals accountable for resource efficiency metrics related to non-instructional staffing</td>
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<td>Flood a small number of schools with HE teachers</td>
<td>Bring teams of HE teachers to low performing schools, only staff reconstituted schools with HE teachers</td>
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<td>Hold principals accountable for metrics related to effective social emotional support systems</td>
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<td>8</td>
<td>Better use Highly Effective teachers</td>
<td>Ensure that the most highly effective teachers work with the students with the greatest needs.</td>
<td>Define how highly effective teachers can be better used in schools. Include use of HE teachers as grade or subject team leaders, as instructors for small groups of high need students, and as non-core teachers who emphasize reading and math.</td>
<td>Review each school’s use of HE teachers to determine if they are being effectively used as team leaders or working with high need students.</td>
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| 9 | Differentiated roles: Increase teacher role differentiation | *Each teacher’s unique strengths are leveraged*  
*The impact of highly effective teachers is maximized (and the impact of minimally effective teachers is minimized)* | Articulate principles for differentiated roles | Support schools in tracking, reviewing, and reporting data to evaluate themselves against goals/principles, including: |
| 10 | Team support: support highly effective teaching teams | *Teams share sufficient planning time to allow for structured, weekly planning and review of student performance.*  
*There is an identified and dedicated individual leading each team*  
*Teaching teams have access to real-time formative assessment data organized to support planning* | Articulate what a good school-based team looks like and what it does  
*Key purposes of team(s)*  
*Amount and use of collaborative time*  
*management and support of teams* | Evaluate current supports to establish whether schools currently have the systems in place for effective teaming  
e.g. number of minutes for collaborative time, teacher-expert ratio, etc. |
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<td>In select schools, review scheduling of HE teachers before completing staffing decisions.</td>
<td>Require all schools to undergo a review of use of HE teachers in budget/scheduling/staffing process</td>
<td>Chief of Schools/CoS</td>
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<td>2.</td>
<td>Research models for differentiated roles that meet the goals/principles established and fit with the needs and characteristics of DCPS schools</td>
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<td>4.</td>
<td>Research staff teaming methods and supports that work well in other districts</td>
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*Provide model schedules and staffing plans for implementation of differentiated roles*
*Develop training and support aligned to differentiated roles, including teacher team leader role*
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<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students.</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact.</td>
<td>Hold principals accountable for metrics related to effective teacher assignment.</td>
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<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented.</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings.</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction.</td>
<td>Consolidate teacher time outside the student day.</td>
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<td>Link: teacher assignment</td>
<td>Hold principals accountable for metrics related to effective role differentiation.</td>
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| 11| Scheduling and use of time: Better match school schedules/use of time to student need and school priorities | *The master schedule is aligned to the school’s instructional model, maximizes time on core academics and addresses highest priority student needs  
*Systems exist for the ongoing adjustment of time and instructional programs in response to data on student progress  
*Sufficient total time exists for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond core | Articulate goals/principles for effective use of time for elementary, middle, and high schools | Provide individual schools with data evaluating use of time against goals and principles of effective use (e.g. percent of time on core subjects by student performance group) |
| 12| Student grouping: better match student grouping to need           | *Prioritize class sizes and teacher loads by grade, subject, and student need  
*Implement systems for ongoing adjustment of group size, talent, and technology based on student progress | Articulate goals/principles for effective grouping that addresses the needs of students and avoids tracking | Provide individual schools with data evaluating current groupings against principles (as feasible)  
Where central data is not available, support schools to track, review and report key metrics                                                                                           |
<p>| 13|                                                                  |                                                                                                                                      | OCAO                                                                                                                                  | OCA/OCAO                                                                                                                                     |
| 14|                                                                  |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |
| 15|                                                                  |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |
| 16|                                                                  |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |
| 17|                                                                  |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |
| 18|                                                                  |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |
| 19| these are examples                                                |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |
| 20| how do you fit the budget stuff in                               |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |
| 21| budget change too is hard to explain at the same time             |                                                                                                                                      |                                                                                                                                     |                                                                                                                                                    |</p>
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<td>Research master schedules and structures for adjusting ongoing use of time that work well in other districts.</td>
<td>Clarify who is responsible for scheduling (and what accountabilities scheduling responsibilities entail) and offer support/training to this person.</td>
<td>Provide intensive scheduling help to 40/40 schools and require that schedules with teacher assignments are reviewed as part of the budget/scheduling/staffing process</td>
<td>Require all schools to undergo a review of schedules in budget/scheduling/staffing process</td>
<td>Provide schools with scheduling strategies that achieve goals/principles</td>
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<td>Provide schools with several versions of full model schedules that achieve goals/principles, and align with different school sizes, grade spans, etc.</td>
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<td>Ensure curriculum tools and professional development is available as necessary to support schools in adopting effective scheduling/time use strategies</td>
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<td>Research strategies and structures supporting effective grouping and ongoing adjustment of talent and technology to meet student need</td>
<td>Establish teacher roles for smaller groups of high need students</td>
<td>Provide intensive student grouping assistance to 40/40 schools with periodic reviews of their method for grouping and instructional strategies</td>
<td>Require all schools to undergo an analysis of their strategies for student grouping</td>
<td>*Provide suggested strategies to support effective grouping (e.g. special education inclusion, co-teaching, integrating technology, etc.)</td>
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<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
<td>Lengthen school day in schools where most students need additional time in ELA and math in order to protect students' ability to engage in non-core</td>
<td>Improve after-school programming to better leverage these resources to extend time for high need students</td>
<td>Hold principals accountable for metrics related to effective scheduling/use of time (e.g. % of time on ELA and math for non-proficient students, etc.)</td>
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<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>Revise IEPs to accommodate effective grouping models</td>
<td>OSE</td>
<td>Hold principals accountable for metrics related to effective grouping (e.g. class size in ELA vs. non-core, etc.)</td>
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<td>4</td>
<td>Revise School Budgeting Process</td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
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<td>5</td>
<td>Use of non-teaching staff</td>
<td>maximize funding for direct student supports</td>
<td>Establish benchmarks for staffing based on best practices (e.g. number of students per office staff member)</td>
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<td>6</td>
<td>Use of HE teachers</td>
<td>Our most HE teachers will teach our students with the greatest needs in their schools</td>
<td>Articulate how schools should use HE teachers to improve educational outcomes</td>
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<td>7</td>
<td>Use of HE teachers (district)</td>
<td>Our HE teachers will teach at the schools with the greatest student needs</td>
<td>Articulate a goal to ensure HE teachers work at lowest performing schools</td>
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<td>8</td>
<td>Staff Teaming</td>
<td>Teachers will have regular, scheduled time with a group of teachers (including at least one HE) in the same grade or subject.</td>
<td>Articulate what a good school-based team looks like and what it does</td>
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<td>9</td>
<td>Improve scheduling</td>
<td>All school schedules align to the school’s academic plan including increased time in core subjects for those with the greatest needs</td>
<td>Articulate what a high quality schedule looks like for elementary, middle, and high schools</td>
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<td>10</td>
<td>Student grouping</td>
<td>Ensure student groups/group sizes match student needs (e.g. small groups for students with greatest needs)</td>
<td>Define effective student grouping that addresses the needs of students and avoids tracking</td>
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<td>Social Emotional Supports</td>
<td>Dramatically reduce S/E barriers to learning</td>
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<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
<td>Evaluate how schools use non-instructional staff, what the current roles are, and where individual schools have inefficiencies</td>
<td>Define new non-instructional staff roles that align to schools' needs rather than current staff (e.g. eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
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<td>5</td>
<td>Provide individual schools with their progress against established benchmarks</td>
<td>Evaluate the most effective models for using HE teachers in schools</td>
<td>Specifically articulate how schools should use HE teachers for shared planning time, small group work with low performing students, regular instruction</td>
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<td>provide individual schools with data on their use of HE teachers for lowest performing students</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
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<td>Evaluate current distribution of HE teachers (particularly those in core subjects) in 40/40 schools vs. others</td>
<td>Evaluate staff teaming methods and supports that work well in other districts</td>
<td>Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership</td>
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<td>Evaluate current supports to establish whether schools currently have the systems in place for effective teaming (e.g. number of minutes for collaborative time, teacher-expert ratio, etc.)</td>
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<td>Establish clear metrics for evaluating schedules (e.g. time in core subjects, time for team meetings)</td>
<td>Evaluate</td>
<td>Clarify who is responsible for scheduling</td>
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<td>Evaluate how students are currently grouped in classes and continue to track student assignment</td>
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<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Budget team able to comply with requirements and to provide support in key strategies ODA provides data to schools</td>
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<td>Provide model schedules for use of HE teachers without increasing overall staffing Provide HE teachers with training on how to work with other teachers and how to work with small groups.</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>HR and HC evaluate current staffing and revise positions</td>
<td>ODA provides data to schools</td>
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<td>Provide model schedules for use of HE teachers without increasing overall staffing Provide HE teachers with training on how to work with other teachers and how to work with small groups.</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>HR and HC identify and staff HE teachers OCAO provide supports and guidance for HE teachers</td>
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<td>Flood a small number of schools with HE teachers</td>
<td>Bring teams of HE teachers to low performing schools, only staff reconstituted schools with HE teachers</td>
<td>OCAO establishes inducements for HE teachers to go to low performing schools OCAO provides training and support to HE teachers new to low performing schools</td>
<td>OCAO provides training and support to HE teachers new to low performing schools</td>
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<td>*Models for teaming  *Training and support for team leaders  *Protocols for use of collaborative time</td>
<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
<td>OCAO establishes trainings for teams and team leaders</td>
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<td>OCAO establishes trainings for teams and team leaders</td>
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<td>provide schools with model schedules based on school sizes, and grade spans</td>
<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
<td>OCAO improves scheduling capacity</td>
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<td>11</td>
<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>OCAO provides training for teachers for teaching small groups of high need students and larger groups of more successful students</td>
<td>OCAO provides training for teachers for teaching small groups of high need students and larger groups of more successful students</td>
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**Effect of Budget Timeline Change**

- Schools have more time to evaluate their use of staff
- Schools can identify recruitment needs and needed grade assignment changes early
- District can work to redistribute teachers earlier
- Time to work on scheduling to ensure shared planning time
- Schools have more time to establish schedules that maximize shared planning time and improved student grouping
- Schools can engage teachers in a conversation about grade assignments and student grouping
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<td>Strategy</td>
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<td>2</td>
<td>Team support: Support highly effective teaching teams</td>
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<td>Articulate what a good school-based team looks like and what it does</td>
<td>Evaluate current supports to establish whether schools currently have the systems in place for effective teaming</td>
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<td><em>Teams share sufficient planning time that is used will, with teams that share learning goals meeting for at least 90 minutes per week</em></td>
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<td><em>Key purposes of team(s)</em></td>
<td><em>e.g. number of minutes for collaborative time, teacher-expert ratio, etc.</em></td>
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<td><em>An instructional expert assigned to plan and facilitate CPT, with accountability for improving collective performance</em></td>
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<td><em>Amount and use of collaborative time</em></td>
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<td><em>Teaching teams have access to real-time formative assessment data organized to support planning</em></td>
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<td><em>Required expert support</em></td>
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<td>Central Responsibilities</td>
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<td>OCAO establishes definition</td>
<td>ODA develops metrics to measure schools against definition &amp; provides easy to use reports, both to inform choices and to measure the effects of choices.</td>
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<td>Train/Model</td>
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</table>
| 2 | Evaluate staff teaming methods and supports that work well in other districts | Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership | *Models for teaming  
*Training and support for team leaders  
*Protocols for use of collaborative time  
Guided curriculum: Develop "lessons in a box" centrally to free teams to spend time on individualizing instruction  
 Consolidate teacher time outside the student day | *Link investment in instructional leader positions to teacher capacity, and make the choice of position type more flexible (AP vs. coach vs. teacher leader)  
*Timeline change: schedule developed before budget to ensure schools make deliberate tradeoffs as necessary to pay for investments in expertise and collaborative time |
| 3 | OCAO researches promising practices | HR/OCAO... | OCAO... | OCAO... | HR/contract team... | ?? |

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<td>4</td>
<td>Revise School Budgeting Process</td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
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<td>5</td>
<td>Use of non-teaching staff</td>
<td>*Note, this is linked to team support and integrating social emotional support, as significant numbers of non-teacher FTE are tied up in these areas.</td>
<td>*Resources prioritized to core instruction *Individual staff members’ responsibilities match skill level and expertise (not paying APs to do lunch duty) *Technology and outside resources leveraged where they can provide lower cost and higher quality services over the long-term</td>
<td>*Articulate goals/principles for resource effective non-teacher staffing decisions *Establish benchmarks for staffing ratios across various categories of non-teaching staff (note: I think this will be really hard given variation... )</td>
<td>*Provide individual schools with their progress against established benchmarks *Evaluate the extent to which school practices are consistent with other principles and identify common inefficiencies</td>
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<td>6</td>
<td>Use of HE teachers (district)</td>
<td>Our HE teachers will teach at the schools with the greatest student needs</td>
<td>Articulate a goal to ensure HE teachers work at lowest performing schools</td>
<td>Evaluate current distribution of HE teachers (particularly those in core subjects) in 40/40 schools vs. others</td>
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<td>Teacher assignment: More deliberately assign teachers to better match expertise to student need, and deliberately create teams with balanced expertise.</td>
<td>*Teams of teachers have needed combinations of skills and expertise, including at least one highly effective teacher *The most highly effective teachers work in the highest priority areas (subjects/student groups)</td>
<td>Articulate goals/principles for effective teacher assignment</td>
<td>Provide individual schools with data on the extent to which their assignment decisions align with goals/principles, including (1) assessment of expertise gaps within teams and (2) the percent of teachers who are highly effective by subject, grade, and student performance group</td>
<td>Where central data is not available, support schools to track, review and report key metrics</td>
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<td>Research best practice and cost efficient models for non-teacher staffing</td>
<td>Define new non-instructional staff roles that better align to schools' needs rather than current staff. (e.g., eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
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<td>Define role for HE teacher in low performing schools</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
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<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Hold principals accountable for resource efficiency metrics related to non-instructional staffing</td>
<td>Develop partnerships: help schools develop partnerships in areas where outside resources can provide services at lower cost and higher quality</td>
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<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>Hold principals accountable for metrics related to effective teacher assignment</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact. Link: differentiated roles</td>
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<td><strong>Central Office Support Needed</strong></td>
<td><strong>Budget Timeline Change</strong></td>
<td><strong>Budget Allocations Change</strong></td>
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<td>Budget team able to comply with requirements and to provide support in key strategies ODA provides data to schools</td>
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<td>5</td>
<td><strong>HR and HC evaluate current staffing and revise positions</strong></td>
<td><strong>Nov-Dec schools receive data and support on non-instructional staff choices in order to prepare for the January budget process.</strong></td>
<td><strong>Allocations of non-instructional staff change over time</strong></td>
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<td>6</td>
<td><strong>HR/HC establish inducements for HE teachers to go to low performing schools OCAO provides training and support to HE teachers new to low performing schools</strong></td>
<td><strong>District can work to redistribute teachers earlier</strong></td>
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<td><strong>HR and HC identify and staff HE teachers OCAO provide supports and guidance for HE teachers</strong></td>
<td><strong>Schools make preliminary teacher assignments to grades, subjects, and teams early enough to identify specific recruitment needs to drive recruitment and selection as well as in time to notify existing teachers of any assignment changes and provide necessary PD.</strong></td>
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|   | Differentiated roles: Increase teacher role differentiation       |                                                                     | Articulate goals/principles for differentiated roles              | Support schools in tracking, reviewing, and reporting data to evaluate themselves against goals/principles, including:  
*The percent of students who have a highly effective teacher responsible for their instruction  
*Evidence of other principles (i.e. the ways they are maximizing highly effective teachers and leveraging individual teacher strengths through roles) |
| 8 |                                                                 | *Each teacher's unique strengths are leveraged                    |                                                                  |                                                                  |
|   |                                                                 | *The impact of highly effective teachers is maximized (and the impact of minimally effective teachers is minimized) |                                                                  |                                                                  |
|   |                                                                 | *Every student has a highly effective teacher responsible for his/her instruction |                                                                  |                                                                  |
|   | Team support: support highly effective teaching teams              | *Teams share sufficient planning time that is used well, with teams that share learning goals meeting for at least 90 minutes per week | Articulate what a good school-based team looks like and what it does | Evaluate current supports to establish whether schools currently have the systems in place for effective teaming  
*e.g. number of minutes for collaborative time, teacher-expert ratio, etc. |
| 9 |                                                                 | *An instructional expert assigned to plan and facilitate CPT, with accountability for improving collective performance  
*Teaching teams have access to real-time formative assessment data organized to support planning | *Key purposes of team(s)  
*Amount and use of collaborative time  
*Required expert support |                                                                  |
|   | Scheduling and use of time: Better match school schedules/use of time to student need and school priorities | *The master schedule is aligned to the school's instructional model, maximizes time on core academics and addresses highest priority student needs  
*Systems exist for the ongoing adjustment of time and instructional programs in response to data on student progress  
*Sufficient total time exists for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond core | Articulate goals/principles for effective use of time for elementary, middle, and high schools | Provide individual schools with data evaluating use of time against goals and principles of effective use (e.g. percent of time on core subjects by student performance group) |
<p>| 10|                                                                 |                                                                  |                                                                  |                                                                  |</p>
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<td><strong>Research models for differentiated roles that meet the goals/principles established and fit with the needs and characteristics of DCPS schools</strong></td>
<td>Develop a bank of teacher leader role descriptions that are a part of a formal career ladder (aligned with LIFT) Bank should include teacher team leader role Schools retain flexibility to choose roles that best meet their needs Link: team support</td>
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<td>*Provide model schedules and staffing plans for implementation of differentiated roles *Develop training and support aligned to differentiated roles, including teacher team leader role Link: team support</td>
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<td><strong>Research staff teaming methods and supports that work well in other districts</strong></td>
<td>Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership Link: differentiated teacher roles</td>
<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
<td>*Models for teaming *Training and support for team leaders *Protocols for use of collaborative time</td>
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<td><strong>Research master schedules and structures for adjusting ongoing use of time that work well in other districts.</strong></td>
<td>Clarify who is responsible for scheduling (and what accountabilities scheduling responsibilities entail) and offer support/training to this person.</td>
<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
<td>Provide schools with scheduling strategies that achieve goals/principles Provide schools with several versions of full model schedules that achieve goals/principles, and align with different school sizes, grade spans, etc. Ensure curriculum tools and professional development is available as necessary to support schools in adopting effective scheduling/time use strategies</td>
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<td>Hold principals accountable for metrics related to effective role differentiation</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact.</td>
<td>Link: teacher assignment</td>
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<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
<td>Hold principals accountable for metrics related to effective team support (e.g. minutes for collaboration, etc.)</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction</td>
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<td>9</td>
<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
<td>Hold principals accountable for metrics related to effective scheduling/use of time (e.g. % of time on ELA and math for non-proficient students, etc.)</td>
<td>Lengthen school day in schools where most students need additional time in ELA and math in order to protect students' ability to engage in non-core</td>
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<td>Schools make preliminary teacher assignments to differentiated roles early enough to: *identify specific recruitment needs to drive recruitment and selection *to notify existing teachers of any assignment changes and provide necessary PD *to reorganize resources in the budget process to fund monetary (e.g. stipends) and non-monetary rewards (e.g. release time) for teacher leaders</td>
<td>*Flexible non-teacher position funding would allow schools to use this funding to pay for monetary and non-monetary rewards to compensate teacher leaders for taking on expert responsibilities *Budgeting based on actual teacher salary allows schools to pay for monetary and non-monetary rewards for expert teachers by deliberately changing their staffing mix.</td>
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<td>9</td>
<td>OCAO establishes trainings for teams and team leaders</td>
<td>*Link investment in instructional leader positions to teacher capacity, and make the choice of position type more flexible (AP vs. coach vs. teacher leader)</td>
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<td>10</td>
<td>OCAO improves scheduling capacity</td>
<td>Schools with large numbers of students who are significantly behind receive additional teacher resources to be used to extend time (depending on school needs, these $ could alternatively be used to reduce group size or bring in additional expert support during existing time).</td>
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OCAO improves scheduling capacity by developing an initial framework for the master schedule and plan for the number and types of courses that will be offered in the fall, in preparation for budget in the winter.
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| 11| Student grouping: better match student grouping to need | *Prioritize class sizes and teacher loads by grade, subject, and student need  
*Implement systems for ongoing adjustment of group size, talent, and technology based on student progress | Articulate goals/principles for effective grouping that addresses the needs of students and avoids tracking principles (as feasible) | Provide individual schools with data evaluating current groupings against principles (as feasible)  
Where central data is not available, support schools to track, review and report key metrics |
| 12| Integrate Social Emotional Supports | *Organize structures that foster personal relationships between teachers and students  
*Integrate tier 1 social emotional/behavior supports into regular classroom instruction  
*Provide targeted tier 2 and tier 3 social emotional supports as necessary | Articulate goals/principles for effective and efficient social emotional supports | Provide individual schools with data evaluating current structures against principles (e.g. teacher load as a measure of feasibility of student-teacher relationships)  
Where central data is not available, support schools to track, review and report key metrics |
<p>| 13| 14 | 15 | 16 |
| 17| 18 | these are examples | 19 | how do you fit the budget stuff in |</p>
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<td>11</td>
<td>Research strategies and structures supporting effective grouping and ongoing adjustment of talent and technology to meet student need</td>
<td>Define differentiated teacher roles as necessary to support effective grouping models</td>
<td>Link: differentiated roles</td>
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<td>*Provide suggested strategies to support effective grouping (e.g. special education inclusion, co-teaching, integrating technology, etc.)</td>
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<td>*Provide schedule and staffing templates that organize resources to execute various strategies, aligned to different school sizes, resource levels, and needs</td>
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<td>*Ensure curriculum tools and professional development is available as necessary to support schools in adopting suggested strategies</td>
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<td>Link: teacher assignment and team support</td>
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<td>12</td>
<td>Research models for effective and efficient social and emotional supports</td>
<td>Provide schools with new models of roles for social emotional support staff that include responsibility for (1) building teacher capacity to support tier 1 needs and (2) running systems of identification/triage for tier 2 and tier 3 needs</td>
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<td>*Strategies and tools for integrating tier 1 social emotional/behavioral support into core instruction, including schedule and staffing templates and teaming models</td>
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<td>*Training and ongoing support for social emotional support staff</td>
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<td>*Model systems of identification and triage for tier 2 and tier 3 needs that are integrated with core instruction</td>
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<td>*Model school-wide systems and routines supporting positive culture</td>
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<td>*Integrate social emotional skill building into curriculum tools in core subject areas</td>
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<td>Budget Structure</td>
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<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>Hold principals accountable for metrics related to effective grouping (e.g. class size in ELA vs. non-core, etc.)</td>
<td>Revise IEPs to accommodate effective grouping models</td>
<td>Evolve IMPACT to accommodate teacher team configurations that share accountability for common students</td>
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<td>Hold principals accountable for metrics related to effective social emotional support systems</td>
<td>Create accountability for integration by adding measures related to supporting tier 1 SE needs to IMPACT</td>
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<td>OCAO provides training for teachers for teaching small groups of high need students and larger groups of more successful students</td>
<td>Schools create initial framework for student grouping in the fall, in preparation for budget in the winter.</td>
<td>Increase integration of GenED and SPED staffing within budget allocations</td>
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<td>Schools with large numbers of students who are significantly behind receive additional teacher resources to be used to reduce group size in high priority areas through effective models and strategies (depending on school needs, these $ could alternatively be used to extend time or bring in additional expert support during existing time).</td>
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<td>Once schools increase classroom teacher capacity to provide social emotional/behavior support, scale back allocation of non-teacher social emotional support staff</td>
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<td>budget change too is hard to explain at the same time</td>
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<td><strong>Revise School Budgeting Process</strong></td>
<td><strong>Goal</strong></td>
<td><strong>Define</strong></td>
<td><strong>Analyze</strong></td>
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<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
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<td><strong>Reduce spending on non-instructional staff</strong></td>
<td>*Use only the minimum non-instructional staff members to maintain function, culture and customer service standards of school. Redirect savings to direct student services.</td>
<td>*Articulate goals/principles for resource effective non-teacher staffing decisions *Establish benchmarks for staffing ratios across various categories of non-teaching staff. ODA and OHC</td>
<td>*Provide individual schools with their progress against established benchmarks *Evaluate the extent to which school practices are consistent with other principles and identify common inefficiencies ODA</td>
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<td><strong>Use of HE teachers (district)</strong></td>
<td><strong>Articulate a goal to ensure HE teachers work at lowest performing schools</strong></td>
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<td><strong>Integrate Social Emotional Supports</strong></td>
<td>*Organize structures that foster personal relationships between teachers and students *Integrate tier 1 social emotional/behavior supports into regular classroom instruction *Provide targeted tier 2 and tier 3 social emotional supports as necessary</td>
<td>Articulate goals/principles for effective and efficient social emotional supports</td>
<td>Provide individual schools with data evaluating current structures against principles (e.g. teacher load as a measure of feasibility of student-teacher relationships) Where central data is not available, support schools to track, review and report key metrics OCAO/OYE</td>
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<td>3</td>
<td>Research</td>
<td>Role Definition (responsibility, accountability, selection criteria)</td>
<td>Pilot</td>
<td>Full</td>
<td>Train/Support/Model</td>
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<td>4</td>
<td>Research best practice and cost efficient models for non-teacher staffing</td>
<td>Define new non-instructional staff roles that better align to schools’ needs rather than current staff. (e.g. eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to establish new, aligned non-instructional positions in contracts.</td>
<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
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<td>6</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>CoS/OS</td>
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<td>Establish district-wide approach to social and emotional supports.</td>
<td>Provide schools with new models of roles for social emotional support staff that include responsibility for (1) building teacher capacity to support tier 1 needs and (2) running systems of identification/triage for tier 2 and tier 3 needs</td>
<td>Train staff, revise roles, and implement tier 1 supports in 40/40 schools</td>
<td>Train staff, revise roles, and implement supports in all schools.</td>
<td>OCAO/Chief of Schools</td>
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*Strategies and tools for integrating tier 1 social emotional/behavioral support into core instruction, including schedule and staffing templates and teaming models.*

*Training and ongoing support for social emotional support staff.*

*Model systems of identification and triage for tier 2 and tier 3 needs that are integrated with core instruction.*

*Model school-wide systems and routines supporting positive culture.*

*Integrate social emotional skill building into curriculum tools in core subject areas.*

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<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Develop partnerships: help schools develop partnerships in areas where outside resources can provide services at lower cost and higher quality</td>
<td>Hold principals accountable for resource efficiency metrics related to non-instructional staffing</td>
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<td>5</td>
<td>Flood a small number of schools with HE teachers</td>
<td>Bring teams of HE teachers to low performing schools, only staff reconstituted schools with HE teachers</td>
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<td>Hold principals accountable for metrics related to effective social emotional support systems</td>
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<tr>
<td><strong>Better use Highly Effective teachers</strong> Ensure that the most highly effective teachers work with the students with the greatest needs.</td>
<td>Define how highly effective teachers can be better used in schools. Include use of HE teachers as grade or subject team leaders, as instructors for small groups of high need students, and as non-core teachers who emphasize reading and math. OHC</td>
<td>Review each schools use of HE teachers to determine if they are being effectively used as team leaders or working with high need students. ODA/OHC</td>
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<tr>
<td><strong>Differentiated roles: Increase teacher role differentiation</strong> <em>Each teacher’s unique strengths are leveraged</em> <em>The impact of highly effective teachers is maximized (and the impact of minimally effective teachers is minimized)</em></td>
<td>Articulate principles for differentiated roles</td>
<td>Support schools in tracking, reviewing, and reporting data to evaluate themselves against goals/principles, including: ODA/OHC/OCAO</td>
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<tr>
<td><strong>Team support: support highly effective teaching teams</strong> <em>Teams share sufficient planning time to allow for structured, weekly planning and review of student performance.</em> <em>There is an identified and dedicated individual leading each team</em> <em>Teaching teams have access to real-time formative assessment data organized to support planning</em></td>
<td>Articulate what a good school-based team looks like and what it does <em>Key purposes of team(s)</em> <em>Amount and use of collaborative time</em> <em>management and support of teams</em></td>
<td>Evaluate current supports to establish whether schools currently have the systems in place for effective teaming <em>e.g. number of minutes for collaborative time, teacher-expert ratio, etc.</em> ODA/OCAO OHC/OCAO</td>
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<td>N/A</td>
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<td>In select schools, review scheduling of HE teachers before completing staffing decisions.</td>
<td>Require all schools to undergo a review of use of HE teachers in budget/scheduling/staffing process</td>
<td>Chief of Schools/CoS</td>
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<tr>
<td>Research models for differentiated roles that meet the goals/principles established and fit with the needs and characteristics of DCPS schools</td>
<td>Develop a bank of teacher leader role descriptions that are a part of a formal career ladder (aligned with LIFT)</td>
<td>Work with 40/40 schools to ensure that, even under the current contract, teacher are fulfilling differentiated roles.</td>
<td>Revise WTU contract to provide for differential pay for different teacher roles.</td>
<td>Chief of Schools/CoS</td>
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<td>ODA/OHC/OCAO</td>
<td>OHC/OCAO</td>
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<td>OHC/OCAO</td>
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| Research staff teaming methods and supports that work well in other districts | Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership | In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented | Each school has a schedule built that allows for regular meetings of grade/subject meetings | *Provide model schedules and staffing plans for implementation of differentiated roles  
*Develop training and support aligned to differentiated roles, including teacher team leader role  
*Models for teaming  
*Training and support for team leaders  
*Protocols for use of collaborative time | OHC/OCAO |
<p>| OCAO/ODA | OHC/OCAO | OCAO/Chief of Schools | OCAO/Chief of Schools/OHC/CoS | OHC/OCAO |</p>
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<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact.</td>
<td>Hold principals accountable for metrics related to effective teacher assignment</td>
<td><strong>Hold principals accountable for metrics related to effective role differentiation</strong></td>
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<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction</td>
<td>Consolidate teacher time outside the student day</td>
<td>Hold principals accountable for metrics related to effective team support (e.g., minutes for collaboration, etc.)</td>
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<td><strong>Scheduling and use of time: Better match school schedules/use of time to student need and school priorities</strong>&lt;br&gt;*The master schedule is aligned to the school's instructional model, maximizes time on core academics and addresses highest priority student needs&lt;br&gt;*Systems exist for the ongoing adjustment of time and instructional programs in response to data on student progress&lt;br&gt;*Sufficient total time exists for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond core&lt;br&gt;Provide individual schools with data evaluating use of time against goals and principles of effective use (e.g. percent of time on core subjects by student performance group)<strong>&lt;br&gt;&lt;br&gt;<strong>Student grouping: better match student grouping to need</strong>&lt;br&gt;*Prioritize class sizes and teacher loads by grade, subject, and student need&lt;br&gt;*Implement systems for ongoing adjustment of group size, talent, and technology based on student progress&lt;br&gt;Articulate goals/principles for effective grouping that addresses the needs of students and avoids tracking principles (as feasible)&lt;br&gt;Provide individual schools with data evaluating current groupings against principles (as feasible)&lt;br&gt;Where central data is not available, support schools to track, review and report key metrics&lt;br&gt;Articulate goals/principles for effective use of time for elementary, middle, and high schools&lt;br&gt;Provide individual schools with data evaluating use of time against goals and principles of effective use (e.g. percent of time on core subjects by student performance group)</strong>&lt;br&gt;&lt;br&gt;<strong>11</strong>&lt;br&gt;<strong>12</strong>&lt;br&gt;<strong>13</strong>&lt;br&gt;<strong>14</strong>&lt;br&gt;<strong>15</strong>&lt;br&gt;<strong>16</strong>&lt;br&gt;<strong>17</strong>&lt;br&gt;<strong>18</strong>&lt;br&gt;<strong>19</strong> these are examples HR/HC&lt;br&gt;<strong>20</strong> how do you fit the budget stuff in&lt;br&gt;<strong>21</strong> budget change too is hard to explain at the same time</td>
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<td>Research master schedules and structures for adjusting ongoing use of time that work well in other districts.</td>
<td>Clarify who is responsible for scheduling (and what accountabilities scheduling responsibilities entail) and offer support/training to this person.</td>
<td>Provide intensive scheduling help to 40/40 schools and require that schedules with teacher assignments are reviewed as part of the budget/scheduling/staffing process.</td>
<td>Require all schools to undergo a review of schedules in budget/scheduling/staffing process.</td>
<td>Provide schools with scheduling strategies that achieve goals/principles.</td>
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<td>Chief of Schools/CoS</td>
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<td>Chief of Schools/CoS</td>
<td>Provide schools with several versions of full model schedules that achieve goals/principles, and align with different school sizes, grade spans, etc.</td>
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<td>Ensure curriculum tools and professional development is available as necessary to support schools in adopting effective scheduling/time use strategies OCAO.</td>
<td>Research strategies and structures supporting effective grouping and ongoing adjustment of talent and technology to meet student need.</td>
<td>Establish teacher roles for smaller groups of high need students.</td>
<td>Provide intensive student grouping assistance to 40/40 schools with periodic reviews of their method for grouping and instructional strategies.</td>
<td>Require all schools to undergo an analysis of their strategies for student grouping.</td>
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<td>OCAO</td>
<td>OHC/OCAO</td>
<td>Chief of Schools/OCAO</td>
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<td>Budget Structure</td>
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<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
<td>Lengthen school day in schools where most students need additional time in ELA and math in order to protect students' ability to engage in non-core</td>
<td>Improve after-school programming to better leverage these resources to extend time for high need students</td>
<td>Hold principals accountable for metrics related to effective scheduling/use of time (e.g. % of time on ELA and math for non-proficient students, etc.)</td>
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<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>Revise IEPs to accommodate effective grouping models</td>
<td>OSE</td>
<td>Hold principals accountable for metrics related to effective grouping (e.g. class size in ELA vs. non-core, etc.)</td>
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<td><strong>Revise School Budgeting Process</strong></td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
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<td>4</td>
<td><strong>Use of non-teaching staff</strong></td>
<td>maximize funding for direct student supports</td>
<td>Establish benchmarks for staffing based on best practices (e.g. number of students per office staff member)</td>
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<td>5</td>
<td><strong>Use of HE teachers</strong></td>
<td>Our most HE teachers will teach our students with the greatest needs in their schools</td>
<td>Articulate how schools should use HE teachers to improve educational outcomes</td>
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<td>6</td>
<td><strong>Use of HE teachers (district)</strong></td>
<td>Our HE teachers will teach at the schools with the greatest student needs</td>
<td>Articulate a goal to ensure HE teachers work at lowest performing schools</td>
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| 7 | **Staff Teaming**                      | Teachers will have regular, scheduled time with a group of teachers (including at least one HE) in the same grade or subject. | Articulate what a good school-based team looks like and what it does  
*Key purposes of team(s)*  
*Amount and use of collaborative time*  
*Required expert support* |
| 8 | **Improve scheduling**                 | All school schedules align to the school’s academic plan including increased time in core subjects for those with the greatest needs | Articulate what a high quality schedule looks like for elementary, middle, and high schools |
| 9 | **Student grouping**                   | Ensure student groups/group sizes match student needs (e.g. small groups for students with greatest needs) | Define effective student grouping that addresses the needs of students and avoids tracking |
| 10| **Social Emotional Supports**          | Dramatically reduce S/E barriers to learning                     |                                                                     |
| 11|                                        |                                                                  |                                                                  |
| 12|                                        |                                                                  |                                                                  |
| 13|                                        |                                                                  |                                                                  |
| 14|                                        |                                                                  |                                                                  |
| 15|                                        |                                                                  |                                                                  |
| 16|                                        |                                                                  |                                                                  |
| 17| these are examples                     |                                                                  |                                                                  |
| 18| how do you fit the budget stuff in     |                                                                  |                                                                  |
| 19| budget change too is hard to explain at the same time |                                                                  |                                                                  |

**Notes:**
- A: Strategy
- B: Goal
- C: Define
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<td>3</td>
<td>Analyze</td>
<td>Research</td>
<td>Role Definition (responsibility, accountability, selection criteria)</td>
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<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
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<td>5</td>
<td>Provide individual schools with their progress against established benchmarks</td>
<td>Evaluate how schools use non-instructional staff, what the current roles are, and where individual schools have inefficiencies</td>
<td>Define new non-instructional staff roles that align to schools' needs rather than current staff (e.g. eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
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<td>6</td>
<td>provide individual schools with data on their use of HE teachers for lowest performing students</td>
<td>Evaluate the most effective models for using HE teachers in schools</td>
<td>Specifically articulate how schools should use HE teachers for shared planning time, small group work with low performing students, regular instruction</td>
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<td>7</td>
<td>Evaluate current distribution of HE teachers (particularly those in core subjects) in 40/40 schools vs. others</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
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<td>Evaluate current supports to establish whether schools currently have the systems in place for effective teaming *e.g. number of minutes for collaborative time, teacher-expert ratio, etc.</td>
<td>Evaluate staff teaming methods and supports that work well in other districts</td>
<td>Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership</td>
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<td>Establish clear metrics for evaluating schedules (e.g. time in core subjects, time for team meetings)</td>
<td>Evaluate</td>
<td>Clarify who is responsible for scheduling</td>
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<td>Evaluate how students are currently grouped in classes and continue to track student assignment</td>
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<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
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<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>HR and HC evaluate current staffing and revise positions</td>
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<td>6</td>
<td>Provide model schedules for use of HE teachers without increasing overall staffing. Provide HE teachers with training on how to work with other teachers and how to work with small groups.</td>
<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
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<td>7</td>
<td>Flood a small number of schools with HE teachers</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
<td>HR/HC establish inducements for HE teachers to go to low performing schools OCAO provides training and support to HE teachers new to low performing schools</td>
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<td>8</td>
<td>*Models for teaming *Training and support for team leaders *Protocols for use of collaborative time</td>
<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
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<td>provide schools with model schedules based on school sizes, and grade spans</td>
<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>OCAO provides training for teachers for teaching small groups of high need students and larger groups of more successful students</td>
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<td><strong>Effect of Budget Timeline Change</strong></td>
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<td>Schools have more time to evaluate their use of staff</td>
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<td>Schools can identify recruitment needs and needed grade assignment changes early</td>
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<td>District can work to redistribute teachers earlier</td>
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<td>Time to work on scheduling to ensure shared planning time</td>
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<td>Schools have more time to establish schedules that maximize shared planning time and improved student grouping</td>
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<tr>
<td>9</td>
<td>Schools can engage teachers in a conversation about grade assignments and student grouping</td>
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<td><strong>Define</strong></td>
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<td><strong>Team support: Support</strong></td>
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<td><strong>Articulate what a good school-based</strong></td>
<td><strong>Evaluate current supports to establish</strong></td>
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<td>team looks like and what it does</td>
<td>whether schools currently have the</td>
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<td>teams**</td>
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<td>*Key purposes of team(s)</td>
<td>systems in place for effective teaming</td>
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<td>*Amount and use of collaborative time</td>
<td>*e.g. number of minutes for</td>
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<td>*Required expert support</td>
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<td><strong>Teams share sufficient planning</strong></td>
<td><strong>ODA develops metrics to measure</strong></td>
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<td>time that is used will, with teams that</td>
<td><strong>schools against definition &amp; provides</strong></td>
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<td><strong>Central Responsibilities</strong></td>
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<td>Role Definition (responsibility,</td>
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<td>accountability, selection criteria)</td>
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<td>2</td>
<td>Evaluate staff teaming methods and supports that work well in other districts</td>
<td>Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership</td>
<td>*Models for teaming *Training and support for team leaders *Protocols for use of collaborative time</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction</td>
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<td>3</td>
<td>OCAO researches promising practices</td>
<td>HR/OCAO...</td>
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<td>3</td>
<td>Revise School Budgeting Process</td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
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| 4 | Use of non-teaching staff              | *Resources prioritized to core instruction*  
*Individual staff members’ responsibilities match skill level and expertise (not paying APs to do lunch duty)*  
*Technology and outside resources leveraged where they can provide lower cost and higher quality services over the long-term*  
*Note, this is linked to team support and integrating social emotional support, as significant numbers of non-teacher FTE are tied up in these areas.* | *Articulate goals/principles for resource effective non-teacher staffing decisions*  
*Establish benchmarks for staffing ratios across various categories of non-teaching staff (note: I think this will be really hard given variation...)* | *Provide individual schools with their progress against established benchmarks*  
*Evaluate the extent to which school practices are consistent with other principles and identify common inefficiencies* |
| 5 | Use of HE teachers (district)          | Our HE teachers will teach at the schools with the greatest student needs | Articulate a goal to ensure HE teachers work at lowest performing schools | Evaluate current distribution of HE teachers (particularly those in core subjects) in 40/40 schools vs. others |
| 6 | Teacher assignment: More deliberately assign teachers to better match expertise to student need, and deliberately create teams with balanced expertise. | *Teams of teachers have needed combinations of skills and expertise, including at least one highly effective teacher*  
*The most highly effective teachers work in the highest priority areas (subjects/student groups)* | Articulate goals/principles for effective teacher assignment | Provide individual schools with data on the extent to which their assignment decisions align with goals/principles, including (1) assessment of expertise gaps within teams and (2) the percent of teachers who are highly effective by subject, grade, and student performance group  
Where central data is not available, support schools to track, review and report key metrics |
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<td>3</td>
<td>Research</td>
<td>Role Definition (responsibility, accountability, selection criteria)</td>
<td>Pilot</td>
<td>Full</td>
<td>Train/Support/Model</td>
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<td>4</td>
<td>Research best practice and cost efficient models for non-teacher staffing</td>
<td>Define new non-instructional staff roles that better align to schools' needs rather than current staff. (e.g. eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
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<td>5</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
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<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Hold principals accountable for resource efficiency metrics related to non-instructional staffing</td>
<td>Develop partnerships: help schools develop partnerships in areas where outside resources can provide services at lower cost and higher quality</td>
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<td>5</td>
<td>Flood a small number of schools with HE teachers</td>
<td>Bring teams of HE teachers to low performing schools, only staff reconstituted schools with HE teachers</td>
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<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>Hold principals accountable for metrics related to effective teacher assignment</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact.</td>
<td>Link: differentiated roles</td>
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<td><strong>Central Office Support Needed</strong></td>
<td><strong>Budget Timeline Change</strong></td>
<td><strong>Budget Allocations Change</strong></td>
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<td>Budget team able to comply with requirements and to provide</td>
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<td>ODA provides data to schools</td>
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<td>5</td>
<td><strong>HR and HC evaluate current staffing</strong></td>
<td><strong>Nov-Dec schools receive data and support on non-instructional</strong></td>
<td><strong>Allocations of non-instructional staff change</strong></td>
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<td>and revise positions</td>
<td>staff choices in order to prepare for the January budget process.</td>
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<td>6</td>
<td><strong>HR/HC establish inducements for HE teachers to go to low</strong></td>
<td><strong>District can work to redistribute teachers earlier</strong></td>
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<td>OCAO provides training and support to HE teachers new to low</td>
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<td>7</td>
<td><strong>HR and HC identify and staff HE teachers</strong></td>
<td><strong>Schools make preliminary teacher assignments to grades, subjects,</strong></td>
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<td>OCAO provide supports and guidance for HE teachers</td>
<td>and teams early enough to identify specific recruitment needs to drive recruitment and selection as well as in time to notify existing teachers of any assignment changes and provide necessary PD.</td>
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| Differentiated roles: Increase teacher role differentiation | *Each teacher's unique strengths are leveraged*  
*The impact of highly effective teachers is maximized (and the impact of minimally effective teachers is minimized)*  
*Every student has a highly effective teacher responsible for his/her instruction* | Articulate goals/principles for differentiated roles | Support schools in tracking, reviewing, and reporting data to evaluate themselves against goals/principles, including:  
*The percent of students who have a highly effective teacher responsible for their instruction*  
*Evidence of other principles (i.e. the ways they are maximizing highly effective teachers and leveraging individual teacher strengths through roles)* |
| Team support: support highly effective teaching teams | *Teams share sufficient planning time that is used well, with teams that share learning goals meeting for at least 90 minutes per week*  
*An instructional expert assigned to plan and facilitate CPT, with accountability for improving collective performance*  
*Teaching teams have access to real-time formative assessment data organized to support planning* | Articulate what a good school-based team looks like and what it does  
*Key purposes of team(s)*  
*Amount and use of collaborative time*  
*Required expert support* | Evaluate current supports to establish whether schools currently have the systems in place for effective teaming  
*e.g. number of minutes for collaborative time, teacher-expert ratio, etc.* |
| Scheduling and use of time: Better match school schedules/use of time to student need and school priorities | *The master schedule is aligned to the school's instructional model, maximizes time on core academics and addresses highest priority student needs*  
*Systems exist for the ongoing adjustment of time and instructional programs in response to data on student progress*  
*Sufficient total time exists for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond core* | Articulate goals/principles for effective use of time for elementary, middle, and high schools | Provide individual schools with data evaluating use of time against goals and principles of effective use (e.g. percent of time on core subjects by student performance group) |
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<td>8</td>
<td>Research models for differentiated roles that meet the goals/principles established and fit with the needs and characteristics of DCPS schools</td>
<td>Develop a bank of teacher leader role descriptions that are a part of a formal career ladder (aligned with LIFT) Banks should include teacher team leader role Schools retain flexibility to choose roles that best meet their needs Link: team support</td>
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<td>*Provide model schedules and staffing plans for implementation of differentiated roles *Develop training and support aligned to differentiated roles, including teacher team leader role Link: team support</td>
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<td>9</td>
<td>Research staff teaming methods and supports that work well in other districts</td>
<td>Define teacher leader, AP, and coach responsibilities with regard to different models of team leadership Link: differentiated teacher roles</td>
<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
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<td>*Models for teaming *Training and support for team leaders *Protocols for use of collaborative time</td>
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<td>Research master schedules and structures for adjusting ongoing use of time that work well in other districts.</td>
<td>Clarify who is responsible for scheduling (and what accountabilities scheduling responsibilities entail) and offer support/training to this person.</td>
<td>Provide intensive scheduling help to 40/40 schools Establish schedules that allow students to schedule time at multiple high schools</td>
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<td>Provide schools with scheduling strategies that achieve goals/principles Provide schools with several versions of full model schedules that achieve goals/principles, and align with different school sizes, grade spans, etc. Ensure curriculum tools and professional development is available as necessary to support schools in adopting effective scheduling/time use strategies</td>
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<td>Hold principals accountable for metrics related to effective role</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact.</td>
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<td>Link: teacher assignment</td>
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<td>Each school has a schedule built that allows for regular meetings of</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction</td>
<td>Consolidate teacher time outside the student day</td>
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<td>Establish schedules that allow students to schedule time at multiple</td>
<td>Hold principals accountable for metrics related to effective scheduling/use of time (e.g. % of time on ELA and math for non-proficient students, etc.)</td>
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<td>Lengthen school day in schools where most students need additional</td>
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<td>time in ELA and math in order to protect students' ability to engage</td>
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<td>Improve after-school programming to better leverage these resources</td>
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| 8 | Schools make preliminary teacher assignments to differentiated roles early enough to:  
*identify specific recruitment needs to drive recruitment and selection  
*to notify existing teachers of any assignment changes and provide necessary PD  
*to reorganize resources in the budget process to fund monetary (e.g. stipends) and non-monetary rewards (e.g. release time) for teacher leaders | *Flexible non-teacher position funding would allow schools to use this funding to pay for monetary and non-monetary rewards to compensate teacher leaders for taking on expert responsibilities  
*Budgeting based on actual teacher salary allows schools to pay for monetary and non-monetary rewards for expert teachers by deliberately changing their staffing mix. |
|   | OCAO establishes trainings for teams and team leaders | *Link investment in instructional leader positions to teacher capacity, and make the choice of position type more flexible (AP vs. coach vs. teacher leader) |
| 9 | *Timeline change: schedule developed before budget to ensure schools make deliberate tradeoffs as necessary to pay for investments in expertise and collaborative time | |
| 10 | OCAO improves scheduling capacity  
Schools create initial framework for master schedule and plan for number and types of courses that will be offered in the fall, in preparation for budget in the winter. | Schools with large numbers of students who are significantly behind receive additional teacher resources to be used to extend time (depending on school needs, these $ could alternatively be used to reduce group size or bring in additional expert support during existing time). |
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<td><strong>Student grouping: better match student grouping to need</strong></td>
<td><em>Prioritize class sizes and teacher loads by grade, subject, and student need</em>&lt;br&gt;<em>Implement systems for ongoing adjustment of group size, talent, and technology based on student progress</em></td>
<td>Articulate goals/principles for effective grouping that addresses the needs of students and avoids tracking principles (as feasible)</td>
<td>Provide individual schools with data evaluating current groupings against principles (as feasible) Where central data is not available, support schools to track, review and report key metrics</td>
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<td><strong>Integrate Social Emotional Supports</strong></td>
<td><em>Organize structures that foster personal relationships between teachers and students</em>&lt;br&gt;<em>Integrate tier 1 social emotional/behavioral supports into regular classroom instruction</em>&lt;br&gt;<em>Provide targeted tier 2 and tier 3 social emotional supports as necessary</em></td>
<td>Articulate goals/principles for effective and efficient social emotional supports</td>
<td>Provide individual schools with data evaluating current structures against principles (e.g., teacher load as a measure of feasibility of student-teacher relationships) Where central data is not available, support schools to track, review and report key metrics</td>
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<td>how do you fit the budget stuff in</td>
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<td>Research strategies and structures supporting effective grouping and ongoing adjustment of talent and technology to meet student need</td>
<td>Define differentiated teacher roles as necessary to support effective grouping models</td>
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<td>Link: differentiated roles</td>
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<td>Research models for effective and efficient social and emotional supports</td>
<td>Provide schools with new models of roles for social emotional support staff that include responsibility for (1) building teacher capacity to support tier 1 needs and (2) running systems of identification/triage for tier 2 and tier 3 needs</td>
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**Note:** The table structure indicates the breakdown of research strategies and models, along with the implications and support mechanisms to effective teaching and learning environments. This includes differentiated roles for educators, aligning school sizes, resource levels, and needs. It also emphasizes the importance of integrating social and emotional support into the curriculum and the development of systems for identification and triage for tier 2 and tier 3 needs. The table concludes with budget structure details.
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<td>11</td>
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<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>Hold principals accountable for metrics related to effective grouping (e.g. class size in ELA vs. non-core, etc.)</td>
<td>Revise IEPs to accommodate effective grouping models</td>
<td>Evolve IMPACT to accommodate teacher team configurations that share accountability for common students</td>
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<td>Hold principals accountable for metrics related to effective social emotional support systems</td>
<td>Create accountability for integration by adding measures related to supporting tier 1 SE needs to IMPACT</td>
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<td>11</td>
<td>OCAO provides training for teachers for teaching small groups of high need students and larger groups of more successful students</td>
<td>Schools create initial framework for student grouping in the fall, in preparation for budget in the winter.</td>
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<td>Increase integration of GenED and SPED staffing within budget allocations</td>
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<td>Schools with large numbers of students who are significantly behind receive additional teacher resources to be used to reduce group size in high priority areas through effective models and strategies (depending on school needs, these $ could alternatively be used to extend time or bring in additional expert support during existing time).</td>
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<td>Schools must think through spending on social emotional support together with scheduling, grouping, and teaming structures that underlie improved integration of social emotional support with core instruction.</td>
<td>Once schools increase classroom teacher capacity to provide social emotional/behavior support, scale back allocation of non-teacher social emotional support staff</td>
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<td>Revise School Budgeting Process</td>
<td>School budgeting allows for planning around scheduling, teacher assignments, consideration of S/E needs, and use of staff</td>
<td>Articulate to schools the specific, annual goals of the school budgeting process (e.g. reduction in non-instructional staff, improvement of scheduling)</td>
<td>Establish metrics for success and provide schools with data on their progress (e.g. students per non-instructional FTE benchmarks)</td>
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<td>Reduce spending on non-instructional staff</td>
<td>*Use only the minimum non-instructional staff members to maintain function, culture and customer service standards of school. Redirect savings to direct student services.</td>
<td>*Articulate goals/principles for resource effective non-teacher staffing decisions</td>
<td>*Provide individual schools with their progress against established benchmarks</td>
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<td>*Establish benchmarks for staffing ratios across various categories of non-teaching staff.</td>
<td>*Evaluate the extent to which school practices are consistent with other principles and identify common inefficiencies</td>
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<td>5</td>
<td>Use of HE teachers (district)</td>
<td>Our HE teachers will teach at the schools with the greatest student needs</td>
<td>Articulate a goal to ensure HE teachers work at lowest performing schools</td>
<td>Evaluate current distribution of HE teachers (particularly those in core subjects) in 40/40 schools vs. others</td>
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<td>6</td>
<td>Integrate Social Emotional Supports</td>
<td>*Organize structures that foster personal relationships between teachers and students *Integrate tier 1 social emotional/behavior supports into regular classroom instruction *Provide targeted tier 2 and tier 3 social emotional supports as necessary</td>
<td>Articulate goals/principles for effective and efficient social emotional supports</td>
<td>Provide individual schools with data evaluating current structures against principles (e.g. teacher load as a measure of feasibility of student-teacher relationships)</td>
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<td>Where central data is not available, support schools to track, review and report key metrics</td>
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<td>3</td>
<td>Research</td>
<td>Role Definition (responsibility, accountability, selection criteria)</td>
<td>Pilot</td>
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<td>Train/Support/Model</td>
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<td>4</td>
<td>Research best practice and cost efficient models for non-teacher staffing</td>
<td>Define new non-instructional staff roles that better align to schools' needs rather than current staff. (e.g., eliminate Business Managers and replace with lower wage positions or higher wage positions with greater responsibilities)</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to establish new, aligned non-instructional positions in contracts</td>
<td>Establish model budgets for schools with reduced non-instructional staffing and a delineation of responsibilities</td>
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<td>6</td>
<td>Evaluate where teachers are most effective at increasing proficiency in low performing schools</td>
<td>Define role for HE teacher in low performing schools</td>
<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
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<td>7</td>
<td>Establish district-wide approach to social and emotional supports.</td>
<td>Provide schools with new models of roles for social emotional support staff that include responsibility for (1) building teacher capacity to support tier 1 needs and (2) running systems of identification/triage for tier 2 and tier 3 needs</td>
<td>Train staff, revise roles, and implement tier 1 supports in 40/40 schools</td>
<td>Train staff, revise roles, and implement supports in all schools.</td>
<td>*Strategies and tools for integrating tier 1 social emotional/behavioral support into core instruction, including schedule and staffing templates and teaming models *Training and ongoing support for social emotional support staff *Model systems of identification and triage for tier 2 and tier 3 needs that are integrated with core instruction *Model school-wide systems and routines supporting positive culture *Integrate social emotional skill building into curriculum tools in core subject areas</td>
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<td>4</td>
<td>Request union exemptions to alter non-instructional roles in select schools</td>
<td>Work with unions to revise non-instructional positions with roles aligned to current work needed in schools</td>
<td>Develop partnerships: help schools develop partnerships in areas where outside resources can provide services at lower cost and higher quality</td>
<td>Hold principals accountable for resource efficiency metrics related to non-instructional staffing</td>
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<td>5</td>
<td>Flood a small number of schools with HE teachers</td>
<td>Bring teams of HE teachers to low performing schools, only staff reconstituted schools with HE teachers</td>
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<td>Hold principals accountable for metrics related to effective social emotional support systems</td>
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<td>8</td>
<td>Better use Highly Effective teachers</td>
<td>Ensure that the most highly effective teachers work with the students with the greatest needs.</td>
<td>Define how highly effective teachers can be better used in schools. Include use of HE teachers as grade or subject team leaders, as instructors for small groups of high need students, and as non-core teachers who emphasize reading and math.</td>
<td>Review each schools use of HE teachers to determine if they are being effectively used as team leaders or working with high need students.</td>
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<td>9</td>
<td>Differentiated roles: Increase teacher role differentiation</td>
<td>*Each teacher's unique strengths are leveraged</td>
<td>Articulate goals/principles for differentiated roles</td>
<td>Support schools in tracking, reviewing, and reporting data to evaluate themselves against goals/principles, including: *The percent of students who have a highly effective teacher responsible for their instruction *Evidence of other principles (i.e. the ways they are maximizing highly effective teachers and leveraging individual teacher strengths through roles)</td>
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<td>*The impact of highly effective teachers is maximized (and the impact of minimally effective teachers is minimized)</td>
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<td>*Every student has a highly effective teacher responsible for his/her instruction</td>
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<td>10</td>
<td>Team support: support highly effective teaching teams</td>
<td>*Teams share sufficient planning time that is used will, with teams that share learning goals meeting for at least 90 minutes per week *An instructional expert assigned to plan and facilitate CPT, with accountability for improving collective performance *Teaching teams have access to real-time formative assessment data organized to support planning</td>
<td>Articulate what a good school-based team looks like and what it does *Key purposes of team(s) *Amount and use of collaborative time *Required expert support</td>
<td>Evaluate current supports to establish whether schools currently have the systems in place for effective teaming *e.g. number of minutes for collaborative time, teacher-expert ratio, etc.</td>
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<td>In select schools, review scheduling of HE teachers before completing staffing decisions.</td>
<td>Require all schools to undergo a review of use of HE teachers in budget/scheduling/staffing process</td>
<td>Chief of Schools/CoS</td>
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<td>8</td>
<td>Research models for differentiated roles that meet the goals/principles established and fit with the needs and characteristics of DCPS schools</td>
<td>Develop a bank of teacher leader role descriptions that are a part of a formal career ladder (aligned with LIFT) Bank should include teacher team leader role Schools retain flexibility to choose roles that best meet their needs Link: team support</td>
<td>Chief of Schools/CoS</td>
<td>*Provide model schedules and staffing plans for implementation of differentiated roles *Develop training and support aligned to differentiated roles, including teacher team leader role Link: team support</td>
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<td>9</td>
<td>Research staff teaming methods and supports that work well in other districts</td>
<td>Design teacher leader, AP, and coach responsibilities with regard to different models of team leadership Link: differentiated teacher roles In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings</td>
<td>*Models for teaming *Training and support for team leaders *Protocols for use of collaborative time</td>
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<td>Provide HE teachers administrative premium to provide after school reading instruction to neediest students</td>
<td>Ensure that the lowest performing students at each school receive reading instruction from an HE teacher.</td>
<td>Corps of expert teachers: create a selective corps of highly effective teachers who receive special recognition for working in low performing schools and take on leadership roles that maximize their impact.</td>
<td>Hold principals accountable for metrics related to effective teacher assignment.</td>
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<td>In 40/40 schools provide additional funding to allow for teaming before improved scheduling can be implemented</td>
<td>Each school has a schedule built that allows for regular meetings of grade/subject meetings.</td>
<td>Guided curriculum: Develop &quot;lessons in a box&quot; centrally to free teams to spend time on individualizing instruction.</td>
<td>Consolidate teacher time outside the student day.</td>
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<td>Hold principals accountable for metrics related to effective team support (e.g., minutes for collaboration, etc.).</td>
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|   | Scheduling and use of time: Better match school schedules/use of time to student need and school priorities | *The master schedule is aligned to the school’s instructional model, maximizes time on core academics and addresses highest priority student needs  
*Systems exist for the ongoing adjustment of time and instructional programs in response to data on student progress  
*Sufficient total time exists for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond core  | Articulate goals/principles for effective use of time for elementary, middle, and high schools  | Provide individual schools with data evaluating use of time against goals and principles of effective use (e.g. percent of time on core subjects by student performance group) |
| 11| Student grouping: better match student grouping to need | *Prioritize class sizes and teacher loads by grade, subject, and student need  
*Implement systems for ongoing adjustment of group size, talent, and technology based on student progress  | Articulate goals/principles for effective grouping that addresses the needs of students and avoids tracking  | Provide individual schools with data evaluating current groupings against principles (as feasible)  
Where central data is not available, support schools to track, review and report key metrics  |
| 12|                                       |                                                                  |                                                                  |                                                                  |
| 13|                                       |                                                                  |                                                                  |                                                                  |
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| 18|                                       |                                                                  |                                                                  |                                                                  |
| 19| these are examples                     |                                                                  |                                                                  |                                                                  |
| 20| how do you fit the budget stuff in     |                                                                  |                                                                  |                                                                  |
| 21| budget change too is hard to explain at the same time |                                                                  |                                                                  |                                                                  |

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<td>Research master schedules and structures for adjusting ongoing use of time that work well in other districts.</td>
<td>Clarify who is responsible for scheduling (and what accountabilities scheduling responsibilities entail) and offer support/training to this person.</td>
<td>Provide intensive scheduling help to 40/40 schools and require that schedules with teacher assignments are reviewed as part of the budget/scheduling/staffing process</td>
<td>Require all schools to undergo a review of schedules in budget/scheduling/staffing process</td>
<td>Provide schools with scheduling strategies that achieve goals/principles</td>
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<td>Research strategies and structures supporting effective grouping and ongoing adjustment of talent and technology to meet student need</td>
<td>Establish teacher roles for smaller groups of high need students</td>
<td>Provide intensive student grouping assistance to 40/40 schools with periodic reviews of their method for grouping and instructional strategies</td>
<td>Require all schools to undergo an analysis of their strategies for student grouping</td>
<td>*Provide suggested strategies to support effective grouping (e.g. special education inclusion, co-teaching, integrating technology, etc.)</td>
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<td>Provide intensive scheduling help to 40/40 schools</td>
<td>Establish schedules that allow students to schedule time at multiple high schools</td>
<td>Lengthen school day in schools where most students need additional time in ELA and math in order to protect students' ability to engage in non-core</td>
<td>Improve after-school programming to better leverage these resources to extend time for high need students</td>
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<td>All schools have dynamic groupings of students in which an ever changing group of students with the greatest needs work with the best teachers</td>
<td>Revise IEPs to accommodate effective grouping models</td>
<td>OSE</td>
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19 OFPE Communications

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DCPS 006881
Let's do 1030.

Times that work for me are: 1030-1230 and after 2.

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Rethinking Resources for Student Success

Check out the new ERS series “Practical Tools for District Reform.”

Resource guides and online tools available at edweek.org.

Explore School Budget Hold'em to learn what's possible in tough times.
You can send them to her. Sorry, forgot about that request.

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Monday, August 20, 2012 3:06 PM
To: Weber, Peter (DCPS)
Subject: Sending kara decks

Hi – see below. Is it OK to send Kara all the Management Team decks (funding, ES, MS, HS, and Human Capital)? Or, should I refer her back to you as the arbiter of this?

----------------------------------------------

ERS
Kristen Burton Ferris | Manager
Education Resource Strategies
480 Pleasant St. | Suite C-200 | Watertown, MA 02472
T: 617.600.4612 | F: 617.607.8957
ERSStrategies.org | kferris@erstrategies.org

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----------------------------------------------

From: Kara Honeycutt [mailto:khoneycutt@dceducationfund.org]
Sent: Monday, August 20, 2012 1:40 PM
To: Kristen Ferris
Subject: RE: Scheduling for a Final ERS Briefing

Hi Kristen
I just wanted to follow-up on the second part of my note below. Could you please send me all the decks you have prepared to date?
Thanks!
Kara

From: Kara Honeycutt
Sent: Tuesday, August 14, 2012 11:31 AM
To: 'Kristen Ferris'
Subject: RE: Scheduling for a Final ERS Briefing

Hi Kristen,

I am happy to reach out to Ron and copy you with the dates below (modifying 9/19 to 3-5pm). Once we nail down a date, I will schedule a call to prep with you all and Pete.
On another note, can you send me all the decks you have prepared for the DCPS project to date? I have most of them from Pete, but fear I am missing a few. I ask because your work, especially on small schools & teacher collaboration, could be incredibly useful for DCPS' teacher growth tool currently in development.

Thanks,

Kara

From: Kristen Ferris [mailto:kferris@erstrategies.org]  
Sent: Tuesday, August 14, 2012 10:59 AM  
To: Kara Honeycutt  
Subject: RE: Scheduling for a Final ERS Briefing

Hi Kara,

Thanks for reaching out. We would like to include Ron Ottinger from Noyce again if that works for you and I think his schedule will likely be the hardest. We’re happy to reach out to him or to have you reach out to him. We are largely flexible on most of the times below, with a preference for not before 3 if on the 19th (but, we can be somewhat flexible on this if we need to be).

Let me know how it makes sense to engage with Ron –

Kristen

-----------------------------------------------------------------------------------------------------------------------------------

ERS  
Kristen Burton Ferris  I  Manager  
Education Resource Strategies  
480 Pleasant St.  I  Suite C-200  I  Watertown, MA 02472  
T: 617.600.4612  I  F: 617.607.8957  
ERSstrategies.org  I  kferris@erstrategies.org  

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-----------------------------------------------------------------------------------------------------------------------------------

From: Kara Honeycutt [mailto:khoneycutt@dceducationfund.org]  
Sent: Monday, August 13, 2012 11:59 AM  
To: Kristen Ferris  
Subject: Scheduling for a Final ERS Briefing

Hi Kristen,

I would like to begin scheduling a final ERS briefing for CityBridge Foundation at the end of September and wanted to check with you on a few dates that work best for you. I envision this briefing to be similar to the May meeting with a focus on the final memo and next steps for DCPS implementation. Assuming the same ERS folks will be joining as last time, please let me know if you, Jonathan and Karen are available via phone for a 90 minute briefing within the time ranges listed below (or suggest others that may work better). Also similar to last time, we are happy to invite Ron Ottinger and others from Noyce if you would like. I would like to send a few options to CityBridge (and Noyce if applicable) in the next week or so.

Wednesday, September 19th 1-5pm  
Friday, September 21st 2-5pm  
Wednesday, September 26th 1-5pm
Thanks,

Kara

Kara Honeycutt  
Portfolio Director | D.C. Public Education Fund  
P: (202) 716-3502 | F: (202) 280-1407  
E: khoneycutt@dceducationfund.org  
W: www.dceducationfund.org

Join us on October 29, 2012 as we celebrate great DCPS teachers at the third annual A Standing Ovation for DC Teachers.  
To learn more visit www.standingovationfordcteachers.org.

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Link us to your Harris Teeter VIC Card: #7581
Below is my proposed response.

Thank you for reaching out on this issue. Since becoming chancellor, I have been very clear that I believe we can provide a richer educational opportunity for our students if we do not spread our resources over more than 120 schools. Many of the recent budget struggles we have faced, including the loss of librarian positions, are driven by the fact that DCPS supports many very small schools.

As you know, the Mayor, the Deputy Mayor and I have started a conversation with communities across the city about how best to provide high quality schools that offer broad experiences. We have held budget conversations, discussions around the recent IFF report, and State of the Schools conversations -- all meetings at which optimizing school resources were key topics.

As we move forward, we will continue to engage community members including ANC members. We will continue to abide by relevant requirements with regard to notice. If you have specific concerns or questions, please let me know.

Can you pls draft me a response?

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

Check out the "One City Action Plan"
Read Mayor Gray's comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.
Mayor Gray, it has been reported in the media that both you and Chancellor Henderson have indicated that some public schools will be closed in the future. The District of Columbia Code § 1-309.10 et. seq., provides that "Great Weight" notice must be given to and ANC in two separate situations regarding education. First notice is required for proposed matters of policy regarding education which affect a Commission area. [Sec. (a)]. The second situation in which "Great Weight" notice is required are instances in which the District's intent is "...to change the use of property owned or leased by or on behalf of the government." [Sec. (b)(2)].

Advisory Neighborhood Commission 8D has 3 DCPS schools located within its boundary. I am requesting to know how you intend to implement the notice requirements of the ANC law as it relates to either the closing or consolidation of schools within an ANC boundary. Additionally, I would request a copy of either the policy or criteria which will be used in determining whether a school is closed or consolidated.

Should you need to contact me you can reach me regarding this matter, I can be reached at (202) 905-6813.

Absalom Jordan
Education Committee
Advisory Neighborhood Commission 8D

Included in a copy of the section of the DC Code applicable in the current situation.

§ 1-309.10. Advisory Neighborhood Commissions-Duties and responsibilities; notice; great weight; access to documents; reports; contributions.

(a) Each Advisory Neighborhood Commission ("Commission") may advise the Council of the District of Columbia, the Mayor and each executive agency, and all independent agencies, boards and commissions of the government of the District of Columbia with respect to all proposed matters of District government policy including, but not limited to, decisions regarding planning, streets, recreation, social services programs, education, health, safety, budget, and sanitation which affect that Commission area. For the purposes of this part, proposed actions of District government policy shall be the same as those for which prior notice of proposed rulemaking is required pursuant to § 2-505(a) or as pertains to the Council of the District of Columbia.

(b) Thirty days written notice, excluding Saturdays, Sundays and legal holidays of such District government actions or proposed actions, including (1) the intent to acquire an interest in real property, either
through purchase or lease or (2) the intent to change the use of property owned or leased by or on behalf of the government, shall be given by first-class mail to the Office of Advisory Neighborhood Commissions, each affected Commission, the Commissioner representing a single-member district affected by said actions, and to each affected Ward Councilmember, except where shorter notice on good cause made and published with the notice may be provided or in the case of an emergency and such notice shall be published in the District of Columbia Register. In cases in which the 30-day written notice requirement is not satisfied, notification of such proposed government action or actions to the Commissioner representing the affected single-member district shall be made by mail. The Register shall be made available, without cost, to each Commission. A central record of all such notices shall be held by the Office of Advisory Neighborhood Commissions.
Aug. 22 is looking better again (though I hesitate to ask you guys to come here). The ribbon cutting is being moved. Are you still open to a call on Wednesday?

Hi – we re-opened our Friday discussion and can make this work if we need to.
Here are the ERS memos that I mentioned today.

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**From:** Weber, Peter (DCPS) [peter.weber@dc.gov]
**Sent:** Thursday, August 16, 2012 5:49 PM
**To:** Basley, Jocelyn (DCPS)
**Subject:** FW: ERS one-on-ones
**Attachments:** Draft DC summary memo_SENT.pdf; Draft accompanying memo_SENT.pdf

Each of you has been scheduled for a one-on-one meeting with the folks from ERS in the next few days. The objective of the meeting is to get your feedback on a memo they have written to bring together their data and suggestions, as well as the conversations of the management team over the last several months into a concrete set of recommended strategies. We are asking you to take time to meet with them individually because your input in incredibly valuable in helping to determine both the relative priority of these recommendations and what the key next steps will be for the district to begin to take action. To that end, I am asking three things of you.

First, please review the attached summary memo (Draft accompanying memo SENT.pdf). The second document (Draft DC summary memo SENT.pdf) is an appendix that provides additional information, but is not required reading.

Second, be very honest with ERS about your thoughts on which of the seven strategy evolutions and resource reallocations they suggest in the attached memo will be critical next steps for the district and which won’t. We will come to the best conclusion about this work if we are very honest about it.

Third, think critically about what our next steps should be with regard to the ideas they have presented. Be honest about the opportunities and the hurdles that you think we face in implementing any of their ideas.

Thanks again for your time and input.
Do you have ideas on what we want to discuss at chiefs? Would like to be able to send out a list to folks ahead of time or at least give a list at the start of the meeting. My initial ideas were:

- Central office vs. office captains – what Jason’s central office person will do compared to what office captains did/will do and how central office communications will link in with general communications.
- OIG Report – what it said and next steps for OGC, ODA, and communications
- School closing – what OFPE and COO are doing with regard to school closing/boundary changes
- School staffing with a particular focus on:
  - Librarian distribution from excesses
  - Use of the enrollment reserve and promises we have been making
  - Social worker shortfall and lessons learned from that
- River Terrace – update on our process for deciding how to use the building
- Medicine administration – update team on the challenges
- ERS follow up – talk about relative prioritization and what we can meaningfully get from their work.
- OFPE reorganization (if we decide not to do it at MT)

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Visit http://onecityactionplan.dc.gov to learn more.
From: Weber, Peter (DCPS) [peter.weber@dc.gov]
Sent: Monday, August 13, 2012 2:55 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: thoughts on chief reports

CAS testing. Sorry.

From: Ruda, Lisa M. (DCPS)
Sent: Monday, August 13, 2012 2:55 PM
To: Weber, Peter (DCPS)
Subject: Re: thoughts on chief reports

CAS testing or drugs?

LMR

On Aug 13, 2012, at 2:43 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Kaya also wants to add the OIG report to her Mayor check in.

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From: Weber, Peter (DCPS)
Sent: Monday, August 13, 2012 12:18 PM
To: Ruda, Lisa M. (OOC) (Lisa.Ruda@dc.gov)
Subject: RE: thoughts on chief reports

Also need to discuss community engagement norms for OFPE this week.

From: Weber, Peter (DCPS)
Sent: Monday, August 13, 2012 12:16 PM
To: Ruda, Lisa M. (OOC) (Lisa.Ruda@dc.gov)
Subject: thoughts on chief reports

Wanted to put something down for a start so we can discuss later today.

Based on my quick read of chief reports, I think we have a few possible topics of conversation at chiefs tomorrow. Based on what seems timely and/or what appeared on more than one chiefs report, I would say we could discuss:

- Central office vs. office captains what Jason’s central office person will do compared to what office captains did/will do and how central office communications will link in with general communications.
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For this week's MT, I think we have:
 First day of school communications
 OFPE reorganization

For next week's management team, we have:
 Truancy Stat

For the Mayor's meeting we have:
 Facilities issues related to the opening of school
 Chancellor's opening of school schedule/messaging
 DOH agreement on medication
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Monday, August 13, 2012 12:16 PM
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First, please review the attached summary memo (Draft accompanying memo SENT.pdf). The second document (Draft DC summary memo SENT.pdf) is an appendix that provides additional information, but is not required reading.

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Third, think critically about what our next steps should be with regard to the ideas they have presented. Be honest about the opportunities and the hurdles that you think we face in implementing any of their ideas.

Thanks again for your time and input.
Doh. Sorry about that.

From: Kristen Ferris <kferris@erstrategies.org>
To: Weber, Peter (DCPS); Wright, Carey (DCPS); Gordon, Dan (DCPS); King, Mark (DCPS); Shea, Daniel (DCPS); Montgomery, Ryan (DCPS); Anderson, Thomas (DCPS); Robinson, Josephine B. (DCPS); Pick, Brian (DCPS); Ruda, Lisa M. (DCPS); Davis, John L. (DCPS); Beers, Nathaniel (DCPS); Swinburn, Cate (DCPS); Kamras, Jason (DCPS)
Subject: RE: ERS one-on-ones - IMPORTANT REVISION

All, please note that the email below reverses the memo names in Pete’s instructions – please read the Draft Summary memo as preparation for our discussions NOT the draft accompanying memo.

Sorry for the confusion. Hope we didn’t cause too many of you extra reading!

Kristen

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Resource guides and online tools available at edweek.org.

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From: Weber, Peter (DCPS) [mailto:peter.weber@dc.gov]
Sent: Wednesday, August 08, 2012 8:06 AM
To: Wright, Carey (DCPS); Gordon, Dan (DCPS); King, Mark (DCPS); Shea, Daniel (DCPS); Montgomery, Ryan (DCPS); Anderson, Thomas (DCPS); Robinson, Josephine B. (DCPS); Pick, Brian (DCPS); Ruda, Lisa M. (DCPS); Davis, John L. (DCPS); Beers, Nathaniel (DCPS); Swinburn, Cate (DCPS); Kamras, Jason (DCPS)
Cc: Kristen Ferris
Subject: ERS one-on-ones

Each of you has been scheduled for a one-on-one meeting with the folks from ERS in the next few days. The objective of the meeting is to get your feedback on a memo they have written to bring together their data and suggestions, as well as the conversations of the management team over the last several months into a concrete set of recommended strategies. We are asking you to take time to meet with them individually because your input is incredibly valuable in helping to determine both the relative priority of these recommendations and what the key next steps will be for the district to begin to take action. To that end, I am asking three things of you.
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Thanks again for your time and input.

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Great. Let's shoot for 3 pm.

From: Kristen Ferris <kferris@erstrategies.org>
To: Weber, Peter (DCPS)
Cc: Jonathan Travers <jtravers@erstrategies.org>
Subject: RE: Memos attached and question on schedule

Hi – can we try to fit in Thursday afternoon? I just looked at my schedule from Jessica and it looks like I am done at 2:30. Would love to debrief from day one and hear your thoughts on the memo if you have time after that.

K

Rethinking Resources for Student Success
Check out the new ERS series “Practical Tools for District Reform.” Resource guides and online tools available at edweek.org.

Explore School Budget Hold’em to learn what’s possible in tough times.

From: Weber, Peter (DCPS) [mailto:peter.weber@dc.gov]
Sent: Wednesday, August 08, 2012 7:26 AM
To: Kristen Ferris
Cc: Jonathan Travers
Subject: RE: Memos attached and question on schedule

I’m actually out of the office Thursday and Friday, but we can definitely talk by phone either day. Let me know what works for you.

Check out the "One City Action Plan"
Read Mayor Gray’s comprehensive strategy to create a thriving city for all! Visit http://onecityactionplan.dc.gov to learn more.

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, August 07, 2012 5:40 PM
To: Weber, Peter (DCPS)
Hi,

Memos are attached. We ended up creating a primary and a secondary, as a way of keeping it from being 25 pages. I explain below in some draft language. Assuming you already sent the other email and so this is the second one they are seeing. Not sure how best to not be repetitive & also remind people what they should be thinking about as they read...I make an attempt, but as always, feel free to adapt to best fit this group.

On a final logistical note for Thursday and Friday, I think you were copied on our final schedule that Jessica sent. I would love to find time in some of open windows to talk through your reactions to what’s here. Ideally, we would find time on Thursday because I would love to have your thoughts/reactions to guide and inform other conversations we have. Let me know if you have any time.

Thanks,
Kristen

---------------------------------------------------------------

Per my earlier email, attached are two memos from ERS. The first – Draft DC summary memo – is the pre-read I mentioned for the meetings you will have with ERS this week. The second - Draft accompanying memo – is essentially an appendix to the first, providing additional detail that is not included in the summary memo on second tier recommendations and resource reduction opportunities. This is entirely optional for the meetings this week; read as you are interested.

As I mentioned earlier, we are hoping you will provide input on two fronts as we think about the best priorities and next steps for the district moving forward:
-Which of the seven strategy evolutions and resource reallocations they suggest in the memo will be critical priorities for the district and which won’t?
-What are the most important next steps with regard to the key priorities?

Thanks again for your time and input.

---

Kristen Burton Ferris I Manager
Education Resource Strategies
1 Brook Street I Watertown, MA 02472
T: 617.600.4612 I F: 617.607.8957
ERSstrategies.org I kferns@erstrategies.org

Rethinking Resources for Student Success
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Explore School Budget Hold’em to learn what’s possible in tough times.
Each of you has been scheduled for a one-on-one meeting with the folks from ERS in the next few days. The objective of the meeting is to get your feedback on a memo they have written to bring together their data and suggestions, as well as the conversations of the management team over the last several months into a concrete set of recommended strategies. We are asking you to take time to meet with them individually because your input is incredibly valuable in helping to determine both the relative priority of these recommendations and what the key next steps will be for the district to begin to take action. To that end, I am asking three things of you.

First, please review the attached summary memo (Draft accompanying memo SENT.pdf). The second document (Draft DC summary memo SENT.pdf) is an appendix that provides additional information, but is not required reading.

Second, be very honest with ERS about your thoughts on which of the seven strategy evolutions and resource reallocations they suggest in the attached memo will be critical next steps for the district and which won’t. We will come to the best conclusion about this work if we are very honest about it.

Third, think critically about what our next steps should be with regard to the ideas they have presented. Be honest about the opportunities and the hurdles that you think we face in implementing any of their ideas.

Thanks again for your time and input.

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Thanks again for your time and input.

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Below is the email that I plan to send to folks later today to give them a little context for your meeting. I’m trying to keep it brief and to the point. Anything I’m missing?

Each of you has been scheduled for a one-on-one meeting with the folks from ERS in the next few days. We are asking you to take time to meet with them individually because your input is incredibly valuable as we determine how we can use the data and suggestions they have provided over the past few months. These meetings will be the final step before ERS writes their summary report for us and the input that you provide will help shape the report they provide to us. To that end, I am asking two things of you.

First, be very honest with ERS about what you thought was valuable in their study and what wasn’t. We will come to the best conclusion about this work if we are very very honest about it.

Second, think critically about what our next steps should be with regard to the ideas they have presented. Be honest about the opportunities and the hurdles that you think we face in implementing any of their ideas.

Thank you again for participating in these meetings. I expect them to be incredibly helpful.
Totally good with you sharing ers.

#1 is important for today. We’re sending Walton feedback to several questions – we are sending today. Thanks!

Hi Pete - hope all is well and you had a nice week off last week! a few questions:

1. a few of the WTU funders (Robertson, Walton) have asked if they could see the ERS mid-project update. what's your feeling about this and if not now, when would you be willing to share? we're on a call with them today at 4pm, and i'd like to give an answer to Ann this morning - so it's not brought up on the call. thoughts?

2. Kaya and I last week discussed putting together a small team (you, me, Cate, Jason) put together a presentation for her to give to the WTU funders in late September or early October as a "State of Union"-type presentation before the final report on the WTU contract/investment that we're planning for Jan. 2013 when everything is final. This report would be a:
   - what we planned originally - the reform plan (including costs)
   - what changed
   - where we ended up after 3 years/results (including projected final numbers)
   - what's the plan going forward

Let's discuss
Catherine
30 min.

From: Rauch, Jessica (DCPS)  
Sent: Thursday, August 02, 2012 11:26 AM  
To: Weber, Peter (DCPS)  
Subject: RE: Dates for 1-1s

Sure. How long should these meetings last?

From: Weber, Peter (DCPS)  
Sent: Thursday, August 02, 2012 11:24 AM  
To: Rauch, Jessica (DCPS)  
Subject: FW: Dates for 1-1s

I’ve got an administrative task for you. Do you mind doing some scheduling for ERS?

See below. Can you schedule one on one meetings with the following chiefs and ERS for next week?

Most important:

Brian Pick  
John Davis  
Lisa Ruda  
Jason Kamras  
Cate Swinburn  
Nathaniel Beers

Second tier:

Josephine Robinson  
Carey wright  
Dan Gordon  
Ryan Montgomery  
Mark King  
Dan Shea  
Tom Anderson

Try to schedule all the tier one folks before you put in the tier two. Meetings should be 30 min.

Check out the "One City Action Plan"
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Visit http://onecityactionplan.dc.gov to learn more.
Hi –

Let’s go with the 9\textsuperscript{th}-10\textsuperscript{th}. JT and Chris will only be there for the 10\textsuperscript{th} only, which creates a bit of a weird set of scheduling rules. See below. To the extent that Jess can make these work, great. If not, we’ll live with it. Please have Jess send me the schedule once she creates it. Chris will schedule a few other meetings while he is down here to review his model with various human capital folks and will want to schedule around other meetings.

- Schedule Jason K on the 10\textsuperscript{th}, as Chris and JT led that work to a much greater extent than I did. Would be great to schedule this last on Friday if we can, just because I have to leave earlier than them on Friday
- Fill the 10\textsuperscript{th} first, so that we have a packed day the 10\textsuperscript{th}, with anyone we can’t fit in on the 10\textsuperscript{th} on the 9\textsuperscript{th} (second tiers also great on the 9\textsuperscript{th})
- Start no earlier than 1030 on Thursday the 9\textsuperscript{th} (I will fly in that morning), but no hard stop at the end of the day
- Start as early as we want on Friday the 10\textsuperscript{th}, but prioritize key folks (except Jason per above) before 3:30 if possible (as my hard stop is at 3:30).

Thanks!
Kristen
I’ve got an administrative task for you. Do you mind doing some scheduling for ERS?

See below. Can you schedule one on one meetings with the following chiefs and ERS for next week?

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------

Hi –

Let’s go with the 9th-10th. JT and Chris will only be there for the 10th only, which creates a bit of a weird set of scheduling rules. See below. To the extent that Jess can make these work, great. If not, we’ll live with it. Please have Jess send me the schedule once she creates it. Chris will schedule a few other meetings while he is down here to review his model with various human capital folks and will want to schedule around other meetings.

- Schedule Jason K on the 10th, as Chris and JT led that work to a much greater extent than I did. Would be great to schedule this last on Friday if we can, just because I have to leave earlier than them on Friday
- Fill the 10th first, so that we have a packed day the 10th, with anyone we can’t fit in on the 10th on the 9th (second tiers also great on the 9th)
- Start no earlier than 1030 on Thursday the 9th (I will fly in that morning), but no hard stop at the end of the day
- Start as early as we want on Friday the 10th, but prioritize key folks (except Jason per above) before 3:30 if possible (as my hard stop is at 3:30).
Thanks!
Kristen

---------------------------------------------

Kristen Burton Ferns  I  Manager  
Education Resource Strategies  
1 Brook Street  I  Watertown, MA 02472  
T: 617.600.4612  I  F: 617.607.8957  
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Rethinking Resources for Student Success
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Explore School Budget Hold'em to learn what's possible in tough times.
Yup.

From: Ruda, Lisa M. (DCPS)  
Sent: Wednesday, August 01, 2012 3:05 PM  
To: Weber, Peter (DCPS)  
Subject: Fwd: DME Quality Schools Community Conversations

The snark is getting old.

LMR

Begin forwarded message:

From: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>  
Date: August 1, 2012 2:54:10 PM EDT  
To: "Weber, Peter (DCPS)" <peter.weber@dc.gov>  
Cc: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>  
Subject: FW: DME Quality Schools Community Conversations

See below and attached as we discussed. if either of you can provide me with a rationale as to why this does work on this date, I'm all ears. In addition to the logistical challenges of coordinating the project itself at the school, I don't think this helps us get volunteers as these are competing events and will detract and distract people from the positive focus and messaging we want to have for school opening. It also makes us look completely uncoordinated & frankly worse for the DME but for us as well since the meeting is proposed in a DCPS school.

Please let me know what, if anything, can be done to move the DME off of this date.

Thanks!

From: Burney, Shanita (DCPS)  
Sent: Wednesday, August 01, 2012 2:42 PM  
To: Robinson, Josephine B. (DCPS)  
Cc: Holland, Burnell (DCPS); Williams, Shereen L. (DCPS); Baxter, Vincent (DCPS)  
Subject: FW: DME Quality Schools Community Conversations

Josephine,

As I mentioned, last night at the Ward 5 Community Conversation, Jessica Sutter and Thomas Byrd, Ward 8 Council on Education rep (host for Ward 8 Community Conversation) shared with me the date of the Ward 8 meeting which had previously been listed as TBD. It will be held the same day as Beautification Day ☀️ 8/25 from 10am ☀️ 2pm at Savoy Elementary.

Jessica let me know she had gotten this date approved through LMR and the site was approved through Patrick Pope, Savoy Principal.
The turnout at Ward 1 from what I understand was about 60 and the participation at the Ward 5 meeting last night peaked at about 60-75 if I had to estimate.

Let me know how I can assist further. Thanks.

Shanita

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From: Sutter, Jessica (EOM)
Sent: Wednesday, July 18, 2012 11:56 AM
To: Robinson, Josephine B. (DCPS)
Cc: Burney, Shanita (DCPS); Baxter, Vincent (DCPS); Leonard, Jennifer (EOM)
Subject: DME Quality Schools Community Conversations

Dear Josephine,

I hope that this message finds you well on another sweltering summer day in the District. I was delighted to get to say hello to both Shanita and Vincent at last night’s great State of the Schools event in Ward 1, but I wasn’t able to compliment you on your excellent job as moderator. I was quite impressed with your ability to move people along and yet still make them feel heard.

I wanted to update you on the Office of the Deputy Mayor’s Quality Schools Community Conversations and invite members of DCPS central office staff to attend and participate as they are able. We were thankful that so many DCPS senior staff were able to participate in the community advisor conversations we held in February and March, following the release of the Quality Schools report from IFF, and we would be delighted to have that level of participation again.

The DME partnered with Public Agenda to help organize Community Conversations in the five Wards that are home to the Top 10 priority neighborhood clusters identified in the report. Community Conversations are carefully constructed problem-solving dialogues that bring diverse stakeholders and community members together to discuss an important public issue. Such conversations are frequently a first step in a larger process of community engagement, collaboration and action and have been put to good use in hundreds of communities nationwide. The Community Conversations in the District will focus on how parents, schools, communities and the city can work together to ensure access to high-quality education opportunities for all children in Washington DC.

These Conversations will be structured as a round-table participation event. Public Agenda staff and members of the planning teams from each of the Wards will offer introductory remarks and explain the procedure for the event. With moderators and recorders at each table to help facilitate the first hour, the event team will use the attached ChoiceWork guide to help spark the discussion. For the second half of the event, moderators will help table groups move from discussion to action, crafting draft plans for how community members in partnership with government, schools, and one another might bring some of their ideas to fruition.

Following the Community Conversations, the Deputy Mayor for Education will release a brief report that includes summary notes from each Conversation. The Deputy Mayor will use these community suggestions to inform a list of recommendations to DCPS, the Public Charter School Board, and charter LEAs as to how they can increase the number of quality seats in high-need neighborhood clusters. This report will be released in Fall of 2012.

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Cc: Burney, Shanita (DCPS); Baxter, Vincent (DCPS); Leonard, Jennifer (EOM)
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Over the past three months, Public Agenda and DME worked to identify community organizations in Wards 1, 4, 5, 7, and 8 that would be willing to sponsor and host these events. While the Conversations are meant to focus on the concerns of stakeholders in the priority clusters, the meetings are open to the general public and residents of any Ward are welcome to attend any of the meetings. A schedule of meetings and the sponsoring organizations is as follows:

**Cluster 2**/Ward 1 -- Lead Organization: CentroNia
Community Conversation Thursday, July 26 @ 5:30-9PM, CentroNia

**Cluster 18**/Ward 4 - Collaborating Organizations: AJE, S.H.A.P.P.E, GAC & OSSE
Community Conversation ☑ Saturday, August 18 @ 10 am ☑ 2pm, Emery Recreation Center

**Clusters 22 & 23**/Ward 5 -- Lead Organization: Ward 5 Council on Education
Community Conversation ☑ Tuesday, July 31 @ 6:30PM, Providence Hospital

**Clusters 31, 33, & 34**/Ward 7 - Lead Organization: Advisory Neighborhood Commission 7A
Community Conversation ☑ Saturday, August 11 @ 10 am ☑ 2pm, Kelly Miller MS

**Clusters 36, 38 & 39**/Ward 8 - Lead Organization: Ward 8 Education Council
Community Conversation ☑ TBD, early August

I hope that DCPS Central Office staff will be able to join these meetings, whether as participants or as observers. I also hope that you will help spread the word to your parent and community partners and encourage them to come out and participate. Links to EventBrite sites where folks can RSVP are as follows:

http://dcward1.eventbrite.com
http://dcward4.eventbrite.com
http://dcward5.eventbrite.com
http://dcward7.eventbrite.com

As soon as we have confirmed the date and location of the Ward 8 meeting, I will provide you all with an update including the RSVP link for that event. Sponsor organizations and their planning teams are publicizing each event through their networks, using flyers, word-of-mouth, neighborhood list-servs, and social media. The DME has posted the event information on our website and our Twitter feed (@DMEforDC) and will continue to tweet about each event as it approaches.

Please do not hesitate to reach out to me with any questions that you may have about the Community Conversations or the planned follow-up from the DME. I look forward to seeing you at these events in the coming weeks!

Take care,
Jessica

Jessica Sutter
Senior Advisor
Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov
www.dme.dc.gov
Grade Your Government!
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Check out the new grade.dc.gov and give your feedback via web, text or social media.
Learn more at www.grade.dc.gov
Resource Implications of School Size
DC Public Schools
June 28, 2012
DCPS partnered with ERS to rethink the use of people, time and money

ERS Partnership
- Education Resource Strategies is a non-profit that partners with urban districts to change the way people, time, and money are used so that all students receive the support they need to succeed

Resource Mapping
- Detailed analysis of district and school level resource allocation
- Designed to support the alignment of resources with the district’s strategic goals and strategic resource use principles
- Resources analyzed are people, time, and money

Project Goal
- Help DCPS determine how limited resources are best organized to support effective schools and an effective school system

Project Timeline
- September 2011 – August 2012
Investigating the impact of school size on DCPS’ resources was one part of the larger resource mapping project

- In the current tough times, many districts are looking closely at their school portfolio – particularly at small schools - to manage cost and maximize the number of students served in high performing schools.

- Across districts, small schools cost more, though the differential can vary significantly.

- While districts and communities are often seeking specific benefits from small school size, small schools also face specific barriers to strategic resource use, so districts need to make deliberate trade-offs in their small schools to maximize ROI.

- In other words, it’s important for schools to be small “by design, not “by default”.

To inform DCPS strategy on small schools moving forward, stakeholders must have transparency on:

- How much more does DCPS spend on small schools and towards what ends?
- What design challenges must DCPS small schools overcome to warrant the extra investment (from an ROI perspective)?
Agenda/Table of Contents

- Differences in level and nature of resources in small schools
DC has more small schools in its ES/K-8 portfolio than most districts ERS has studied

% of Schools by Size Bucket – Elementary/K8

- <200
- 200-349
- 350-499
- 500-999
- 1000+

63% of ES are <350

Source: DPS SY2010 Expenditures and Enrollment; Excludes Charter Schools; ERS analysis.
DC also has more very small secondary schools

% of Schools by Size Bucket – Middle, High, and Secondary Schools

- <200
- 200-349
- 350-499
- 500-999
- 1000+

36% of SS and 62% of MS are <350

Source: DPS SY2010 Expenditures and Enrollment; - Excludes Charter Schools; ERS analysis
Education Resource Strategies
Like in most districts, small schools in DCPS are more expensive

Elem./K-8 Schools: School Allocated $ Per Weighted Pupil* vs. Size

Middle Schools

High/Secondary

*See Appendix for explanation of EPS methodology for calculating school allocated dollars per weighted pupil
Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data
Education Resource Strategies
DCPS’ large number of small schools means it has a higher small school spending premium

**How did we calculate this? For example at Elementary/K8 Schools …**

**Elem. Schools: SA $pwp vs. Size**

If we brought ES under 350 to the average $pwp for a 550 student school -> $16.4 M

Note: ES/K8 shown as an example. Per-pupil small school premium is equal or greater at other levels.

<table>
<thead>
<tr>
<th>Spending on the avg. school of 550</th>
<th>Charlotte</th>
<th>Duval</th>
<th>Denver</th>
<th>PGPS</th>
<th>DC (ES)</th>
<th>DC (K-B)</th>
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</thead>
<tbody>
<tr>
<td>$9.1 K</td>
<td>$11.6 K</td>
<td>$13.2 K</td>
<td>$2.5 K</td>
<td>$2.6 K</td>
<td>$2.6 K</td>
<td>$2.3 K</td>
</tr>
<tr>
<td>Small Schools &lt; 350: avg. SA $pwp</td>
<td>$9.2 K</td>
<td>$10.7 K</td>
<td>$1.5 K</td>
<td>$1.5 K</td>
<td>$1.5 K</td>
<td>$2.3 K</td>
</tr>
<tr>
<td>(as % over avg. 550)</td>
<td>8%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>% Small Schools</td>
<td>8%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>69%</td>
<td>44%</td>
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<td>% of Students in Schools &lt;350</td>
<td>4%</td>
<td>8%</td>
<td>11%</td>
<td>12%</td>
<td>57%</td>
<td>34%</td>
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<tr>
<td>Total small school premium ($/ES pupil)</td>
<td>$5.9 M ($92)</td>
<td>$12.6 M ($205)</td>
<td>$6.3 M ($147)</td>
<td>$17.8 M ($273)</td>
<td>$16.4 M ($801)</td>
<td>$5.3 M ($776)</td>
</tr>
</tbody>
</table>

Total spending on size in DC’s ES/K8 portfolio is $21.7 M

Source: DCPS CY12 budget data, fall 2011 student enrollment data and schools data.
Additional spending on small schools concentrated in Instructional Support/Professional Development and Leadership functions (ES)

<table>
<thead>
<tr>
<th>SPWP</th>
<th>&lt;200</th>
<th>200-349</th>
<th>350-499</th>
<th>500-999</th>
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<tbody>
<tr>
<td>$16,000</td>
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</tr>
<tr>
<td>$14,000</td>
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<td></td>
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</tr>
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<td>$12,000</td>
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</tr>
<tr>
<td>$10,000</td>
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<tr>
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<td></td>
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</tr>
<tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>$4,000</td>
<td></td>
<td></td>
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<tr>
<td>$2,000</td>
<td></td>
<td></td>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>&lt;200</th>
<th>200-349</th>
<th>350-499</th>
<th>500-999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus services</td>
<td>$113</td>
<td>$115</td>
<td>$109</td>
<td>$132</td>
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<tr>
<td>ISPD</td>
<td>$1,005</td>
<td>$796</td>
<td>$745</td>
<td>$401</td>
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<tr>
<td>Leadership</td>
<td>$1,404</td>
<td>$1,050</td>
<td>$864</td>
<td>$896</td>
</tr>
<tr>
<td>Pupil services</td>
<td>$1,488</td>
<td>$1,373</td>
<td>$1,346</td>
<td>$745</td>
</tr>
<tr>
<td>O&amp;M</td>
<td>$2,058</td>
<td>$1,485</td>
<td>$1,070</td>
<td>$1,007</td>
</tr>
<tr>
<td>Instruction</td>
<td>$8,853</td>
<td>$9,272</td>
<td>$9,402</td>
<td>$8,870</td>
</tr>
</tbody>
</table>

# of schools

<table>
<thead>
<tr>
<th></th>
<th>&lt;200</th>
<th>200-349</th>
<th>350-499</th>
<th>500-999</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>38</td>
<td>16</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Source: DCPS F Y12 budget data; Fall 2011 student enrollment data and schools data

Education Resource Strategies
Leadership and ISPD premium even higher at secondary level, particularly at MS

**SA $PWP by Use Across SS* School Size Groups**

*$Deal & specialty HS excluded from comparison

<table>
<thead>
<tr>
<th>SPWP</th>
<th>MS &lt;350</th>
<th>MS &gt;350</th>
<th>HS &lt;650</th>
<th>HS &gt;650</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,000</td>
<td>$103</td>
<td>$114</td>
<td>$106</td>
<td>$113</td>
</tr>
<tr>
<td>$16,000</td>
<td>$1,189</td>
<td>$553</td>
<td>$631</td>
<td>$492</td>
</tr>
<tr>
<td>$14,000</td>
<td>$2,087</td>
<td>$1,316</td>
<td>$1,451</td>
<td>$1,193</td>
</tr>
<tr>
<td>$12,000</td>
<td>$2,054</td>
<td>$2,002</td>
<td>$2,382</td>
<td>$1,888</td>
</tr>
<tr>
<td>$10,000</td>
<td>$2,723</td>
<td>$2,346</td>
<td>$2,980</td>
<td>$1,799</td>
</tr>
<tr>
<td>$8,000</td>
<td>$8,379</td>
<td>$7,944</td>
<td>$8,419</td>
<td>$7,246</td>
</tr>
<tr>
<td>$6,000</td>
<td>$4,000</td>
<td>$1,316</td>
<td>$1,451</td>
<td>$1,193</td>
</tr>
<tr>
<td>$4,000</td>
<td>$1,000</td>
<td>$553</td>
<td>$631</td>
<td>$492</td>
</tr>
<tr>
<td>$2,000</td>
<td>$103</td>
<td>$114</td>
<td>$106</td>
<td>$113</td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**ES Level**

<table>
<thead>
<tr>
<th>&lt;350</th>
<th>&gt;350</th>
</tr>
</thead>
<tbody>
<tr>
<td>$814</td>
<td>$775</td>
</tr>
<tr>
<td>$1081</td>
<td>$871</td>
</tr>
</tbody>
</table>

**# of schools**

| 8 | 4 | 6 | 4 |

Source: DCPS FY12 budget data; Fall 2011 student enrollment data and schools data

Education Resource Strategies
Higher spending driven primarily by “flat” and “step-function” allocated positions, which are all non-teacher positions

Example: “Flat” allocation:
- 1 Principal for every school

Example: “Step-function” allocation:
- 0.5 business manager for every school ≤250
- 1 business manager for every school >250

<table>
<thead>
<tr>
<th>School Name</th>
<th>ERS Use</th>
<th>Jefferson Middle School</th>
<th>Stuart-Hobson Middle School</th>
<th>Deal Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolliment</td>
<td>N/A</td>
<td>179</td>
<td>415</td>
<td>945</td>
</tr>
<tr>
<td>Students/non-teacher FTE</td>
<td>N/A</td>
<td>20</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>Students/teacher FTE</td>
<td>N/A</td>
<td>20</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td>Principal</td>
<td>Leadership</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Media/Librarian</td>
<td>Instruction</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Literacy PD</td>
<td>ISPD</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cust Foreman</td>
<td>O&amp;M</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Leadership</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Admin Aide</td>
<td>Leadership</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sped Coord</td>
<td>ISPD</td>
<td>0</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed teachers</td>
<td>Instruction</td>
<td>9</td>
<td>20.8</td>
<td>47.3</td>
</tr>
</tbody>
</table>

Small schools have much higher student-non-teacher staff ratios than larger schools.

This is because many non-teacher positions are flat and step-function allocations, and therefore small schools receive the same or similar FTE, though they have fewer students...

...while teacher allocations are adjusted on the basis of the number of pupils at the school.

Source: DCPS FY2012 local budget allocations worksheet “final model technical adjustments”

Education Resource Strategies
This is part of the reason that DCPS schools have more non-teacher bodies than schools in most other districts ERS has studied.

Cross-District Comparison of School Allocated MS FTE by Job Type

Note: showing MS level as example, but same trend exists at other levels

<table>
<thead>
<tr>
<th></th>
<th>Teacher*</th>
<th>Aides</th>
<th>Professional</th>
<th>School Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS</td>
<td>61</td>
<td>11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Duval</td>
<td>62</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>55</td>
<td>17</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Baltimore</td>
<td>72</td>
<td>22</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>DC MS</td>
<td>85</td>
<td>14</td>
<td>14</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Lower Avg School Size</th>
<th>Overall $pp</th>
<th>Higher Avg School Size</th>
<th>Overall $pp</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS</td>
<td>886</td>
<td>956</td>
<td>545</td>
<td>357</td>
</tr>
<tr>
<td>Stu:Tchr Ratio</td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Stu:All Staff Ratio</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>% of staff that are teachers</td>
<td>73%</td>
<td>69%</td>
<td>60%</td>
<td>51%</td>
</tr>
</tbody>
</table>

*Note: Teacher includes all staff with IMPACT group 1-7; **K-8 class size is based on middle grades only. but position analysis includes teachers for grades K-S Education Resource Strategies.
Agenda/Table of Contents

- Barriers to effective resources use in small schools
ERS has found that high-performing schools organize resources consistent with three principles:

**Teaching Effectiveness**: Build teaching effectiveness through teams that maximize combined expertise and have time and support for effective collaboration.

**Individual Attention**: Create targeted individual attention for students and foster personal relationships between students and teachers.

**Academic Time**: Organize and use time strategically, maximizing time on core academics, and linking learning to needs.
Though the district spends more $ in its smallest schools, small schools also face more barriers to using $ well

| 1 | Very small teacher teams | • Grade level (ES) and subject (MS/HS) teams are often only 1-2 teachers, which is too small for effective collaboration & means broader teacher expertise is required |
| 2 | Targeting resources for small and flexible groups is more difficult | • Harder to be deliberate and strategic about class size |
|   |                           | • Too few classes per grade for skill-based regrouping |
| 3 | Harder to efficiently utilize specialized staff (SPED & ELL) | • Specialized staff in small schools often have lower caseloads |
| 4 | Very expensive for small high schools to offer comprehensive programming | • Maintaining broad elective and advanced programming means these courses are often very small at smaller schools |

While there are often design options available that mitigate these challenges, in schools that are small by default vs. small by design, available options are often misaligned with the school’s needs and characteristics.
Teacher teams leverage combined teacher expertise to improve instruction

EXAMPLE: Grade level teams at a hypothetical K-5 school

When teacher teams with combined expertise have significant time to work together to plan and adjust instruction based on data, each teacher’s individual work benefits from the combined knowledge of the group.
But, due to their small size, DC schools have very small teacher teams

<table>
<thead>
<tr>
<th>Grade-Span</th>
<th>Avg. team size (core only)*</th>
<th>% of teams with &gt;2 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>MS</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>HS</td>
<td>1.5</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Note: teacher teams are defined for the purposes of this analysis as those that share content (grade-level at ES, course (e.g. English 1 at MS/HS)

The smaller the teacher team...

...the greater the onus is on each individual teacher to have a breadth of skills.

...the more isolated the teaching job is, with less support from peers.

...the less the system is able to leverage its best teachers to improve instruction system-wide.

Note: HS metrics include only grade 9 and 10 ELA and Math teams at comprehensive HS; K8’s are not included in the analysis.
Source: DCPS SY 1112 Course Schedule data
Very Small Teacher Teams: Mitigating the Design Challenge

- Organize cross-grade or cross-school teams
- Invest more in non-teacher instructional expertise (e.g. coaches)
- Planning time must be coordinated across multiple schools & with all teachers off at the same time
- Because all teams would meet at the same time (vs. staggered throughout the day), non-teacher instructional experts can support fewer teams
- Extra cost: paying for non-teacher experts costs more than creating teams that maximize collective expertise

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
It’s harder for small schools to strategically vary class sizes (ES/K8/MS)

Class size is the largest single driver of school-level per-pupil cost. ERS has found that resources are often tied up in non-deliberate class size reductions and therefore not optimally aligned with a school’s priorities. Small schools have far fewer degrees of freedom to be strategic about class size.

EXAMPLE: Two principals want to use their resources to lower group size in their K-2 grades to align with their early reading strategy. They both have 1 teacher for every 20 students...

...but the principal at this small school doesn’t achieve her goal. Instead, she prioritizes more teacher resources to grades with the largest cohort sizes.

...while the principal at this larger school can achieve her goal & save 4 teacher positions to create small group reading specialists.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cohort size</th>
<th># of tchrs</th>
<th>Avg. class sz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>27</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>1</td>
<td>37</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

Because a difference of 1 teacher position in any grade has such a big impact in small schools, class size varies more across grades. At the elementary level, class size varies at small schools 33% more than at large schools. But, this difference is unlikely to be deliberate.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cohort size</th>
<th># of tchrs</th>
<th>Avg. class sz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>118</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>105</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>105</td>
<td>4</td>
<td>26</td>
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<tr>
<td>4</td>
<td>125</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>116</td>
<td>4</td>
<td>29</td>
</tr>
</tbody>
</table>
Further, it’s more difficult for small schools to flexibly group students based on their needs

- ERS has found that high-performing schools create targeted small groups in high priority areas.

- Larger schools are able to mix students across classrooms of the same grade (ES) or grade-subject combination (MS/HS) to match both group size and teacher expertise to student need.

- The fewer classrooms at each grade level, the harder it is to create groups targeted to students’ needs & the fewer specialist resources will be available at each grade level.

---

**DCPS ES grades have an average of 2 teachers per grade. At the SS level, MS/HS have an average of 1.3 teachers per subject grade combination.**

<table>
<thead>
<tr>
<th></th>
<th>Regular classroom teacher</th>
<th>Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LARGER SCHOOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 20</td>
<td></td>
<td>26 26</td>
</tr>
<tr>
<td>21 20</td>
<td></td>
<td>15 9</td>
</tr>
<tr>
<td>21 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students can work on 1 of 5 areas or skill-levels depending on need, with significant opportunity for small group size.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMALLER SCHOOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**With fewer classrooms and less specialist time, students may only be able to work on one of two skills with less opportunity for small group size.**
Targeting Resources for Small and Flexible Groups: Mitigating the Design Challenge

- In ES grades, create **multi-grade classrooms** and groups to allow more flexibility in organizing resources for group size.

- In MS and HS grades, support **multiple certifications for teachers** (e.g. math and science) so that schools don’t have to purchase one teacher for every subject.

- At MS & HS grades, teach **integrated subjects** (e.g. humanities), doubling the number of teachers and increasing flexibility in group size.

- To ensure schools can create small, flexible groups, **fund more teachers per student** at very small schools with high needs populations.

- Higher teacher capacity
- Curriculum and assessment system flexible to competency-based instruction
- Higher teacher capacity
- Higher teacher capacity
- Curriculum and assessment system flexible to integrated core content
- Resources would have to be diverted from elsewhere in the system

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
SPED and ELL staff are more likely to be under-utilized in schools with small numbers of students requiring services

*Fill rate is a measure of efficiency of instructional staffing*

**Fill rate Example**

1 teacher of FT non-Autism ES students

DCPS SPED staffing policy says 10:1 student:teacher ratio

If the teacher only has 7 of her 10 "spots" filled with students, the class' fill rate is 70%

### Average Fill Rate for Elementary Schools, grouped by SPED enrollment quartiles

<table>
<thead>
<tr>
<th>Average School Fill Rate</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% -</td>
<td>52%</td>
<td>58%</td>
<td>78%</td>
<td>83%</td>
</tr>
<tr>
<td>80% -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60% -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40% -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20% -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPED Enrollment Quartiles**

<table>
<thead>
<tr>
<th>Avg Size of SPED pop.</th>
<th>17</th>
<th>26</th>
<th>32</th>
<th>48</th>
</tr>
</thead>
</table>

Raising the fill rate at the half of Elementary schools with the smallest SPED pop to the fill rate for the largest would save **$2.8M**

*Source: DCPS SY1112 Special Education data, position file*
Under-utilized SPED and ELL staff:
Mitigating the Design Challenge

- Cluster SPED and ELL students in certain schools so that no one school has a small number of students needing services (self-contained only)

- Dual certification (SPED and Gen Ed) makes service model in small schools more flexible

- Higher transportation costs

- Higher teacher capacity

- Potential new investment to provide/incentivize dual certification

- Use itinerant staff to serve special needs populations

- Schools sharing staff must coordinate schedules such that itinerant staff can be used productively and efficiently

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
Advanced and non-core courses are often very expensive at small HS attempting to offer comprehensive programming.

9-12th grade average GenEd class size (comprehensive HS)

- Very small class sizes in more esoteric non-core and advanced courses result in fewer resources available to spend on core subjects and struggling students who have farther to go.
- Raising non-core class size to 25 would save $3.8M.

Source: DCPS SY1112 Course Schedule data
Comprehensive Programming at Small High Schools: Mitigating the Design Challenge

- Narrow programming at comprehensive high schools
- Reorganize comprehensive high schools to be themed schools that each offer a more narrowed, but different set of electives.
- Reduce cost of broad programming through community partnerships and technology-based delivery
- Fewer course options for students attending neighborhood schools
- Students will continue to exit neighborhood schools to seek better options
- To ensure all students have a broad set of options, district would have to shift to an entirely choice-based high school portfolio, where students apply to theme school based on interests (higher transportation costs)
- Requires new infrastructure and partnerships to support

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
Portfolio Planning & Alignment, Principal Development, and General Operations

CityBridge Foundation

JUNE 30, 2012
I. Summary

On September 22, 2011, the CityBridge Foundation approved a DC Public Education Fund (Education Fund) proposal written on behalf of the District of Columbia Public Schools (DCPS) to provide $375,000 in funding for the period July 2011 to March 2012 to support the following three efforts:

- **Portfolio Planning and Alignment**: $250,000 to support a comprehensive resource study by Education Resource Strategies (ERS).
- **Principal Development**: $100,000 to support a manager of leadership development program design on the DCPS human capital team, and
- **General Operations**: $25,000 to support the ongoing operations of the Education Fund, enabling it to continue providing project management, grant accountability, and reporting support for critical reform initiatives in DCPS.

Subsequently, on January 31, 2012, CityBridge Foundation granted an additional $80,000 to cover the remaining portion of ERS' work, thus bringing this total grant to $455,000.

II. Progress Against Grant Goals

The following summarizes progress to date in each of the programs funded by this grant:

ERS

DCPS' engagement with ERS consists of a five part resource use study, including: a school funding system analysis, functional cost benchmarking, school level resource analysis, human capital strategy resource analysis, and synthesis and prioritization. Launched in September 2011, ERS' study is expected to yield the following outcomes:

- A better understanding among district leadership of current spending patterns, best practice spending principles and specific opportunities for improved resource alignment within DCPS.
- Options for making changes to SY12-13 school allocations to improve equity, transparency, and flexibility.
- A vision of how DPCS can better align its spending with its strategic goals and new strategic plan, and specific recommendations for policy changes and resource reallocations that will support this vision.
- Development or evolution of district policies and/or points of view concerning school portfolio management, school design, resourcing of central functions and teaching effectiveness strategy, and other key areas.
- High-level implementation plans and timetables for key policy changes.

To date, ERS has completed 3 phases of work: data collection and validation, and school funding system analysis. A summary of work completed in the first 3 phases is below.

Phase 1: Data Collection and Validation

- ERS and DCPS agreed on the appropriate types of data to collect given ERS analysis requirements, DCPS data availability, and DCPS specific project goals.
- ERS requested the following DCPS data: position report, budget file, student demographics, student performance, school traits, human resources, IMPACT, and special education.
- All files were collected, validated, and mapped into ERS analysis tools in late September/early October.
- ERS reconciled DCPS position data with budget data and merged the two datasets into one financial file.
ERS prepared for and conducted in-person interviews with relevant DCPS staff to ensure our understanding of the data that had been provided.

Phase 2: School Funding System Analysis

- To ensure comparability of funding levels and spending patterns across districts, ERS coded the DCPS financial file using standard coding.
- Based on the coded financial file and other data files including student demographic data and school data, ERS analyzed DCPS spending.
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- ERS summarized findings and recommendations based on the school resource analysis to share with the DCPS Management Team.

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**Principal Effectiveness**

TBD

**General Operations**

TBD
III. Successes

Below are just a few examples of successes to date in each of the programs funded by this grant:

ERS

- **Elementary Design Work**: DCPS was so pleased with ERS’ initial school design work that they selectively contracted with them to pilot several recommendations with three elementary school principals. ERS will facilitate a two-day school design working session with principals and relevant central office staff, support resource re-organization planning, facilitate a design sharing session, and conduct a principal survey to measure success. This work is being funded by public dollars.

- **High Engagement Level**: DCPS’ Chancellor, Chiefs and leadership teams have been heavily engaged in ERS’ work. To date, ERS has held four internal briefings and meetings with DCPS leadership attended by employees from Management Team. Beyond these more formal meetings, ERS has conducted conversations at the school level with principals, teachers, instructional coaches, and others. MORE: comment on richness of conversations, feedback from DCPS, etc. Conversations have focused on how the resource allocations strategies, including improved use of teacher time and increases in student learning time, can help DCPS attain the goals laid out in the strategic plan.

Principal Effectiveness

- **TBD**: TBD

General Operations

- **TBD**: TBD

IV. Challenges and Lessons Learned

Below are just a few examples of challenges and lessons learned to date in each of the programs funded by this grant:

ERS

- **Scheduling**: Phase 3 of ERS’ work was slightly delayed due to some adjustments to ERS’ schedule to support DCPS in modeling the cost implications of IMPACT changes as well as April’s testing and Spring Break, which made visiting classrooms and schools challenging for the researchers. The ERS team completed elementary and middle school visits in April and high school visits in early May. The impact of these scheduling challenges has pushed ERS’ completion date to August 2012.

- **Implementing Recommendations**: Although not a current challenge, DCPS is already thoughtfully considering how to implement ERS’ recommendations into the fiscal year 2014 budgeting process. MORE: When will FY14 budget process kickoff? How is DCPS prioritizing recommendations to implement? What, if anything, was already integrated in FY13 budget? To fully implement some of the concepts raised by ERS’ analysis, DCPS will need to work with schools and principals much earlier than the usual January budget kick off.
Principal Effectiveness

- TBD: TBD
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General Operations

- TBD: TBD
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** Includes additional $80,000 grant explained in the Summary section.

Appendix

Appendix A  ERS Mid-term Briefing Deck
Appendix B  ERS Scope of Work
Appendix C  TBD
Appendix D  TBD
Appendix E  TBD
Appendix F  TBD
Portfolio Planning & Alignment, Principal Development, and General Operations

CityBridge Foundation

JUNE 30, 2012
I. Summary

On September 22, 2011, the CityBridge Foundation approved a DC Public Education Fund (Education Fund) proposal written on behalf of the District of Columbia Public Schools (DCPS) to provide $375,000 in funding for the period July 2011 to March 2012 to support the following three efforts:

- **Portfolio Planning and Alignment:** $250,000 to support a comprehensive resource study by Education Resource Strategies (ERS).
- **Principal Development:** $100,000 to support a manager of leadership development program design on the DCPS human capital team, and
- **General Operations:** $25,000 to support the ongoing operations of the Education Fund, enabling it to continue providing project management, grant accountability, and reporting support for critical reform initiatives in DCPS.

Subsequently, on January 31, 2012, CityBridge Foundation granted an additional $80,000 to cover the remaining portion of ERS’ work, thus bringing this total grant to $455,000.

II. Progress Against Grant Goals

The following summarizes progress to date in each of the programs funded by this grant:

ERS

DCPS’ engagement with ERS consists of a five part resource use study, including: a school funding system analysis, functional cost benchmarking, school level resource analysis, human capital strategy resource analysis, and synthesis and prioritization. Launched in September 2011, ERS’ study is expected to yield the following outcomes:

- A better understanding among district leadership of current spending patterns, best practice spending principles and specific opportunities for improved resource alignment within DCPS.
- Options for making changes to SY12-13 school allocations to improve equity, transparency, and flexibility.
- A vision of how DPCS can better align its spending with its strategic goals and new strategic plan, and specific recommendations for policy changes and resource reallocations that will support this vision.
- Development or evolution of district policies and/or points of view concerning school portfolio management, school design, resourcing of central functions and teaching effectiveness strategy, and other key areas.
- High-level implementation plans and timetables for key policy changes.

To date, ERS has completed 3 phases of work: data collection and validation, and school funding system analysis. A summary of work completed in the first 3 phases is below.

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General Operations

TBD
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Appendix

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Appendix B  ERS Scope of Work
Appendix C  TBD
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Appendix E  TBD
Appendix F  TBD
Subject: ERS touch base

Location: Cate's office

Start: 6/21/2012 12:00 PM
End: 6/21/2012 1:00 PM

Recurrence: (none)

Required Attendees: Swinburn, Cate (DCPS)

Optional Attendees: Garrison, Greg (DCPS)

Resources: Cate's office

Can you and your team touch base with ERS on their data collection. The plan is for them to give you a run down of the data that ERS collects so that you can ask questions and figure out which data points you might want to track and how.

You are welcome to invite anyone from your team.
Perfect. Talk to you then.

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, June 19, 2012 5:58 PM
To: Weber, Peter (DCPS)
Subject: RE: Deck for pre-read

Thanks, we were just getting nervous that you had decided to stay in CA and soak up the sun! Let’s plan on 10:30.

Kristen

From: Weber, Peter (DCPS) [mailto:peter.weber@dc.gov]
Sent: Tuesday, June 19, 2012 5:55 PM
To: Kristen Ferris
Cc: Jonathan Travers; David Bloom
Subject: RE: Deck for pre-read

Sorry for the slow response. Sent the deck out earlier today. Do you have time tomorrow between 10 and 12?

Grade Your Government!
Share your thoughts on key DC Government services.
Check out the new grade.dc.gov and give your feedback via web, text or social media.
Learn more at www.grade.dc.gov

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, June 19, 2012 9:15 AM
To: Weber, Peter (DCPS)
Cc: Jonathan Travers; David Bloom
Subject: Deck for pre-read
Hi –

Attached is the deck to go out for pre-read. Below is a covernote. As always, feel free to revise. Would really like to connect with you once more on facilitation before Thursday morning. Let me know if there are times today or tomorrow that would work for you. Thanks,

Kristen

All,

Attached are materials for our session to discuss High School Design on Thursday. The essential question they explore is: What are the highest priority school design changes and resource reallocations necessary for DCPS to achieve Strat Plan goals across the current HS portfolio and to work to fundamentally shift the distribution of student need over time?

We’re really excited to get into the substance of this with you – we think there is a critical set of decisions the system will have to make in the next few years around high school strategy and resulting resource reallocation. These slides tell that story and recommend a set of actions that we think are the minimum actions the district would have to take to reach its Strat Plan goals.

As with last time, we are relying on you to come to Thursday’s session having reviewed these materials and are hoping to spend most of our time having a discussion focusing on two questions:

- What are your big takeaways with respect to high school resource use?
- What does this mean for the big changes the district will have to undertake to meet its strategic goals?

Kristen Burton Ferns | Manager
Education Resource Strategies
1 Brook Street | Watertown, MA 02472
T: 617.600.4612 | F: 617.607.8957
ERSStrategies.org | kferns@erstrategies.org

Rethinking Resources for Student Success
Check out the new ERS series “Practical Tools for District Reform.”
Resource guides and online tools available at edweek.org.

Explore School Budget Hold’em to learn what’s possible in tough times.
Sorry for the slow response. Sent the deck out earlier today. Do you have time tomorrow between 10 and 12?

Hi –

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- What are your big takeaways with respect to high school resource use?
- What does this mean for the big changes the district will have to undertake to meet its strategic goals?
As long as you define it, it will be fine.

Unfortunately, kaya had to cancel the friday session and doesn't have other friday time. What other options do we have? She is fine with you just going to management team.

Forgot to talk about this yesterday. Is it better to switch out specialty school any place it appears and replace with application school? Or is it OK to just define specifically up front the first time it appears?

Not worth raising with the whole group in the room, but we should talk about either defining “specialty school” as a school you have to apply to or using “application school”. We actually give some specialty funding to non-specialty schools (e.g. ballou). Might confuse folks.

Download DC311 and Start Reporting Today!
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Thanks for letting me do today's check ins. It was a totally exhausting day, but I think it was helpful both for me and for the chiefs. We have a different type of conversations without you – more brainstorming, more discussion. I think there is value in working out some kind of an alternating schedule.

Here are the highlights. Updates on your issues are first, new issues raised are in italics

**Anthony**

1. **School Closure.** We are planning to have our next school closure conversation on June 21 after management team retreat.
2. **Food RFP.** Anthony is preparing for the food service contracts to go to OAG for legal sufficiency and to OCFO for fiscal certification. The current projected cost of the contract is within $1 million of the amount of the fiscal impact statement for the RFP. The last significant contracting issue is related to a vendor with only three schools where the per meal price is unexpectedly high. We are looking at options.
3. **IT Clearinghouse.** Anthony will reach out to Rob Mancini to learn about the IT Procurement Clearinghouse.
4. **China ask.** Anthony is also working with Rob Mancini to put together the ask for the Mayor's china trip.
5. **Provision 4.** Anthony continues to pursue provision 4 – a food service reimbursement system that would allow us to get reimbursed for more meals and to directly certify income levels through TANF rolls. Lisa and I remain dubious about this project given our experience with Provision 2. Anthony is working to collect additional information for our review.
6. **Feeder Patterns.** Anthony is working to finalize an MOU with 21st Century and Urban Inst. To engage them on our feeder pattern work. Lisa and I will provide feedback on the MOU.

**Jason**

1. **WTU negotiations.** Jason will have a deck on WTU negotiations for MT to review by the time of the retreat.
2. **Teacher Centers.** Jason is calling Nathan to review teacher center locations and to affirm that DCPS should be the point of contact for these discussions.
3. **Outreach on RIF.** Jason will call unions and Fonda will contact councilmembers to alert them to the RIF late on Thursday or early on Friday. Press statement will be ready for Friday or Monday when we get questions. DCPS will be prepared to provide the aggregate number of each position and the aggregate number at each school subject to the RIF.
4. **IMPACT update.** Jason will update MT on IMPACT changes.
5. **Unplaced principals.** We still have four principals who did not receive non-reappointment letters and who do not have a placement. This will be a $500K spending pressure if we do not remove or place. One option would be to give principals until the end of the fiscal year to find placements.
6. **RIF memos.** Kaya will receive revised RIF memos to sign in the next day or so.

**Nathaniel**

1. **Non-public number.** Nathaniel will provide an update on where non-public reductions came from. In short there are three categories.
   a. Some students graduated or aged out
   b. Some students were absorbed in our DCPS schools
   c. Some students were deemed ineligible either because of truancy status or residency.
2. Medicaid. We continue to have challenges with Medicaid billing. We plan to pursue a two part strategy.
   a. First, we will continue to work with the deputy mayor’s (BB and DeShawn) to apply pressure to Health Care Finance.
   b. Second, during our conversation, Nathaniel realized that there may be an opportunity for DCPS, as a provider, to apply directly to CMS for a waiver of the state requirements. This would be a way to avoid the billing shortfall that we may face and would give us some leverage over HCF. Nathaniel is exploring.

Cate

1. Test Results. DC CAS test results may be available by the week of June 21 (next week). Cate is reviewing and will schedule time when they are ready.

2. School Scorecards. We have a series of decisions to make regarding school scorecards. At this point, Cate thinks (and I agree) that we should set up scorecards that rate each school (by stars) for each of 4 categories (e.g. achievement, progress, culture, family engagement), but not provide a total ranking. We could even build a system that allows parents to weight each category to come up with their own ranking. This would give us the benefit of a scorecard, but would minimize the work in coming up with the specifications and weightings we would need. Would also avoid challenges when our scorecards do not match NCLB or 40/40 categories.

3. Common Core Communications. Cate will convene a group to begin work on communications to parents, teachers, and principals on CCSS.

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Cate

1. Test Results. DC CAS test results may be available by the week of June 21 (next week). Cate is reviewing and will schedule time when they are ready.
2. School Scorecards. We have a series of decisions to make regarding school scorecards. At this point, Cate thinks (and I agree) that we should set up scorecards that rate each school (by stars) for each of 4 categories (e.g. achievement, progress, culture, family engagement), but not provide a total ranking. We could even build a system that allows parents to weight each category to come up with their own ranking. This would give us the benefit of a scorecard, but would minimize the work in coming up with the specifications and weightings we would need. Would also avoid challenges when our scorecards do not match NCLB or 40/40 categories.
3. Common Core Communications. Cate will convene a group to begin work on communications to parents, teachers, and principals on CCSS.
Weber, Peter (DCPS) [peter.weber@dc.gov]

Tuesday, June 12, 2012 9:50 AM

Davis, John L. (DCPS); Wright, Carey (DCPS)

FW: ERS Call

High school prez draft v14_PREWIRESENT20120611.pdf

Resending. Can you guys please share with your teams and try to have them review before 11:30.

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From: Weber, Peter (DCPS)
Sent: Monday, June 11, 2012 3:51 PM
To: Davis, John L. (DCPS); carey.wright@dc.gov
Subject: ERS Call

John and Carey, can you guys share the attached deck and the email below with the staff members who will be participating in tomorrow’s session with ERS. We’ll meet in the 8th floor conference room at 11:30.

All,

Attached are materials for our call on Tuesday morning. We have two primary objectives for our time together: (1) to make sure those of you who know DC’s high schools and high school strategy most deeply have a chance to engage more deeply in these materials in preparation for our session with the larger management team next Thursday and (2) to get your perspective on the most important conversation for the management team to have related to the information presented here.

A note on the overall structure of these materials: The first section on the high school portfolio lays out why we think turning around DC’s large comprehensive HS will be particularly challenging. The remainder then explores what changes to resource use we think would be necessary to make this turnaround successful.

Finally, we are still working to finish up/do a final check on a few analyses, and so the numbers included here are still preliminary. If there are places where numbers you see don’t seem plausibly right, please flag those for our conversation. Similarly, where relevant, we would love you to flag any places where our language should be adjusted to be more consistent with DCPS conventions/terms.

Because we only have an hour to get through these materials, we won’t go through slide by slide during the session, but instead use the time to focus on your questions, reactions, and thoughts. Therefore, we are hoping you will take some time to read through the deck in advance, flagging the two things noted above in addition to your more general thoughts, reactions, and questions.

Best,

Kristen
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Best,
Kristen
Yup. No problem.

Pete, if you haven’t sent this out yet, will you work off of the version below, which adds the last sentence specifically asking them to pre-read and note questions/comments in prep for the session. If you’ve already sent it out, will you send a follow-up emphasizing the importance of pre-reading if you think folks won’t do it otherwise?

Also, here is a call-in: Not sure if all of you will be in the same place, but JT and I are in different places this week.

Phone Number: 6176003803
Access Code: 0175694

Finally, I checked on flexibility on our meeting next Monday and I don’t think there’s any way we can be available for an hour between 830 and 1. However, we could start at 730 and go to 830 if that would work better for you than Friday morning.

Thanks,

Kristen
Hi – Deck attached with covernote below. Feel free to adjust language as you see fit & also make it come from you vs. me.

All,

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T: 617.600.4612 | F: 617.607.8957

ERSstrategies.org | kferns@ersstrategies.org

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Can you and your team touch base with ERS on their data collection. The plan is for them to give you a run down of the data that ERS collects so that you can ask questions and figure out which data points you might want to track and how.

You are welcome to invite anyone from your team.
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<th><strong>Subject:</strong></th>
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<tbody>
<tr>
<td><strong>Location:</strong></td>
<td>Cate’s office</td>
</tr>
<tr>
<td><strong>Start:</strong></td>
<td>Thu 6/21/2012 12:00 PM</td>
</tr>
<tr>
<td><strong>End:</strong></td>
<td>Thu 6/21/2012 1:00 PM</td>
</tr>
<tr>
<td><strong>Recurrence:</strong></td>
<td>(none)</td>
</tr>
<tr>
<td><strong>Organizer:</strong></td>
<td>Weber, Peter (DCPS)</td>
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You are welcome to invite anyone from your team.
Subject: ERS touch base

Location: Cate's office

Start: 6/21/2012 4:00 PM
End: 6/21/2012 5:00 PM

Recurrence: (none)

Required Attendees: Swinburn, Cate (DCPS) (cate.swinburn@dc.gov)

Resources: Cate's office

Can you and your team touch base with ERS on their data collection. The plan is for them to give you a run down of the data that ERS collects so that you can ask questions and figure out which data points you might want to track and how.

You are welcome to invite anyone from your team.
That’s fine.

From: Davis, John L. (DCPS)
Sent: Wednesday, June 06, 2012 11:53 AM
To: Weber, Peter (DCPS); Wright, Carey (DCPS)
Cc: Love Davis, Juanita (DCPS)
Subject: RE: Meeting June 12

I’m probably going to send two HS supts (assuming it doesn’t conflict with graduation) and ask to skip the meeting if possible. I have supts from 8-noon on that Tuesday. With PWP reviews likely to continue on Tuesday and a 1230 meeting with the chancellor, I’d just like to send the two HS supts.

From: Weber, Peter (DCPS)
Sent: Wednesday, June 06, 2012 11:39 AM
To: Wright, Carey (DCPS); Love Davis, Juanita (DCPS); Davis, John L. (DCPS); Essig, Antonia (DCPS-OSE)
Subject: RE: Meeting June 12

Great. Carey, can we use your conference room?

From: Wright, Carey (DCPS) [mailto:carey.wright@dc.gov]
Sent: Wednesday, June 06, 2012 10:47 AM
To: Love Davis, Juanita (DCPS); Weber, Peter (DCPS); Davis, John L. (DCPS); Essig, Antonia (DCPS-OSE)
Subject: RE: Meeting June 12

Awesome! Thanks, Juanita. I will let my deputies know. Will you work with John to identify which supts he wants attending the meeting?

Carey

From: Love Davis, Juanita (DCPS) [mailto:juanita.lovedavis@dc.gov]
Sent: Wednesday, June 06, 2012 10:46 AM
To: Wright, Carey (DCPS); Weber, Peter (OOC); Davis, John L. (OOC); Essig, Antonia (OSE)
Subject: RE: Meeting June 12

Yes, ma’am.

Chief Davis will be available from 11:30 – 12:30 p.m.

Juanita D. Love Davis

From: Wright, Carey (DCPS) [mailto:carey.wright@dc.gov]
Sent: Wednesday, June 06, 2012 10:40 AM
To: Weber, Peter (DCPS); Davis, John L. (DCPS); Love Davis, Juanita (DCPS); Essig, Antonia (DCPS-OSE)
Subject: RE: Meeting June 12
Pete
I can rearrange my schedule to be available between 11:30-1:00. John, would that work for you? Once we have the time nailed down, I will invite the deputies.
Carey

From: Weber, Peter (DCPS) [mailto:peter.weber@dc.gov]
Sent: Wednesday, June 06, 2012 10:16 AM
To: Davis, John L. (OOC); Wright, Carey (DCPS); Love Davis, Juanita (DCPS); Essig, Antonia (OSE)
Subject: Meeting June 12

In preparation for our June 21 Management team meeting, ERS would like to meet with you two to give you a preview of their analysis of high schools. I would also like to considering including a couple other folks in the meeting – maybe an instructional sup or two and some of the deputy chiefs from OCAO.

Are you guys available on June 12 for an hour between 11:30 and 2?

Are you comfortable with me extending an invitation to others on your team for the meeting?

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That's pretty good. You might also include that we are working to determine how we will implement recommendations in Fy 2014 budgeting process. Not sure if this is a success or a challenge at this point, but it is a thing to do.

-----Original Message-----
From: Kara Honeycutt [mailto:khoneycutt@dceducationfund.org]
Sent: Sunday, June 03, 2012 4:36 PM
To: Weber, Peter (DCPS)
Subject: ERS Report

Hi Pete,

I'm working on the progress report for CityBridge's funding of ERS. Below are my thoughts on several successes and challenges to date. Let me know if these are the ones you would highlight or if there are others. Ideally I would like to have 2-3 of each.

Successes
- Elementary design work - DCPS contract with ERS to pilot some initiatives with ES principals
- Generally high engagement level of Chiefs

Challenges
- Scheduling/timeline extended - due to focus on IMPACT, Spring Break, DC CAS, etc.
- Integrating more findings into FY13 budget?

Thanks!
Kara
Let’s do 1030 to 11 on Tuesday.

Hi –

Sorry – I have 930-10 or 1030-11, but not 10-1030. Does any of that work?

K

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Hi –

First, do you want to call us at (617) 607-8965 today?

Second, I am assuming you all are off this coming Monday? Can we find time on Tuesday to connect? I am hoping to resolve the two things below and also ask you a few questions that have come up re: high schools as we have gotten deeper into analysis.

Let me know if there are times that work for you Tuesday. I have 930-10, 1030-11, 12-3 and after 5.

Kristen

---

Kristen Burton Ferns | Manager
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---

From: Kristen Ferris  
Sent: Wednesday, May 23, 2012 5:12 PM  
To: 'Weber, Peter (OOC)'  
Subject: Final scheduling  

Hi –

Two things:

1) Please send me the contact for the SPED person who attended the ES principal working session when you have a chance

2) We are wanting to nail down dates for our visits/sessions the next few months this week if possible. We talked to Jason K re: the Human Capital work today and ran our proposed July timeline by him. He seemed to think that worked for him. If it’s also OK with any other folks who would be involved, we would propose setting up the following schedule for the next few months. Let me know what you think – if this seems right, we will go ahead and book travel for June 21-22.

Thanks!
Kristen

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Human capital session | 2 hours | Week of July 16 | Jason & team, Kaya, Pete

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Tuesday 10 am?

From: Kristen Ferris [mailto:kferris@erstrategies.org]  
Sent: Friday, May 25, 2012 12:43 PM  
To: Weber, Peter (DCPS)  
Subject: Call # and other stuff

Hi –

First, do you want to call us at (617) 607-8965 today?

Second, I am assuming you all are off this coming Monday? Can we find time on Tuesday to connect? I am hoping to resolve the two things below and also ask you a few questions that have come up re: high schools as we have gotten deeper into analysis.

Let me know if there are times that work for you Tuesday. I have 930-10, 1030-11, 12-3 and after 5.

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Mutinda,

This is the Excel sheet of the Non-Public Unit appeals.

Thanks,

Katie

On 1/13/12 4:13 PM, "Petersen, John (DCPS)" <John.Petersen@dc.gov> wrote:

Mutinda,

This is the list of students in the appeal in excel format.

Thanks,

JP

From: Petersen, John (DCPS)
Sent: Friday, January 13, 2012 3:47 PM
To: Parris, Mutinda (OSSE) (mutinda.parris@dc.gov); Miranda, Vanessa (OSSE) (Vanessa.Miranda@dc.gov)
Cc: Ruda, Lisa M. (OOC) (Lisa.Ruda@dc.gov); Outlaw, Mary L. (SHS) (mary.outlaw@dc.gov); Wade, Julianne (SS) (julianne.wade@dc.gov); Webb, Kathleen (OSE)
Subject: DCPS Enrollment Audit Appeal

Mutinda,

On behalf of DCPS, I want to thank you and the OSSE team for your continued support throughout the audit process. With the finish line now in sight, we look forward to drawing a close to this year's audit.

Attached to this email you will find our written submission of the enrollment/residency appeal. In addition, we will be going to the OSSE building shortly to drop off the hard copies of the documentation for each student case highlighted. Last, we will also submit the non-public documentation along with the DCPS local school enrollment appeals.

Overall, we are submitting 41 student appeals (34 enrollment and 7 residency). However, when we collected the appeals from schools we received close to 240 appeals. Through a comprehensive check with our team, we narrowed this to 41 appeals that would fit the guidelines established by TCBA. It was difficult to make these cuts in our submission, because we believe that there are more students in our schools – the chronic hall walkers, the suspended students and the chronically absent – that are not reflected in our final total, yet we still continue to provide these students services in our schools. That said, we want to remain consistent with the process and put forth documents that that adhere to TCBA’s guidelines.

If you have any question, please let us know.
Thanks,
John

John Petersen

Director, School Opening
Office of the Chief of Staff
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202 535 1635
F 202 442 5026
E john.petersen@dc.gov
W dcps.dc.gov
The feedback I’m getting from schools and our Program Managers is that families are instructed by their NP schools that their closing procedures will mirror PG County or DCPS school closings (depending on their location).

Other schools have said they have already notified parents.

Do we will want Progress Monitors to call families directly?

On 8/24/11 5:22 AM, "callie.hudak@dc.gov" <callie.hudak@dc.gov> wrote:

Thanks Joshua! Is your understanding that NP schools are communicating closures to parents or should we still plan to reach out to parents? I would assume that this is like a snow day where schools communicate their closures to parents and news outlets. Julie and Rebecca, does DOT normally have any sort of communication go out?

From: Wayne, Josh (OSE)  
To: callie.hudak@dc.gov <callie.hudak@dc.gov>; Beers, Nathaniel (OSE); Hudak, Callie (OSE); Rathinasamy, Neela (OOC); Johnson, Julie E. (OSE); Newman, Rebecca (OSE)  
Subject: Non-Public and Charter School Transpo Update 8/24/11 5:10am

Good morning Ryan,

Below is the list of schools that have confirmed they are closed. As I’m sure you know, PG County Schools is closed. The trend is that schools in PG are falling in line with this decision and closing. I’m not sure if I’ve heard from all of them, but I think it’s a safe bet that they are closing.

I also just saw the email that DC schools are closed, so that could be a game changer on any/all of the other schools. I’m sure you know more about what decisions are being made in this regard than I do.

That all said, here are the confirmed closes:

**Schools in the District**

Hospitality High School PCS  
William E Doar JR PCS : NW campus is closed temporarily until a review of the building can be conducted. All students are to attend classes at the NE campus  
The New Beginning Vocational Public School (This literally just came in. I suspect we’ll see a rash of closings in DC due to the DCPS decision)

**Schools in Surrounding Counties**
High Roads of PG - Lower Capitol Heights  
(All HR campuses in PG County)  
Pathways School - Edgewood (Silver Spring, MD)  
Pathways School - Hyattsville (Hyattsville, MD)  
Pathways School - Springville Re-Entry (Wheaton, MD)  
The Children's Guild Inc.

This is a separate list Julie Johnson sent me last night from a radio station website:

Carlos Rosario Int'l' PCS  
Charles E. Smith Day School  
Fairfax County Schools  
Hyde Leadership Public Charter  
Ideal Academy Public Charter (we have their start date as Thursday, so I’m not sure what’s up there)  
Prince George's County Schools

I will also call you shortly to confirm/discuss.

Thanks,

Joshua
What the heck?! UGH!

From: Lujan, Claudia (DCPS)
Sent: Thursday, December 20, 2012 10:01 AM
To: Watson, Naomi M. (DCPS)
Subject: Fwd: School Consolidation Analysis Next Steps

!?!

(FYI)

Sent from my iPhone

Begin forwarded message:

From: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Date: December 20, 2012, 9:55:47 AM EST
To: "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov>
Cc: "Michel-Red, Nadja (DCPS)" <nadja.michel-herf@dc.gov>, "Ranaweera, Pras (DCPS)" <pras.ranaweera@dc.gov>, "Garrison, Greg (DCPS)" <greg.garrison@dc.gov>
Subject: Re: School Consolidation Analysis Next Steps

Pras,

There is a whole process and system set up to project enrollment and develop school budgets. I own the enrollment projection process and work with Chris and John who manage the school budget process. If you have a few minutes this afternoon I’d love to stop by and give you a quick overview.

Sent from my iPhone

On Dec 20, 2012, at 9:27 AM, "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov> wrote:

Hold on. Projected enrollment is more nuanced than existing enrollment plus expected students to be received. Claudia Lujan and her team own the responsibility of developing next year's enrollment projections. Have you coordinated with her? No information should be sent to principals that doesn't originate from her.

From: <Michel-Herf>, "Nadja (DCPS)" <nadja.michel-herf@dc.gov>
To: "Ranaweera, Pras (DCPS)" <pras.ranaweera@dc.gov>
Cc: "Garrison, Greg (DCPS)" <greg.garrison@dc.gov>, Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: RE: School Consolidation Analysis Next Steps
Nadj.

Greg and I have talked previously with Pete about contacting principals in the schools which will receive students following consolidation to see what data could help them prepare for the possible changes. If this proves to be a good idea, Greg’s team will do the analysis early in Jan 2013.

We might send out projected enrollment and student proficiency data. Depends what is useful to principals. Greg is going to reach out to a few principals shortly to understand precisely that, but we wandered if you have a little context on the school budget timeline and how much flex is there for change after the consolidations are announced?

If, for example we send information to a principal that shows he should expect a large number of ELL students, at what point in the year is it too late for principals to allocate more funding to ELL support?

Thanks

Pras
Great!
Thank you!

From: Smith, Alaina (DCPS)  
Sent: Wednesday, October 31, 2012 11:38 AM  
To: Watson, Naomi M. (DCPS)  
Cc: Garrison, Greg (DCPS); Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS); Lerman, Amy (DCPS-OOC)  
Subject: Re: School Profiles Data

Thanks, Naomi. We’ll connect with Bryant and his team, but it seems to make sense that they own much, if not most of this information. For now we will continue to update the school name and grade configuration fields in sdl. We will keep you posted if anything changes.

Best,
Alaina

From: "Watson, Naomi M. (DCPS)" <Naomi.Watson@dc.gov>  
Date: Thu, 25 Oct 2012 17:23:26 -0400  
To: Alaina Smith <alaina.smith@dc.gov>  
Cc: "Garrison, Greg (DCPS)" <greg.garrison@dc.gov>, Nancy Iheanacho <nancy.iheanacho@dc.gov>, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>, "Lerman, Amy (DCPS-OOC)" <Amy.Lerman@dc.gov>  
Subject: Re: School Profiles Data

Sure, all the data that feeds the profiles is entered in sdl. The directory you modify should feed the profiles. So if you make a change it will update online and those we collect/update as they change.

The rest of the profile and scorecard fields we only update once a year because normally they don't change as frequently as say school phone number for example. Feeder patterns is one of them. If that info has changed we can definitely get that from you and it can be updated easily.

This year I think we got that info from bryant in cos because that info was given out in the school opening meetings and between you two offices, I don't know who should be the "owner".

Let me know whatever needs to change and we will update it!

Thanks!

Naomi

From: Smith, Alaina (DCPS)  
To: Watson, Naomi M. (DCPS)  
Cc: Garrison, Greg (DCPS); Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS); Lerman, Amy (DCPS-OOC)  
Sent: Thu Oct 25 17:10:01 2012  
Subject: Re: School Profiles Data
Thanks, Naomi. Currently we update the school name, and grade configuration fields in SDL. Please let us know if you think there other fields we should be updating.

Could you also you let us know in general what fields school profiles pull from SDL? Lastly, what is the time frame that you usually make changes/updates to the profiles?

Best,
Alaina

From: "Watson, Naomi M. (DCPS)" <Naomi.Watson@dc.gov>
Date: Thu, 25 Oct 2012 15:02:29 -0400
To: Alaina Smith <alaina.smith@dc.gov>
Cc: "Garrison, Greg (DCPS)" <greg.garrison@dc.gov>
Subject: Re: School Profiles Data

We are happy to update them if things have changed from last year. I thought it was your office that provided them?

From: Smith, Alaina (DCPS)
To: Watson, Naomi M. (DCPS)
Cc: Garrison, Greg (DCPS)
Sent: Thu Oct 25 14:50:10 2012
Subject: School Profiles Data

Hi Naomi,

Do you know who provides the data for updates to the feeder patterns in school profiles?
We’re getting close to the opening of the High School Online Application, and later, the Lottery, and want to make sure everything is correct for families using the profiles to prepare for those applications. Thank you!

~Alaina

Alaina Smith
Office of Strategic Enrollment Initiatives

District of Columbia Public Schools
Office of the Chief Operating Officer
1200 First Street NE
Washington, DC 20002
T: 202.535.3117
F: 202.442.5026
E: alaina.smith@dc.gov
W: http://dcps.dc.gov

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Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911) and the Office on Aging.
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Thanks!

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Yikes! Ok thanks!

From: Sewell, Bryant (DCPS)
Sent: Thursday, August 23, 2012 2:26 PM
To: Watson, Naomi M. (DCPS); Rinkus, Christopher (DCPS); Lujan, Claudia (DCPS)
Cc: DuPre, Mary (DCPS)
Subject: RE: Ferebee-Hope grade configuration change?

The FB Hope piece was an SY11-12 change. Below is all we have for SY12-13.

From: Watson, Naomi M. (DCPS)
Sent: Thursday, August 23, 2012 2:24 PM
To: Rinkus, Christopher (DCPS); Sewell, Bryant (DCPS); Lujan, Claudia (DCPS)
Cc: DuPre, Mary (DCPS)
Subject: RE: Ferebee-Hope grade configuration change?

Thank you!! Do we have an updated list of changes for SY 12-13 of school name, grade configuration or address that is not reflected in the charts below? I got this from Bryant earlier in the summer.

Thanks so much!
Naomi

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*Moving From Peabody ES site to the Logan Annex site

---

**From:** Rinkus, Christopher (DCPS)  
**Sent:** Thursday, August 23, 2012 2:19 PM  
**To:** Watson, Naomi M. (DCPS); Sewell, Bryant (DCPS); Lujan, Claudia (DCPS)  
**Cc:** DuPre, Mary (DCPS)  
**Subject:** Re: Ferebee-Hope grade configuration change?

Yes, correct. They were PS to 5 last year ... Hart now has all the 6th grades from these nearby elementary schools.

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**From:** <Watson>, "Naomi M. (DCPS)" <Naomi.Watson@dc.gov>  
**To:** Christopher Rinkus <christopher.rinkus@dc.gov>, "Sewell, Bryant (DCPS)" <bryant.sewell@dc.gov>  
**Cc:** "DuPre, Mary (DCPS)" <mary.dupre@dc.gov>  
**Subject:** Ferebee-Hope grade configuration change?

Hi Guys,

We are working on updating the school profiles and Ferebee-Hope submitted a grade configure change for the 12-13 school year from PS-6 to PS3-5. Can you confirm that this is correct?

Thanks!  
Naomi

---

**Check out the "One City Action Plan"**

Read Mayor Gray's comprehensive strategy to create a thriving city for all!  
Visit [http://onecityactionplan.dc.gov](http://onecityactionplan.dc.gov) to learn more.
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Thanks!
Naomi

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Read Mayor Gray’s comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.
Thank you --- I look forward to hearing back from you.

Good morning Dr. Washington,

First, I apologize for any delay or confusion you are having in dealing with this situation. We do need to ensure that Lane’s needs are being met and we will work immediately to resolve this issue. Your patience and support is appreciated.

Thomas Anderson
Instructional Superintendent, Cluster X
Office of the Chief of Schools

District of Columbia Public Schools
Eliot-Hine MS
1830 Constitution Ave., NE
Washington, DC 20002
T 202-939-5290
E Thomas.anderson@dc.gov
W dcps.dc.gov

Hello Mrs. Henderson and Mr. Anderson:

I am very frustrated and disappointed parent of a senior at HD Woodson Senior High School. My frustration and disappointment stems from the inability to get a response from central office personnel regarding a request to combine pre-approved compensatory special education services for my son Lane Washington Roque. The staff at HD Woodson and I have been working cooperatively to put together strategies that we believe will assist my son in achieving academic success. I would greatly appreciate it if you would look into this matter ASAP. You can contact me or the special education staff at HD Woodson for further information. This is NOT acceptable. I do hope that we can have this resolved yesterday.
Ok --- maybe there is a prevailing thought that if we don't do or say anything he will go away --- this is very frustrating and disappointing that we can not get a response for a request to combine services for a compensatory package that has already been approved.

Regards,

Donald D. Washington, Ph.D.
NEA Center for Governance Leadership Development Team
1201 16th Street NW
Washington, DC 20036
202 822-7745
202 257-4884 (mobile)

From: Mason, Archibald (DCPS) [mailto:archibald.mason@dc.gov]
Sent: Tuesday, October 09, 2012 3:18 PM
To: Washington, Donald [NEA]; Allen-King, Anitra (DCPS); Johnson, Erika C. (DCPS)
Cc: 'saroque@maxhealth.com'; Lumumba-Umoja, Tarisai (DCPS); Wilkerson, Edward (DCPS)
Subject: RE: Lane Washington Roque

That was the incorrect Erika Johnson. I have included the correct Ms. Johnson on this email.

Professionally,

Archibald DeQ. Mason

Special Education Specialist, Office of Special Education

LEA Monitoring and School Support Team

District of Columbia Public Schools

1200 First Street, NE, Ninth Floor

Washington, DC 20002

T: 202/907-7480

F/Efax: 202/654-6137

Email: archibald.mason@dc.gov

From: Washington, Donald [NEA] [DWashington@nea.org]
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To: 'anitra.allen-king@dc.gov'; Johnson, Erika (DDOT)
Cc: 'saroque@maxhealth.com'; Lumumba-Umoja, Tarisai (DCPS); Wilkerson, Edward (DCPS); Johnson, Erika (DDOT); Mason, Archibald (DCPS)
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Ms. Johnson,

I am following up on the earlier email regarding hearing from you by COB today. As you know, schools close at 3:15 and since we are working cooperatively with the folks at HD Woodson I am hoping to hear from you very soon. Each day that things are delayed makes the schedule tighter to accomplish the things we desire for Lane. Thank you.
Good Morning,
Apology for the delay in response. I too have been experiencing difficulty with Ms. Allen-King. I was able to reach her this morning and she stated that Ms. Erica Johnson will follow-up with you by COB today.

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Mr. Mason,
We have not heard back from you or Mrs. Allen-King. In fact, Mrs. Allen-King’s email keeps bouncing back. It is critical that we get a response and preferably a positive response so that we can move forward. Our son Lane, is in need of these critical academic services as we prepare him for the SAT and other college/post secondary options. I will be forwarding a copy of this email and request to the office of the Superintendent.

From: Washington, Donald [NEA] <DWashington@nea.org>
To: Mason, Archibald (DCPS); ‘anitra.allen-king@dc.gov’ <anitra.allen-king@dc.gov>
Cc: ‘Sarah Roque (saroque@maxhealth.com)’ <saroque@maxhealth.com>; Lumumba-Umoja, Tarisai (DCPS); Wilkerson, Edward (DCPS)
Sent: Tue Oct 09 08:56:51 2012
Subject: RE: Lane Washington Roque

Hello,
I am following up on email correspondence sent to each of you from Ms. Umoja and Mr. Wilkerson from HD Woodson High School regarding the compensatory education package for our son Lane Washington Roque. It has been several days and we have not received any response or indication on how to proceed. This is very disappointing and disturbing as we want to move forward with getting our son the support he needs to be successful. We have been working cooperatively with the staff at HD Woodson to outline what we believe to be a sound approach to moving forward and that is being hindered by the lack of a response from your office. We would greatly appreciate your attention to this matter immediately. If you have any questions do not hesitate to contact me.

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Check out www.grade.dc.gov today.

Mr. Mason,

We have not heard back from you or Mrs. Allen-King. In fact, Mrs. Allen-King’s email keeps bouncing back. It is critical that we get a response and preferably a positive response so that we can move forward. Our son Lane, is in need of these critical academic services as we prepare him for the SAT and other college/post secondary options. I will be forwarding a copy of this email and request to the office of the Superintendent.
Hello,

I am following up on email correspondence sent to each of you from Ms. Umoja and Mr. Wilkerson from HD Woodson High School regarding the compensatory education package for our son Lane Washington Roque. It has been several days and we have not received any response or indication on how to proceed. This is very disappointing and disturbing as we want to move forward with getting our son the support he needs to be successful. We have been working cooperatively with the staff at HD Woodson to outline what we believe to be a sound approach to moving forward and that is being hindered by the lack of a response from your office. We would greatly appreciate your attention to this matter immediately. If you have any questions do not hesitate to contact me.

Donald D. Washington, Ph.D.
NEA Center for Governance
Leadership Development Team
1201 16th Street NW
Washington, DC 20036
202 822-7745
202 257-4884 mobile

*******************************************************************
Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.
*******************************************************************
Ms. Henderson, the problem that I have is that we have a broken public school system that needs to be fixed. We are shuffling our children around and we are not taking responsibility to repair what's broken and has been broken for years, why do we have use for new Charter Schools here in Ward 7, if the numbers are so low that we are closing our public school down, then where is there a need for us to even consider bringing in Charter School to take the place of an existing public school. Instead we should be focusing on bettering our Public School system offer more opportunities increase spending in our science and technology so that our Public schools can compete and provide our children a quality education so that we can compete with the world that we live in. At this rate the only thing that we are preparing our children for is Prison. I am not speaking of all of our Public Schools in the District I am speaking only about our Schools in Ward 7. Then we need to review whose teaching our kids, Teacher America is great for Subsitutes and teachers Aides no more or no less, we need to have Great teachers in place that care about the future of our children. Keep in mind these are our siblings you are just as much apart of this village as anyone else of color, our ancestors fought so that we could be where we are today, so to turn around and shun those that will be taking our place or just put them on the back burning its not a good idea, Our children here in Ward 7, need and deserve a good quality education, so do the right thing invest in our Public Schools make them better, bringing in new does not make it better FIX whats in place. You have the power make the right decision. Owe and by the way I have no need to speak with no one in the Charter School Executive Directors office, I tried to do that for a parent and they never returned my call.

On Wed, Dec 5, 2012 at 7:12 AM, Henderson, Kaya (DCPS) <Kaya.Henderson@dc.gov> wrote:
Mr. Garcia,
If you have issues with charter sector, it is best to be in touch with the Public Charter School Board, the governance body that oversees charters in the city. Scott Pearson is the Executive Director, and they have a publicly appointed board of directors. You can find their names and contact information at http://www.dcpubliccharter.com/.

I hope that information is helpful.
Kaya Henderson
Sent from my iPhone

On Dec 4, 2012, at 9:06 PM, "Walter Garcia" <wjgarcia2@gmail.com> wrote:
What can be done and if can can assist. As a matter of fact give me a call and we can discuss this and you can provide me details and I can give you my opinion on the issue. I just heard the people say they do not want Charter Schools or anymore Charter Schools here in Ward 7 (202)251-0783. I'm waiting on your call.

On Tue, Dec 4, 2012 at 9:11 PM, Henderson, Kaya (DCPS) <Kaya.Henderson@dc.gov> wrote:
All,
You've made your concerns clearly known to me/DCPS. I'm good with being accountable for what I control. However, I have no control over the charter sector in DC. Is there any reason why you haven't made your concerns known to the Public Charter School Board, the public institution responsible for authorizing, monitoring, and expanding or closing charter schools? I don't see any of the PCSB members copied on this email. While I've had multiple meetings with the Ward 7 Education Council, I don't have any indication that the Ward 7 Education Council has asked to meet with the PCSB. Why is that? In fact, I invited the Executive Director of the Public Charter School Board to the Ward 7 community meeting, and I had to literally beg people to explain their issues with the charter sector in Ward 7.

All of this is complicated and difficult work that we have to do TOGETHER. This is not about what DCPS is doing or not doing for Ward 7. This is about what we need to do together to create the best educational opportunities for our children. But if we're going to do this work together, then we need everybody who impacts this work at the table. What's the plan for bringing everybody to the table?

Sent from my iPhone

On Dec 4, 2012, at 6:59 PM, "Walter Garcia" <wjgarcia2@gmail.com> wrote:

Hello folks, I would just like to say a few words in response to the school closings. If you are elected by the people for the people then I do feel that you should represent the people. The Ward 7 Education Council was selected by the people, therefore I do feel that the people have spoken in Ward 7, there is no reason that the moratorium on Charter Schools should be lifted or ignored. The people spoke out against Charter Schools, if we are falsely misrepresenting the people, then the same cycle continues. Ward 7 has been mis-treated for a very longtime and the people deserve better, we continue to go against what the people are asking of us for whatever reason and it shows a weakness to those of authority if I throw them a bone I can do whatever I want. We need to stop this and stick to our guns as a entire Ward. I do understand that we all have our difference, but when the people stuck together and our elected representative stuck together against the Marijuana Dispencery it went away. We need to move and act on the issues that we have been asked to do by the people and stick to it. The people elected some of us to work and speak for them in there best interest and those of us who have stepped up to the bat to do that, we should represent the people with there best interest in mind. And right now the W7EC going against what the people have asked for which is the moratorium on CHARTER SCHOOLS it is a disgrace to turn your back on what the people have en-trust you to do. I say again our people have been BAMBOOZLED long enough please do the right thing. If we as adults lack integrity in leadership positions then how can we expect our children to do the right thing if we continue to disappoint them. Our fight is for the safety and the best interest of our children do
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Sent: Tue, Dec 4, 2012 2:34 pm
Subject: Re: [Ward 7] Friendly Amendement - No Charter Moratorium

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wjgarcia, II
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wjgarcia, II

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wlgarcia, II

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Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city — and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because: * Francis Stevens is growing — there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency — and without regard for educational quality — will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history — the residents of the White House are in-boundary — and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling — up to eleven years of it from PS3 to Grade 8 — to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,
Virginia Britton Alexandria, Virginia

There are now 7 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=1
Thanks, Kerri

----- Original Message ----- 
From: Larkin, Kerri (DCPS)  
To: Villanueva, Norma (DCPS); Beers, Nathaniel (DCPS)  
Cc: Flanagan, Thomas P. (DCPS)  
Subject: Re: Highly unsettling move for children with disabilities 

Norma, we anticipate this level of concern from parents and will most assuredly meet with the community, both with the Chancellor and then separately as needed. In the meantime, we may have a prepared response to send. Tom, do we have that language crafted?

----- Original Message ----- 
From: Villanueva, Norma (DCPS)  
To: Beers, Nathaniel (DCPS)  
Cc: Larkin, Kerri (DCPS)  
Sent: Wed Nov 14 06:47:36 2012  
Subject: Fw: Highly unsettling move for children with disabilities 

Thought should should have this heads up. I was contacted yesterday afternoon by another parent. I was also contacted last evening by the President of the local chapter of the National Federation of the Blind. I was at the MLK Library with our visually impaired middle and high school students and the Chief of the DC Public Library also expressed concern. I think we need to have a parent/community/partner forum and/or issue a statement immediately. Thank you for consideration of my request.

Help 9-1-1 Save Your Life! Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com. Inform first responders in advance!  
----- Original Message ----- 
From: Anne Larson <lalalarson88@gmail.com>  
To: ewadlington@dccouncil.us <ewadlington@dccouncil.us>  
Cc: Villanueva, Norma (DCPS)  
Sent: Tue Nov 13 23:43:51 2012  
Subject: Highly unsettling move for children with disabilities 

Dear Ms. Wadington,

I understand the fiscal responsibilities driving the decision to close some DC public schools.
I want to express my grave concerns on severing the nascent social structure of children with disabilities once again. We've been informed today of DCPS' intent to relocate the low-vision program from Francis-Stevens to Brookland EC at Bunker Hill.
All the children who joined the low vision program are spaced across many grades. They were torn from their home schools where they were in pre-K or above and moved into Francis-Stevens. The sole reason I decided to do this was for the stability and quality of education my children would get coupled with the low vision services which would be increased by 714%. Yes. It did not double, it did not triple, it went beyond what any good parent could ever deny their child: over a 700 percent increase in the specialized assistance. That alone did not sway my decision however - the attractiveness of being in a small school where my child would ostensibly remain until 8th grade, with the same students who would get to know and appreciate him for his personality and embrace his disabilities. I did not make the decision lightly.

DCPS management may not understand this, but children with low vision do not socialize very well. Teachers and students don't understand that the child can see large fuzzy objects but not be able to tell the difference between one large fuzzy object with dark hair and another large fuzzy object with dark hair. It takes quite a while for my son, who has low vision (and demonstrates Aspergers symptoms as well) to actually make a single friend because he talks loud, gets too close, and does not make eye contact. He also rarely says hello back to other kids because, as he says, they don't say who they are so he has no clue if he even knows them.

I am extremely disappointed that DCPS would consider to further upend these students who are only beginning to find a comfort zone at Francis-Stevens. That DCPS now plans to separate them from their newly burgeoning social circle of friends, teachers, and administrators and put them into a new school where they only know the 3-5 kids who are only in their low vision class is incomprehensible to me. They have a group of students who they've bonded with, who can help them day-by-day, and DCPS are ripping them apart. This is as I said the second time in a year that they will be removed from their best friends, their social network, the children who protect them on the playground, who help them to keep from tripping on the steps. It is downright cruel. It is a small group of children and treating them so is simply abhorrent.

Furthermore, I would like to note that it is my understanding that my children make up 18% of the vision impaired children in the program. My children are both at the top end in terms of the achievement in their classes and both of their teachers would describe them as high achieving students. At Marie Reed ES where all their classmates are going, there is a Higher Achievement program, at Brookland EC where DCPS for some reason thinks they belong there is not a Higher Achievement program. In fact the academic report card for Brookland EC is far inferior in comparison to Francis-Stevens EC, Marie Reed ES, and Hardy MS where all their classmates will be matriculated. DCPS does not seem concerned to maintain the same level of intellectual rigor for the vision impaired students. Let me strongly emphasize that intellectual challenge is of utmost importance and an intelligent child who is bored is disruptive and disadvantaged. A child who needs additional stimulation because of a sensory loss is highly sensitive to becoming disengaged if bored by the lack of academic challenge.

Most appalling is the realization that DCPS is not treating them the same as the other children in their classes. That goal is the goal of all special ed classes that mainstream. The goal to teach that all people and children no matter their color, their race, their religion, their capacity to run and jump, or to see and hear, they are all children and they all deserve equal treatment and respect. By separating these children from their classmates and not matriculating them into Marie Reed and Hardy like the other children, you are teaching them they are not equal, their friendships deserve less respect, and most of all their feelings deserve less respect.

I would urge you to help save Francis-Stevens and the vision program, and perhaps combine some schools with Francis-Stevens, but most of all I urge DCPS not to rip asunder the friendships that have been made and treat the vision program students differently from their classmates.
Thank you for your serious consideration of my note. Please forward this to any relevant parties concerning the DCPS school closure plan.

Anne Larson

1335 South Carolina Ave SE
Washington DC 20003
202-577-8831
Mother of 2 low vision students grade K and 3 at Francis-Stevens EC
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DCPS management may not understand this, but children with low vision do not socialize very well. Teachers and students don't understand that the child can see large fuzzy objects but not be able to tell the difference between one large fuzzy object with dark hair and another large fuzzy object with dark hair. It takes quite a while for my son, who has low vision (and demonstrates Aspergers symptoms as well) to actually make a single friend because he talks loud, gets too close, and does not make eye contact. He also rarely says hello back to other kids because, as he says, they don't say who they are so he has no clue if he even knows them.
I am extremely disappointed that DCPS would consider to further upend these students who are only beginning to find a comfort zone at Francis-Stevens. That DCPS now plans to separate them from their newly burgeoning social circle of friends, teachers, and administrators and put them into a new school where they only know the 3-5 kids who are only in their low vision class is incomprehensible to me. They have a group of students who they've bonded with, who can help them day-by-day, and DCPS are ripping them apart. This is as I said the second time in a year that they will be removed from their best friends, their social network, the children who protect them on the playground, who help them to keep from tripping on the steps. It is downright cruel. It is a small group of children and treating them so is simply abhorrent.

Furthermore, I would like to note that it is my understanding that my children make up 18% of the vision impaired children in the program. My children are both at the top end in terms of the achievement in their classes and both of their teachers would describe them as high achieving students. At Marie Reed ES where all their classmates are going, there is a Higher Achievement program, at Brookland EC where DCPS for some reason thinks they belong there is not a Higher Achievement program. In fact the academic report card for Brookland EC is far inferior in comparison to Francis-Stevens EC, Marie Reed ES, and Hardy MS where all their classmates will be matriculated. DCPS does not seem concerned to maintain the same level of intellectual rigor for the vision impaired students. Let me strongly emphasize that intellectual challenge is of utmost importance and a intelligent child who is bored is disruptive and disadvantaged. A child who needs additional stimulation because of a sensory loss is highly sensitive to becoming disengaged if bored by the lack of academic challenge.

Most appalling is the realization that DCPS is not treating them the same as the other children in their classes. That goal is the goal of all special ed classes that mainstream. The goal to teach that all people and children no matter their color, their race, their religion, their capacity to run and jump, or to see and hear, they are all children and they all deserve equal treatment and respect. By separating these children from their classmates and not matriculating them into Marie Reed and Hardy like the other children, you are teaching them they are not equal, their friendships deserve less respect, and most of all their feelings deserve less respect.

I would urge you to help save Francis-Stevens and the vision program, and perhaps combine some schools with Francis-Stevens, but most of all I urge DCPS not to rip asunder the friendships that have been made and treat the vision program students differently from their classmates.

Thank you for your serious consideration of my note. Please forward this to any relevant parties concerning the DCPS school closure plan.

Anne Larson
1335 South Carolina Ave SE
Washington DC 20003
202-577-8831
Mother of 2 low vision students grade K and 3 at Francis-Stevens EC
Hello Claudia,

I just fielded a call from a Joyanna Smith affiliated with the Lawyers Committee for Civil Rights here in DC. She wanted information on the process for community/parent communication regarding permanent school closures for an internal memo. She’s new to DCPS’s roll and wanted to know what is the process DCPS enacts when the decision is made to shut down a school with respect to parents and the community.

Her number is 202-491-4328

Please let me know how you wish to proceed.

Thank you,

Jachele Velez
Coordinator, Operations
Office of Family and Public Engagement

District of Columbia Public Schools
1200 First Street, NE
Washington, DC 2002
T 202.719.6614
E jachele.velez@dc.gov
From: Henderson, Kaya (DCPS)
To: padroanc2c@gmail.com <padroanc2c@gmail.com>
Cc: Murphy, Christopher (EOM); VCG; Williams-Skelton, Angela (DCPS)
Sent: Thu Jan 10 14:29:38 2013
Subject: Re: Follow up re: Chancellor, Mayor, and ANC meeting

Mr. Padro,

My assistant, Angela, will be in touch ASAP to schedule a time for us to talk.

Kaya Henderson

Sent from my iPhone

On Jan 10, 2013, at 1:59 PM, "VCG" <vcg6@dc.gov> wrote:

Hello Chancellor:

Please close the loop on this ASAP since a promise was made to him a month ago at the meeting we held with the ANC Chairs.

From: Alexander Padro <padroanc2c@gmail.com>
To: VCG; Murphy, Christopher (EOM)
Sent: Thu Jan 10 08:16:46 2013
Subject: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting

Gentlemen:

I want you to know that despite all the assurances at the December 6, 2012 ANC Chairs Meeting, over a month has passed and Chancellor Henderson still has not contacted me or responded to ANC 2C's correspondence regarding Shaw Middle school attendance boundary changes, construction schedule for the new school, and where students living in Shaw will attend middle school until the new Shaw school is constructed.

I cannot say I am surprised at Ms. Henderson's failure to contact me, as she has consistently refused to respond to all ANC 2C's correspondence regarding Shaw Middle School since she became Chancellor, including invitations to appear before our Commission. That is why I was so eager to have the opportunity to pose my questions to her in a public forum, in your presence, on 12/06/12.
The new Shaw Middle School is the most important issue facing our community in coming years. To have the chancellor refuse to engage the community is frustrating and anger inducing. Chancellor Rhee never failed to respond to our community's concerns, and would respond to my emails moments after receiving them. I do not understand how Ms. Henderson expects to get our community's buy in and engagement in school reform when she chooses to distance herself from the community and elected officials like myself.

I thought it important that you be aware of the problem we have been having with Ms, Henderson, since you pledged that she would be contacting all the Commissioners whose questions were not addressed because the Chancellor was an hour late to our meeting.

I would appreciate your assistance in getting Ms. Henderson to meet the commitment she made on 12/06/12 and also respond, preferably in writing, to ANC 2C's correspondence on Shaw Middle School issues. And we would certainly welcome her to come to ANC 6E in person at some future date.

---------- Forwarded message ----------
From: Alexander Padro <padroanc2c@gmail.com>
Date: Thu, Dec 20, 2012 at 1:32 PM
Subject: Re: Follow up re: Chancellor, Mayor, and ANC meeting
To: "Skates, Jennifer (DCPS)" <jennifer.skates@dc.gov>
Cc: VCG <vcg6@dc.gov>

Sorry for the delay in getting back to you, but my work schedule did not allow me to take the time to deal with other matters until now.

I have attached the letter I mentioned to you that includes ANC 2C's actions regarding the school consolidation plan, which I wanted to discuss with the Chancellor and Mayor Gray at the 12/06/12 ANC Chairs meeting.

In addition, contrary to the Chancellor's statements at the meeting, ANC 2C was not contacted, nor was I as the chair of the Commission and Single Member District Commissioner representing both Seaton and the old Shaw Junior High School, regarding any aspect of the consolidation plan.

Furthermore, there are a number of errors in the copy of the plan distributed to the Chairs at the 12/06/12 meeting relating to Seaton and Shaw. When we speak on the phone, I will review those with you.

My cell number, which you already have, is 202-365-6892 and is the best way to reach me. I look forward to discussing these matters with you soon and to scheduling a meeting with the Chancellor, as promised by Mayor Gray.

On Mon, Dec 17, 2012 at 2:54 PM, Skates, Jennifer (DCPS) <jennifer.skates@dc.gov> wrote:

Hi Commissioner Padro
I look forward to speaking with you in the coming days to hear your feedback on the ANC meeting. My desk line 442-8824 is typically the best way to reach me. My schedule is flexible tomorrow any time before 11 or after noon.

Thanks!

Jennifer Skates
Coordinator, Public Events
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC  20002
E  jennifer.skates@dc.gov
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P 202 442 8824

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--

Alex

Alexander M. Padro
Commissioner, ANC 2C01
Chair, ANC 2C  
1519 8th Street, NW  
Washington, DC 20001-3205  
202-518-3794  
PadroANC2c@gmail.com

--
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<Henderson Letter 121212 on ANC 2C Letterhead.pdf>
I know. And I suspect he is relating to whatever interaction he had with you at the meeting.

Will do, though I must say that I'm taken aback by this. I answer all my own emails and I honestly don't remember multiple emails or multiple requests to engage. I will double check. What might be happening is that my team might be in touch, but not me personally, which for many folks, is the issue.

Whatever the situation, I'll fix it. As you know, I have a strong commitment to engagement, so this is NOT how I roll.

Sent from my iPhone

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Chair, ANC 2C
1519 8th Street, NW
Washington, DC 20001-3205
202-518-3794
PadroANC2c@gmail.com
<Henderson Letter 121212 on ANC 2C Letterhead.pdf>
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PadroANC2c@gmail.com
KAYA HENDERSON
CHANCELLOR
DISTRICT OF COLUMBIA PUBLIC SCHOOLS
1200 FIRST ST NE
WASHINGTON DC 20002

Dear Chancellor Henderson:

Advisory Neighborhood Commission 2C conducted a public meeting on Wednesday, December 5, 2012 at the Watha T. Daniel/Shaw Neighborhood Library, 1630 7th Street, NW, to consider the proposed closure of Shaw @ Garnet Patterson and the delay in construction and opening of the new Shaw Middle School building.

At this regularly scheduled public meeting, which was properly noticed and with a quorum present (three out of four members needing to be present to achieve a quorum), Advisory Neighborhood Commission 2C voted unanimously to recommend that the attendance boundaries for Shaw Middle School be adjusted so that students in the Shaw neighborhood currently assigned to attend Francis-Stevens Education Campus instead are assigned to Shaw Middle School; that the proposed closure of Shaw @ Garnet Patterson be reconsidered as a result of this additional enrollment; that if the decision to close Shaw @ Garnett Patterson is not reversed, that the children that formerly were assigned to Francis-Stevens be sent to Cardozo High School instead of Hardy Middle School; that the additional population of students formerly assigned to Francis-Stevens Education Campus be taken into consideration in a reconsideration of the proposed construction start and opening dates of the new Shaw Middle School; that the new Shaw Middle School begin construction as soon as possible; and that said recommendations be communicated in writing to the Chancellor of DC Public Schools, the Deputy Mayor for Education, and the Mayor of the District of Columbia. The vote was four in favor, none against and no abstentions.
In considering this matter, the Commission discussed and determined the following:

1) The middle school age children of Shaw residents residing south of Rhode Island Avenue, NW, have been assigned to attend Francis-Stevens Education Campus for decades, despite the fact that many of these families live in apartment buildings from whose windows they could see the old Shaw Junior High School building at 925 Rhode Island Avenue, NW.

2) The poorly considered attendance boundaries that resulted in young children having to travel to the West End in order to attend their in-boundary middle school is now proposed to cause these children to travel all the way to Georgetown in order to attend Hardy Middle School. This is not acceptable to the Shaw community and the parents of the children who will have to make this substantial commute without a direct means of transportation, when they could walk to Shaw @ Garnet Patterson.

3) The addition of the students formerly assigned to Francis-Stevens Education Campus to the existing Shaw @ Garnet Patterson enrollment could be sufficient to justify keeping Shaw @ Garnet Patterson open until construction of the new Shaw Middle School is completed. If it is not sufficient to prevent the closure of Shaw @ Garnet Patterson, then all students in the Shaw neighborhood should be assigned to attend the temporary facility at Cardozo High School until the new Shaw Middle School is open.

4) The addition of students living south of Rhode Island avenue, NW in Shaw, combined with the current Shaw @ Garnet Patterson enrollment, and the construction currently under way of approximately 1,200 units of housing in central Shaw should be sufficient to justify the acceleration of the planning, construction, and opening of the new Shaw Middle School so that it can open before the proposed new date of 2018. The $54 Million required to build the new school had been in the DCPS capital budget every year until FY 2013. Not having a middle school in the neighborhood is a deterrent to parents with children who are considering moving to the Shaw neighborhood, and impedes the neighborhood’s continued revitalization.

For the reasons listed above, Advisory Neighborhood Commission 2C recommends that the Chancellor of the District of Columbia Public Schools, Deputy Mayor for Education, and Mayor of the District of Columbia support the realignment of the attendance boundaries, accelerated construction of the new Shaw Middle School, and other recommendations presented herewith, thereby granting ANC 2C’s recommendation the Great Weight provided for in the ANC statute.

Sincerely,

Alexander M. Padro
Chair
ANC 2C
Rarely there.

The point of it escapes me. What is so frustrating is that many of the folks who do things like this can give you a litany of what's wrong with things but never have a useful, constructive recommendation that can be implemented.

Glaude says it's Pho Palmer and Trayon White - both part of the w8 Ed council. Ab is part of that group as well. We've worked pretty closely with them, so I'm not sure why they feel the need to act this way. They've come with some requests that are completely untenable - if we have to close schools, THEY select which schools to be closed. If we hire any new teachers or principals in the ward, THEY select them as well. And a few other things. One of the things that I find about some of the w8 advocates is that they are so mired in their victimization as residents of w8, that they want control more than anything else. Are you ever even at home to see a protest?

I heard this evening that there is supposedly a group planning to protest school consolidations at my house on Thursday. No idea what that is to prove other than being a superficial PR trick.

Ok. I want to talk to you later this week outside of the group to share some of the background info on this consolidation stuff, and give you a few options as to some different ways we can proceed. Doesn't have to be in person, it can be by phone in the evening or on the weekend. I can put together a few slides that lays out the information for your consideration. Is that possible?

I'm meeting with Jim Shelton at 6:45pm tonight.
Let's discuss at the meeting this week.

From: Henderson, Kaya (DCPS)
To: VCG
Sent: Mon Dec 10 06:59:40 2012
Subject: Re: NEWS RELEASE - Charter School Board Public Hearing Schedule Changes for December 10

I know!
I can't think of any reason why they would say no.
Essentially, they'd get a free, new building in exchange for having a neighborhood preference in their admissions process.
I think we can get it done.
Will keep you posted.

Sent from my iPhone

On Dec 9, 2012, at 3:18 PM, "VCG" <vcg6@dc.gov> wrote:

I just responded to Scott's e-mail and copied you. Let's quickly determine feasibility and move accordingly. Would be a good game changer.

From: Henderson, Kaya (DCPS)
To: spearson@dcpcsb.org <spearson@dcpcsb.org>; VCG
Cc: Leonard, Jennifer (EOM)
Sent: Sat Dec 08 14:21:50 2012
Subject: Fwd: NEWS RELEASE - Charter School Board Public Hearing Schedule Changes for December 10

When I say out of the box thinking, this is what I mean. Instead of folks spending money to build a new int'l high school on Walter Reed's campus, I could give them the new Roosevelt and both DCPS and charters could feed into it. I have bilingual programs that have no where to go after 5th or 8th grade, so this is a need for us too!
Lots of details to work out, but we could put together a planning committee to work out all the particulars over the next year while the building is under construction. Win, win. Thoughts?

Kaya Henderson
Sent from my IPad

From: "AWilliams@dcpcsb.org"
<AWilliams@dcpcsb.org>
Date: December 7, 2012, 5:42:52 PM EST
Subject: NEWS RELEASE - Charter School Board Public Hearing Schedule Changes for December 10
For Immediate Release: December 7, 2012
Contact: Audrey Williams 202-328-2748
awilliams@dcpcsb.org

Charter School Board Public Hearing Schedule Changes for December 10

Washington, D.C. The DC Public Charter School Board has the following schedule changes for public hearings on Monday December 10, 2012.

• The public hearing on Revisions to the PCSB Attendance and Truancy Policy and the Discipline and Attendance Audits scheduled for 6:00pm has been cancelled as there were no requests for public comment by the Friday deadline. PCSB will accept written comments through December 12. You may email comments to awilliams@dcpcsb.org through December 12.

• There will be a public hearing at 7:00pm on December 10 on the Washington Yu Ying Public Charter School proposed amendment to create an international IB high school at
Walter Reed. This high school, known as District of Columbia International School (DCI), would also serve Mundo Verde, Latin American Montessori Bilingual (LAMB), and Elsie Whitlow Stokes Public Charter Schools. To sign up to testify at this public hearing, please email Audrey Williams, awilliams@dpcsbo.org by 3:00pm on Monday December 10. Please bring copies of your testimony to the hearing.

About PCSB: The DC Public Charter School Board (PCSB) is setting a national model for creating quality public school options through its rigorous review of new charter applications and effective oversight of charter school performance that is leading the transformation of public education in Washington, DC. PCSB currently oversees 57 public charter schools 102 campuses serving 35,019 students living in every ward of the city. Learn more at www.dpcsbo.org.

###

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That is fine. Did not want you to put it in writing.

This is exciting---potentially trail blazing.

---

From: Henderson, Kaya (DCPS)
To: VCG
Sent: Mon Dec 10 23:36:38 2012
Subject: Re: Collaboration Opportunities

I'll tell you when I see you.

Kaya Henderson
Sent from my IPad

On Dec 10, 2012, at 11:35 PM, "VCG" <vcg6@dc.gov> wrote:

Sounds great! Would like to hear more about the LOA which, of course, will remain with me.

---

From: Henderson, Kaya (DCPS)
To: VCG
Sent: Mon Dec 10 23:31:05 2012
Subject: Re: Collaboration Opportunities

He'll likely take a leave of absence from the USDOE, but that's just betw me and you. There's a bit of a story, but it will work to our advantage.
He has been working on a few papers about the integration of the two systems so he has done a lot of thinking about this. He was also Scott's boss and feels like Scott needs some help thinking more expansively.
All good for us.

Kaya Henderson
Sent from my IPad

On Dec 10, 2012, at 11:25 PM, "VCG" <vcg6@dc.gov> wrote:

Glad to hear that Jim is interested. Will he do this himself or engage his staff.
1. Great. PIs ask her to keep this close to the vest. I don't want this to be an idea that's DOA because it got out without us managing the message.

2. I don't meet regularly with Urban, but will check with my team to figure out when we can make this happen. Do you guys have any demographic info that you use for projecting?

3. I share your view that helping Tier 1 schools is super-important. I also have to be sensitive to the fact that we can't close DCPS schools and open charters in their place without some clear rationale. We've been thoughtful and will continue to do our best on this front.

4. Great.

5. I spoke with Jim tonight and he is interested in helping us. He's going to take some time to figure out how to structure this to make this work. I actually think this list of topics is best shared with Jim to help us think through these and other issues.

Thanks, all.

Kaya Henderson
Sent from my IPad

On Dec 10, 2012, at 10:57 PM, "spearson@dcpsb.org" <spearson@dcpsb.org> wrote:

Dear Kaya,

1. I've spoken with Mary Schaffner from Yu Ying about DCI collaboration. She's initially interested. She and I will meet this week to scope it out further and then would like to sit down with the right people from your team. It's a very exciting idea!

2. If it's possible for me to attend your next meeting with the Urban Institute I'd welcome that. My sense is they are putting together the best fact base about where growth is happening and where schools are needed. This could be a good start to joint planning.

3. I have tried to capture facilities needs of our Tier 1 schools, as well as schools that are recently opened or about to open. These are attached. I know you share my view that helping these Tier 1 schools is among the best things we can do educationally for our city.

4. I will also be sending you this week our enrollment forecasts and can discuss in person our specific thoughts on closures. I'd be happy to do this with you or a member of your team. I'd envision this as also part of a joint planning exercise.
5. Finally, I've thought of about a dozen ways in which we could collaborate; some may have legs, others may be non-starters. I'm sure you and others on this email have other good ideas. What's the right process to advance these? Maybe we sit at a white board for a couple of hours and sketch out what these might look like? We could do this ourselves or try to get Jim Shelton or someone else to facilitate.

- DCPS chartering authority
  - Key issues: quality, true autonomy, equal access to resources like facilities
  - How to advance this politically?
- Joint schools (e.g. DCI)
- Shared programs at schools (e.g. Voc ed) - funding formula to make this work
- Feeder patterns
- Joint planning, common data set target schools in particular areas
- DCPS takeover of closed charters?? Charter takeover of closed DCPS?
- Common application/lottery
- Facilities access; common facilities authority?
- Joint planning around charter / DCPS closures
- Neighborhood preference
- DCPS seek charters under PCSB ("Mayoral Academies")
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- DCPS magnets and Ward 3 charters to take the enrollment pressure off of Ward 3 DCPS (Charter at UDC?)

Best,

Scott

Scott Pearson
Executive Director
DC Public Charter School Board
202-328-2662
cell: 202-495-8722
spears@dcpcsb.org
www.dcpcsb.org
Twitter: @SDPearson

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Sounds great! Would like to hear more about the LOA which, of course, will remain with me.

From: Henderson, Kaya (DCPS)  
To: VCG  
Sent: Mon Dec 10 23:31:05 2012  
Subject: Re: Collaboration Opportunities

He'll likely take a leave of absence from the USDOE, but that's just betw me and you. There's a bit of a story, but it will work to our advantage. He has been working on a few papers about the integration of the two systems so he has done a lot of thinking about this. He was also Scott's boss and feels like Scott needs some help thinking more expansively. All good for us.

Kaya Henderson  
Sent from my IPad

On Dec 10, 2012, at 11:25 PM, "VCG" <vcg6@dc.gov> wrote:

Glad to hear that Jim is interested. Will he do this himself or engage his staff.

From: Henderson, Kaya (DCPS)  
To: spearson@dcpcsb.org  
Cc: Leonard, Jennifer (EOM); VCG; Mahaley, Hosanna (OSSE)  
Sent: Mon Dec 10 23:23:05 2012  
Subject: Re: Collaboration Opportunities

1. Great. PIs ask her to keep this close to the vest. I don't want this to be an idea that's DOA because it got out without us managing the message.

2. I don't meet regularly with Urban, but will check with my team to figure out when we can make this happen. Do you guys have any demographic info that you use for projecting?

3. I share your view that helping Tier 1 schools is super-important. I also have to be sensitive to the fact that we can't close DCPS schools and open charters in their place without some clear rationale. We've been thoughtful and will continue to do our best on this front.

4. Great.

5. I spoke with Jim tonight and he is interested in helping us. He's going to take some time to figure out how to structure this to make this work. I actually think this list of topics is best shared with Jim to help us think through these and other issues.
Thanks, all.

Kaya Henderson
Sent from my IPad

On Dec 10, 2012, at 10:57 PM, "spearson@dcpcsb.org" <spearson@dcpcsb.org> wrote:

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2. If it's possible for me to attend your next meeting with the Urban Institute I'd welcome that. My sense is they are putting together the best fact base about where growth is happening and where schools are needed. This could be a good start to joint planning.

3. I have tried to capture facilities needs of our Tier 1 schools, as well as schools that are recently opened or about to open. These are attached. I know you share my view that helping these Tier 1 schools is among the best things we can do educationally for our city.

4. I will also be sending you this week our enrollment forecasts and can discuss in person our specific thoughts on closures. I'd be happy to do this with you or a member of your team. I'd envision this as also part of a joint planning exercise.

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- Joint planning, common data set target schools in particular areas
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DCPS 007045
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<PCS Facilities Needs. Dec 10.doc>

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<PCS Facilities Needs. Dec 10.doc>

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Florence Harmon is a really good person. She is delightful to work with. I think you should reach out to her. She would appreciate that.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

If you note, the idea is to make it a campus of School Without Walls which, of course, would involve Mr. Trogisch.

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today
Inform first responders in advance!

From: Florence Harmon
To: 'Patrick Kennedy' ; 'Mary Lord'
Cc: 'L. Asher Corson' ; 'Armando Irizarry' ; graham.galka@gmail.com ; lehrmandavid10@gmail.com ; 'rebecca coder' ; 'Jackson Carnes' ; barbara.kahlow@verizon.net ; 'Elizabeth' ; lethebafb@yahoo.com ; saramaddux@hotmail.com ; sbhaight@earthlink.net ; gary@westendfriends.org ; rtc888888@hotmail.com ; 'Mike Silverstein' ; I_combrinck@hotmail.com ; 'Jack Jacobson' ; Evans, Jack (COUNCIL) ; Kimbel, Sherri (COUNCIL) ; Joy Howell ; Will Stephens ; Barbara Kahlow ; Gary Griffith ; Jeffrey H. Drichta ; Kevin O'Connor ; Mike Silverstein ; Stogner, Kevin (Council)
Subject: RE: Francis-Stevens Slated to be Closed According to Loose Lips

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My point is that DCPS and Michelle Rhee and Kaya Henderson set up this situation for failure, with full knowledge that if Francis-Stevens was under enrolled, they could close the school. They did not give Francis-Stevens the resources it needed to be successful, with full intent to destroy the school and any chance of this community having educational options. No one is going to want to move to the Foggy Bottom/West End area and raise a family if there are not viable educational options.

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Florence

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Sent: Tuesday, November 13, 2012 4:30 PM
To: Mary Lord
Cc: L. Asher Corson; Florence Harmon; Armando Irizarry; graham.galka@gmail.com; lehrmandavid10@gmail.com; rebecca coder; Jackson Carnes; barbara.kahlow@verizon.net; Elizabeth; lethebafb@yahoo.com; saramaddux@hotmail.com; sbhaight@earthlink.net; gary@westendfriends.org; rtc888888@hotmail.com; Mike Silverstein; I_combrinck@hotmail.com; Jack Jacobson
Subject: Re: Francis-Stevens Slated to be Closed According to Loose Lips
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Moving forward, we need to ensure the process for closing schools is fair - and the public involved. I'd like to
see community impact statements that lay out the rationale and can be compared. Some schools serve isolated low-income communities for which the local school is the only viable option, for instance.

Mary

From: lashercorson@gmail.com

Date: Tue, 13 Nov 2012 14:51:07 -0500
Subject: Re: Francis-Stevens Slated to be Closed According to Loose Lips
To: pkenn91@gwmail.gwu.edu
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This is awful news.

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From: VCG [vcg6@dc.gov]
Sent: Wednesday, November 14, 2012 9:39 AM
To: Henderson, Kaya (DCPS)
Subject: FYI.

FYI.

From: VCG
To: Evans, Jack (COUNCIL)
Sent: Wed Nov 14 09:36:46 2012
Subject: Re: Francis-Stevens Slated to be Closed According to Loose Lips

If you note, the idea is to make it a campus of School Without Walls which, of course, would involve Mr. Trogisch.

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Subject: Fw: Francis-Stevens Slated to be Closed According to Loose Lips

Fyi

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!

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No virus found in this message.
Checked by AVG - www.avg.com
Version: 2012.0.2221 / Virus Database: 2441/5392 - Release Date: 11/13/12
From: Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov>
To: VCG
Sent: Sat May 19 20:13:37 2012
Subject: Fwd: School Libraries Protest

I am certain you are correct.

From: Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov>
To: VCG
Sent: Sat May 19 22:14:34 2012
Subject: Re: School Libraries Protest

They do not. At all.

Kaya Henderson
Sent from my Ipad

On May 19, 2012, at 9:49 PM, "VCG" <vcg6@dc.gov> wrote:

I hope all of these advocates will recognize the importance of school consolidation as a way of infusing cash into the classrooms and related services.

From: Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov>
To: VCG
Cc: Wright, De'Shawn (EOM)
Sent: Sat May 19 20:45:00 2012
Subject: Re: School Libraries Protest

I texted the Chair and asked him about it. He said they asked if he would put it on the wish list, but he did not include it in the budget. He also said, "People were very unhappy with me for not restoring the $2.5 million."

Sent from my iPhone

On May 19, 2012, at 8:36 PM, "VCG" <vcg6@dc.gov> wrote:

I know nothing about $1.6 Million either--first I have heard of it. And if it did not happen on Tuesday, it cannot happen since the BRA has been voted upon. As for "Proving What's Possible," you should proceed as planned. I believe the deadline for applications was Friday? If so, how many were submitted?

We should also talk further about the algebra and journalism earmarks.
FYI. Peter MacPherson and friends protesting on Monday re: school librarians.

I don't know anything about the alleged $1.6 mill that MacPherson claims the Chair said he would add to the budget.

We'll prepare a statement, but I don't have any plans to address the protesters.

What you should know is that even though we eliminated the budget allocation for part-time librarians, as excessed WTU members, if they are rated effective or higher, they can opt for a grace year and continue to work in DCPS next school year, (likely the same school where they currently are). We'll easily spend over a million for the costs associated with "carrying" them, so the only folks who will actually lose their jobs are those rated minimally effective, or those who choose a buyout or early retirement.

Sent from my iPhone

Begin forwarded message:

From: "Peter MacPherson" <pmacpher@aol.com>
Date: May 19, 2012 6:34:41 PM EDT
To: "Henderson, Kaya (OOC)" <kaya.henderson@dc.gov>, "Ruda, Lisa M. (OOC)" <lisa.ruda@dc.gov>, "Davis, John L. (OOC)" <john.davis@dc.gov>, "Kamras, Jason (MS)" <jason.kamras@dc.gov>
Cc: "Wright, De'Shawn (EOM)" <deshawn.wright@dc.gov>
Subject: School Libraries Protest

Dear DCPS Senior Management:

This morning, on behalf of the Capitol Hill Public Schools Parent, I filed notification with the Metropolitan Policy Department of our intent to protest in front of DCPS central office. It will commence at 1pm on Monday and run until 6pm. The gathering's purpose is to protest the cuts in school librarians that DCPS intends to pursue. As you know DC Council Chairman Kwame Brown recommended directing $1 million from the "Proving What's Possible" grants to school libraries. Yesterday he said that another $1.6 million would be added to the FY13 budget for school librarians. This has yet to officially occur and even then would leave a substantial deficit relative to what is required to begin to transform DCPS libraries into real and powerful learning tools.

Speaking on behalf of a large number of DCPS stakeholders, I'd like the group of you to take this opportunity to end this dispute over school librarians and libraries in a positive way. Public sentiment overwhelmingly school libraries and those who run them. That has been demonstrated overwhelmingly by the advocacy around this issue that has take place thus far. The Monday protest is simply a demonstration of the stakeholder community's commitment to school libraries and its opposition to the cuts proposed. And its purpose is also to convey that advocacy will continue with the same vigor seen so far.

I am available all weekend should any of you wish to discuss a mutually satisfactory conclusion to this controversy.

Best,
Download DC311 and Start Reporting Today!
With the new DC311 free smartphone app, reporting an issue to 311 is now easier than ever.
Currently available in the iTunes App Store and in the Android Marketplace.
Learn more at www.ouc.dc.gov
Thanks.

From: Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov>
To: VCG
Sent: Mon Sep 26 22:13:44 2011
Subject: RE: Email Update

Hosanna’s team is reaching out to schedule some time with him. We touched base on this late last week. She’s on it.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya_henderson@dc.gov
W dcps.dc.gov

From: VCG [mailto:vcg6@dc.gov]
Sent: Monday, September 26, 2011 10:20 PM
To: Henderson, Kaya (OOC)
Subject: Re: Email Update

You will do fine tomorrow.

The DCIAA needs a makeover. That is what the next AD will have to achieve first and foremost.

BTW, how should we follow up with Alan Goldenbach on the state job?

From: Henderson, Kaya (OOC) <Kaya.Henderson@dc.gov>
To: VCG
Sent: Mon Sep 26 22:13:44 2011
Subject: RE: Email Update

Three is right. I interviewed 4 and am pushing 3 for your review. The City Paper article was bad, but you have no idea of what we’re uncovering as we try to enforce the rules. The stories are ugly and this isn’t about the interim AD. This is about years of rule-breaking that has gone unchecked. We will definitely do better. I promise you that.

We have our middle school hearing before council tomorrow. Wish us luck.

Kaya Henderson
Chancellor
Thanks. Will review in detail. On the AD position, I got three resumes. Should there have been four? The resumes I received were Lockhart, Jackson and Evans. BTW, did you see the City Paper article on DCPS athletics? We will do better.

Will get back to you on the other items.

Hope you are well.

Hey Boss,

Since we didn’t meet last week, I wanted to update you on a few matters:

- **Athletic Director.** Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes. Once you’ve seen the candidates, I’d like to talk about making an announcement as soon as possible.

- **Bill Turque Story.** Bill Turque is working on a story involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn’t find jobs, took Option 3 (the extra year), and still couldn’t find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.

- **One City Performance Review (OCPR).** On Friday, all agencies (including DCPS) we submitted the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were
aware of what submitted as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security, technology). We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

We submitted the following six initiatives as part of Friday’s submission:

1. Close underutilized schools: We are considering a range of 3-23 schools over the next 5 years. We have closed 28 schools since 2007. The multi-year time frame allows us to incorporate the work of IFF, complete enrollment projections and school budgeting changes. It also affords us an opportunity to stagger the closing of a high school.

2. Reduce school staffing costs: We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our work force. We do not plan to include a specific number of staff or targeted groups in our submission.

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Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.

**FY 12 Projected Spending Pressures and Use of FY 11 Funds.** We met on Friday with DME, OBP and DCPS-OCFO to review DCPS’s projected spending pressures for FY 12. We believe that our projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year’s opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charges costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. My team is working with your team to ensure agreement on a viable solution.

We also anticipate receiving some information next week relative to the FY 11 close.
Please let me know if you have any questions or need any additional information.

Kaya

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From: Ruda, Lisa M. (OOC)
Sent: Wednesday, September 21, 2011 3:16 PM
To: Henderson, Kaya (OOC)
Cc: Weber, Peter (OOC)
Subject: Draft Email Update for Mayor

Chancellor,

Here is the revised email. The only changes are as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

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Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing - there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,
vanesa busto silver spring, Maryland

There are now 28 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
10 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 400 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

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391. Bess Powell Wilmington, North Carolina
392. MAYU NAKAYAMA Washington, District Of Columbia
393. judy kimbrough Washington, District Of Columbia
394. Abby Bergren Washington, District Of Columbia
395. Minnie Harmon Washington, District Of Columbia
396. Pamela Archie Washington, District Of Columbia
398. Tomeka Watson Washington, District Of Columbia
399. Moon Donna Washington, District Of Columbia
399. Paula Tyler Washington, District Of Columbia
400. Vance Raquel Washington, District Of Columbia
Thanks John.

Rich

From: Davis, John L. (DCPS)
Sent: Friday, November 02, 2012 8:12 AM
To: Albert-Garvey, Carolyn (DCPS); Albright, James (DCPS); Barnes, Ruth (DCPS); Berger, Anita (DCPS); Bergeron, Deborah L. (DCPS); Black, Kathleen (DCPS); Branch, Kennard (DCPS); Branch, Rahman (DCPS); Burke, Kim (DCPS); Burst, John (DCPS); Cahall, Peter (DCPS); Campbell-Fullard, Carol (DCPS); Cartland, Marshall (DCPS); Caruthers, Andria (DCPS); Cezbrzynski, Chris (DCPS); Chiselom, William (DCPS); Clemens, Dawn (DCPS); Clemons, Tiffany (DCPS); Cobbs, Carolyn (DCPS); Coleman, Jharrison (DCPS); Cox, Winston (DCPS); Daniels, Asa (DCPS); Davis, Kimberly (DCPS); Davis, Sean A. (DCPS); Docal, Jane (DCPS); Eatman, Brandon (DCPS); Edwards, Michelle (DCPS); Feinblatt, Shannon (DCPS); Flamer, Adelaide D. (DCPS); Foster, Shannon (DCPS); Foster, Tracy (DCPS); Fox, Wanda (DCPS); Francis, Savetria (DCPS); Frentress, Jennifer L. (DCPS); Gendre, Guillaume (DCPS); Gordon, Natalie E. (DCPS); Grant, Jeffrey F. (DCPS); Gray, Christopher (DCPS); Gregory, Robert L. (DCPS); Haggerty, Heidi (DCPS); Hill, Collin A. (DCPS); Hubbard, Natalie (DCPS); Hughes, Harry L. (DCPS); Humes, Clarence (DCPS); Jackson, Kim (DCPS); Jackson, Richard (DCPS); Jackson, Stephen (DCPS); Jackson, Willie (DCPS); James, Atasha M. (DCPS); Jarrett, Thelma M. (DCPS); John, Caroline (DCPS); Johnson, Fatima A. (DCPS); Kearney, Billy (DCPS); Kennard, Maurice (DCPS); Landeryou, David (DCPS); Latterner, Katherine (DCPS); Lee, Soncyree (DCPS); Liang-Aguirre, Monica (DCPS); Linder, Arthur (DCPS); Lopez, Mireille (DCPS); Lycknall, Norah (DCPS); Main, Lynn (DCPS); Mair, Annie (DCPS); Malakhina, Irina (DCPS); Mann, Dale (DCPS); Miles, Jamie B. (DCPS); Miller, Izabela (DCPS); Mitchell, Ivor D. (DCPS); Moss, Michael M. (DCPS); Muhammad, Shahid (DCPS); Nerenberg, Dana (DCPS); Palacios, Marta (DCPS); Payton, Gwendolyn M. (DCPS); Perkins, Carlos W. (DCPS); Pinder, David R. (DCPS); Pinkard, Eugene (DCPS); Pope, Patrick (DCPS); Pressley, Aimee (DCPS); Pride, Patricia (DCPS); Pritchard, Tenia N. (DCPS); Privott, Victoria (DCPS); Pullens, Rory (DCPS); Reid, Grace (DCPS); Reid, Zakiya (DCPS); Riddlespriger, Maisha (DCPS); Roane, Tanya (DCPS); Roberts, Ian (DCPS); Rogers, Richard E. (DCPS); Roper, Tui (DCPS); Salahuddin, Naimah (DCPS); Samuels, Andre (DCPS); Scott, Vielka I. (DCPS); Seward, Rembert (DCPS); Shepherd, Carmen S. (DCPS); Simmons, Kwanne (DCPS); Skernitt, Rachel (DCPS); Slade, Darrin (DCPS); Spann, Charlotte (DCPS); Speight, Azalia (DCPS); Stefanus, Mary (DCPS); Stinson, MaryAnn (DCPS); Tallaferro, Lavonne (DCPS); Taylor, Rikki (DCPS); Thomas, Crystal (DCPS); Trogisch, Richard G. (DCPS); Tuken, Maria (DCPS); Tyler, Tandi (DCPS); Warley, Cheryl (DCPS); Washington, Gary (DCPS); Miller, Sheila (DCPS); Weston, Mary E. (DCPS); Whisnant, Elizabeth (DCPS); Whitten-Watkins, Charlotte (DCPS); Wright, Jermall (DCPS); Yisrael, Sean B. (DCPS); Young, Peter (DCPS); Young, Tynika (DCPS); Zaki, Abdullah (DCPS); Fuller, Cara (DCPS); Morado, Christina (DCPS)
Cc: Adderley, Barbara (DCPS); Alexander, Amanda (DCPS); Anderson, Thomas (DCPS); Anthony, Donna (DCPS); Ballard, Reginald (DCPS); Basley, Jocelyn (DCPS); Baxter, Vincent (DCPS); Beers, Nathaniel (DCPS); Berry, Erica (DCPS); Boehmiker, Jeanie (DCPS); Burney, Shanita (DCPS); Canty, Clara (DCPS); Cayetano, Valen (DCPS); Catherine Townsend; Chang, Chiaying (DCPS); Charles, Hassan (DCPS); Colgan, Corinne (DCPS); Darilek, Hilary (DCPS); DeCarbo, Tony (DCPS); DeGuzman, Anthony D. (DCPS); Edwards, Joseph (DCPS); English, Craig (DCPS); Evans, Stephanie (DCPS); Ewen, Danielle (DCPS); Fabrikant, Adele (DCPS); Farewell, Sharon (DCPS); Fesler, Charity (DCPS); Franklin, David (OCFO-DCPS); Garcia, Elba (DCPS); Garrison, Greg (DCPS); Gartrell, Jacqueline (DCPS); Gordon, Dan (DCPS); Greene, Errick (DCPS); Gregory, Anna (DCPS); Haws, Lolli (DCPS); Henderson, Christina (DCPS); Henderson, Kayla (DCPS); Holland, Burnell (DCPS); Hudacsko, Michelle (DCPS); Hudson, Kevin (DCPS); Jefferson, Crystal (DCPS); Johnson, Julie E. (DCPS); Johnson, Stacey D. (OOC); Jones, Louise (DCPS); Kamras, Jason (DCPS); King, Mark (DCPS); Lee, Kyung (DCPS); Lesak, Kasel (DCPS); Lewis, Frederick (DCPS); Lujan, Claudia (DCPS); Michel-Her, Nadja (DCPS); Mitchell, Kara D. (DCPS); Montgomery, Ryan (DCPS); Musara, Munetsi (OCFO-DCPS); Nelson, Nekosi (DCPS); Noblick, Susan (DCPS); Nyhus, Jill (DCPS); Outlaw, Mary L. (DCPS); Patricio, Andrew (DCPS); Payne, Staci (DCPS); Petersen, John (DCPS); Pick, Brian (DCPS); Ranaweera, Pras (DCPS); Rathinasamy, Neela (DCPS); Rauch, Jessica (DCPS); Rinkus, Christopher (DCPS); Roberts, Linda (DCPS); Robinson, Josephine B. (DCPS); Rock, Chelsea (DCPS); Ruda, Lisa M. (DCPS); Salmanowitz, Melissa (DCPS); Schwager, Heather (DCPS); Scudder, Joi (DCPS); Shea, Daniel (DCPS); Shepherd, Deloras (OCFO); Sink, Donald (OCFO-DCPS); Smith, Bob (DCPS); Stuart, Caitlin (DCPS); Sutton, Fonda (DCPS); Swinburn, Cate (DCPS); Thomas, Victorie (DCPS); Thompson, Scott (DCPS); Thompson, Theodore L. (DCPS); Utiger, Robert (DCPS); Watson, Naomi M. (DCPS); Weber, Peter (DCPS); West, Theresa (DCPS); Williams, Shereen L. (DCPS); Williams-Skelton, Angela
Principals,

Happy half-day and happy Friday.
Please see the updates below.

John Davis

Updates 11.02.2012

School Leader IMPACT Reminder: Deadline for Approving AP-Specific Goals (11/2)
Thank you for those of you who have completed your Beginning-of-Year performance conversations with your assistant principals and set AP-Specific Goal(s) with them. Please work with your assistant principals to enter the AP-Specific Goal(s) in the IMPACT database. The deadline for approving the AP-Specific Goal(s) for each of your assistant principals is today, 11/2, at 6:00 PM. Your approval finalizes their goals for the school year. Please note that for those of you whose chancellor goal setting meetings have been postponed (e.g., many of Cluster 7 principals), you have an extension, but we encourage you to draft the AP-Specific Goal(s) in the meantime. We will follow up with you individually on your deadline. Detailed instructions for how to approve AP-Specific Goals are attached (2012-13 SL IMPACT Database Guide for Principals 10-22-12.ppt). If you have any questions or need any assistance with the IMPACT database, please contact impactdcps@dc.gov. For School Leader IMPACT questions, please contact kyoung.lee@dc.gov.
**Accelerated Payroll Processing:**
Due to the holiday on Nov 12th, the Office of Pay and Retirement Services (OPRS) has notified us that payroll processing will be accelerated for the pay period 10/21/12 - 11/03/12. The time entry and approval deadlines are as follows:
- Time Entry Deadline – Monday 11/05/12
- Approval Deadline – Tuesday 11/06/12.

Please make certain that these deadlines are observed to ensure that all staff are paid on time and accurately. Feel free to contact Munetsi Musara at (202) 442-5280 with any questions.

**Truancy Intervention Includes Timely CFSA and Court Referrals**
After reaching our goal of 100% compliance last week, we’ve slipped down to 80% CFSA compliance and 70% court referral compliance. Thanks to you and your teams for doing whatever it takes to conduct parent conferences, home visits and other early interventions. Let’s keep making timely referrals to ensure families get the extra support they need and DCPS is complying with the law. Our goal is to be at 100% compliance at the 15th and 30th of every month. Given school closures on Monday and Tuesday, we have extended the deadline to today to complete all outstanding referrals. Please note, this will be the data used for the upcoming November 8th DC Council Roundtable on Truancy. Those of you with outstanding referrals have been contacted by OYE. Even if you do not owe a referral today, please run the Student Truancy Report daily to make sure you have intervened with students on the threshold of referral (i.e. 5-13 year olds with between 7-9 unexcused absences for CFSA and 14-17 year olds with between 22-24 unexcused absences for CSS.) And, remember to ensure your staff notes all interventions and referrals in the new ad hoc fields in DC STARS. Please reach out to Amoretta Morris at amoretta.morris@dc.gov, if you have any questions.

**Marks due for Grades 6-12 (11/9)**
Please ensure your administrative team is promoting the message of timely entry of Term 1 marks by teachers – grades and comments should be entered into DC STARS by 11:59 p.m. on Friday, November 9, 2012. Please note, it is required by DCMR to notify students in danger of failing a course. Leading up to the deadline, Principals should use the Missing Marks report in DC STARS to progress monitor staff. Consider tardy mark entry when reflecting on IMPACT performance evaluations. GPA’s for High School students will be run by central office on November 14; GPAs are only accurate if all grades are entered into the system for all current courses in progress by posted deadlines. Effective Term 1, High School report cards will also display students’ current number of community service hours completed. MS and EC principals: please consider adding a report card comment reminding families of the High School Fair at Eastern High School on November 17, 2012 from 11am-3pm. Please direct any questions to caitlin.stuart@dc.gov.

**Administration of Medication Training Schedule and Updates**
All schools with a nurse are required to have 3 staff members trained to administer medication (AOM) to students, in addition to the school nurse. Currently, 38 staff members have certifications that will expire on December 31 (per the attached spreadsheet). The refresher training previously scheduled for October 26 will unfortunately not be rescheduled. We therefore encourage those schools with staff expirations in December to enroll and participate in the November 30 refresher course, so they may continue to administer medication to students past December 31. This will be the final opportunity for these 38 staff to recertify as an AOM trained staff member prior to the end of the calendar year; the next refresher training is January 15. Additionally, our first initial training is being offered next week, from November 6-8 at Emery ES. We only have a handful of staff registered so far, so please use the attached list to determine your school’s needs and encourage your school staff members to register for a training session by visiting http://dcps.schoolnet.com.
Staff may also contact Sara Stahlberg on (202) 442-5065 or Sara.Stahlberg@dc.gov for questions or assistance with registration.

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Reminder: Family Engagement Spotlight: Learn about effective strategies from other DCPS Schools
Principal Andre Samuels and his staff at MacFarland MS used Back to School Night as an opportunity to introduce families to their new academic initiative: a digital gradebook. Teachers Kathryn Alwon, Maneesha Maingot, and Jimmie Roberts shared their presentation and some helpful tips on how they made the training a success. This strategy is a great way to engage parents in initiatives at your school by giving them the tools and information to be active partners in student achievement. If you have a creative way of getting families at your school involved, please share with Natalie Foglia (natalie.foglia@dc.gov) in the Office of Family and Public Engagement. Click here to learn more about this week's spotlight.

Grade.DC.gov has expanded!
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911) and the Office on Aging.
Check out www.grade.dc.gov today.
Dear Chancellor Henderson,

Ward 8 Democrats is hosting our meeting on Education on Dec. 22, 2012, and I have been encouraged to ask you to come for about 30 minutes to debrief about:

- School Consolidation
- Repurposing Plan for Ward 8 Schools

We know it's a timely request but we really hope you can attend, and if so what time from 12 noon to 2 pm works best for you?

William Lockridge/ Bellevue Library
115 Atlantic Street SW
Washington DC 20032

Thanks,
Trayon White
202.316.7593
Sent via BlackBerry by AT&T
Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because: * Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,
Tom Martin Washington, District Of Columbia

There are now 2 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
Dear Ms. Henderson and Mr. Wells,

I wanted to write to you today regarding the proposed plan for the expansion of SWS for the 2012-13 school year.

I have been an active parent in SWS and Cluster Community for over 4 years and I have been thoroughly impressed with the quality of the education that 2 of my children have received and hope to have the opportunity to have my 3rd benefit from this unique program. I think expanding the amount of children and time that can benefit from this program is a great idea. The SWS program was founded by the Capitol Hill community to see top rated educational options and any plans to change this or relocate will have a detrimental effect for our community.

However, I have very serious concerns about the process and the extremely limited dialogue that has led to the proposals offered by the SWS Expansion team. There has been virtually no input from the wider Cluster Community or the Capitol Hill neighborhood regarding a move. It seems the only input welcomed is from people that would directly benefit from the immediate move or expansion of this wonderful program. I think DCPS has made great strides in creating transparency and thoughtfulness to decisions that affect communities however this particular scenario seems to be going against these improvements.

In addition, I am troubled with the timing of potential changes. The DCPS lottery opens in two weeks, and the 2012-2013 school year begins in approximately 6 months. Making significant changes in the neighborhood's elementary school offerings so close to these deadlines has the potential to be confusing and frustrating to families that have put significant time and research into choosing the appropriate educational options for their children.

Lastly, as a parent of a Watkins student, I am concerned about the potential effects relocating SWS could have on the Watkins ES and Peabody. A relocation of SWS is likely to create an immediate shortfall of potential students to fill the classes at Watkins and Peabody. Does the leadership at the Cluster Schools and particularly Watkins have a recruitment plan in place to make up for the gap in a manner that will keep this a strong neighborhood school?

I believe there is no pressing reason that SWS move needs to take place in the 2012-13 school year. I think it is more important to focus immediate efforts on creating a more robust and vastly more inclusive discussion on how to expand SWS in a manner that best serves the needs of the community and our city's students.

I appreciate your attention to my concerns.

Sincerely,

Sincerely,

Todd Watterson
Dear Ms. Henderson and Mr. Wells,

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I appreciate your attention to my concerns.

Sincerely,

Todd Watterson
I have never understood the opposition to closing under served or under used schools.

I am still an ANC in DC. Let me know when and if you need me.

Sent from my Verizon Wireless BlackBerry

--
From: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>
Date: Wed, 2 Nov 2011 14:55:37 -0400
To: <tijwanna@yahoo.com>
Subject: Re: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools

Thanks.

Sent from my iPad

On Nov 2, 2011, at 2:53 PM, "tijwanna@yahoo.com" <tijwanna@yahoo.com> wrote:

Thought you should see this.

Sent from my Verizon Wireless BlackBerry

--
From: "Daniel del Pielago" <Daniel@empowerdc.org>
Date: Wed, 2 Nov 2011 14:38:14 -0400
To: Daniel del Pielago <Daniel@empowerdc.org>
Subject: TOMORROW-6:30-8:30pm - Empower DC Education Campaign Empowerment Circle - DC is planning to close more schools

Hello folks,

Just a reminder that tomorrow is our Empowerment Circle on DC planning to close more public schools. So far we have heard back from many folks from around the city that will be present at the meeting. This will be a good opportunity to become aware of the issue and work with parents, community members, unions, community organizations around this issue that will affect all residents of the District. Thanks and see you tomorrow!

Daniel
DC GOVERNMENT IS PLANNING ON CLOSING MORE SCHOOLS!

- Did you know that the Deputy Mayor for Education (De’Shawn Wright) has hired a Chicago based firm to do a study on how DC neighborhoods are served by the public school system (Traditional Public and Charter)
- The information found by this study will be used to make a case to close schools in the District and/or to turn them over to National Charter School Managers
- This study will be looking at school’s test scores to determine if a school is “performing” or not. They will not take into consideration other ways that a school is excelling for its students, parents and community
- The numbers below reflect the number of “under performing DCPS schools” by Ward

You should be concerned about the possible impact to your school and community!

Join us on Thursday November 3rd for an Empowerment Circle to:

- Inform yourself on what is going on with this study and school closures
- Learn and plan action steps you can take at your school
- Connect with other concerned parents and community members from around the city working against school closures
When - Thursday November 3, 2011
Where - Benning Road/Dorothy Height Library
3935 Benning Road, NE – Walking distance from Minnesota Ave. Metro (Orange line)
Time - 6:30pm to 8:30pm

Please RSVP to Daniel del Pielago - 202-234-9119 xt. 104 or Daniel@Empowerdc.org
Please note if you will need child care

Empower DC - 1419 V Street, NW - 202-234-9119 - Empowerdc.org

Feel free to distribute the attached flyer to your school and community!

Daniel del Pielago
Education Organizer
Empower DC
1419 V Street, NW
202-234-9119 xt. 104

<DC GOVERNMENT plans to close more schools flyer.doc>
Thought you should see this.

Sent from my Verizon Wireless BlackBerry

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- The numbers below reflect the number of “under performing DCPS schools” by Ward:
  
  - Ward 1 = 8 schools, Ward 2 = 3 schools, Ward 3 = 0 schools, Ward 4 = 11 schools, Ward 5 = 11 schools, Ward 6 = 11 schools,
Ward 7 = 20 schools, Ward 8 = 20 schools

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If you live anywhere else than Ward 3 you should be concerned about the possible impact to your school and community!
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Empower DC – 1419 V Street, NW – 202-234-9119 – Empowerdc.org
Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

71. Suphak R Washington, District Of Columbia
72. Chidera Anyanwu Washington, District Of Columbia
73. Alexa Simons Washington, District Of Columbia
74. Mark Exley Pottstown, Pennsylvania
75. Tiffany Wiley Maylene, Alabama
From: Tia Gilbert [mail@change.org]
Sent: Monday, November 19, 2012 8:34 PM
To: Henderson, Kaya (DCPS)
Subject: 5 new petition signatures: Tracy Dethloff, Seely Stephenson...

5 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 155 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing - there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

151. Tracy Dethloff Lawrence Kansas, Kansas
152. Seely Stephenson Washington, District Of Columbia
153. David Stone Fairfax, Virginia
154. tara gavin-st john washington, District Of Columbia
155. Tia Gilbert Washington, District Of Columbia
Hi all,

I'll forward you the scope of work I just sent to Big Fish for the next (hopefully near-final) iteration of the budget. The good news is that it looks like there will be near-total overlap between the schools where you want to do student recruitment videos and where we're thinking for teacher recruitment.

My responses to your comments are below in red. We don’t need to settle on particular schools just yet, since it's not necessary for the scope of work, but we’ll begin that process this week and loop you in as necessary.

My Monday is packed, and I don't think we have a need to meet, but let me know your thoughts.

Best,

Scott

---

Hi Scott –

I just met with Claudia and Chris today (cc’d here). We are all jazzed about this project!

In terms of school clusters, here where we think it makes sense from a student recruitment perspective.

**Ward 8**: Anacostia, Kramer or Sousa, Savoy, Stanton, Davis, Beers

Kramer would visually interesting due to big hybrid learning efforts going on there

http://dcp.s.dc.gov/DCPS/About+DCPS/Press+Releases+and+Announcements/Press+Releases/Unveiling+the+Future+of+Education+at+Kramer+Middle+School

You may consider Hart too. They've got the Google grant going on. Hart definitely makes sense as well. I'm wondering whether we should do a longer video for Ward 8 or two videos, since there are so many compelling schools to profile and it's one of our highest-need recruitment areas.

**Ward 6**: Eastern, Jefferson, JO Wilson, Payne, Tyler

Two considerations:

#1: Swap out JO Wilson with Ludlow Taylor. Scores are up at LT, down at JO. Just more to talk about at LT. Sounds good.

#2: Add in Eliot-Hine as this would complete the Ward 6 feeder pattern Definitely get the feeder pattern thing, but would love to talk more about the right angle to take with Eliot-Hine.

**Additional considerations**: CW Harris and Smothers may not be good to feature right now. You may consider replacing it with Amidon Bowen. Claudia will speak to you on this. Claudia, looking forward to talking with you about this! Can you shoot me an email with some thoughts?
We saw Phelps on your Themes list. We’d like to do a student recruitment one for Phelps. What are you guys thinking about Phelps? Thinking about Phelps for a STEM video, along with McKinley and perhaps some of the catalyst schools. Are you thinking of Phelps as a stand-alone student recruitment video or part of a video featuring several schools?

We saw Cardozo on your School Clusters list. We think it makes sense to do a student-recruitment piece on Cardozo. Awesome. How is the construction going over there? Would it make sense to sequence this later?

We’d like to do one short general student recruitment video similar to your general TR ones you’re doing. Is this possible? Definitely – I added it to the scope of work.

In terms of Dual Language theme video, it seems to make sense from a student recruitment perspective too. We recommend that you pool together Cleveland, Powell, Reed, Cardozo and Roosevelt. Sounds good.

In addition to running final list of schools by Jason, we recommend that you run the list by John Davis in light of school closures (which will be a really big deal in coming months) and potential principal issues at specific schools. Great idea. So what are the next steps? Happy to meet on Monday to continue to hash out the details.

Jill

From: Thompson, Scott (DCPS)
Sent: Friday, August 10, 2012 9:47 AM
To: Nyhus, Jill (DCPS)
Cc: Bryant, Nicole (DCPS); Heard, Jessica (DCPS)
Subject: Re: Info on schools/themes

Hi Jill,

Sounds perfect – as long as we can figure this out by the end of the day, that’s great.

On your questions:

1. No big change in how we’re thinking of approaching the thematic videos, but we’d certainly love your help in developing talking points. I talked with Dan yesterday about exactly what the process will look like – it sounds like we’ll prepare key points/messaging, then a producer will take a crack at a script. So any help you can provide on the initial talking points is great. Thanks for sending along these docs – please feel free to shoot anything else our way that you think might be relevant.

2. Yes, I mentioned this to Dan, and he’s jazzed about it. We’ll let him know about the 25th and 27th.

Excited to be moving forward on this!

Scott

From: "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov>
Date: Fri, 10 Aug 2012 09:44:29 -0400
To: Scott Thompson <Scott.Thompson@dc.gov>
Cc: "Bryant, Nicole (DCPS)" <nicole.bryant@dc.gov>, "Heard, Jessica (DCPS)" <jessica.heard@dc.gov>
Subject: RE: Info on schools/themes

Hi Scott –

Thanks for the update! Clustering the schools sounds like a great idea. So I’m meeting with the student recruitment team (John Petersen, Claudia, and Chris Rinkus) today at 1:30. I’ll share your list of schools with them. I’ll have an update for you by the end of the day. Does that sound good?

Two questions for you:
1. THEME VIDEOS: Any updates on how you envision doing the theme videos? I’d like to provide an update to the student recruitment on that if there are any changes since we met. In terms of talking points/messaging, we may be able to vet them if you provide initial copy since we’ve done so much work with most of the themes. With that said, attached are a few documents and links at end of this email that may prove helpful in your work in this. We’ll keep pulling more stuff.

2. KH PROFILE VIDEO: Did you have a chance to discuss the KH profile video with Dan? He and I had conversations a few weeks ago about it (before we knew about your project) and had some initial ideas. Let me know how it’s best for me to move on that and happy to own the work on that. Related to this, will it be possible to get a crew to follow KH on Beautification Day (Aug 25) and on Aug 27 for KH’s first day of school tours? There is a high probability that the schools she goes to will include schools from the list of schools where shoots will take place.

Jill

***

Talking Points/Messaging – what’s we got for now...we’ll pull more...

- Academic Plan: See attached; http://dcps.dc.gov/DCPS/In+the+Classroom/The+DCPS+Academic+Plan
- ECE: http://dcps.dc.gov/DCPS/Learn+About+Schools/Step+1+-+Get+Ready/Early+Childhood+Education:+Preschool,+Pre-K+and+Head+Start; see attached for Tools of the Mind one-sheeter
- Educator Portal Plus – not sure if you’re going to mention this or not; also, will send you link to promotional video Kasel had created that may be of interest

From: Thompson, Scott (DCPS)
Sent: Thursday, August 09, 2012 11:01 PM
To: Nyhus, Jill (DCPS)
Cc: Bryant, Nicole (DCPS); Heard, Jessica (DCPS)
Subject: Re: Info on schools/themes

Hi Jill,

I just wanted to loop back on this - will you be able to get us a list of your priority schools by tomorrow?

One important change in our approach - we met today and then talked with Dan from Big Fish and are going to shift to doing videos on clusters of around 3 schools, the same way you and I discussed structuring the student recruitment videos. So instead of doing 12 profiles of individual schools, we’re looking at doing 6 or so videos on clusters of around 3 schools. This will enable us to cover schools more efficiently, and also create punchier videos that give a sense of a part of the city and so might have broader appeal.

We also talked with Dan about how cost might depend on the extent of overlap between the schools we’re featuring for teacher recruitment and student recruitment. Obviously it would be more expensive to do different schools, but they’re getting us an estimate of exactly how much more expensive tomorrow.

We haven’t finalized our list of schools to feature, but here was some of our initial brainstorming. There are obviously too many schools on some of these lists, so we’d have to cut it down.
Could you give me a sense of your priority clusters and the extent to which these would overlap?

Thanks a lot!

Scott

On 8/9/12 8:49 AM, "Nyhus, Jill (DCPS)" <jill.nyhus@dc.gov> wrote:

This is great! Thanks for sharing.

Jill Nyhus
Senior Director of Technology, Office of Communications
District of Columbia Public Schools
Office of the Chancellor
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Washington, DC 20002
T 202.442.5339
C 202.907.7437
E jill.nyhus@dc.gov
W dcps.dc.gov

On Aug 8, 2012, at 9:25 PM, "Bryant, Nicole (DCPS)" <nicole.bryant@dc.gov> wrote:

Hi Jill,
Per Scott’s request, here is the matrix we’ve been using as we think about teacher recruitment videos.
As explained in the comments, the items in blue are topics that could potentially serve as the main subject of an entire video - whether a school or a theme (for example, a video about CHEC, or about the 40/40). The items in blue are schools or themes that would appear as undercurrents in other videos (for example, footage from Oyster-Adams, or the theme of DCPS versus charter schools).
Happy to discuss more in depth if I can be of assistance!
Nicole

On 8/8/12 8:29 PM, "Thompson, Scott (DCPS)" <Scott.Thompson@dc.gov> wrote:

Hey Jill,
Great to meet with you too. And happy to help - student recruitment is huge!
I’ve asked Nicole to send you this matrix, and have copied her here.
We need to submit our final requisition by next Wednesday, so I’d like to have the scope of work finalized by Friday to send to Big Fish for a final quote. So it would be great if you could tell us your top schools/clusters
Hi Scott!

Great meeting with you today. Looking forward to this exciting project!

I am mtg with the student recruitment team tomorrow. Any chance you could shoot me the draft list of schools/themes/teachers you’re thinking about?

Thx again for being willing to include student recruitment in the mix!

Jill

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Check out the "One City Action Plan"
Read Mayor Gray’s comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.

<20120809_Video Matrix for Jill.xlsx>
Thanks to all of you for pulling this together! We're waiting on final budget numbers, then will compile this all into a proposal that we'll loop you into. It looks like we'll have a great amount of overlap between teacher and student recruitment videos, which is fantastic and will enable us to produce more videos overall.

Hi Scott –

I just met with Claudia and Chris today (cc’d here). We are all jazzed about this project!

In terms of school clusters, here where we think it makes sense from a student recruitment perspective.

**Ward 8: Anacostia, Kramer or Sousa, Savoy, Stanton, Davis, Beers**

- You may consider Hart too. They've got the Google grant going on.

**Ward 6: Eastern, Jefferson, JO Wilson, Payne, Tyler**

- Two considerations:
  - #1: Swap out JO Wilson with Ludlow Taylor. Scores are up at LT, down at JO. Just more to talk about at LT.
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**Additional considerations:**

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In addition to running final list of schools by Jason, we recommend that you run the list by John Davis in light of school closures (which will be a really big deal in coming months) and potential principal issues at specific schools.

So what are the next steps? Happy to meet on Monday to continue to hash out the details.

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2. Yes, I mentioned this to Dan, and he’s jazzed about it. We’ll let him know about the 25th and 27th.

Excited to be moving forward on this!

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We haven’t finalized our list of schools to feature, but here was some of our initial brainstorming. There are obviously too many schools on some of these lists, so we’d have to cut it down.

- Columbia Heights: CHEC, Bancroft, Tubman, HD Cooke
- Anacostia, Kramer or Sousa, Savoy, Stanton, Davis, Beers
- Ballou, Hart, Patterson
- Woodson, Kelly Miller, Smothers, CW Harris
- Eastern, Jefferson, JO Wilson, Payne, Tyler
• Cardozo, Garrison, Cleveland, Marie Reed
• Roosevelt, Powell, West

Could you give me a sense of your priority clusters and the extent to which these would overlap?

Thanks a lot!

Scott

On 8/9/12 8:49 AM, "Nyhus, Jill (DCPS)" <jill.nyhus@dc.gov> wrote:

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Jill Nyhus
Senior Director of Technology, Office of Communications

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Thanks!
Scott

On 8/8/12 8:24 PM, "Nyhus, Jill (DCPS)" <jill.nyhus@dc.gov> wrote:
Hi Scott!
Great meeting with you today. Looking forward to this exciting project!
I am mtg with the student recruitment team tomorrow. Any chance you could shoot me the draft list of schools/themes/teachers you’re thinking about?
Thx again for being willing to include student recruitment in the mix!
Jill
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Visit http://onecityactionplan.dc.gov to learn more.

<20120809_Video Matrix for Jill.xlsx>
DC Promise Neighborhood Initiative

DC Promise Neighborhood Initiative, Inc.
Statement on Proposed Consolidation and Reorganization of Kenilworth Elementary School

(11/14/12) - Chancellor Kaya Henderson announced yesterday that several schools city-wide are being considered for consolidation and reorganization in the 2013-2014 school year. Among these is Kenilworth Elementary School, a school within the DCPNI footprint serving 147 students. If the proposal is finalized, students will be reassigned to Houston Elementary School, located approximately one mile from the DCPNI footprint.

Through our existing partnership with DC Public Schools, DCPNI will be collaborating with DCPS to provide support to families with affected children and working with our partners to continue to provide families with supports and programs to ensure our complete cradle to college to career continuum of services is available to all Kenilworth-Parkside residents.

"DCPNI wishes to reaffirm our commitment to the children of Kenilworth-Parkside, and to their families. We will continue to work to serve every child living in this community regardless of where they attend school; that always has been and always will be our goal. Should Kenilworth close, I look forward to forging a strong DCPNI partnership with the leadership of Houston Elementary School and further increasing our out of school time activities in the footprint to serve our students," says Executive Director for the DC Promise Neighborhood Initiative, Ayris T. Scales.

Looking ahead, DCPNI will work with parents, students, DCPS and other important stakeholders during the coming months to address the long-term education options for students within the Kenilworth-Parkside neighborhood. DCPNI affirms that all children deserve access to high quality educational opportunities, and encourages parents and partners to visit to the DCPS website to find additional material related to this announcement. http://dcps.dc.gov

###

The mission of the DC Promise Neighborhood Initiative, Inc. is to increase the number of children in Kenilworth-Parkside who complete their education from cradle to college & career and enter adulthood as
productive participants in the 21st century economy and in the civic life of their communities.
Jennifer, the only powerpoint we are publicly sharing is the one we attached to our earlier email. It is marked Press Release. Please use that version. I am attaching here.

Thank you.

China Terrell
Director of Intergovernmental Affairs
202-415-2916 (Mobile)
china.terrell@dc.gov

I was, but am glad you re-sent this so I could revisit this. I think we should leave out slides that reference the projected enrollment for SY 11-12 at this point. So after reviewing, I think that is slides 6, 7, 8 and 10. Any objections to removing these?

Thanks,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 303
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov

I'm assuming you are referring to the attached document?
Hi China and Marc,

Good timing on this conversation as Lisa Ruda, the Deputy Mayor and I were talking about how to best handle the confusion around the DCPS information and the fact that the charters are asking for DCPS school level data.

The conclusion we reached is that we were going to ask that OSSE make publicly available the powerpoint that OSSE shared with us (the one sent to the Mayor) showing overall enrollment for DCPS and charters and grade level data, with an accompanying statement that OSSE is conducting an audit of these preliminary figures and will release audited figures, including school-level data, once the audit is complete in December.

We all agree with China's point that it is probably not in the best interest of anyone at this time to share school-level data. I think we also agree that OSSE should be the point of contact on this, should anyone, including the media, to avoid further confusion about the numbers.

China and Marc please let me know if this makes sense to OSSE.

Thanks,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 303
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov
From: Terrell, China (OSSE)  
Sent: Tuesday, November 08, 2011 1:51 PM  
To: Leonard, Jennifer (EOM); Bleyer, Marc (EOM)  
Cc: Sutter, Jessica (EOM)  
Subject: RE: 2011-12 preliminary enrollment

That's weird there should be a link to the attached power point. Thank you Jennifer for forwarding along! Jennifer may also send school-by-school data, which we have not posted on our site. I imagine you may need that for your IFF study.

China Terrell  
Director of Intergovernmental Affairs  
202-415-2916 (Mobile)  
china.terrell@dc.gov

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Sent: Tuesday, November 08, 2011 1:49 PM  
To: Bleyer, Marc (EOM); Terrell, China (OSSE)  
Cc: Sutter, Jessica (EOM)  
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Hi Marc, I have them and will send to you.

Jennifer Guste Leonard  
Chief of Staff  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave, NW, Suite 303  
Washington, DC 20004  
(202) 727-0953 (office)  
(202) 257-4056 (cell)  
(202) 727-8198 (fax)  
Jennifer.Leonard@dc.gov  
dme.dc.gov

From: Bleyer, Marc (EOM)  
Sent: Tuesday, November 08, 2011 1:05 PM  
To: Terrell, China (OSSE)  
Cc: Leonard, Jennifer (EOM); Sutter, Jessica (EOM)  
Subject: 2011-12 preliminary enrollment

Hi China,
Would you mind sharing the 2011-12 preliminary enrollment numbers with us? The press release says updated tables are available, but I've not been able to find them on OSSE's website.

Thanks  
Marc

Marc Bleyer | Capital Program Manager  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave. NW, Ste. 303  
Washington, DC 20004  
Join Mayor Gray's One City One Hire - 10,000 Jobs Campaign
Putting District Residents Back to Work One Hire at a Time
Learn more at http://onecityonehire.org

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
SY 2011-2012
GENERAL EDUCATION ENROLLMENT
UNAUDITED OCTOBER 5TH LEA DATA

Vincent C. Gray, Mayor of the District of Columbia
Hosanna Mahaley, State Superintendent

November 1, 2011
## ENROLLMENT GROWTH SINCE LAST YEAR

SY 2010-11 AUDITED VS. SY 2011-12 UNAUDITED OCTOBER 5TH COUNT

**SY 2010-2011 Audited compared to SY 2011-2012 Unaudited**

<table>
<thead>
<tr>
<th></th>
<th>SY10-11 Audited Enrollment</th>
<th>SY11-12 Unaudited October 5th Count</th>
<th>Numerical Difference</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>45,631</td>
<td>46,191</td>
<td>560</td>
<td>1%</td>
</tr>
<tr>
<td>PCS</td>
<td>29,366</td>
<td>32,009</td>
<td>2,643</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>74,997</td>
<td>78,200</td>
<td>3,203</td>
<td>4%</td>
</tr>
</tbody>
</table>
TOTAL ENROLLMENT ACROSS YEARS

Overall Total Enrollment Across Years

* SY 2011/12 uses unaudited October 5th count
DCPS ENROLLMENT ACROSS YEARS

DCPS Enrollment Across Years
* SY 2011/12 uses unaudited October 5th count

- 2007/08: 49,123
- 2008/09: 45,190
- 2009/10: 44,718
- 2010/11: 45,631
- 2011/12*: 46,191

Office of the State Superintendent of Education
PCS ENROLLMENT ACROSS YEARS

PCS Enrollment Across Years
* SY 2011/12 uses unaudited October 5th count

For years 2007/08 to 2011/12*:
- 2007/08: 21,948
- 2008/09: 25,732
- 2009/10: 27,661
- 2010/11: 29,366
- 2011/12*: 32,009

Office of the
State Superintendent of Education

DCPS 007113
SUMMARY OF RESULTS
SY 2010-11 AUDITED VS. SY 2011-2012 UNAUDITED

• Based on preliminary, unaudited data:
  
  - Total public school enrollment in the District increased by 4% (3,203) to 78,200 students.
  
  - DCPS enrollment increased by 1% (560) to 46,191 students.
  
  - PCS enrollment increased by 9% (2,643) to 32,009 students.

• This is the third consecutive year in which the District has increased total public school enrollment.
  
  - 2% increase from SY 2008 to SY 2009, 3.6% increase from SY 2009 to SY 2010 and 4% increase from SY 2010 to SY 2011
I need to confirm the timeline on that, but we can include additional info about the process.

Thanks,

China Terrell
Director of Intergovernmental Affairs
202-415-2916 (Mobile)
china.terrell@dc.gov

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 303
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov

Marc made the powerpoint available via a link on the website yesterday.

China Terrell
Director of Intergovernmental Affairs
202-415-2916 (Mobile)
From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Tuesday, November 08, 2011 6:48 PM
To: Leonard, Jennifer (EOM); Terrell, China (OSSE); Caposino, Marc (OSSE)
Cc: Wright, De'Shawn (EOM)
Subject: RE: 2011-12 preliminary enrollment

Thank you,
LMR

From: Leonard, Jennifer (EOM) [mailto:jennifer.leonard@dc.gov]
Sent: Tuesday, November 08, 2011 6:01 PM
To: Terrell, China (OSSE); Caposino, Marc (OSSE)
Cc: Wright, De'Shawn (EOM); Ruda, Lisa M. (OOC)
Subject: RE: 2011-12 preliminary enrollment

Excellent and thank you. By when can we expect that OSSE can have this done?

Thanks again,
Jennifer

Jennifer Guste Leonard
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Washington, DC 20004
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(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov

From: Terrell, China (OSSE)
Sent: Tuesday, November 08, 2011 3:18 PM
To: Leonard, Jennifer (EOM); Caposino, Marc (OSSE)
Cc: Wright, De'Shawn (EOM); Ruda, Lisa M. (DCPS-OOC)
Subject: RE: 2011-12 preliminary enrollment

On board.

China Terrell
Director of Intergovernmental Affairs
202-415-2916 (Mobile)
china.terrell@dc.gov

From: Leonard, Jennifer (EOM)
Sent: Tuesday, November 08, 2011 2:47 PM
To: Terrell, China (OSSE); Caposino, Marc (OSSE)
Cc: Wright, De'Shawn (EOM); Ruda, Lisa M. (DCPS-OOC)
Subject: 2011-12 preliminary enrollment
Hi China and Marc,

Good timing on this conversation as Lisa Ruda, the Deputy Mayor and I were talking about how to best handle the confusion around the DCPS information and the fact that the charters are asking for DCPS school level data.

The conclusion we reached is that we were going to ask that OSSE make publicly available the powerpoint that OSSE shared with us (the one sent to the Mayor) showing overall enrollment for DCPS and charters and grade level data, with an accompanying statement that OSSE is conducting an audit of these preliminary figures and will release audited figures, including school-level data, once the audit is complete in December.

We all agree with China’s point that it is probably not in the best interest of anyone at this time to share school-level data. I think we also agree that OSSE should be the point of contact on this, should anyone, including the media, to avoid further confusion about the numbers.

China and Marc – please let me know if this makes sense to OSSE.

Thanks,
Jennifer

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Jennifer.Leonard@dc.gov

From: Terrell, China (OSSE)
Sent: Tuesday, November 08, 2011 1:51 PM
To: Leonard, Jennifer (EOM); Bleyer, Marc (EOM)
Cc: Sutter, Jessica (EOM)
Subject: RE: 2011-12 preliminary enrollment

That’s weird ...there should be a link to the attached power point. Thank you Jennifer for forwarding along! Jennifer may also send school-by-school data, which we have not posted on our site. I imagine you may need that for your IFF study...

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202-415-2916 (Mobile)
china.terrell@dc.gov

From: Leonard, Jennifer (EOM)
Sent: Tuesday, November 08, 2011 1:49 PM
To: Bleyer, Marc (EOM); Terrell, China (OSSE)
Hi Marc, I have them and will send to you.

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Hi China,
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Thanks  
Marc

Marc Bleyer | Capital Program Manager  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave. NW, Ste. 303  
Washington, DC 20004  
marc.bleyer@dc.gov

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Learn more at http://onecityonehire.org

Support the DC One Fund Campaign, Each One Give One.  
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china.terrell@dc.gov

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Sent: Tuesday, November 08, 2011 6:48 PM
To: Leonard, Jennifer (EOM); Terrell, China (OSSE); Caposino, Marc (OSSE)
Cc: Wright, De'Shawn (EOM)
Subject: RE: 2011-12 preliminary enrollment

Thank you,
LMR

Jennifer Guste Leonard
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Office of the Deputy Mayor for Education
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China and Marc –please let me know if this makes sense to OSSE.

Thanks,
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Subject: RE: 2011-12 preliminary enrollment

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Jennifer Guste Leonard  
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(202) 727-0953 (office)  
(202) 257-4056 (cell)  
(202) 727-8198 (fax)  
Jennifer.Leonard@dc.gov

dme.dc.gov

From: Bleyer, Marc (EOM)  
Sent: Tuesday, November 08, 2011 1:05 PM  
To: Terrell, China (OSSE)  
Cc: Leonard, Jennifer (EOM); Sutter, Jessica (EOM)  
Subject: 2011-12 preliminary enrollment

Hi China,  
Would you mind sharing the 2011-12 preliminary enrollment numbers with us? The press release says updated tables are available, but I’ve not been able to find them on OSSE’s website.

Thanks  
Marc

Marc Bleyer | Capital Program Manager  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave. NW, Ste. 303  
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marc.bleyer@dc.gov
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On board.

China Terrell  
Director of Intergovernmental Affairs  
202-415-2916 (Mobile)  
china.terrell@dc.gov

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Ms. Robinson,
Thank you and your team for organizing the 5/23 State of the Schools Meeting at Hart Middle School. As a Ward 8 resident who attended the meeting, I wanted to follow-up with you to address a few concerns and offer suggestions to hopefully enhance the meeting to be a more fruitful exchange for both the community and DCPS going forward.

Official Statement:
Although the Chancellor alluded to community concerns, I did not hear official DCPS responses to concerns raised by parents and staff throughout the 2011-2012 school year. This would have been a great opening statement, along with sharing tentative plans for the 2012-2013 school year (e.g., the status of libraries and mental health staff in Ward 8 schools, budget breakdown for schools, plans to mitigate effect of potential school closures). I understand that DCPS is still working on plans and may be concerned about sharing information prematurely, but addressing these areas of the tentative plan, explaining why DCPS is taking that position, and genuinely requesting community input shows an enhanced level of transparency that eases tension and gives meeting attendees information to which they can react and respond.

Small Workgroups:
Going forward, it will be helpful if DCPS asks the community to react to these official responses and tentative plans and split us into small working groups to offer feedback and improve the plan. A spokesperson should share each group’s ideas, and leave the meeting with a promise from DCPS to communicate throughout the summer with every person in attendance regarding finalizing the plans for an improved educational structure in Ward 8. Asking a large, frustrated, and often neglected audience to forget their concerns and share their hopes and dreams in 5-10 seconds is a bit unrealistic. Small working groups may allow for community members to have a small, captive audience to hear their frustrations, and a group facilitator allows for those frustrations to be transformed into constructive suggestions.

General Observations:
I do not believe the community had a positive response to DCPS' position of, "Tell us what we can do to make Ward 8 great" and, "Whatever you heard is not true." This position made DCPS appear as though it was not aware of the parent and school officials' concerns raised throughout the year, and made the meeting appear politically charged. I could sense parents growing frustrated by the Chancellor’s generalizations and rebuttals to their concerns. Rather than having questions and concerns addressed, parents were told someone would follow-up with them regarding issues that they stated had been brought to DCPS' attention on numerous occasions. Again, there is a level of awareness that is expected by the community which can be demonstrated by addressing these concerns from the onset of the meeting.

'Dream Boards' Year-Long Communication:
In addition to restructuring the meeting to include small workgroups, perhaps you may also consider a monthly 'dream board' at schools, 8ANC meetings, or via email and Twitter, where community members can share what's working in the schools and what they would like to see more of in the Ward. It appears DCPS wants to hear about what's going well, so perhaps actively engaging the community on a monthly basis may provide the feedback you are hoping to receive.
I know that you receive a lot of feedback but I hope that these suggestions and observations can work to improve the relationship and information sharing/gathering process in Ward 8. As a resident, I am seeking improvements on behalf of my school-aged neighbors and their parents, especially in an area where parents may be too frustrated and exhausted sometimes to demand more. As freely as I offer my suggestions, I also offer my time, so please do not hesitate to inform me about opportunities to volunteer.

Thank you for your time and consideration.

Sincerely,
Terra Moody
Historic Anacostia
(205) 239-9631
25 people recently add their names to Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC". That means more than 500 people have signed on.

There are now 325 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because: * Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

301. Ankitha Palaparthi Lubbock, Texas
302. Julie Huang Glen Cove, New York
303. Mike Silverstein Washington, District Of Columbia
304. Anna Moore Clinton, Maryland
305. Adam Zopf Washington, District Of Columbia
306. Nicole Halpern Alexandria, Virginia
307. Gwen Barlow Washington, District Of Columbia
308. Kacie Blue New York, New York
309. Mary Lilly Edisto Island, South Carolina
310. Pierre Molster Washington, District Of Columbia
311. Isabel Cabrales Anderson, South Carolina
312. Julianna King Nashville, Tennessee
313. John Lilly Greensboro, North Carolina
314. Smith Carlson Denver, Colorado
315. Megan Fillebrown Washington, District Of Columbia
316. Caroline Hodgin Charlotte, North Carolina
317. Kinza Baad Washington, District Of Columbia
318. Paul Nowak Stormville, New York
319. Kazi Hossain Hollis, New York
320. Kalik Reece Philadelphia, Pennsylvania
321. Taiwan Allen Washington, DC, District Of Columbia
322. Sarah Thompson Greensboro, North Carolina
323. N Kelso Lewisville, Texas
324. Ginny Shogry Greensboro, North Carolina
325. Taylor Delbridge Raleigh, North Carolina
Tania A. Shand  
1901 Vermont Avenue, NW  
Washington, D.C. 20001

August 30, 2012

Mr. Errick Greene  
Instructional Superintendent for  
Cluster IV  
District of Columbia Public Schools  
1200 First Street, NE  
Washington, D.C. 20002

Dear Mr. Greene,

As I approach my second year as a parent of a student in the District Public School System (DCPS), I am pleased to say that my daughter, who is four years old, is receiving a good Spanish bilingual education at Cleveland Elementary. The quality of Cleveland’s bilingual teachers is reflected in my daughter’s strong Spanish language skills. What has been disconcerting for me, and what has put resources in jeopardy for Cleveland students, is the school administration’s focus on preserving control, its reluctance to engage parents in open and active working relationships and the lack of transparency and accountability at the school.

As a new parent at Cleveland, I quickly learned that the Home School Association (HSA) did not meet regularly, that HSA meeting minutes were not produced and provided to parents, that there were no budgets and financial statements, and that the HSA and LSAT representatives were appointed by the Principal, Annie Mair. When I met with Ms. Mair in October 2011, to discuss my concerns, about the HSA and ask about the Local School Advisory Team (LSAT), she told me that she did not know who the Cleveland LSAT members were and that the LSAT meetings were not open to parents. I spent the first half of the last school year emailing Ms. Mair, Assistant Principal Crystal Gatling, and the HSA officers, advocating for parent elected representatives to the HSA and LSAT and was rebuffed.

It was not until you instructed Ms. Mair, during a meeting I attended with you and Ms. Mair, to hold an HSA election, that one was held a few weeks before the end of the school year. An election for the LSAT followed, but only after controversy about parents not being informed about funding cuts to school librarians. Not long after these elections were held, at the very first public meeting of the newly elected HSA, it was announced, without any opportunity for discussion and a vote, that the HSA would be converted into a Parent Teacher Association (PTA). While I believe, if given the opportunity, Cleveland parents would vote to terminate the HSA and charter a PTA, such a decision should not be made unilaterally and without broad parent input and a vote.

In April 2012, during the course of the above transformational activities, several parents, including myself, learned from the school librarian, Ms. Marla McGuire, on the school’s list serve, about an important change in her status at Cleveland. She told us that DCPS had placed all librarians under “flexible staffing” for the 2012-2013 school year, which could result in either a part-time or no librarian for Cleveland. Initially, the only parents that Ms. Mair shared this information with were those then serving on Cleveland’s Local School Advisory Team (LSAT). At that time, however, all LSAT parent
representatives were appointed by Mair and the body had no history of public meetings. In response to an email I sent Ms. Gatling on May 2, expressing concern about how we learned about the cuts to the librarian, Ms. Mair convened a parent meeting on May 7, to talk about the budget cuts and situation with the school librarian.

On Friday, May 18, 2012, in the absence of any school or HSA/LSAT leadership, I and several other parents met with Councilmember Jim Graham, and his staff, to discuss ways to fund a full time librarian for Cleveland during the new school year. Councilmember Graham committed to hosting a fundraiser at the Howard Theater in the fall and to introduce us to local developers who might donate to this effort. One such developer immediately committed $5,000 and promised more funding and people resources over the long term for the librarian and library/media center. The parents who met with Councilman Graham then founded the Friends of Cleveland Elementary School Library and Media Center (FoCES) to serve as a vehicle to further this effort.

Between May 25th and June 5th, FoCES members sought and held two meetings with Ms. Mair and Ms. Gatling regarding the Howard Theatre fundraiser and $5000 donation. Ms. Mair assigned Ms. Gatling to work with FoCES over the summer on the fundraiser. FoCES members drafted a Memorandum of Understanding between itself and the school, a memo to the Office of the First Lady inviting her to headline the fundraiser at the Howard Theatre, and began drafting the necessary documents to become incorporated and obtain 501(c) (3) status.

On June 12th, Ms. Mair convened a meeting to discuss fundraising and working together. All FoCES and newly elected HSA board members were in attendance. While we all committed to working together, at that meeting Ms. Mair did ask, and FoCES members did decline, to become a fundraising committee under the HSA. FoCES members were unwilling to subordinate ourselves under a body that had no history of established business practices or procedures. Still, Ms. Yaiza Burrell, newly elected HSA President, said that she thought that FoCES was a good idea and following that meeting, we worked with her to draft a flyer to go out to parents asking them to volunteer to work on the fundraiser over the summer. Ms. Burrell emailed the flyer to the school administration but, unfortunately, it did not go out.

On July 16th, Ms. Mair and Ms. Burrell met with Councilmember Graham to discuss Cleveland. I was subsequently informed by one of the Councilmember’s staff that during that meeting, Ms. Mair and Ms. Burrell stated that they were not aware of the proposed Howard Theater fundraiser or FoCES. I told the staff member this was not the case and forwarded to him meeting minutes and emails between FoCES members and Ms. Mair and Ms. Burrell that specifically discuss the fundraiser and FoCES. Twice this month, the Councilmember Graham’s staff member scheduled joint meetings with me and Ms. Burrell to discuss this matter and get the Howard Theatre fundraiser back on track. On both occasions, Ms. Burrell was ultimately unable to attend.

As a political appointee with top secret security clearance, having my actions, misrepresented to an elected official, is a matter of grave personal concern to me. What is just as disturbing, however, is the negative impact this has had on a well intentioned effort to raise funds to benefit Cleveland’s library and media center, and its students.

As you know, Cleveland is a Title I school. It has not made AYP for three years. The media room is woefully outdated. The school lacks enrichment opportunities and resources. It is losing students in the upper grades and in the early childhood program. I know of three parents that just left Cleveland for
schools with better resources, and where parent engagement, web sites and list serves are encouraged not shunned.

Cleveland is one of my neighborhood schools and I would like to keep my daughter there. I did not participate in the DCPS lottery this year because I still view it as a good school. However, there is room for improvement. The school can only meet its full potential if the school administration and parents work together. I am anxious to see what the new HSA and LSAT leadership present as their action agenda for the new school year. I am also going to watch how the school administration engages these bodies. I strongly encourage you, and the Office of Family and Community Engagement, to keep a close watch on developments at Cleveland and do all you can to promote communication, collaboration, accountability and transparency.

At the parents meeting on June 12th, Ms. Mair gave each parent a card that said “One People Working for All Children.” That is what Cleveland still needs. For the school to move forward in a positive way, Ms. Mair needs to view parents as partners in the process. After all, they are our children.

Sincerely,

Tania A. Shand
Parent
Cleveland Elementary School
202.606.2056 w.

cc: Councilman Jim Graham
    Shanita Burney
    Betsy Landers
Dear Ms. West,

Thank you for reaching out to the Office of the Chancellor with these concerns on behalf of the parents of Bruce Monroe at Parkview Elementary School. Please rest assured that we have taken the time to thoroughly review and discuss these concerns, and would like to share some additional information to provide you and the parents of Bruce Monroe at Parkview with further clarity on the decisions surrounding this year’s summer school operations.

As you know, this year the decision was made to route students from Bruce Monroe at Parkview to Tubman Elementary School for summer school placement. This decision was made as part of a larger decision on placement sites based on the following factors:

1. School site closures for the summer due to construction and renovation
2. Proposed sites for Extended School Year (ESY) programming for our students with special needs
3. Sites that can accommodate Science, Technology, Engineering, and Math (STEM) programs
4. Geographic distribution of sites
5. Student travel routes and travel patterns
6. Library proximity
7. Sites that were not selected as summer school sites in 2011
8. Attendance and enrollment data from previous years’ summer school sites and programs
9. Adequacy of school space

As a result of these factors during the decision process for determining summer school sites, Bruce Monroe at Parkview was not selected as a summer school site for 2012. Specifically, this summer Bruce Monroe at Parkview will be undergoing heavy construction that would interrupt the instructional time of a summer school site.

Again, I want to thank you for expressing your concerns with our office. I would also like to note that the Department of Parks and Recreation will be offering a range of summer programs and opportunities for students which may help offset the burden for some parents who may not be able to rearrange their schedules to accommodate this year’s summer school schedule. You may view these programs through the Department of Parks and Recreation website here or you may contact this department by phone at (202) 673-7647. My information is also listed below if you would like to further discuss any concerns.

Sincerely,

Wayne Taliaferro

Wayne Taliaferro  
Coordinator, Critical Response Team  
Office of the Chief of Staff  

District of Columbia Public Schools  
1200 First Street, NE  
Washington, DC 20002  
T: (202) 299-2113
F: (202) 654-6464  
E: wayne.taliaferro@dc.gov
Mr. Flanagan,

Thank you for responding to my e-mail. I realize that I asked many questions that are specific in nature but they are also basic questions that should have already been addressed prior to a formal proposal to consolidate and move both schools. Everyone I speak to at my school wants to know the answers to these fundamental questions. If your office could take the time to respond in writing we can disseminate the information to parents, staff and community members. I have an additional question:

- How much money has been allocated to renovate the River Terrace School?

I would be happy to talk with you today anytime between 1 and 3pm or tomorrow between 9:00 and 10:00 am. If neither of these times work please offer a time convenient to your schedule. My office number is 202-576-5312 and my cell is 202-421-8596.

Thank you,
Crystal Sylvia

---

From: Flanagan, Thomas P. (DCPS)
Sent: Friday, November 23, 2012 10:57 AM
To: Sylvia, Crystal (DCPS); Beers, Nathaniel (DCPS)
Subject: Re: questions about Sharpe Mamie D Lee consolidation

Hello Ms. Sylvia,

Thank you for reaching out with these questions. There is a steering committee with representatives from Sharpe and Lee that has met twice and discussed some of these concerns. I'm not sure if you were a part of this but feel free to let Ms. Francis know if you would be interested in attending in the future.

I would be happy to discuss your questions over the phone next week. Please let me know a few times that would work for you and we can schedule a time to talk.

Best,

--
Tom Flanagan
Interim Deputy Chief of Programming
Office of Special Education
District of Columbia Public Schools
1200 First Street, NW
Washington, DC 20002
p: 202.834.1035
f: 202.654.6075
Good afternoon Dr. Beers and Mr. Flanagan,

I am a social worker at Sharpe Health School and also live just a few blocks away. I have compiled a list of questions and issues about the proposed consolidation and move of Sharpe Health and Mamie D. Lee that I would like addressed. I developed the attached list of questions and concerns after speaking to my colleagues and hearing some community concerns. I hope my e-mail will be viewed positively. I am a dedicated DCPS employee who wants to ensure that we create the best possible school for our special education students.

Please respond at your earliest convenience.

Thank you
Crystal Sylvia

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Do you all think you have all the school data you need for preparing for the school closure meetings? Do you need a POC in ODA for preparing? Want to put this on the radar of someone in ODA and be as planful as possible, given limited capacity and my departure.

Cate Swinburn  
Chief of Data and Accountability

District of Columbia Public Schools  
Office of Data and Accountability  
1200 First Street, NE, 12th Floor  
Washington, DC 20002  
T 202 442 5060  
F 202 727 7687  
E cate.swinburn@dc.gov  
W dcps.dc.gov

Assistant Victoria Nomdedeu  
T 202 442 4763  
E victoria.nomdedeu@dc.gov

Grade.DC.gov has expanded!  
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911 Office on Aging.  
Check out www.grade.dc.gov today.
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From: Weber, Peter (OOC)
Sent: Tuesday, May 15, 2012 4:33 PM
To: Swinburn, Cate (DCPS)
Subject: RE: ERS data analysis thought
Attachments: image001.jpg

That's my thought, too.

I'm talking to ERS tomorrow. will raise with them first and then we can circle back.

Not sure I want you guys to devote a ton of your time to continually tracking lots of their data, but might be interesting to pick out a small number of salient metrics.

Circling back on this one. How can Greg or I help move this forward?

Good thought. Will raise with them and let's chat.

I suspect that we, DCPS, will want to return to this analysis annually through the next several years would be great if we can just use ERS methodology.

Before ERS rolls off, or perhaps as they go along, I think it would be good for their analysts to spend time with Greg's team to explain their methodology and/or hand-over data sets.

What do you think? Can you broach with JT? There may be some amount of this that is their IP, but not all, right?

Cate Swinburn
Chief, Data and Accountability
District of Columbia Public Schools
Office of Data and Accountability
1200 First Street, NE, 12th Floor
Circling back on this one. How can Greg or I help move this forward?

From: Weber, Peter (OOC)
Sent: Thursday, May 10, 2012 10:41 AM
To: Swinburn, Cate (DCPS)
Subject: Re: ERS data analysis thought

Good thought. Will raise with them and let's chat.

From: Swinburn, Cate (DCPS)
To: Weber, Peter (OOC)
Sent: Thu May 10 10:32:07 2012
Subject: ERS data analysis thought

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10 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 460 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing - there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

MaryAnn PUGLISI Washington, District Of Columbia
Carl Vacketta Washington, District Of Columbia
Melinda Ojermark Washington, District Of Columbia
Evonne greenidge Washington, District Of Columbia
Jiaming liu Washington, District Of Columbia
456. Andrea Bell Washington, District Of Columbia
457. Kema Key Washington, District Of Columbia
458. Tyrone Coleman Washington, District Of Columbia
459. Shirley DeGraphenreid Washington, District Of Columbia
460. Suzanne Wertheim Los Angeles, California
I was there tonight Claudia, and spoke to the City Blossoms ladies. They are amazing...my heroes! Who's your childhood friend...Rebecca or Lola? They did a little work at Tyler last year!

Suzanne

--- On Fri, 12/7/12, Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov> wrote:

From: Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov>
Subject: Re: Closures data? other data?
To: "Sandra Moscoso-Mills" <smoscosomills@hotmail.com>
Cc: "m.godec@att.net" <m.godec@att.net>
Date: Friday, December 7, 2012, 4:50 PM

Not sure if you're going to the CM Wells' awards event tonight, but my good childhood friend is a recipient! She is co-founder of City Blossoms.

Sent from my iPhone

On Dec 7, 2012, at 12:37 PM, "Sandra Moscoso-Mills" <smoscosomills@hotmail.com> wrote:

Of course! Feel better!

From my Android phone on T-Mobile. The first nationwide 4G network.

-------- Original message --------
Subject: Re: Closures data? other data?
From: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
To: Sandra Moscoso-Mills <smoscosomills@hotmail.com>
CC: Suzanne Wells <m.godec@att.net>,"harlan.harris@gmail.com" <harlan.harris@gmail.com>

Hi! I'm actually out sick today - horrible flu. Can we connect next week on this?

Sent from my iPhone

On Dec 7, 2012, at 6:26 AM, "Sandra Moscoso-Mills" <smoscosomills@hotmail.com> wrote:

Hi Claudia,

Hope you're well!

I'm hoping we can connect on data. A few things we're working on that you might be interested in and not sure how best to access to get facts.
First, Suzanne asked an interesting question about closures and impact to walkability to the communities of those schools. We reached out to DC Action for Kids and they built this map [http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/dcps_schoolclosures_final/](http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/dcps_schoolclosures_final/), which has generated some questions about the population and obstacles to walking to those schools beyond distance (more here [http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/#comment](http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/#comment)). I imagine the team behind the proposed closures collected/analyzed this data (example, what is the population size of children w/in the 1 mile radius of proposed closures?).

Questions I have are, did DCPS map the enrollment data (i.e, heatmap of where children live who attend the schools)? If so, would be good to share this.

Second, I've started to work w/ the Code for DC folks (the DC branch of Code for America - think similar to Teach for America). I'm collaborating with Harlan Harris, a data scientist/rockstar, on a project re: education. A couple of outcomes are:

- A visualization of where children live vs. where they go to school for about 5 years. A few benefits I see are: Answering Qs like: Are there trends around where kids live vs. where they go to school? Is DC a pedestrian/cyclist city for families/children? When do children leave DCPS or Charters (2nd grade? 3rd grade? etc) and where do they go (do they stay in DCPS, do they go to charters, do they go to schools in their neighborhood, do they go across town?). I envision a visualization like this one: [http://images.greatergreaterwashington.org/images/201203/cabiflows.jpg](http://images.greatergreaterwashington.org/images/201203/cabiflows.jpg) (there was a better CaBi one that I can no longer find). Would be great to get a few year's worth of data, to see how children move around the system. Would also be great to get OOB lottery application data to help answer Qs like, where do families apply to school vis a vis where they live? Has this changed over time (5 years)?
- An app that helps parents make decisions around where to send their children. Think school profiles, but more granular, more flexible and includes charters. Data from the above would be helpful in answering Qs like, will my children have friends at the school from our neighborhood (community is so important for things like play dates, carpooling, coordinating extra-curr activities, hey, getting each other out of jams - stuck in traffic? call a friend who is headed to the school to also to grab your kids)? Other data like - does the school have a library? Does it have a full-time librarian? Some hard to get data (or hard to keep fresh data) might include: What extra-curricular activities/sports does it provide? How involved are teachers/staff in after-school programs? Who manages the afterschool program? Where do children go from here? (what middle school? what high school?)

I think you've been collecting data for the boundary exercise, so am hoping you can share the data or connect us with the data owners. I think it will also be an interesting exercise in how data is collected/kept in DCPS vs. Charters. It may help push for consistent standards around data collection/retention if there are inconsistencies.

Interested in collaborating? Could be really useful for the entire education ecosystem.
Best!
Sandra

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Learn more at [www.dconefund.org](http://www.dconefund.org) or [www.onefund.dc.gov](http://www.onefund.dc.gov). One City, Working Together!
Claudia,

There's a place called Peregrine on 7th Street (in the block between Pennsylvania Avenue and Eastern Market). If you don't mind coming my way, I'll see you there at 9:30 a.m. on Friday. My treat!

Suzanne

--- On Mon, 11/26/12, Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov> wrote:

From: Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov>
Subject: RE: Hi!
To: "Suzanne Wells" <m.godec@att.net>
Date: Monday, November 26, 2012, 6:11 PM

Yes! Where would you like to go? Happy to meet you close to your house.

--- On Fri, 11/16/12, Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov> wrote:

From: Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov>
Subject: RE: Hi!
To: "Suzanne Wells" <m.godec@att.net>
Date: Friday, November 16, 2012, 12:22 PM

Yes! Let me know what time works for you.

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Date: Friday, November 16, 2012, 12:22 PM

Yes! Let me know what time works for you.
Claudia, I've got to work next week, so Wednesday won't work. I'm going to be off on November 30. Would you have time then to get together for coffee?

Suzanne

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Subject: RE: Hi!
To: "Suzanne Wells" <m.godec@att.net>
Date: Friday, November 16, 2012, 10:21 AM

Would love to share my perspective on the proposal – coffee next week? Wed?

--- On Thu, 11/15/12, Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov> wrote:

From: Suzanne Wells [mailto:m.godec@att.net]
Sent: Thursday, November 15, 2012 10:39 PM
To: Lujan, Claudia (DCPS)
Subject: Re: Hi!

You're so sweet Claudia. You should be running DCPS!!!

I can't believe that hearing went on so long (is it over yet?)! I thought Mary Levy, Mark Simon and Cathy Reilly were especially effective. I really think it is a mistake for DCPS to close 20 schools. Here's the whole testimony...I timed myself several times and cut out lots of extra sentences, and I still went over!

Suzanne

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Subject: Hi!
To: "m.godec@att.net" <m.godec@att.net>
Date: Thursday, November 15, 2012, 9:41 PM

Just watched your testimony! Nice.
I also like your glasses!

Hope you are well. I am ok, overwhelmed with work, but what’s new.

Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002

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Inform first responders in advance!
Claudia,  

Would 9:30 a.m. on Friday, November 30, work for your schedule to get together for coffee?  

Suzanne  

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Bonnie,

Please thank Tommy for staying through the marathon council hearing on Thursday evening on the closed schools.

I have to say I was impressed with Mendelson at the end of the hearing, and the questions he posed to Henderson for her to respond to at the hearing on Monday. It did show he was listening, and thought many witnesses made good points. Mendelson asked Henderson the following questions:

1. Cathy Reilly said that DCPS says it "can't do small." But many of the charter schools are successful with small enrollments. Why do charters succeed with smaller enrollments? I think this is really an important question because it is at the heart of DCPS's school closing proposal. If DCPS wants schools in the 300 to 350 to 400 range, that puts many of the Capitol Hill Schools in jeopardy, and calls into question why they aren't on the list for school closings. The audited enrollment numbers for 2011 showed Payne at 232, Maury at 292, Ludlow-Taylor at 258, Peabody at 150 and Capitol Hill Montessori at 211. The numbers may be up slightly for these schools this year. Would Tommy be supporting the school closure proposal if DCPS was proposing to close Payne and Ludlow-Taylor? Also, I think many elementary school families on Capitol Hill want smaller schools for their children, so is moving toward larger schools going to hurt DCPS in years to come?

2. Mary Levy suggested that if there is a need to cut that there should be a look at cutting central administration expenses which are up 24% while the student population has gotten smaller. Mary Levy is the expert at this, but I believe there are many, many places DCPS could cut costs that would have less of an impact on the school system than closing schools would. The things I've seen from being involved in the library issue are just the tip of the iceberg in what I think are a misguided use of DCPS dollars, e.g., $80K for a consultant produced parent engagement study. The fact that Henderson said at the hearing that they have not estimated what the savings would be from closing 20 schools is very troubling. I hope the Council takes a wholistic look at DCPS's budget before accepting that school closings have to occur.

3. One of the witnesses said the consolidated enrollment at Brookland-Bunker Hill was less than it had been at the two schools before they were merged. The exact same thing is true with Hine and Eliot. In 2006, Hine had 379 students and Eliot had 274 students (653 total). In 2007, Hine had 268 students and Eliot had 155 students (423 total). In 2008, when the schools merged, there were 253 students. In 2009, Eliot-Hine had 267 students, in 2010 it had 278 students, and in 2011 it had 348 students. I believe the enrollment in 2012 has dropped back to around 300 students. I hope Tommy is able to ask Henderson the same question about Eliot-Hine that Mendelson asked about Brookland-Bunker Hill.

4. Mendelson asked "Given the experience of Tyler Elementary School having been under-enrolled and and low performing that now may have a waiting list with good test scores [note: Tyler's test scores aren't good], why can't this be replicated at other schools? We had parents at Frances-Stevens who say they are on the cusp of a Tyler or Garrison say they are on the cusp of a Tyler renaissance. If it weren't for Tyler, why can't this be replicated at other schools?" Tommy talks a lot about the entrepreneurial principals on Capitol Hill, and...
the rebirth of our neighborhood schools. I hope that Tommy will see the potential in many of the schools on the closing list, and advocate for DCPS working to support these schools rather than closing them.

Sorry for a long e-mail on an early Saturday morning. I hope you'll share this with Tommy.

Suzanne
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Kudos to you for staying for the entire hearing this evening! I listened to the end of the hearing on line, and heard Chairman Mendelson ask why what has happened at Tyler can't be replicated at other schools. I'm a huge DCPS supporter, and absolutely think what has happened at Tyler can happen at some of the schools slated to be closed.

I'm sending along my testimony since I ran out of time and didn't get to finish it.

I also think another lesson to be learned from the 2008 school closures is what happened at Eliot and Hine Middle/Junior High Schools. I know the combined student population at Eliot-Hine was several hundred students below what it had been at Eliot and Hine. The student population at Eliot-Hine today is still less than when they were two separate schools. Despite all the efforts to improve Eliot-Hine, it is still struggling to attract students.

Suzanne Wells
DC Council Hearing on DCPS School Closings

November 15, 2012

Testimony by Suzanne Wells
Parent at Tyler Elementary School

Thank you for the opportunity to testify today. I have serious concerns about DCPS’s Consolidation and Reorganization Proposal, but before I get to those concerns, I would like to share a story about Tyler Elementary School where my daughter has attended for the past five years. It is fitting to talk about Tyler because DCPS chose to feature Tyler as the kind of school it would like to offer all students in its new video announcing the school closings.

In 2006, Tyler was a school that likely would have faced the prospect of closing today because only 233 students attended the school, and the building had not been renovated. In 2006, Tyler arguably had the worst reputation of any school on Capitol Hill. Back in 2006, Tyler’s principal at that time started a Spanish Immersion program. The immersion program struggled at first, but it started to attract families from the neighborhood. In 2007, the enrollment climbed to 259. During 2007, a couple of exciting things were happening at the school. The school’s library was renovated, and a parent-led group secured several grants that resulted in the creation of an Outdoor Classroom at the school where previously there had been a fenced-in asphalt lot. Still, the enrollment took a dip in 2008, and went down to 237. By 2009, the enrollment took a solid turn up and was at 300. In 2010, the enrollment was 348. In 2011, DCPS did a Phase 1 modernization of the school, and the audited enrollment numbers put the school at 402 students. In 2012, primarily because a nearby charter school moved out of the area and many families chose not to follow the school to the new location, Tyler’s enrollment shot up to 472. In summary, in seven years, the school’s student population more than doubled.

Families don’t just come to Tyler for its Spanish Immersion program. Tyler also has a high-quality city-wide special education program primarily for students with autism that represents about 1/3 of the students at the school. DCPS also introduced an arts integration program at Tyler in 2010. All students at the school participate in arts integration activities, and it has enriched their learning opportunities.

DCPS is showcasing Tyler as the kind of school it wants for all students. Tyler didn’t come about because DCPS made a decision to close the school or turn it over to a charter operator or merge other schools with it. Tyler is the thriving school it is today because of many things DCPS did including: 1) hiring a strong principal who in turn has nurtured a strong group of teachers, 2) introducing innovative programming that attracted families and met the needs of the students, and 3) investing in the Phase 1 modernization. DCPS’s support for the school attracted neighborhood families who are committed to supporting the school. The change didn’t happen overnight, nor did it come about because of reforms; but rather it came about because of sensible, steady improvements made to the school. Rather than simply featuring Tyler in its promotional video, DCPS should be copying what it did at Tyler at schools like Garrison, Smothers, MC Terrell and others rather than proposing to close them.

Closing schools does not work. What does work is supporting struggling schools. Our city has the capacity to provide innovative programming that attracts families to their neighborhood
public schools. Our city must support our neighborhood public schools so children can walk to
school and not have to spend hours a day being transported to places far away from their homes.
The more hyphenated public school names we have, the weaker will be our city and our public
school system.

Before any DCPS schools are closed, I believe there must be a moratorium on opening new
charter schools. Last year, the DC Public Charter School Board opened four new schools. If DC
has too many public schools, why do we need to open new public charter schools? It appears the
DC Public Charter School Board is the only government entity in this country that during these
fiscally constrained times is allowed to grow at will without any constraints on its budget. The
uncontrolled growth of the charter schools should be of serious concern to all DC taxpayers.

Closing 20 schools will not result in savings to cover the costs of modernizing the remaining
schools because there will be large costs to the school system to support the receiving schools
and maintaining the closed schools. Closing 20 schools will not ensure full enrollments because
students will leave DCPS for good and go to charter schools closer to their homes. Closing 20
schools is not the only way to pay for art and music teachers and librarians; there are funds today
in DCPS’s budget to cover the costs for these teachers. I challenge DCPS not to close 20
schools, but rather to learn from the Tyler experience and see how many more Tyler Elementary
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5 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 65 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitionsl/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council­-do-not-close-francis-stevens-ec?response=

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson’s recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because: * Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

61. Guillermo Saenz Washington, District Of Columbia
63. Keith Gilbert Washington, District Of Columbia
64. Laura Bauers philadelphia, Pennsylvania
65. Suzanne Sarraf Washington, District Of Columbia
I didn't really notice that she intends to introduce this next week. See Jennifer's suggestion below.

FS

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

Sent from my Blackberry. Please pardon any typos.

Hi Drew,

Thank you for sharing the information below and the attached draft. Since we had our education hearing today, I am just getting a chance to review this. Given that Monday is a holiday, we haven’t had time to review and discuss internally, and at a minimum, I do have some suggestions for the proposed dates as we want to be sure they align best with the timing of the final DME school quality recommendations AND possible DCPS/PCS announcements of school closures that occur in December, I’d like to request that Councilmember Cheh not introduce this bill on Tuesday so that we can have a little more time to review and discuss with OPLA and your office.

Thank you for your consideration, Drew,

Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
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(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov
Hi Jennifer and Marc,

Thanks again for meeting with me last Friday and for listening to our concerns about the enrollment surge in Ward 3 schools. As I mentioned, we have raised the issue of examining school boundaries and feeder patterns for the past two years and feel a little frustrated that it seems (at least to us) that little progress is being made.

I was very happy to hear that you were receptive to Councilmember Cheh’s idea of creating a structure to examine school boundaries and feeder patterns every 10 years, just like Ward boundaries and ANC SMDs. Attached is a draft bill that would do this. The key features of it are as follows:

- Every 10 years, the Mayor would appoint a School Boundary Commission to review school boundaries and feeder patterns and, when and where necessary, recommend changes.
- The Commission would consider a range of factors including school building capacities, neighborhood changes, and potential development.
- The Commission would work openly and solicit input from the public.
- The Commission would publish a draft report with recommended changes, and then hold a hearing on it, before finalizing the document.
- The final report and recommended changes would be subject to a 45-day period of review.
- Any changes to school boundaries and feeder patterns would be decided 18 months before they would take effect.
- A student attending a school would still be able to remain at the school even if the school’s boundary changes so that the student no longer lives inside it.
- A sibling of a student attending a school would still be able to attend the same school, even if the school’s boundary changes so that the student and the sibling no longer live inside it.
- The Mayor would still be able to make minor changes to school boundaries and feeder patterns, as needed, outside of this 10-year process.

I am not sure if we will introduce this bill next Tuesday or at the March Legislative Meeting, but I wanted to share this draft with you (and Lisa and Fonda). We would certainly welcome any feedback. Our hope is that this can help start a more formal conversation about enrollment surges and adjusting boundaries and feeder patterns. It will clearly be a difficult and perhaps painful process, but the capacity problems will only worsen if we do not address them.

Along the same lines, attached is an analysis of school enrollment at the 10 Ward 3 DCPS schools. In the last 3 years, enrollment has increased by 22% and every school is now over capacity.

Thanks,
Drew

Drew Newman
Legislative Counsel
Office of Councilmember Mary M. Cheh
Council of the District of Columbia
dnewman@dccouncil.us

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org
I like inviting her to co-testify with you!

Fonda Sutton  
Office of the Chancellor  

202.442.5035 (desk)  
202.321.2273 (cell)  

So here’s the thing. I’m, a little conflicted about this. There’s nothing wrong with her testimony. And I don’t want folks to feel like we smack principals down when they want to represent their school (since the public gets to freely misrepresent whatever they want about the school). I actually think that if we helped her develop a much stronger testimony, it could be a good opportunity to make a really strong public statement about the great things happening and Amidon and she could even issue a challenge to the surrounding community (read: Van Ness) to throw in and support the school instead of trying to run away from it.

What do you think?

The other thing that comes to mind, though, is when principals want to testify and we don’t support them, what do we do? If Lynn Main, for example, signed up to testify, we’d want to put the kibosh on that. And, if principals start testifying regularly, the councimembers will feel like it’s ok for them to go to principals directly. Not good. Maybe I just talked myself out of this idea.

Here’s another one. Can a strong parent at Amidon testify instead of Izabella with testimony that we help to write, talking about the great things going on there, and challenging the community to get with us? Or, could I include Izabella (and maybe one or two other principals) as a co-testifier with me as an example of some of the work already underway in the schools that the IFF study recommends for closure?

I looped Claudia and Anthony in for their perspectives as well.

Thoughts?

Kaya Henderson  
Chancellor
From: Izabela Miller (SHS) [mailto:izabela.miller@dc.gov]
Sent: Wednesday, February 08, 2012 8:58 AM
To: Alexander, Amanda (DCPS-ES)
Cc: Henderson, Kaya (OOC); Davis, John L. (OOC); Sutton, Fonda (OOC)
Subject: Re: Today's Testimony

Dr. Alexander,
Thank you for talking to me this morning. I want to make you aware that I withdrew from testifying in front of the Board of Education.
I am attaching to this email one-page testimony with the points that I was going to make originally. I want to assure you that I wasn’t going to make any promises, or try to misrepresent DCPS in any way. My testimony was meant to make the public and the board aware that we are implementing changes and working on closing the achievement gap, unlike the claims that were made by some of the SW community members that stated otherwise.

Thank you again.
Respectfully,
Izabela Miller

On Wed, Feb 8, 2012 at 5:59 AM, Alexander, Amanda (DCPS-ES) <amanda.alexander@dc.gov> wrote:
It was brought to the attention of the Chancellor that you are scheduled to testify. You did not made me aware of this matter. Please call me immediately.

--
Izabela Miller, MEd
Principal
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Fax: (202) 724-4868
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No worries. I’ll collect those from others. Please work on boundaries and definitely SWS. In fact, I think you left a nifty little one-pager on my desk yesterday 😊

From ADG – facilities, what the IFF study means to us (things for Kaya to know...that you think they will still ask her, even if they should be asking DGS)

From Jeff – Food (international days, contract stuff, successful programs, awards, etc.)

Fonda Sutton
Office of the Chancellor

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Looking at this, and I have a few comments/questions:

- RTTI management is now in ODA
- Langdon should be Dan Gordon because he oversees OECE who is managing the Montessori accreditation process and this was a program decision
- Boundaries one-pager is all still true, the question is does she want to say anything about a timeline for when she wants to do this, etc. Last week, I asked her about boundaries and she said she wants to start this process next year. I said I would pull out and update old outlines of process to share with her...haven’t had time to do that yet.
- Do you think I will need a one-pager for SWS? By next week, I will have drafted her letter to community that outlines decision, next steps, etc.
Here are the one-pagers I collected from TMO (now OCOO) for last year’s performance hearing. We’ll need to update these one-pagers for the Chancellor’s hearing prep. I’m compiling a notebook for her, but she told me she intends to rely on her content experts more this time around. For her first performance hearing last year, she pretty much memorized everything. This time around, I think she intends to call Chiefs (or whoever) to the table on things she can’t speak in depth.

She’ll be leaving for a trip next week on Thursday 2/9 so I’d like to pull these together for her to read on the plane.

Hopefully, these will be easy to update. Feel free to brainstorm on anything you think is new and exciting that Council would want to know. I’m thinking some kind of update on facilities (including IFF and school closing), possibly ward-based planning (eg., SWS). Also, the boundaries one should probably provide any insight into our plans for engaging in feeder pattern revision.

Let me know if you have questions.

FS

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From: Morford, Zachary B. (OOC)
Sent: Friday, March 04, 2011 4:29 PM
To: Sutton, Fonda (OOC)
Subject: TMO One-Pagers

Here are four of ours. Abby is now reviewing the Amidon-Bowen page. Any technical questions should probably be directed to Abby. I don’t really know the details.

Zac

Zachary Morford
SchoolStat Director

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W dcps.dc.gov
DC Public Schools Central Office is now located at 1200 First St, NE, Washington, DC 20002. All phone numbers remain the same.

From: Smith, Abigail (OOC)
Sent: Friday, March 04, 2011 3:56 PM
To: Morford, Zachary B. (OOC)
Subject:

Abigail Smith
Chief, Office of Transformation Management

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1200 First Street, NE
Washington, DC 20002
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E Abigail Smith@dc.gov
W dcps.dc.gov
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Chief, Office of Transformation Management  

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Montessori-inspired program at Langdon Education Campus

Summary:
Langdon Education Campus offers 2 early childhood classrooms where teachers blend a traditional curriculum with Montessori methods. The class sizes for these mixed age classes are 26-29 students – well above the allowable limits for PS and PK. Because these sizes are significantly out of compliance with Head Start regulations, they would be allowable only if DCPS could clearly demonstrate that the programs are implementing a Montessori curriculum exclusively, which is not the case.

Political Issue: Parents have informed Mayor and Council that DCPS Central Office attempted to eliminate their Montessori-inspired program for next year. The perception is that their program was targeted and held to a different standard than other DCPS Montessori-programs.

Timeline:
- December, 2010: Principal Campbell stated to Superintendent and Early Childhood staff that her program did not implement an exclusive Montessori curriculum. Principal chose to keep her current model rather than use of a Montessori program exclusively. Principal was instructed by Early Childhood office to reduce her enrollment for the coming year in order to comply with Head Start class size requirements and age groupings.
- January, 2011: Changes made to the PS/PK lottery in an effort to limit next year’s class sizes to 17 and 19. This meant that the classrooms would continue to serve children currently enrolled (ages 4 and 5) and would not open any new seats for three year olds in the Montessori-inspired classrooms. 3 year olds could still apply to Langdon for the traditional PS. The school profile on the lottery application continued to refer to Langdon’s program as Montessori-inspired.
- February 2011: New three year old seats were added to Langdon’s 2 Montessori-inspired classrooms. All families that had already selected Langdon as a choice in the PS/PK lottery were contacted and given the option of enrolling in both the regular preschool classroom and the Montessori-inspired classrooms. Langdon’s early childhood program will not be a part of the Head Start model next year, to avoid compliance issues.

Other issues:
- Can Langdon implement a primary Montessori program next year that utilizes exclusively Montessori curriculum and methods next year?
  - Yes. This decision is made by the Langdon school administration.
- What funds are available for this?
  - Langdon school funds.
• Did central office holding Langdon to a different standard than other Montessori programs?
  o No. Currently, DCPS has 3 Title I schools that offer primary Montessori programs (Burrville, Nalle, and Marshall) and a primary Montessori program at Watkins Elementary. All of these programs use Montessori materials and methods exclusively, and would not describe their instructional model as a blend of traditional and Montessori methods.

• How is DCPS improving and supporting Montessori programs?
  o Logan school – adding a new primary Montessori classroom
  o All Title I schools (except Langdon) that participate in the Head Start School-wide Model will begin work to earn Association Montessori International (AMI) accreditation. This process will help schools identify areas for improvement that are consistent with Montessori standards.
Empower DC, a well respected community grassroots organization hosted a gathering on Thursday evening, November 3 at the Dorothy Height Library to discuss DC’s plans to close more traditional public schools. People assembled from all walks of life including Ward 7 residents, parents, teachers, former principals, nurses, representatives of Teamsters-local 639, community activists, ANC representatives and yours truly. Some familiar faces that I saw included: Mary Levy, former DCPS parent and DCPS budget analyst, Mary Melchoir, DCPS parent from Capitol Hill Montessori and Richard Patterson, former principal of River Terrace Elementary school.

Daniel del Pielago, organizer and facilitator of the Thursday meeting reminded attendees that Chancellor Kaya Henderson told parents during the spring that the city could not afford to continue to operate more than 40 schools with enrollment figures lower than 300 students. This summer, a decision was made by Deputy Mayor of Education, De'Shawn Wright to commission an Illinois based firm known as the Illinois Facilities Fund (IFF) to conduct a foundational study which will help determine which schools will be proposed for closure. While IFF has done similar studies in Chicago, Denver, Milwaukee and St Louis, it is interesting that funding for this project was provided by the Walton Family Foundation who owns Wal-Mart. No competitive bidding process occurred. It is expected that the study will be completed by the end of November.

This study will be looking at schools test scores to determine if a school is “performing” or not. They will not take into consideration other ways that a school is excelling for its students, parents and community. In similar studies, schools were determined to either be performing or not performing based on whether they meet or exceed 75% of the state standard in both reading and math. In DC, that standard would equate to 55% or more proficiency rates on the DC CAS. The numbers below reflect the number of “under performing DCPS schools” by wards: Ward 1 = 8 schools, Ward 2 = 3 schools, Ward 3 = 0 schools, Ward 4 = 11 schools, Ward 5 = 11 schools, Ward 6 = 11 schools, Ward 7 = 20 schools, and Ward 8 = 20 schools. We could potentially face high closure rates in some of our poorest wards.

After closing 23 schools during the Michelle Rhee administration in 2008, DCPS saw a 17 percent drop
off rate in enrollment according to Washington Examiner Reporter Michael Neibauer's in his September 8, 2008 article: "DC Public Schools Enrollment shows 17 percent drop off." Mary Levy who was quoted in Neibauer's 2008 article stated: "parents want some certainty, and closing schools is pretty much guaranteed to lead to loss of enrollment because we have so many other options." Those at the Empower DC meeting echoed these same concerns that were voiced earlier in 2008.

Many at the meeting saw the goal of another round of school closures as part of an ongoing reform model to privatize public education by closing traditional public schools with plans of replacing them with charter schools. Participants chimed in that DC Public Schools had not been transparent during this process and that the study had no plans to include focus groups of critical stakeholders. While Deputy Mayor De'Shawn Wright has been quoted as saying there will be public input, it seems that community input will not be considered until after the preliminary analysis.

The meeting concluded with a brainstorming of ideas on next steps to fight school closures of our traditional public schools. Plans are being made for additional meetings to be held throughout the city. Participants were encouraged to spread the word and get members from their school communities actively involved. If you want to become involved in saving our public schools, contact Daniel by email @daniel@empowerdc.org

Stay tuned as more details emerge on upcoming meetings.

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Looks good

Fonda Sutton  
Office of the Chancellor  
202.442.5035 (desk)  
202.321.2273 (cell)

---

Draft agenda for Mayor’s meeting. Please shout with changes/additions.
LMR
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Meeting with Mayor Gray and Deputy Mayor Wright  
November 2, 2011

AGENDA

1. Council
   a. Chair’s Teacher Incentive Legislation: Make sure Mayor is aware of it.
   b. CM Orange Legislation: Make sure Mayor is aware of it

2. CFO: Standing Item

3. Budget
   a. FY 12 Possible Pressures: Status Report: George believes the potential FY 12 pressures is now $6M, we believe it is closer to $3M.
   b. FY 12 Anticipated Reprogramming: GD will not submit until all FY 12 pressures are addressed. This negatively impacts school budgets (Sharpe Health AP example).
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   a. We are working with OSSE to finalize the FY 12 reported enrollment numbers (enrollment on 10/5/11). OSSE will report DCPS’s reported enrollment as 46,191 – which is 1,056 students less than what was projected as part of the FY 12 budget. Charter numbers will likely be about 250 students more than they projected for FY 12.
5. **Facilities**
   a. CIP, IFF Study
      i. We need to submit DCPS’s capital needs for FY 13-18 by Thursday, 10/20. We are reluctant to submit without the results of the IFF work and the school closing proposal included in the One City Performance Review process.

6. **Turkey Bowl**: Bob advised the Chancellor that there were issues with the agreement. Waiting for details from Bob.

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   b. **Security Contract**: We don’t want to change vendors
   c. **Charter Caps**: Need some equity
   d. **SBOE**: Fonda is getting a number of inquiries from members. They may need some direction from DME as to their role.
   e. **Early Stages**: Grand opening next week for new Minnesota Avenue site.
   f. **Athletic Director**: New AD (Stephanie Evans) starts next Monday. Does the Mayor want to meet with her to discuss vision?

8. **KH Contract Update**
From: Sutton, Fonda (OOC) [fonda.sutton2@dc.gov]
Sent: Wednesday, September 28, 2011 4:24 PM
To: Norflis, Terrance (Council)
Cc: Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS)
Subject: RE: info on River Terrace ES closure announcement and recruitment support

Her last day with us was June 17th.
FS

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)

202.321.2273 (cell)

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Just quickly, when did Ms. Yeager leave?

Terrance

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To: Norflis, Terrance (Council)
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2. The enrollment number that would be sufficient for the school to stay open beyond the current school year?
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**On last year’s proposal to close River Terrace:**
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Best,
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To: Sutton, Fonda (OOC)
Subject: RE: River Terrace

Thanks.

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To: Norflis, Terrance (Council)
Subject: RE: River Terrace

I will get this to you after tomorrow's hearing, Terrance. Promise.

FS

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Sent: Monday, September 26, 2011 6:00 PM
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Terrance Norflis
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Council of the District of Columbia
1350 Pennsylvania Avenue NW, Suite 400
Washington, DC 20004
Tel: (202) 724-8068
Fax: (202) 741-0911
tnorflis@dccouncil.us
www.yvettealexander.org
Dear Councilmember Cheh:

Thank you for your recent letter suggesting the need for a middle school in Ward 3. We share your concerns about the distribution of quality choices - at all grade levels - across the city; however, we recognize this as a citywide issue that will best be addressed systemically.

As an important first step, the Deputy Mayor for Education has commissioned a study by the Illinois Facilities Fund (IFF), a well-regarded non-profit community development financial institution that provides real estate financing services and conducts research in the education sector. IFF will conduct a neighborhood-based study of school capacity in the District based on school performance. The results of this study will be released publicly in October is work and feed into the master facilities planning work led by Deputy Mayor Wright. All of this work will also include a robust community engagement component, including the Council.

We are grateful for your continued support of the students and staff of DCPS, and we look forward to the opportunity to engage in a comprehensive process to address this issue.

Sincerely,
Kaya Henderson

Copy Mayor Gray, DME Wright, Chairman Brown, CM Evans, State Board Members Trabue and Slover

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5035
F 202.442.5026
E fonda.sutton2@dc.gov
W dcps.dc.gov
Looks good

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)
202.321.2273 (cell)

From: Ruda, Lisa M. (OOC)
Sent: Tuesday, November 01, 2011 5:44 PM
To: Weber, Peter (OOC); Henderson, Kaya (OOC); Sutton, Fonda (OOC)
Subject: Mayor’s Meeting

Draft agenda for Mayor’s meeting. Please shout with changes/additions.
LMR
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Meeting with Mayor Gray and Deputy Mayor Wright
November 2, 2011

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______________________________
Terrance Norflis  
Legislative Director  
Office of Ward 7 Councilmember Yvette M. Alexander  
Council of the District of Columbia
Hi Drew -

I’ve shared the Councilmember’s letter with the Chancellor. I also forwarded the letter to Deputy Mayor Wright and Jennifer Leonard, so that they are aware of her concerns about school boundaries. At this point, the Deputy Mayor’s office is the best point of contact to understand the breadth of the IFF study, since his office is leading all of the more comprehensive analyses of school facilities, schools planning, etc. The Councilmember can expect a contact from the Deputy Mayor about both the IFF study and her interest in discussing school boundaries.

Here’s to surviving and earthquake and a hurricane in one week!

Best,
Fonda

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202.442.5035 (desk)

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Hi Fonda,

Attached is a letter from Councilmember Cheh responding to the Chancellor’s letter. We look forward to scheduling a meeting with the Chancellor soon.

Thanks,
Drew

Drew Newman
Legislative Counsel
Office of Councilmember Mary M. Cheh
Council of the District of Columbia
dnewman@dccouncil.us

“One City Summer Fun … Something for Everyone”
Mayor Gray’s comprehensive summer program with fun activities, events and services for residents of all ages
For more information visit www.onecitysummer.dc.gov or call 311
Hi there –

I called the DME’s office to talk to Marc Bleyer about this. Ended up speaking with Jennifer – who went in to talk to DW. She says he is going to speak with you, Chancellor, about this. I’m going to let the Councilmember know that the DME is happy to discuss the breadth of the IFF study with her; and to discuss her concerns about school boundaries.

FS

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)

202.321.2273 (cell)

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 303
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
jennifer.leonard@dc.gov

dme.dc.gov
Hi Fonda,

Attached is a letter from Councilmember Cheh responding to the Chancellor’s letter. We look forward to scheduling a meeting with the Chancellor soon.

Thanks,
Drew

Drew Newman
Legislative Counsel
Office of Councilmember Mary M. Cheh
Council of the District of Columbia
dnewman@dccouncil.us

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Chancellor - here are the requests we've received this week from CM Catania's office. I am also working on an information request that Erika sent last week on DCPS-DCPL collaboration. Carey and Josephine have helped me on that.

Fonda Sutton  
Deputy Chief of Staff for Intergovernmental Affairs

DC Public Schools  
1200 First Street, NE  
Washington, DC 20002  
(202) 442-5035

Support the DC One Fund Campaign, Each One Give One.  
Learn more at www.dcone fund.org or www.onefund.dc.gov. One City, Working Together!

From: Henderson, Kaya (DCPS)  
Sent: Thursday, January 10, 2013 12:06 AM  
To: Sutton, Fonda (DCPS); Weber, Peter (DCPS)  
Subject: RE: Chancellor's Briefing to Council on School Closures

Can you pls send me a list of all the pending requests? I need to call Catania and let him know that I’m holding on these.

Kaya Henderson  
Chancellor  
District of Columbia Public Schools  
1200 1st Street NE  
12th Floor  
Washington, DC 20002  
202-442-5885  
Kaya.Henderson@dc.gov

From: Sutton, Fonda (DCPS)  
Sent: Tuesday, January 08, 2013 1:30 PM  
To: Henderson, Kaya (DCPS); Weber, Peter (DCPS)  
Subject: FW: Chancellor's Briefing to Council on School Closures

Here’s another request from CM Catania’s office. I’m collecting all of them to discuss with Pete tomorrow, and after his meeting with the CM today. They’re coming in steadily. Can’t wait to hear what you all have discussed...

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

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From: Williams-Kief, Brendan (Council) [mailto:BWilliamsKief@DCCOUNCIL.US]
Sent: Tuesday, January 08, 2013 1:26 PM
To: Sutton, Fonda (DCPS)
Subject: Chancellor's Briefing to Council on School Closures

Fonda -

The Chancellor met with my boss last week and said she would like to brief Council members on the 17th on the final school closure decisions. David asked that I help coordinate with your team and the Chairman’s office to get the briefing set.

I can begin working with the chairman’s office on logistics if the Chancellor has settled on a time. She had mentioned times around noon on the 17th.

I’d like to be as helpful as I can be on this, so please let me know what you’re thinking is and I can do the leg work here in the Wilson Building.

Best,

Brendan Williams-Kief
Director, Committee on Education
Office of David Catania | DC Councilmember At Large 1350 Pennsylvania Avenue, NW Washington, DC 20004
202.724.8081 DIRECT | 202.905.6284 CELL
bwilliamskief@dccouncil.us | www.davidcatania.com
@Catania_EdCmte
Sign Up for Councilmember Catania’s Newsletter
<table>
<thead>
<tr>
<th>Request</th>
<th>Details</th>
<th>Date received</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Budget Sitdown</td>
<td>The Councilmember requested to sit down with a principal (suggested Wilson HS) as they put together their budgets for next fiscal year.</td>
<td>1/10</td>
<td>Needs response</td>
</tr>
</tbody>
</table>
| School visits                   | Councilmember’ wants to visit and observe schools. While there, talk briefly with the principal, and “observe the campus, the teachers, the students, and the parents on a regular school day.”  
Wants to visit 2 - 4 schools each week.  
Requested Burrville, Drew, Sousa and Woodson next week; then Barnard, Takoma, Truesdell and Roosevelt the next.  
Wants Tuesday and Wednesday mornings | 1/7            | Offered one “test run” visit at Burrville next Wednesday with John Davis and Errick Greene to go along.  
CM’s staff pushed back, say he insists on visiting 2 schools.  
Sousa added                                                                 |               |
| IMPACT briefing                 | COE staff requested a briefing on IMPACT on Monday, 1/14  
Also want to discuss the request for data that Catania is seeking regarding effective and ineffective teachers.                                                                                     | 1/9           | Scheduled, 1-2 PM                                                      |
| Meeting to discuss DCPS reprogramming | Staff requested meeting here at DCPS with our budget team to walk them through our reprogramming request                                                                 | 1/8           | Meeting scheduled with Don Sink and Chris Rinkus, Friday, 10-11       |
| Meeting with DCPS Chief | Staff request to meet with all DCPS Chiefs for a briefing on the work of their divisions  
| Also requesting lists of points of contacts in each division | 1/7 | Needs response |
Here’s another request from CM Catania’s office. I’m collecting all of them to discuss with Pete tomorrow, and after his meeting with the CM today. They’re coming in steadily. Can’t wait to hear what you all have discussed....

Fonda Sutton

Office of the Chancellor

District of Columbia Public Schools

202.442.5035

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bwilliamskief@dccouncil.us | www.davidcatania.com
@Catania_EdCmte
Sign Up for Councilmember Catania's Newsletter
Correction – we notified ANC on 11/13! The DC Register publication was 11/23.

Fonda Sutton

Office of the Chancellor

District of Columbia Public Schools

202.442.5035

From: Robinson, Josephine B. (DCPS)
Sent: Tuesday, November 13, 2012 4:27 PM
To: jeremy_leffler@hotmail.com; waltcain@gmail.com; mikesilversteinusa@yahoo.com; sandi31268@aol.com; bsb@quixnet.net; rrob.thing@comcast.net; gnauden@gmail.com; janisdhazel@gmail.com; antawan@gmail.com; anc7b@earthlink.net; phopalmer@gmail.com; Leffler, Jeremy (ANC 1B02); Benardo, Michael B. (ANC 2F06); Silverstein, Mike (ANC 2B06); Vaughan, Joseph (ANC 4C05); Vaughan, Joseph (ANC 4C05); Washington, Sandi (ANC 5A07); Blacknell, Bernice (ANC 5B12); Blacknell, Bernice (ANC 5B12); Wiggins, Thalia (ANC 5B06); King, Robert (ANC 5C03); Ronneberg, Drew (ANC 6A02); Ross, Willie H. (ANC 7D03); Browne, George B. (ANC 7E01); Pecot, Liz (ANC 7D05); Kone, Keith (ANC 7C07); Marlin, Robin Lewis (ANC 7B05); Martin, Nicole (ANC 8E01); Seegars, Sandra (ANC 8E02); Slaughter, Stephen A. (ANC 8E07); Burnette, Joyce D. (ANC 8E05)
Cc: Burney, Shantia (DCPS); Skates, Jennifer (DCPS)
Subject: DCPS ANC Office Hours, Friday, November 16, 2012

Dear ANC Commissioner or Commissioner-Elect,

A school in your district has been proposed for consolidation next year. I have attached a press release with additional details for your review. I also encourage you to visit to the DCPS website to find additional material related to this announcement. http://dcps.dc.gov

Because you are an elected official in your neighborhood, your voice is critical as we consider next steps. We are providing ANC office hours this Friday, November 16, from 3pm – 9pm, to discuss initial feedback and ideas from your constituents. Please sign up for a meeting time, which will not exceed 20 minutes. Preference for specific timeslots will be granted in the order that they are received.

In preparation for this meeting, I encourage you to think about two key areas to frame your thoughts:

1. Of the five factors used by DCPS to determine which schools consolidate, what challenges will remain for your school community following this consolidation?
2. What ideas do you have for your school building’s future use?
We recommend you arrive at least 10 minutes prior to your appointment. Please respond to this email to register for meeting time or call 442-8824. Thank you for your partnership in education, and we look forward to seeing you this Friday, November 16.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

If you're having trouble viewing this email, you may see it online.

DCPS Families and Community,

Earlier today, I released my proposal to consolidate and reorganize our school system to better support the five big goals we announced last spring when we released our strategic plan, A Capital Commitment. To reach these goals, we need our schools to look very different. We need elementary schools that can offer students a wide range of opportunities, and we need middle schools with robust course offerings to prepare students for high school. We need high schools that provide challenging coursework to college-ready students; alternative schools that offer students a second chance; and career and technical education programs that prepare our students for great jobs.

Unfortunately, as we are now organized, our students cannot realize their full potential and our schools cannot offer everything our students deserve. That is because too many of our schools are too small and not located in close proximity to where our children live. With so many small schools, we cannot make smart investments in better programming. We cannot organize teachers and schedules to provide the most benefit to children, and we cannot get the most out of our modernized buildings.

We have a chance to make a big investment in our children. We have the opportunity to consolidate and reorganize schools so that we can offer the programs our students deserve. The proposal I just released begins to do just that. You can find the full proposal at dcps.dc.gov/DCPS/cr. This proposal does not impact any schools during the current school year, school year 2012-2013. If the final decision is to consolidate a school, the earliest the school will consolidate is June 2013 after the last day of school.

This is a proposal and not a final decision. Final decisions have not, and will not be made until after the community has an opportunity to provide feedback through a series of meetings scheduled in the coming weeks. I expect the Mayor and I will finalize decisions in January 2013, prior to the opening of the out of boundary lottery.

I want to make sure that you have as much information as possible about why we decided to
propose schools for consolidation. All of the information regarding the proposal can be found in one of three places: our main website (dcps.dc.gov); our online discussion room (engagedcps.com); or one of the public meetings that’s been scheduled in your community (the schedule is at the end of this email).

I remain excited to work with you to meet our commitment to our students. As I visit schools, I see tremendous potential and energy in our students. I want to ensure that our priority is always investing in our children’s education. I know that by working together, we can create a system that provides our students with the world-class education they deserve.

Thank you for your ongoing support,

Kaya Henderson
Chancellor

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
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<tbody>
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<td>Savoy ES 2400 Shannon Place, SE</td>
<td>November 27, 2012</td>
<td>6-8 p.m.</td>
</tr>
<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS 3650 Ely Place, SE</td>
<td>November 28, 2012</td>
<td>6-8 p.m.</td>
</tr>
<tr>
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<td>Langley EC 101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6-8 p.m.</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC 1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6-8 p.m.</td>
</tr>
</tbody>
</table>

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
DCPS Consolidation and Reorganization: Better Schools for All Students

Please help us make sure that ...

All schools can offer robust programming

We are poised to support the needs of our community now and in years to come

We are using all of our resources effectively

We capitalize on our investments in great teachers, principals, and staff

District of Columbia

November 2012
Our Goals

Our purpose is to ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

1. Increase achievement for all students
2. Invest in struggling schools
3. Increase graduation rates
4. Improve satisfaction
5. Increase enrollment

Our Assets

We have made strategic investments in effective teachers, principals, support staff and facilities in schools throughout the District.

We have increased student performance, along with a commitment to serve ALL children for academic success.

We have, according to the Office of the State Superintendent of Education, the city's highest-performing public schools and many great neighborhood school options for young families.

We have schools in every ward and community, with families and students from economically, racially, and culturally diverse backgrounds.

We have the infrastructure to support long-term enrollment growth.

Facilities. DCPS operates many schools that are very under-enrolled and under-utilized. Schools with fewer than 350 students need additional per-pupil funding to offer a full range of services. Sixty-four percent of DCPS elementary schools have fewer than 350 students.

Even after an enormous commitment of just over $1.3 billion since 2007, almost 20,000 students attend schools awaiting modernization.

Funds. Because DCPS has many under-enrolled schools that are more expensive to support, DCPS invests in maintaining these schools when we would prefer to invest in programs to help low-performing students, increase opportunities for advanced learners and develop specialized programs to engage students.

Because every school requires some basic administrative and maintenance support, DCPS spends disproportionately high sums on noninstructional staff in small schools.

Staff. Our small schools do not allow our staff to work collaboratively, do not give our students access to the staffing resources they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers.

DCPS is behind other major systems in average school enrollment

<table>
<thead>
<tr>
<th>School District</th>
<th>Average Enrollment Per School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfax County</td>
<td>200</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>200</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>200</td>
</tr>
<tr>
<td>San Francisco</td>
<td>200</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>200</td>
</tr>
</tbody>
</table>

Source: School districts' budgeted enrollment for the 2011–12 school year
To address enrollment and building use challenges while meeting our Capital Commitment goals, DCPS is proposing a series of short- and long-term strategic objectives.

For 2013–2014

- Offer a high-quality education to all students;
- Use all of our resources effectively;
- Establish a flexible district that can account for future population growth; and
- Ensure the district’s long-term financial stability.

DCPS proposes the following changes, which would take effect at the end of this school year (June 2013):

<table>
<thead>
<tr>
<th>SCHOOL STUDENTS REASSIGNED FROM</th>
<th>RECEIVING SCHOOL</th>
<th>PROGRAMMATIC IMPROVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary and Middle Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wards 2, 4 and 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garrison ES (Ward 2)</td>
<td>Seaton ES</td>
<td>Beginning in August 2013, Roosevelt HS will house a 6–12 grade model similar to that at the Columbia Heights Education Campus. Roosevelt HS is in the design phase of its modernization and will open its newly modernized building in August 2014. As demand increases, DCPS can rebuild Shaw MS at its former location.</td>
</tr>
<tr>
<td>MacFarland MS (Ward 4)</td>
<td>Roosevelt HS</td>
<td></td>
</tr>
<tr>
<td>Shaw at Garnet-Patterson (Ward 6)</td>
<td>Temporarily move to Cardozo HS</td>
<td></td>
</tr>
<tr>
<td>Ward 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marshall ES</td>
<td>Langdon EC</td>
<td>Beginning in August 2013, McKinley Technology HS will house a 6–12 grade model similar to that at the Columbia Heights Education Campus. In August 2014, DCPS will open a middle school dedicated to rigorous arts and world language instruction. If there is demand, as the population on the east side of Ward 5 grows, Marshall ES will be available to reopen; until that time we will provide students transportation to their receiving school.</td>
</tr>
<tr>
<td>Ward 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenilworth ES</td>
<td>Houston ES</td>
<td>In August 2014, the former River Terrace ES campus will house special education programs for students from Mamie D. Lee and Sharpe Health, allowing DCPS to continue to improve special education services while providing schooling options closer to students’ homes. DCPS has also partnered with DC Scholars to provide new programming at Stanton ES, focusing on rigorous instruction, school culture and innovative approaches to parental engagement.</td>
</tr>
<tr>
<td>Smothers ES</td>
<td>Alton ES and Plummer ES</td>
<td></td>
</tr>
<tr>
<td>Winston EC</td>
<td>Stanton ES/Kramer MS</td>
<td></td>
</tr>
<tr>
<td>Davis ES</td>
<td>CW Harris ES</td>
<td></td>
</tr>
<tr>
<td>Ron Brown MS</td>
<td>Kelly Miller MS</td>
<td></td>
</tr>
<tr>
<td>Ward 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ferebee-Hope ES</td>
<td>Hendley ES</td>
<td>In August 2014, DCPS will reopen the Johnson campus to support an alternative school to provide a second chance to students who have not been successful in traditional middle schools and high schools.</td>
</tr>
<tr>
<td>MC Terrell-McCogney ES</td>
<td>ML King ES</td>
<td></td>
</tr>
<tr>
<td>Malcolm X ES</td>
<td>Turner ES</td>
<td></td>
</tr>
<tr>
<td>Johnson MS</td>
<td>Hart MS and Kramer MS</td>
<td></td>
</tr>
<tr>
<td><strong>Special Education and Alternative Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharpe Health (June 2014)</td>
<td>River Terrace Campus</td>
<td>Students will be transitioned from the Prospect Learning Center into their respective neighborhood schools. This transition will enable students to attend schools closer to their home and will also build capacity within the neighborhood schools to serve this population. DCPS has established a promising partnership with UDC’s Community College at Ballou STAY.</td>
</tr>
<tr>
<td>Mame D. Lee (June 2014)</td>
<td>River Terrace Campus</td>
<td></td>
</tr>
<tr>
<td>Prospect LC</td>
<td>Neighborhood Schools</td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>Move CHOICE program to Cardozo HS</td>
<td></td>
</tr>
<tr>
<td>Spingarn STAY</td>
<td>Ballou STAY and Roosevelt STAY</td>
<td></td>
</tr>
<tr>
<td><strong>High Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francis-Stevens EC</td>
<td>Marie Reed ES/Hardy MS</td>
<td>Campus will be used to expand the number of 9–12 grade seats available at School Without Walls HS.</td>
</tr>
<tr>
<td>Spingarn HS</td>
<td>Dunbar HS, Woodson HS and Eastern HS</td>
<td>Campus will be rebuilt into a career and technical education hub including a transportation specialization.</td>
</tr>
</tbody>
</table>

The challenge that Ward 3 and some Ward 1 schools face is overcrowding, which we will address as part of changes to boundaries and feeder patterns that will not take effect until the 2014–15 school year.
We cannot achieve our vision or goals unless we work together to address our shared challenge.

**Our Request to You:** To effectively reorganize our school system, we need your creative solutions, workable proposals and innovative ideas. We want to hear from you about how to build the best programs we can in your neighborhood now and in the future.

Building on the extensive input already received at the Deputy Mayor for Education's meetings on "quality schools," from the Ward 5 Great Schools Planning Group, and at DCPS' eight ward-based State of the Schools meetings, we will hold several additional parent and community meetings in November and December.

In addition, DCPS Chancellor Kaya Henderson and DCPS staff will meet with ANC members, ward-based education councils and other community groups to ensure that we can account for public concerns as we finalize our work.

Parents and community members will also have a chance to comment 24/7 through our expanded website at EngageDCPS.org.

<table>
<thead>
<tr>
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<td>6–8 p.m.</td>
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For more information, go to: EngageDCPS.org
DCPS Invites Community Feedback on Proposed List of School Consolidations

DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. The list includes eight elementary schools, two education campuses, four middle schools, one high school, one STAY program, the CHOICE program and three special education campuses. Most school consolidations would go into effect for the 2013-2014 school year.

Challenges with Current Configuration of Schools:

“The challenge we face in DCPS is clear – our buildings are wildly under-enrolled, our resources are stretched too thin and we’re not providing the compliment of academic supports that our students and families deserve,” said Henderson. “Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city.”

Facilities: A priority for DCPS is ensuring as many students as possible are in modernized buildings. Since 2007, DCPS has modernized 45 of the current total of 117 school buildings. Taking into account buildings that were previously modernized, 57 schools – almost half of the school system inventory still await modernization. Even after an enormous, city-wide investment of over $1.3 billion since 2007, almost 20,000 students still attend schools that need modernization.

Funds: Overall, DCPS spends less in large and fully-enrolled schools than it does at small and under-enrolled schools. Because DCPS has many under-enrolled schools, DCPS invests in maintaining these schools when it makes more sense to invest more in programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.

Staffing: 45 percent, or nearly half of DCPS schools, have only one teacher per grade level, making shared planning time impossible and forcing teachers to work on lesson plans by themselves. With only one teacher per grade level, small changes in student populations at a specific grade can force larger class sizes. In addition, schools cannot provide flexible grouping to meet specific student needs (for example, small groups for struggling learners.)

Consolidation Plan:

“To achieve our goals of a great school for every single student, we have to use all of our resources well – every dollar, every building, and every minute of instructional time. As our schools are currently organized, we can’t achieve our goals,” said Henderson.

When making the proposed list, DCPS considered student enrollment and demographic trends in the community, building utilization rates, building condition and modernization status and the availability of receiving schools to offer students an improved education experience.
Consolidating these 20 schools will allow DCPS to offer a high-quality education to all students, use all resources more effectively, establish a flexible district that can account for future population growth and ensure the district’s long-term financial stability.

The portfolio of schools in DCPS will shift dramatically after these consolidations. The average school enrollment will increase to 432 students, up from 376. Overall building utilization rate will be 84 percent, an increase from 72 percent. Only 26 elementary schools will have fewer than 350 students, instead of 41. 1,700 additional students will have the opportunity to attend school in a modernized building.

<table>
<thead>
<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM:</th>
<th>TO</th>
<th>WARD</th>
<th>RECEIVING SCHOOLS</th>
<th>CONSOLIDATED ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Francis-Stevens EC</td>
<td></td>
<td>1</td>
<td>Marie Reed ES (Elementary Grades)</td>
<td>484</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>Hardy MS (Middle Grades)</td>
<td>462</td>
</tr>
<tr>
<td>2</td>
<td>Garrison ES</td>
<td>2013-14</td>
<td>2</td>
<td>Seaton ES</td>
<td>439</td>
</tr>
<tr>
<td>4</td>
<td>MacFarland MS</td>
<td></td>
<td>4</td>
<td>Roosevelt HS</td>
<td>616</td>
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<tr>
<td>4</td>
<td>Sharpe Health School</td>
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<td>4</td>
<td>Roosevelt HS</td>
<td>616</td>
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<tr>
<td>5</td>
<td>Mamie D Lee School</td>
<td></td>
<td>7</td>
<td>River Terrace</td>
<td>181</td>
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<tr>
<td>5</td>
<td>CHOICE at Hamilton</td>
<td></td>
<td>1</td>
<td>Cardozo HS</td>
<td></td>
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<td>5</td>
<td>Marshall ES</td>
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<td>Langdon EC</td>
<td>477</td>
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<tr>
<td>5</td>
<td>Spingarn HS</td>
<td></td>
<td>6, 5, 7</td>
<td>Eastern (9-11th), Dunbar, Woodson</td>
<td>608, 604, 822</td>
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<td>5</td>
<td>Spingarn STAY</td>
<td></td>
<td>8, 4</td>
<td>Ballou STAY and Roosevelt STAY</td>
<td>739 and 711</td>
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<tr>
<td>6</td>
<td>Prospect LC</td>
<td></td>
<td>6</td>
<td>Neighborhood Schools</td>
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<td>Shaw at Garnet-Patterson</td>
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<td>1</td>
<td>Cardozo HS</td>
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<td>Davis ES</td>
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<td>C.W. Harris ES</td>
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<td>Kenilworth ES</td>
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<td>7</td>
<td>Houston ES</td>
<td>356</td>
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<tr>
<td>7</td>
<td>Ron Brown MS</td>
<td></td>
<td>7</td>
<td>Kelly Miller MS</td>
<td>516</td>
</tr>
<tr>
<td>7</td>
<td>Smothers ES</td>
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<td>7</td>
<td>Aiton ES and Plummer ES</td>
<td>367 and 376</td>
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<td>Winston EC</td>
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<td>Stanton ES (Elementary Grades)</td>
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<td>Ferebee-Hope ES</td>
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<td>8</td>
<td>Kramer MS (Middle Grades)</td>
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<tr>
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<td>Johnson MS</td>
<td></td>
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<td>Hendley ES</td>
<td>511</td>
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<td>Malcolm X ES</td>
<td></td>
<td>8</td>
<td>Hart and Kramer MS</td>
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</tr>
<tr>
<td>8</td>
<td>MC Terrell-McGogney ES</td>
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<td>Turner ES</td>
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<td>8</td>
<td></td>
<td></td>
<td>8</td>
<td>King ES</td>
<td>479</td>
</tr>
</tbody>
</table>
Boundary and Feeder Patterns:

There are no proposed consolidations in Wards one and three. As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns to more evenly distribute students. DCPS has engaged data experts to analyze population and enrollment data. Community engagement will begin this winter and continue through the spring of 2013. New boundaries and feeder patterns will not take effect until the 2014-2015 school year.

Community Engagement:

“This proposal is a conversation with our communities,” said Henderson. “We need to hear from families and community members. We are relying deeply on community feedback and engagement to ensure our success. We want to hear the innovative and creative ideas that come from our school communities to help make sure that our consolidation plan represents the best thinking of the city.”

DCPS will hold a variety of stakeholder meetings to get feedback on the proposed consolidations, including four scheduled ward-based meetings. In addition, DCPS officials will meet with ANC members, ward-based education councils and other community groups. The DCPS Office of Family and Public Engagement will host office hours in December to meet with other interested groups to ensure that all public concerns are accounted for as the school configuration plan is finalized. DCPS will also provide a platform for online feedback.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 15, 2012</td>
<td>4-8 pm</td>
</tr>
<tr>
<td>City Council Hearing</td>
<td>1350 Pennsylvania Ave, NW</td>
<td>November 19, 2012</td>
<td>2-6 pm</td>
</tr>
<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
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<tr>
<td>Ward 8 Community Dialogue</td>
<td>2400 Shannon Place, SE</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
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<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
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<tr>
<td>Ward 7 Community Dialogue</td>
<td>3650 Ely Place, SE</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
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<tr>
<td>Wards 5 Community Dialogue</td>
<td>Langley EC</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
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<tr>
<td></td>
<td>Brightwood EC</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
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<td></td>
<td>1300 Nicholson Street, NW</td>
<td></td>
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</tbody>
</table>

More information and materials are available here.

###
I did not decline this meeting. The invitation didn’t come through me. I merely shared comments from CM Evans’ office.

FS

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

Fonda has already declined this invitation for you/us earlier today. She was in communication with Evans’s office and I believe they also recommended against us attending. I also spoke with Erin Martin this afternoon who was politely adamant that she did not ask for the Francis Stevens community and no additional discussion with Ms. Hartman was needed. So, no, I don’t believe we should send anyone and you can clear this from your to do list.

Josephine Bias Robinson
Chief, Family and Public Engagement

Can we send Vincent?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

From: Florence Harmon [mailto:florence@comcast.net]
Sent: Sunday, December 16, 2012 8:58 AM

DCPS 007220
To: Gray, Vincent (EOM); Henderson, Kaya (DCPS)
Cc: Mendelson, Phil (COUNCIL); Evans, Jack (COUNCIL); Hoskins, Victor (EOM); Kimbel, Sherri (COUNCIL); Stogner, Kevin (Council); Bulger, James (EOM)
Subject: Invitation to ANC 2A Meeting & Thoughts on Proposed Closure of Francis-Stevens

Chancellor Henderson, Mayor Gray, and Deputy Mayor Hoskins,

Chancellor Henderson, I wanted to check in with you on ANC 2A’s invitation for you to come to our ANC meeting next Wednesday, 12/19/12 at School Without Walls at 6:30 pm. I had handed written information to your colleague, who was chairing the Ward 2 school closure hearing at Brightwood Elementary and have not heard anything back. Community leaders in the Foggy Bottom/West End neighborhood would like to speak to you about the devastating social and economic effect that the proposed closure of Francis-Stevens pre-K through 8th grade school would have on our community.

Please let me know if you can come to next Wednesday’s ANC 2A meeting at School Without Walls, starting at 6:30 pm (but we would welcome at any time during the evening, given your schedule). http://www.anc2a.org/nexmeet.html We appreciate your consideration of this request in your busy schedule.

Some key points are as follows:

- **Closure of Francis-Stevens would have a devastating social and economic effect on the Foggy Bottom/West End community**: our community has grown by 4,000 residents since the last census and more large developments are planned. With such a closure, there will be no anchor to keep families in our neighborhood to utilize the great new library that will soon be developed, along with the exciting, new retail in our neighborhood. Many young families are now staying because of Francis-Stevens; but they will leave with a closure. Schools in Foggy Bottom/West End can also leverage the resources of George Washington University (whose students and professors have provided past support to Stevens and Francis/Stevens) and the resources of a vibrant business community on “K Street,” along with convenient mass transit (unlike Brightwood Elementary, which was a $25 cab ride for me). Such interactions strengthen diversity and are complimentary and contribute to the Mayor’s “One City” goal.

- **There is a solution that will satisfy everyone where Francis-Stevens can be immediately filled to capacity**: I have spoken with numerous parents at Stevens and now Francis-Stevens, and they are all supportive of a pre-K through 8th grade feeder to School Without Walls or other academically rigorous high school. Parents and community members would be highly supportive of a liaison with Richard Trogisch, the popular and effective principal of School Without Walls, where he was a “headmaster” of a school for younger children that strengthened academic skills so that these students could matriculate to academically superior high schools, such as School Without Walls. Enrollment at Francis-Stevens would immediately increase because of Richard Trogisch’s reputation, and School Without Walls could utilize unused capacity at Francis-Stevens and the sports fields that they so desperately need. School Without Walls will not be able to fill Francis-Stevens next year or in immediate years, so even if Francis-Stevens is closed, its facilities will still not be used to capacity for several years. There are many models where a headmaster supervises separate principals of a K-12 model (I taught at The Westminster Schools in Atlanta, where there was an elementary, junior high, and high school with separate principals but a headmaster who oversaw the entire school; also many rural schools have this model).

- **Closure of Francis-Stevens violates promises that Michelle Rhee made to the West End/Foggy Bottom Community when Stevens Elementary was closed**: When Stevens was closed, Michelle Rhee assured parents and community members that Francis-Stevens’ pre-K through 8th grade curriculum would be a success and would be a preferable alternative for the community and promised that the community that it would have a school to draw families to our area. Without
Francis-Stevens, there will be no schools for our children (and the alternative where they take three Metro buses to Adams Morgan is not a practical option).

- **Stevens’ historic educational legacy would be destroyed:** I hope you have had an opportunity to see the movie “Lincoln” and see Tommy Lee Jones’ portrayal of Thaddeus Stevens, without whom the 13th Amendment would not have passed. Stevens was built from a tax on freed slaves and was a vibrant elementary school, with longstanding ties to the African American community in Washington, D.C. Sadly, Stevens, and its vibrant afterschool program, wonderful curriculum, and well respected teachers, who had taught generations of prominent African Americans, such as Charles Drew, Roberta Flack, Colby King, Petey Greene, Jr., Robert Hooks, Rayford Logan, and Jonathan Odgen, ended when Michelle Rhee closed Stevens. Now, with the closure of Francis-Stevens, the entire legacy of Thaddeus Stevens would be needlessly destroyed.

- **The community never would have supported the award of the Stevens Elementary building to Ivymount, a special education provider, if we had known that Francis-Stevens was going to be closed:** I have copied Deputy Mayor Victor Hoskins because community members, including myself, have praised the disposition process of the Stevens Elementary building to Ivymount. However, now community members are now upset that we were not told that we would not have any pre-K through 8th grade school when we altruistically supported Ivymount (over our local community needs), knowing the need for special education services in the District. The lack of coordination between DCPS and the Deputy Mayor of Education’s Office is astonishing, where critical information, e.g., the closure of Francis-Stevens, was not conveyed to community members this past August when ANC 2A passed its resolution on the award of Stevens to the educational provider.

- **Bad decisions are made in a vacuum:** Our councilman, Jack Evans, found out about the proposed closure of Francis-Stevens from reading the newspaper. Press reports indicate that Richard Trogisch, principal of School Without Walls, was not consulted in advance about the practicality of closing Francis-Stevens and School Without Walls assuming the campus. Several years ago, Richard mentioned to me that it would be wonderful for him to get the kids at an earlier age because often children matriculating into School Without Walls are unprepared. This would be a great opportunity to accomplish this goal and expand DCPS enrollment.

Additionally, unlike the community and parent treatment at the school closure hearings with Michelle Rhee, we were encouraged that you were actually listening to parent views at Brightwood—please let us offer additional community views that will be constructive to a successful resolution for both DCPS and the community and parents!

Respectfully,

Florence Harmon
ANC 2A – Chair
(202) 390-4438
Wish they knew that modernizations are led by a formal SIT process. #sigh

Fonda Sutton

Office of the Chancellor

District of Columbia Public Schools

202.442.5035

From: Robinson, Josephine B. (DCPS)
Sent: Wednesday, December 12, 2012 2:06 PM
To: Salmanowitz, Melissa (DCPS); Sutton, Fonda (DCPS); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS)
Cc: Burney, Shanita (DCPS)
Subject: Fwd: PTA-LED COMMUNITY PREPARES FOR UPCOMING MEETINGS WITH DC SCHOOLS CHANCELLOR KAYA HENDERSON

If you are on their distro list let me know and I'll cease forwarding stuff:

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: Garrison PTA <garrisonpta@gmail.com>
Date: December 12, 2012 1:00:10 PM EST
Subject: PTA-LED COMMUNITY PREPARES FOR UPCOMING MEETINGS WITH DC SCHOOLS CHANCELLOR KAYA HENDERSON

PRESS RELEASE

Garrison Elementary PTA | 1200 S Street NW | Washington, DC 20009 | www.Facebook.org/GarrisonES

For Immediate Release: December 12, 2012
PTA-LED COMMUNITY PREPARES FOR UPCOMING MEETINGS WITH

DC SCHOOLS CHANCELLOR KAYA HENDERSON

Multifaceted innovative counterproposal being developed by PTA

WASHINGTON - Garrison PTA deployed a survey today so the community can provide input on programs and improvements it would like to see included in a counter-proposal to the DCPS plan to consolidate the elementary school with another. Survey results will be used to finalize the counter-proposal being presented to DC Schools Chancellor Kaya Henderson on December 18.

We are committed to ensuring that our proposal reflect the desires of the entire community. People can complete the survey on-line, and we'll have folks walking throughout the neighborhood to talk with individuals one-on-one, as we know not everyone has internet access or a computer, noted McLeod. Someone we've not had a chance to talk with directly just might come up with the one thing that can save our school, so we've got to make sure we hear all the ideas that we can. As part of this input process, the PTA plans to release snapshots of proposal ideas every few days.

One aspect of the proposal is a full modernization of the school. Beginning in February 2012, Garrison's PTA led a community-wide project to create and implement a vision for the school grounds and building. Teachers, staff, parents, neighbors, area churches and institutions, DC government agencies and elected officials participated in a participatory process. Garrison's building and outdoor facilities are in sore need of an update; they've not seen improvement for decades. We understood we were scheduled for Phase I modernization in 2012 which somehow got pushed back to 2014. We knew that many Ward 3 schools were successful in fast-tracking their modernizations, and we undertook this effort to have the same thing happen at Garrison, said McLeod. With the support of the Logan Circle Community Association, we secured pro-bono architecture and landscaping design services. Based on the input from the many community meetings that were held, they came up with a phenomenal design for our facilities.

About Garrison PTA
Garrison PTA's mission is to support the education of all Garrison Elementary School students, support Garrison faculty and staff, foster positive relationships among parents, staff, and community members, and assist Garrison faculty and staff to provide a safe and nurturing environment where all students, families, and faculty can thrive and grow. The PTA recently started an effort to improve the school facility, leading to Council Member Jack Evans securing $1M in funds for the project. For more information on the PTA visit www.GarrisonElementary.org and follow it on Twitter @GarrisonPTA.

###

Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Thanks, Joe (and Claudia). Much appreciated.

FS

Fonda Sutton

Office of the Chancellor

District of Columbia Public Schools

202.442.5035

From: Lujan, Claudia (DCPS)
Sent: Thursday, December 06, 2012 5:21 PM
To: Joe Weedon
Cc: Sutton, Fonda (DCPS)
Subject: Re: recap of last night's School Consolidation meeting

Thanks Joe! Looping in Fonda because you had the wrong address - there are two Fonda Suttons in DC gov.

Look forward I reading this.

Sent from my iPhone

On Dec 6, 2012, at 2:29 PM, "Joe Weedon" <joeweeldon@verizon.net> wrote:

It was suggested that I forward the following recap of last night's meeting to you both.

It was sent to parents at Maury ES as well as approximately 50 parents who are part of a Ward 6 middle school listserve.
I'm happy to provide additional thoughts and insights, if needed.

Best.
Joe Weedon, Maury ES parent

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Joey R. Weedon
1406 C Street, NE
Washington, DC 20002

Cell: 202-277-9410
Greetings -
I wanted to provide everyone with a quick recap of last night's meeting with Chancellor Henderson about DCPS's proposal to close/consolidate schools across the District.

Last night's gathering brought together a standing room only group of parents, teachers and students from Wards 1, 2, 3, 4, and 6. The discussion followed the lines of the other forums held last week in Wards 5, 7 and 8. The Chancellor gave brief opening remarks and then small group discussions began. There were DCPS employees taking notes from each small group that will be compiled and presented to the Chancellor. The Chancellor also made her way around the room to observe and listen in on the small group conversations. The groups did report out at the end of the meeting.

The main messages coming from the crowd largely revolved around saving individual schools, questions about why different schools were included and requests for information from DCPS on what their plan is to facilitate the consolidations - ie, will teachers be offered jobs, will there be busing, will there be extra staff to aid in the consolidation. At the end of the day, I believe the consensus was that DCPS is moving too fast. Additionally, there is strong sentiment that DCPS needs to provide more clear information about the criteria for selecting schools, the projected cost savings, and a strategy for reinvesting the funds. Additionally, questions were raised about why the closing/consolidation process is being conducted separately from the redrawing of boundaries (which is expected to take place next year). A final point was a great concern that DCPS and the Public Charters are operating independently without any coordination... the public charters plan to open several new schools this fall raising the question of whether or not DCPS should close more schools or whether a moratorium should be placed on additional openings/closings until there is a central vision and plan for our school system.

Specifically for Ward 6.... It was disappointing to be included with residents from Wards 1, 2, 3, 4 and 6. While the chancellor said she was looking for new ideas and outside the box thinking, the size of the meeting and the limited focus on issues directly impacting us in Ward 6 prevented this. Overall, the representatives from Eastern HS did a great job of expressing concerns about the movement of Spingarm students into their school, though it may have been lost in the overall chaos of the evening. I mis-spoke earlier in the week, one Ward 6 school - Prospect Early Learning Center - is slated to be closed; however, it was not brought up last night and it appears there is limited concern about integrating students from Prospect into their community schools.

The path forward...
We need to ensure that Eastern HS is supported fully in the integration of any new students. Eastern's culture and curriculum are significantly different from that at Spingarm. Long-term, the inclusion of new feeder schools into Eastern is also significantly problematic. Eastern's ideal capacity is approximately 1100-1200 (I over estimated based on outdated documents in my note earlier this week). That means they expect to have
approximately 250 - 300 freshman each year. With nearly 500 3rd graders already in the Eastern feeder pattern, we cannot sustain a school where more individual students have a 'right' to attend.

Visit this link - http://www.engagedcps.org/ - to urge DCPS to slow the process, to ensure that feeder pattern realignment is done in conjunction with school closings.

Thanks for your support of our schools.

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
There is only ONE Fonda Sutton ☝️ and don't you forget it, little girl!!! ☺️

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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Washington, DC 20002

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_Thanks for your support of our schools._

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Learn more at [www.dconefund.org](http://www.dconefund.org) or [www.onefund.dc.gov](http://www.onefund.dc.gov). One City, Working Together!
CM-Elect David Grosso requested a meeting with the Chancellor last night at the community dialogue. Says he is being besieged by residents on school consolidation plan.

His contact info below:
david@grossoatlarge.com
202.207.5894

Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs  

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC 20002  
T 202.442.5035  
F 202.442.5026  
E fonda.sutton2@dc.gov  
W dcps.dc.gov
Okay. Shereen also told me you told her to take a meeting with him. She's going to call him.

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

From: Henderson, Kaya (DCPS)
To: Sutton, Fonda (DCPS)
Cc: Williams, Shereen L. (DCPS); Robinson, Josephine B. (DCPS)
Sent: Wed Dec 05 18:09:38 2012
Subject: Re: Closing schools & opening EV program

He wants to meet about closings now.
Have someone from Josephine's shop do the meeting on my behalf.
Let's spread the love this holiday season.

Sent from my iPhone

On Dec 5, 2012, at 2:03 PM, "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov> wrote:

Good afternoon, Mr. Hall 😊

My apologies for the delay. We are pleased that we were able to accommodate your request to meet with the Chancellor to discuss your ideas about the electric car program - and that you are willing to work on developing a specific proposal for a similar future initiative.

Unfortunately, it will not be possible to schedule a second meeting on the electric car topic at this time. With a very aggressive timeline for the school consolidation proposal process, I know you can appreciate that the Chancellor’s calendar is extremely tightly booked. I’m aware that you were able to make the Ward 5 Community Dialogue last week, and we welcome you to attend the final community dialogue, being held for Wards 1-4 and 6, this evening at Brightwood EC from 6-8 PM.

Kind regards,

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035
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Learn more at www.dcone fund.org or www.onefund.dc.gov. One City, Working Together!

From: LeRoy hall [mailto:lema@rcn.com]
Sent: Wednesday, December 05, 2012 1:50 PM
To: Sutton, Fonda (DCPS)
Cc: Henderson, Kaya (DCPS); David Goldstein
Subject: Fw: Closing schools & opening EV program

Please give update on requested meeting.

LeRoy Hall  EVA/DC  &  S.O.S.
202-250-4377c

From: LeRoy hall
Sent: Wednesday, November 28, 2012 11:20 AM
To: Kaya Henderson
Cc: Fonda (DCPS) Sutton ; Mark Jones ; Kenyan McDuffie
Subject: Closing schools & opening EV program

Good morning Ms. Henderson,

While I am waiting for response from David Goldstein for cost of EV program you requested, I would like to have a meeting about school closings especially as it relates to re-starting the EV program at specific schools.

LeRoy Hall  526-0183
Good afternoon, Mr. Hall –

My apologies for the delay. We are pleased that we were able to accommodate your request to meet with the Chancellor to discuss your ideas about the electric car program - and that you are willing to work on developing a specific proposal for a similar future initiative.

Unfortunately, it will not be possible to schedule a second meeting on the electric car topic at this time. With a very aggressive timeline for the school consolidation proposal process, I know you can appreciate that the Chancellor’s calendar is extremely tightly booked. I’m aware that you were able to make the Ward 5 Community Dialogue last week, and we welcome you to attend the final community dialogue, being held for Wards 1-4 and 6, this evening at Brightwood EC from 6-8 PM.

Kind regards,

Fonda Sutton

Office of the Chancellor

District of Columbia Public Schools

202.442.5035

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Please give update on requested meeting.

LeRoy Hall  EVA/DC &  S.O.S.
202-250-4377c
Good morning Ms. Henderson,

While I am waiting for response from David Goldstein for cost of EV program you requested, I would like to have a meeting about school closings especially as it relates to re-starting the EV program at specific schools.

LeRoy Hall 526-0183
We haven't nailed down dates yet. Shereen has them on the google doc. We'll get you to meet with them after the last community dialogue this week.

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

----- Original Message -----
From: Henderson, Kaya (DCPS)
To: Sutton, Fonda (DCPS)
Sent: Mon Dec 03 10:13:45 2012
Subject: Re: CM6 follow-up

So, are you setting up a meeting?
I also said at the closing hearing that I would meet with Jim Graham and Jack Evans. Have those been set up?

Kaya Henderson
Sent from my IPad

On Nov 29, 2012, at 9:36 AM, "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov> wrote:

> 
> > Fonda Sutton
> > Office of the Chancellor
> > District of Columbia Public Schools
> > 202.442.5035
> > Chancellor -
> >
> > Bonnie says Wells wants to talk about consolidation impact on high schools. The closure of Spingarn HS impacts on Eastern enrollment. Moving Choice into Cardozo impacts that high school's environment and recruitment. Also, the Councilmember wants to talk about the closure of Prospect.
> >
> Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
> -----Original Message-----
> From: Cain, Bonnie (COUNCIL) [mailto:BCain@DCCOUNCIL.US]
> Sent: Monday, November 26, 2012 10:31 AM
> To: Sutton, Fonda (DCPS)
> Subject: RE: RESEND: Meeting with councilmember Wells
> 
> No, for some reason, it wasn't mentioned and he says didn't know about it until the list came out. But, he has some suggestions.
Got it. This is helpful and I’ll add to the notes for follow-up meetings.

Also, did they not get to talk about Prospect in their earlier meeting?

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

Fonda, actually he wants to talk about consolidation impact on high schools. The closure of Spingarn HS impacts on Eastern enrollment. Moving Choice into Cardozo impacts that high school’s environment and recruitment. Also, the Councilmember wants to talk about the closure of Prospect.

Bonnie

Bonnie - I just caught Myisha. Based on my note below, we will need to reschedule. Your email earlier this morning says he wants to talk about Eastern. I have added the Councilmember to the list of meetings to be coordinated, but I’m pretty sure we’ll be prioritizing conversations about the consolidations.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035
Fonda, the CM Wells is primarily interested in discussing high schools, Eastern in particular.

Hope to meet soon,
Bonnie

-----Original Message-----
From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Wednesday, November 21, 2012 1:55 PM
To: Cain, Bonnie (COUNCIL); Atchison, Myisha (COUNCIL)
Cc: Allen, Charles (COUNCIL)
Subject: RE: RESEND: Meeting with councilmember Wells

Bonnie and Myisha - folks are re-working the Chancellor's schedule for meetings related to closures. I've been asked to hold on scheduling this meeting with CM Wells until we can see the full complement of requests. Sorry for the back and forth, but I will get back to you as soon as I know more.

Bonnie - the Chancellor is curious about the agenda/content for this meeting. She asked me how it will differ from her meeting with him prior to the consolidations announcement. Let's talk next week so I can better understand....

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

-----Original Message-----
From: Cain, Bonnie (COUNCIL) [mailto:BCain@DCCOUNCIL.US]
Sent: Tuesday, November 20, 2012 2:45 PM
To: Sutton, Fonda (DCPS); Atchison, Myisha (COUNCIL)
Cc: Allen, Charles (COUNCIL)
Subject: RE: RESEND: Meeting with councilmember Wells

Absolutely. Thanks for closing that loop.

Happy thanksgiving
Bonnie

From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Tuesday, November 20, 2012 10:17 AM
To: Cain, Bonnie (COUNCIL); Atchison, Myisha (COUNCIL)
Cc: Allen, Charles (COUNCIL)
Subject: RESEND: Meeting with councilmember Wells

Bonnie and Myisha - resending this to confirm that 11 AM on the 26th works.

FS

Fonda Sutton
Office of the Chancellor
From: Sutton, Fonda (DCPS)  
Sent: Monday, November 19, 2012 3:49 PM  
To: Cain, Bonnie (COUNCIL)  
Cc: Allen, Charles (COUNCIL)  
Subject: Re: Meeting with councilmember Wells  

Bonnie - we will take 11 on Monday, Nov. 26  

Fonda Sutton  
Office of the Chancellor  
DC Public Schools  
(202) 442-5035  

__________  
From: Cain, Bonnie (COUNCIL) <BCain@DCCOUNCIL.US>  
To: Sutton, Fonda (DCPS)  
Cc: Allen, Charles (COUNCIL)  
Sent: Mon Nov 19 15:37:00 2012  
Subject: Meeting with councilmember Wells  

Hi Fonda,  

Councilmember Wells wants to arrange a meeting with chancellor Henderson and her staff to discuss aspects of the School Closing proposal. He would be able to meet November 26 at 11 AM to 12 noon or 4 to 5 PM; November 29 between 3 and 4 PM; or, November 30 between 12 and 5:00 PM. Please let me know which, if any, of these times works for the Chancellor.  

Best,  
Bonnie  

Bonnie J. Cain  
Education Advisor  
Ward 6 Councilmember Tommy Wells  
1350 Pennsylvania Avenue, N.W.  
Suite 408  
Washington, DC 20004  

Tel: 202-724-8072  
bcaincldccouncil.us<mailto:bcaincldccouncil.us>  

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Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035  
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Sent: Monday, November 26, 2012 10:29 AM  
To: Cain, Bonnie (COUNCIL); Atchison, Myisha (COUNCIL)  
Subject: RE: RESEND: Meeting with councilmember Wells  

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Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035  

-----Original Message-----
From: Cain, Bonnie (COUNCIL) [mailto:BCain@DCCOUNCIL.US]  
Sent: Monday, November 26, 2012 10:15 AM  
To: Sutton, Fonda (DCPS); Atchison, Myisha (COUNCIL)  
Subject: RE: RESEND: Meeting with councilmember Wells  

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Sent: Monday, November 26, 2012 10:04 AM
To: Cain, Bonnie (COUNCIL); Atchison, Myisha (COUNCIL)
Subject: FW: RESEND: Meeting with councilmember Wells

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Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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From: Cain, Bonnie (COUNCIL) [mailto:BCain@DCCOUNCIL.US]
Sent: Monday, November 26, 2012 9:01 AM
To: Sutton, Fonda (DCPS); Atchison, Myisha (COUNCIL)
Cc: Allen, Charles (COUNCIL)
Subject: RE: RESEND: Meeting with councilmember Wells

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Bonnie

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Cc: Allen, Charles (COUNCIL)
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Office of the Chancellor
District of Columbia Public Schools
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Happy thanksgiving
Bonnie

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Office of the Chancellor
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Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

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Chancellor –

Here’s my draft response to CM7’s moratorium letter to you:

//
Dear Councilmember Alexander:

Please accept my apology for the delayed response to your letter of November 2\textsuperscript{nd} regarding the Ward 7 Education Council’s call for a moratorium on the closing of schools.

I am extremely sensitive to the community’s concerns about the closure of specific neighborhood schools proposed in our plan for school consolidations; however, I would like to clarify that our consolidation proposal was not based on the Illinois Facilities Fund (IFF) report – nor any single factor. The IFF study was conducted and managed independently by the Office of the Deputy Mayor for Education. That study examined the existence of and need for quality educational options (“quality seats”) in all public schools across the District of Columbia, while our proposal is specific to the needs of students and staff in DC Public Schools and considered a number of factors for maximizing our resources within DCPS. The factors we studied include student enrollment and demographic trends in the community; building utilization rates; building condition and modernization status; and the availability of receiving schools to offer students an improved education experience.

First, let me say that we are proud of the significant investments we’ve made in Ward 7 buildings, including Sousa MS, H.D. Woodson HS, and Kelly Miller MS. However, our analysis reveals that Ward 7 has 14 elementary schools and one education campus with an average enrollment of 276 students and 3 DCPS middle schools with an average enrollment of 288 students. With so many under-enrolled schools, we are spending disproportionately high sums on non-instructional staff and non-teaching functions across these school buildings. That, together with a projected decrease in the school-age population in the ward through 2015, makes it difficult for us to maintain all of these facilities efficiently. Consolidating schools is our best option to better utilize our facilities and work more efficiently for all our schools, teachers and students.

Second, you can be assured that our proposal comes as a result of much thoughtful research and analysis. Working with the Urban Institute and the 21\textsuperscript{st} Century School Fund, we examined a variety of data points, using the best available demographic and educational data. This included information provided by OSSE and the Office of Planning. Based on this research, I am confident that what we have laid out contains an appropriate level of detail explaining our rationale. You have the presentation of our proposal - and it is available publicly on our website at \url{www.dcps.gov}.

Finally, I am excited about the conversations we have planned with our communities, where we will listen to families and community members for their best thinking on how to ensure a successful consolidation plan. And we are grateful for the support you have already shown for the Ward 7 meeting which will take place on November 28\textsuperscript{th}.

Thank you for your continued support for the children and families in Ward 7 and for all DC Public Schools. Please do not hesitate to call or reach out to me if you have any additional questions.

Sincerely,
Here’s my draft response. Only thing I don’t address is her comments about the last round of closures.

Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC 20002  
T  202.442.5035  
F  202.442.5026  
E fonda.sutton2@dc.gov  
W dcps.dc.gov
November 16, 2012

Councilmember Yvette M. Alexander
Council of the District of Columbia
1350 Pennsylvania Avenue, NW, Suite 400
Washington, DC 20004

Dear Councilmember Alexander:

Please accept my apology for the delayed response to your letter of November 2nd regarding the Ward 7 Education Council’s call for a moratorium on the closing of schools.

I am extremely sensitive to the community’s concerns about the closure of specific neighborhood schools proposed in our plan for school consolidations; however, I would like to clarify that our consolidation proposal was not based on the Illinois Facilities Fund (IFF) report – nor any single factor. The IFF study was conducted and managed independently by the Office of the Deputy Mayor for Education. That study examined the existence of quality educational options (“quality seats”) in all public schools across the District of Columbia, while our proposal is specific to the needs of students and staff in DC Public Schools and considered a number of factors for maximizing our resources within DCPS. Those include student enrollment and demographic trends in the community; building utilization rates; building condition and modernization status; and the availability of receiving schools to offer students an improved education experience.

First, we are proud of the significant investments we’ve made in Ward 7 buildings like Sousa MS, H.D. Woodson HS, and Kelly Miller MS. However, our analysis reveals that Ward 7 has 14 elementary schools and one education campus with an average enrollment of 276 students and 3 DCPS middle schools with an average enrollment of 288 students. With so many of under-enrolled schools, we are spending disproportionately high sums on non-instructional staff and non-teaching functions across these school buildings. That, together with a projected decrease in the school-age population in the ward through 2015, makes it difficult for us to maintain all of these facilities efficiently. Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city.

Second, our proposal comes as a result of much thoughtful research conducted with planning and education experts, using the best available demographic and educational data. I am confident that we have laid out extensive details explaining our rationale it. You have the presentation of our proposal - and it is available publicly on our website at www.dcps.gov.

Finally, I am excited about the conversations we have planned with our communities, where we will listen to families and community members for their best thinking on how to ensure a successful
consolidation plan. We are grateful for the support you have already shown for the Ward 7 meeting which will take place on November 28th.

Thank you for your continued support for the children and families in Ward 7 and for all DC Public Schools. Please do not hesitate to call or reach out to me if you have any additional questions.

Sincerely,

Kaya Henderson
Chancellor
November 2, 2012

Kaya Henderson, Chancellor
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002

Dear Ms. Henderson:

On October 4, 2012, the Ward 7 Education Council held a general body meeting with Ward 7 residents and community stakeholders and adopted a motion calling for a moratorium on the closing of schools in Ward 7. The resolution reads, “We hereby request on behalf of parents, students and community stakeholders in Ward 7, that no schools are closed in Ward 7 until a school reform plan based on a genuine analysis of student achievement by class is advanced by Ward 7 constituents, parents and community stakeholders at-large.”

This motion has been duly adopted by participants in the Ward 7 Community Conversation held by Deputy Mayor for Education De’Shawn Wright in response to the IFF quality schools report. This report, as stated in its key findings, is simply a “supply and demand analysis.” It provides a quantitative summary of data from a single indicator, the District of Columbia Comprehensive Assessment System (DC CAS). Consequently, it cannot and does not explain the present state of our schools, nor can it be valued as a comprehensive assessment of school quality.

I have received numerous complaints from residents who feel that they have not been sufficiently informed about District of Columbia Public Schools’ intended response to the pronouncements in the IFF report, and have not had the opportunity to participate in any public commentary sessions addressing the outcomes of the last round of public school closures.

Children and families in Ward 7 endured the closure of twenty-three (23) schools city-wide in 2008 and the resulting adverse impacts. Today, Ward 7 residents again stand to be disproportionately affected and adversely impacted by further consolidation of traditional public schools.
Therefore as the Councilmember for Ward 7, I support the Ward 7 Education Council’s resolution calling for a moratorium on school closures in Ward 7, pending a detailed public report analyzing the outcomes of the 2008 school closures, the opportunity for public commentary sessions on both school assessment and proposed future closings, as well as the disclosure of a full list of proposed school closures within Ward 7 for the present and coming term.

Sincerely,

Yvette M. Alexander
Councilmember – Ward 7

Cc: Mayor Vincent C. Gray
Deputy Mayor De'Shawn Wright
Chairman Phil Mendelson
The Chancellor told me she wanted to meet with CM Catania asap. This is the only time they offered. Please let me know if we will take this time on Monday.

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

Chancellor – I called Rochelle back and we can get you over there at 12:30 – 1:30. Do you want to meet with him so close to heading into the hearing? Otherwise, his week is not so great because of the holiday.

Good morning Fonda,

Is the Chancellor available on Monday the 19th at 12pm to meet with Councilmember Catania? Please let me know if that time works for the Chancellor and I will block that time in Catania’s schedule. Thank you and happy Friday to you too!

Rochelle Boykin Bey
Good morning, Molly and Rochelle –

Following up on our marathon hearing last evening...the Chancellor has asked me to find a time as soon as possible for her to meet with the Councilmember to discuss our school consolidation proposal. We have opened up her schedule for engagement around this in the next weeks – please let me know some times that would work for CM Catania and I'll get back to you quickly.

We appreciate his attention and thoughtfulness in helping us think about the consolidation process. I look forward to hearing from you.

Thanks in advance and Happy Friday!
Fonda

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
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1200 First Street, NE
Washington, DC 20002
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Enrollment

- Garrison ES is under-enrolled with 228 students. Twenty of these students are in three city-wide autism classrooms.
  - Enrollment without autism students - 208
  - 11/15 total enrollment - 227
- With only 45% in-boundary, there are approximately 94 students that currently attend from the boundary/neighborhood.
  - 45% of 208 = 94

Population/Neighborhood

- According to Census data, from 2000 to 2010, the number of elementary-age children in the Garrison boundary dropped 48% from 475 to 247. We see a similar decrease in the Seaton boundary, where they experienced a 40% loss over the same period of time. It is evident we don’t currently have the school-age population needed to sustain two full elementary schools in such close proximity.
- The school-age population is projected to increase in the Garrison/Seaton area, with significant increases after 2015. We will work closely with the Office of Planning to track population increases.
- There are 11 charter schools within one mile of Garrison that serve elementary age children. There are 8 charters schools within one mile of Seaton that serve elementary age children.

Building Capacity/Site
• Garrison is utilizing 64 percent of its building. This is based on a 356 capacity (which already accounts for the space used by the Office of Bilingual Education).

• Seaton is .4 miles from Garrison - less than a 10 minute walk - with excess capacity and a classroom modernization. It is not efficient to sustain two under-enrolled schools in such close proximity.

• We invested $4.3M in the classroom modernization at Seaton in 2011.

• We know that the building capacity for Seaton is less than the capacity for Garrison, but the Seaton building and site is more conducive to expansion.

• Seaton has significantly more site space than Garrison, with a site size of 6.1 acres compared to the 3.7 acres of DCPS property at Garrison. The Garrison site may appear to be just as large as the Seaton site, but a portion of Garrison’s land belongs to DPR.

• Seaton having a higher acreage will enable us to expand the building without compromising outdoor play space.

• Seaton's adjacency to the Shaw MS campus (literally across the street) is a desirable feature, as we plan to rebuild Shaw MS in the future.

Performance:
Garrison

• Garrison saw large gains in Math this year (up +27.5 percentage points) and more modest gains in reading (up +2.6 percentage points).

• Overall, their performance has been very up and down since 2008. They have negative average growth in both math (-1.2%) and reading (-3.1%) over the past 5 years, and their % change has been negative in both reading and math.

Seaton:

• Seaton saw more modest gains in Math (+10.2 percentage points) and decreased slightly in reading (-1.0%).

• Seaton’s performance has been consistent since 2008 (average growth in math is +0.2 percentage points, reading +0.3 percentage points), having a modest, but positive % change in both math (+1.6%) and reading (+3.0%).

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Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002
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- We invested $4.3M in the classroom modernization at Seaton in 2011
• We know that the building capacity for Seaton is less than the capacity for Garrison, but the Seaton building and site is more conducive to expansion.
• Seaton has significantly more site space than Garrison, with a site size of 6.1 acres compared to the 3.7 acres of DCPS property at Garrison. The Garrison site may appear to be just as large as the Seaton site, but a portion of Garrison’s land belongs to DPR.
• Seaton having a higher acreage will enable us to expand the building without compromising outdoor play space.
• Seaton’s adjacency to the Shaw campus (literally across the street) is a desirable feature, as we plan to rebuild Shaw in the future.

<table>
<thead>
<tr>
<th>Seaton Elementary School</th>
<th>1503 10TH STREET NW</th>
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<tbody>
<tr>
<td>Enrollment</td>
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<tr>
<td>October Certified Enrollment 2010-11</td>
<td>October Certified Enrollment 2011-12</td>
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<td>279</td>
<td>265</td>
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<tr>
<td>Performance</td>
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Chancellor – I called Rochelle back and we can get you over there at 12:30 – 1:30. Do you want to meet with him so close to heading into the hearing? Otherwise, his week is not so great because of the holiday.

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

Good morning Fonda,  
Is the Chancellor available on Monday the 19th at 12pm to meet with Councilmember Catania? Please let me know if that time works for the Chancellor and I will block that time in Catania’s schedule. Thank you and happy Friday to you too!

Rochelle Boykin Bey

Good morning, Molly and Rochelle –

Following up on our marathon hearing last evening...the Chancellor has asked me to find a time as soon as possible for her to meet with the Councilmember to discuss our school consolidation proposal. We have opened up her schedule for engagement around this in the next weeks – please let me know some times that would work for CM Catania and I’ll get back to you quickly.

We appreciate his attention and thoughtfulness in helping us think about the consolidation process. I look forward to hearing from you.

Thanks in advance and Happy Friday!  
Fonda
Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs  

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC  20002  
T  202.442.5035  
F  202.442.5026  
E  fonda.sutton2@dc.gov  
W  dcps.dc.gov  

Help 9-1-1 Save Your Life!  
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.  
Inform first responders in advance!
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Inform first responders in advance!
Thanks, Mary. I’d seen it.

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

Fonda, I tried to forward this to you, but didn’t get your email correct. Mary

Mary Filardo
Executive Director
21st Century School Fund
1816 12th Street, NW
Washington, DC 20009
(202)745-3745 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

On Behalf Of Evans, Jack (COUNCIL)

Dear Neighbors:

I am writing to address the recent proposal by DC Public Schools Chancellor Kaya Henderson to close 20 DC Public Schools beginning next school year. In Ward 2, the proposal is to close Garrison Elementary School as
well as Francis-Stevens.

With regard to Garrison, I have let the Mayor and the Chancellor know that I am opposed to its closure and understand Councilmember Graham agrees, as a number of Ward 1 families also support Garrison. Garrison, with its lively and involved support system consisting of parents, a strong PTA, and community support from the Logan Circle Citizens Association and the ANC, should remain open. If consolidation is needed, students can come from Seaton to Garrison. Garrison is at nearly 70% capacity - higher than almost any other school set to close.

With respect to Francis-Stevens, I have let the Mayor and the Chancellor know that I am opposed to its closure also. While I support School Without Walls and think the concept of using space at Francis-Stevens is an interesting idea, I cannot support the idea of closing Francis-Stevens as it exists today. When the executive closed Stevens School, a commitment was made to the community regarding Francis-Stevens. If enrollment numbers are down, it more likely indicates problems with the K-8 model rather than a lack of need or demand for educational resources in the neighborhood.

Council Chairman Phil Mendelson has scheduled Council hearings for today, November 15, as well as on November 19, but I understand from community members that the witness list signups were closed the same day the school closure lists were released. I am asking the Chairman to re-open the witness lists so that everyone can put their views on the record.

The DCPS website lists several ways in which parents and the community can provide feedback:

* Way #1: Two DC Council hearings
* Way #2: Four community meetings
* Way #3: Online forum for feedback
* Way #4: Office hours: DCPS will hold office hours in December for interested individuals and community stakeholders. Available times will be posted on the DCPS website after Dec. 5, 2012.

Please take advantage of all these forums to express your views. In addition to my communications with the Mayor and the Chancellor, I will be participating in these hearings and also have a meeting on Monday with teachers' union president Nathan Saunders.

Jack

http://dcps.dc.gov/DCPS/Parents+and+Community/DCPS+Proposed+Consolidations+and+Reorganization

[Non-text portions of this message have been removed]
Ms. Kaya Henderson, Chancellor  
District of Columbia Public Schools  
1200 First Street, NE - 12th Floor  
Washington, D.C. 20002  

Dear Chancellor Henderson:

When the Council considered the DCPS budget for the current fiscal year (FY 2013), we had hoped that DCPS would set aside $1 million from the “Proving What’s Possible” grants to support school libraries. Evidently, the grants were not obtained for this purpose. Thirty-four schools that had at least a part-time librarian in SY 2011-12 did not budget for one this year. The grants would offset this. Recently there was a public demonstration in front of the John Wilson Building opposing DCPS’ action to eliminate librarians. This was preceded by roughly 2,800 emails to councilmembers over the past several months urging us to “Restore Librarians to DC Schools.”

Please explain why DCPS cannot provide these resources, and the reasoning for how a good education can be provided with unstaffed libraries. DCPS has a gross budget of almost $812 million and ought to be able to provide for fully staffed libraries in each school regardless of size.

Further, I have been told that in the course of renovations to Anacostia, Eastern, and Woodson high schools most or all of the library collections were lost or destroyed. How could DCPS have allowed the decimation of existing libraries in the course of “improving” these schools, and what is the plan to restore those collections?

As you may know, on September 19th Councilmember Evans introduced Bill 19-926, the “Public School Librarians, Art Teachers and Music Teachers Act of 2012.” This bill would, “notwithstanding any other provision of law,” require that “each District of Columbia Public School shall have a full time librarian, art teacher, and music teacher.” Mr. Evans was joined by six councilmembers as co-sponsors. While I do not believe it is best practice to write laws dictating school staffing, I am considering having a hearing on this bill so that there may be a full public airing of the issue. Both the Council and the public deserve to know the justification for having schools without librarians, and to know what, if anything, DCPS intends to do to rectify this.

Unless there is a good reason for providing a quality education without a school library, I would urge you to act, without Council action, to restore librarians to every school.

Sincerely,

Phil Mendelson
Morning, Janene –

Here is the full consolidation proposal which includes demographic information to help you respond to Council questions. You can also find the proposal, and all the accompanying documents like FAQs, at www.dcps.dc.gov.

The schedule of our upcoming meetings is included below.

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Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs
Dear Brad –

Within the next hour, DCPS Chancellor Kaya Henderson will release her proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, A Capital Commitment. Principals of schools impacted by the consolidation have met with their staff, and students are going home with specific information about the proposal relative to their respective schools. You can find the full proposal, including the list of schools recommended for consolidation, at www.dcps.dc.gov at 4:00 PM today.

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at www.engagedcps.org. We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and Chancellor Henderson will finalize the plan in early January 2013.

I got your contact information from my District colleague, John-Paul Hayworth, anticipating that Congresswoman Norton and your office may very well get a number of calls around this. If you have any questions, please do not hesitate to email or call me at (202) 442-5035. The schedule of our public meetings is included below.

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Intergovernmental Relations and Legislative Affairs
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Dear Members of the State Board of Education –

Within the next hour, Chancellor Henderson will release her proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, A Capital Commitment. Principals of schools impacted by the consolidation have met with their staff, and students are going home with specific information about the proposal relative to their respective schools. You can find the full proposal, including the list of schools recommended for consolidation, at www.dcps.dc.gov at 4:00 PM today.

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Inform first responders in advance!
From: Sutton, Fonda (DCPS) [fonda.sutton2@dc.gov]
Sent: Tuesday, November 13, 2012 3:43 PM
To: Alexander, Yvette (COUNCIL); Barry, Marion (COUNCIL); Bowser, Muriel (COUNCIL); Brown, Michael (Council); Catania, David A. (COUNCIL); Cheh, Mary (COUNCIL); Evans, Jack (COUNCIL); Graham, Jim (COUNCIL); McDuffie, Kenyan (Council); Mendelson, Phil (COUNCIL); Orange, Vincent (COUNCIL); Wells, Thomas (COUNCIL)
Cc: Sutton, Fonda (DCPS); Allen, Charles (COUNCIL); Arnold, Kathy (Council); Cain, Bonnie (COUNCIL); Clements-Smith, Joyce (Council); DeTaeye, John (COUNCIL); Durant, ChanTei (COUNCIL); Grant, Schannette (COUNCIL); Holland, Joy (COUNCIL); Kimbel, Sherri (COUNCIL); Mobley, Jeanette (COUNCIL); Newman, Andrew (Council); Norflis, Terrance (Council); Wells, Shayne (Council); Woodland, Calvin (COUNCIL)
Subject: DCPS Announcement of Proposed School Consolidations

Chairman Mendelson and Members of the Council –

Very shortly, Chancellor Henderson will release her proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, A Capital Commitment. Principals of schools impacted by the consolidation have met with their staff, and students are going home with specific information about the proposal relative to their respective schools. You can find the full proposal, including the list of schools recommended for consolidation, at www.dcps.dc.gov at 4 PM today.

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Deputy Chief of Staff  
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District of Columbia Public Schools  
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District of Columbia Public Schools  
1200 First Street, NE - 12th Floor  
Washington, D.C. 20002  

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Unless there is a good reason for providing a quality education without a school library, I would urge you to act, without Council action, to restore librarians to every school.

Sincerely,

Phil Mendelson
Got it. And that students *will take home*...

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

Great. If the CM email goes before 4:00 p.m., you will have to revise your draft to indicate the release will happen shortly and that the website will be live later today. The website won’t be up until 4:00 p.m. so if the CM email goes earlier, it will just need to be referenced in the future.

LMR

I didn’t – I think I will tweak hers a bit, but same deal. I spoke to John-Paul at OPLA to get the best POC in her office

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

I like it! Don’t forget Holmes Norton unless the Chancellor decided not to send it.

LMR
DRAFT

//

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<td>Wards 1-4, 6 Community Dialogue</td>
<td>101 T Street, NE</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
</tbody>
</table>

Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC 20002  
T 202.442.5035  
F 202.442.5026  
E fonda.sutton2@dc.gov  
W dcps.dc.gov

Help 9-1-1 Save Your Life!  
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.  
Inform first responders in advance!
Chancellor Henderson has just released her proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, *A Capital Commitment*. Principals of schools impacted by the consolidation have met with their staff, and students have gone home with specific information about the proposal relative to their respective schools. You can find the full proposal at [www.dcps.dc.gov](http://www.dcps.dc.gov).

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at [www.engagedcps.org](http://www.engagedcps.org). We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and Chancellor Henderson will finalize the plan in early January 2013.

The schedule of our upcoming meetings is included below. As always, we appreciate your support for DC Public Schools. If you have any questions, please do not hesitate to email or call me at (202) 442-5035.

### DCPS Consolidation and Reorganization Proposal
**Public Meeting Schedule**

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 15, 2012</td>
<td>4-8 pm</td>
</tr>
<tr>
<td></td>
<td>1350 Pennsylvania Ave, NW</td>
<td></td>
<td></td>
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<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 19, 2012</td>
<td>2-6 pm</td>
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<tr>
<td></td>
<td>1350 Pennsylvania Ave, NW</td>
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<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
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<td></td>
<td>2400 Shannon Place, SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td></td>
<td>3650 Ely Place, SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wards 5 Community Dialogue</td>
<td>Langley EC</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
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Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs  
District of Columbia Public Schools  
Office of the Chancellor  

DCPS 007278
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Yes - I'm working on it now. Will shoot it to you when I'm done.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

-----Original Message-----
From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, November 13, 2012 8:30 AM
To: Sutton, Fonda (DCPS)
Subject: RE: School Closure Announcement

Did you get that "start" of an email you could work off of?
LMR

-----Original Message-----
From: Sutton, Fonda (DCPS)
Sent: Tuesday, November 13, 2012 8:29 AM
To: Ruda, Lisa M. (DCPS)
Subject: RE: School Closure Announcement

Got it.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

-----Original Message-----
From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, November 13, 2012 8:28 AM
To: Sutton, Fonda (DCPS)
Subject: RE: School Closure Announcement

Right answer. At 4:00 p.m., everything will be live so we can forward what we need to forward.
LMR

-----Original Message-----
From: Sutton, Fonda (DCPS)
Sent: Tuesday, November 13, 2012 8:27 AM
To: Mobley, Levonnia (Council)
Subject: RE: School Closure Announcement

Morning, Jeanette - the briefing today is not a public event, but I DCPS leadership intends to reach out to the respective Education Councils.

FS
Help 9-1-1 Save Your Life!  
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.  
Inform first responders in advance!  
-----Original Message-----  
From: Mobley, Levonnia (Council) [mailto:JMobley@dccouncil.us]
Sent: Tuesday, November 13, 2012 7:06 AM
To: Sutton, Fonda (DCPS)
Subject: School Closure Announcement

Good morning,

Where and what time? Can members of Ward Council on Education attend?

Jeannette
Got it.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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Sent: Tuesday, November 13, 2012 7:06 AM
To: Sutton, Fonda (DCPS)
Subject: School Closure Announcement

Good morning,

Where and what time? Can members of Ward Council on Education attend?

Jeannette
**From:** Sutton, Fonda (DCPS) [fonda.sutton2@dc.gov]  
**Sent:** Wednesday, November 07, 2012 11:59 AM  
**To:** Williams, Shereen L. (DCPS); Weber, Peter (DCPS)  
**Subject:** Fw: request to meet with the Chairman_CALL CONFIRMED, 11/7/12, 11:30 AM

Fonda Sutton  
Office of the Chancellor  
DC Public Schools  
(202) 442-5035

---

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---

**From:** Sutton, Fonda (DCPS)  
**To:** Wadlington, Erika (Council) <ewadlington@DCCOUNCIL.US>  
**Cc:** Busch, Michelle (Council) <mbusch@DCCOUNCIL.US>; Tolliver, Denise (Council) <dtolliver@DCCOUNCIL.US>; Williams, Shereen L. (DCPS); Williams-Skelton, Angela (DCPS)  
**Sent:** Tue Nov 06 12:31:29 2012  
**Subject:** RE: request to meet with the Chairman_CALL CONFIRMED, 11/7/12, 11:30 AM

Thanks, Erika –

Confirming that the Chancellor will call the Chairman at 11:30 tomorrow. Copying my colleagues Angie and Shereen, who are managing her calendar on this.

FS

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

---

**From:** Wadlington, Erika (Council) [mailto:ewadlington@DCCOUNCIL.US]  
**Sent:** Monday, November 05, 2012 5:49 PM  
**To:** Sutton, Fonda (DCPS); Busch, Michelle (Council); Tolliver, Denise (Council)  
**Subject:** RE: request to meet with the Chairman

Good Afternoon Fonda,

Michelle and I would like to confirm the date and time for the Chancellor’s call with the Chairman this week. Michelle has identified a slot at 11:30am on Wednesday, November 7th in which they can talk through the proposal for school
consolidations and closures. Please call the main line at 202-724-8032 a few minutes prior to the meeting so that we may transfer the call to the Chairman’s office.

Should you have any questions or need additional information, please feel free to give us a call.

Sincerely,

Erika Wadlington

From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Thursday, November 01, 2012 11:15 AM
To: Wadlington, Erika (Council); Busch, Michelle (Council); Tolliver, Denise (Council)
Subject: request to meet with the Chairman

Good morning –

I mentioned to Erika yesterday, and following up to request time for the Chancellor to meet with Chairman Mendelson next week – to share the final list of proposed school closures and the timeline for community announcements. I would love for her to be able to speak with the Chairman first, before meeting with other Councilmembers. We have cleared her calendar for Monday, Tuesday and Wednesday. Please let me know a time that would work on the Chairman’s calendar.

I look forward to hearing from you soon,
Fonda

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
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T 202.442.5035
F 202.442.5026
E  fonda.sutton2@dc.gov
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Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911) and the Office on Aging.
Check out www.grade.dc.gov today.
No, Pete said he was going with you.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

From: Henderson, Kaya (DCPS)
Sent: Monday, November 05, 2012 11:42 AM
To: Sutton, Fonda (DCPS)
Subject: Re: Councilmember Bowser meeting request

Are you coming to these meetings?

Sent from my iPhone

On Nov 5, 2012, at 11:09 AM, "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov> wrote:

FYI. I did talk to Bowser's staff that I questioned the propriety of Anderson being in this meeting and Chancellor and I talked about it too. Looks like they did not budge. Just wanted you to know.

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

From: Slattery, Jim (Council) [mailto:jslatterv@OCCOUNCIL.US]
Sent: Monday, November 05, 2012 11:06 AM
To: Sutton, Fonda (DCPS)
Cc: Holland, Joy (COUNCIL)
Subject: RE: Councilmember Bowser meeting request

Thanks, we'll see her then. Kamili will be here as well.

Jim Slattery
From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, November 05, 2012 11:03 AM
To: Slattery, Jim (Council)
Cc: Holland, Joy (COUNCIL)
Subject: RE: Councilmember Bowser meeting request

Jim

Confirming that the Chancellor will come to your office at 12:30.

Fonda Sutton
Office of the Chancellor

District of Columbia Public Schools

202.442.5035

From: Slattery, Jim (Council) [mailto:jslattery@DCCOUNCIL.US]
Sent: Friday, November 02, 2012 9:37 AM
To: Sutton, Fonda (DCPS)
Cc: Holland, Joy (COUNCIL)
Subject: RE: Councilmember Bowser meeting request

Fonda- are we set?

Jim Slattery

Scheduler / Special Assistant
Ward 4 Councilmember Muriel Bowser
Chair, Committee on Government Operations

Click here to sign up for Councilmember Bowser's Focus on 4 e-newsletter.

From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Thursday, November 01, 2012 2:25 PM
To: Slattery, Jim (Council)
Cc: Holland, Joy (COUNCIL)
Subject: RE: Councilmember Bowser meeting request

Excellent let me circle up on my side and I'11 get back to you.

Fonda Sutton
Office of the Chancellor
Fonda:

Thanks for the follow-up. How about 12:30 on Monday 11/5?

Jim Slattery
Scheduler / Special Assistant
Ward 4 Councilmember Muriel Bowser
Chair, Committee on Government Operations

Click here to sign up for Councilmember Bowser’s Focus on 4 e-newsletter.

Jim

I’m writing to follow up on scheduling a meeting with the Councilmember in which Chancellor Henderson would like to discuss the forthcoming proposals for school closures. We have cleared her schedule next week on Monday, Tuesday and Wednesday. I am hopeful that we can find a convenient time for them to meet on one of those days.

Please let me know as soon as you can.

Fonda

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

From: Slattery, Jim (Council)  jslattery@dccouncil.us
Sent: Thursday, October 25, 2012 10:35 PM
To: Sutton, Fonda (DCPS)
Subject: RE: Councilmember Bowser meeting request
Thanks, Fonda. Can we talk tomorrow about perhaps putting a couple dates on hold for a meeting?

Jim Slattery
Special Assistant/Scheduler for Ward 4 Councilmember Muriel Bowser
1350 Pennsylvania Avenue, N.W., Suite 110, Washington, D.C. 20004 • 202-724-8052 / Fax: 202-741-0908 • jslattery@dccouncil.us • http://www.murielbowser.com

Click here to sign up for Councilmember Bowser's Focus on 4 e-newsletter.

From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Thursday, October 25, 2012 5:13 PM
To: Slattery, Jim (Council)
Subject: RE: Councilmember Bowser meeting request

Hi Jim ☻

We expect the Chancellor to return on Monday. I expect her schedule has been turned upside down, but these meetings are a priority and I will be reaching out to Council as soon as I can. Thanks for checking in ☻ and being patient.

FS

Fonda Sutton
Office of the Chancellor

District of Columbia Public Schools

202.442.5035

From: Slattery, Jim (Council) [mailto:jslattery@DCCOUNCIL.US]
Sent: Thursday, October 25, 2012 5:03 PM
To: Sutton, Fonda (DCPS)
Subject: RE: Councilmember Bowser meeting request

Any word?

Jim Slattery
Scheduler / Special Assistant
Ward 4 Councilmember Muriel Bowser
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1350 Pennsylvania Avenue, N.W., Suite 110, Washington, D.C. 20004 • 202-724-8052 / Fax: 202-741-0908 • jslattery@dccouncil.us • http://www.murielbowser.com

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From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, October 22, 2012 4:59 PM
To: Slattery, Jim (Council)
Subject: Re: Councilmember Bowser meeting request

Really doubtful, I will be back tomorrow and will check and let you know.
Thank you. If the Chancellor does return in time for a meeting this Wednesday, do you see that as being an option?

Jim Slattery
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Thanks, Jim. That would work. I believe we will announce in early November, and it's always been her plan to have a round of meetings with Councilmembers before any public announcement.

Let's talk tomorrow about who should participate in the conversation. This is one of my highest priorities, so we'll get something scheduled soon!

FS

Oh no, I am so sorry to hear that.

As you can imagine, the Councilmember wants this meeting before school closings are announced. If we aim for the 31st, that wouldn't be too late, correct?
Thank you for letting me know.

Jim Slattery
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Ward 4 Councilmember Muriel Bowser
Chair, Committee on Government Operations

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From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, October 22, 2012 4:45 PM
To: Slattery, Jim (Council)
Subject: Re: Councilmember Bowser meeting request

Jim - the Chancellor is still in New York attending the funeral of her dear Grandmother who passed away last week. I am not yet certain when she will return, but I will be happy to coordinate with you when things settle back for her.

Thanks for your understanding.

Fonda

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

From: Slattery, Jim (Council) <jslattery@DCCOUNCIL.US>
To: Henderson, Kaya (DCPS); Anderson, Kamili (OSSE)
Cc: Sutton, Fonda (DCPS); Starkes, Brandon (EOM)
Sent: Mon Oct 22 16:30:35 2012
Subject: Councilmember Bowser meeting request

Chancellor Henderson and Ms. Anderson, hello.

Councilmember Bowser would like to meet with you both soon to discuss:

- Path to school closures for Ward 4;
- Alternatives for keeping schools open;
- Options for reconstituting schools designated for closure; and
- Legislation regarding excessed DCPS teachers

Could we perhaps get this scheduled for this Wednesday, 10/24 at 2:30 pm? As an alternate, I can offer Weds. 10/31 at 3pm, but the Councilmember really does want to meet sooner.

Thank you,

Jim Slattery
Scheduler / Special Assistant
Ward 4 Councilmember Muriel Bowser
Click [here](javascript:signup()) to sign up for Councilmember Bowser’s Focus on 4 e-newsletter.

**Grade.DC.gov has expanded!**
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911) and the Office on Aging.
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Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools

202.442.5035

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Subject: RE: Councilmember Bowser meeting request

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From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Thursday, November 01, 2012 1:53 PM
To: Slattery, Jim (Council)
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Subject: RE: Councilmember Bowser meeting request

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Chair, Committee on Government Operations
1350 Pennsylvania Avenue, N.W., Suite 110, Washington, D.C. 20004 • 202-724-8052 / Fax: 202-741-0908 • jslattery@dccouncil.us • http://www.murielbowser.com

Click here to sign up for Councilmember Bowser’s Focus on 4 e-newsletter.

From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, October 22, 2012 4:45 PM
To: Slattery, Jim (Council)
Subject: Re: Councilmember Bowser meeting request

Jim - the Chancellor is still in New York attending the funeral of her dear Grandmother who passed away last week. I am not yet certain when she will return, but I will be happy to coordinate with you when things settle back for her.

Thanks for your understanding.

Fonda

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035
Chancellor Henderson and Ms. Anderson, hello.

Councilmember Bowser would like to meet with you both soon to discuss:

- Path to school closures for Ward 4;
- Alternatives for keeping schools open;
- Options for reconstituting schools designated for closure; and
- Legislation regarding excessed DCPS teachers

Could we perhaps get this scheduled for this Wednesday, 10/24 at 2:30 pm? As an alternate, I can offer Weds. 10/31 at 3pm, but the Councilmember really does want to meet sooner.

Thank you,

Jim Slattery
Scheduler / Special Assistant
Ward 4 Councilmember Muriel Bowser
Chair, Committee on Government Operations
1350 Pennsylvania Avenue, N.W., Suite 110, Washington, D.C. 20004 • 202-724-8052 / Fax: 202-741-0908 • jslattery@dccouncil.us • http://www.murielbowser.com

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Check out www.grade.dc.gov today.
Subject: Weberg, Peter (DCPS); Williams-Skelton, Angela (DCPS); Williams, Shereen L. (DCPS)
FW: request for meeting with Councilmember McDuffie CONFIRMED TODAY 11:30

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

Subject: RE: request for meeting with Councilmember McDuffie

Fonda,

11:30 a.m. is confirmed.

Thank you.

Good morning, Christine – checking in whether we can still come over this morning at 11:30? If you’ll let me know, I can get a message to the Chancellor to head over to your office for that time.

Thanks so much,

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035
Fonda,

Councilmember has the following availability:

Monday, November 5
11:30 a.m. – 1:00 p.m.
4:00 p.m. – 5:00 p.m.

Wednesday, November 7
11:00 a.m. – 1:00 p.m.
2:30 p.m. – 4:00 p.m.

Thank you.

From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Thursday, November 01, 2012 1:49 PM
To: Griffin, Corey (Council); Bellfield, Christine (Council)
Cc: Mobley, Levonnia (Council)
Subject: request for meeting with Councilmember McDuffie

Christine and Corey –

I’m writing to follow up on scheduling a meeting with the Councilmember – in which Chancellor Henderson would like to discuss the forthcoming proposals for school closures. We have cleared her schedule next week on Monday, Tuesday and Wednesday. I am hopeful that we can find a convenient time for them to meet on one of those days.

Please let me know as soon as you can.

Fonda

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5035
F 202.442.5026
E fonda.sutton2@dc.gov
W dcps.dc.gov

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Chancellor is not hot on meeting with her. Would a call during any of these times work, Shereen?

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

Leah Singleton, Community Outreach Director & Scheduler
Councilmember Mary Cheh, Ward 3
Council of the District of Columbia
1350 Pennsylvania Ave., N.W.
Washington, D.C. 20004
(202) 724-8062
http://www.marycheh.com
Would you like to stay informed about Councilmember Cheh’s events and activities? Click here to sign up for her email list.
For more information on the DC Council visit http://dccouncil.us/

Leah and Drew –
I’m hoping we can schedule a meeting with the Councilmember and Chancellor Henderson to discuss the forthcoming proposals for school closures and the school boundaries issue. We have cleared the Chancellor’s schedule next week on Monday, Tuesday and Wednesday. I am hopeful that we can find a convenient time for them to meet on one of those days.

Please let me know as soon as you can.

Fonda

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From: Sutton, Fonda (DCPS) [fonda.sutton2@dc.gov]
Sent: Friday, November 02, 2012 8:42 AM
To: Lujan, Claudia (DCPS)
Subject: Fw: rescheduling hearings

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

From: Sutton, Fonda (DCPS)
To: 'claudia.lujan@dccouncil.us' <claudia.lujan@dccouncil.us>
Sent: Fri Nov 02 08:33:11 2012
Subject: Fw: rescheduling hearings

Down below, I was reporting on my conversation with Council staff. But the word is not official yet.

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

From: Sutton, Fonda (DCPS)
To: Ruda, Lisa M. (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Cc: Newman, Rebecca (DCPS)
Subject: Re: rescheduling hearings

Yes, pointed that out, but she was adamant about it being the one with public-only.

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

From: Ruda, Lisa M. (DCPS)
To: Sutton, Fonda (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Cc: Newman, Rebecca (DCPS)
Subject: RE: rescheduling hearings

Interesting. Our current plan is to announce 11/9 (Friday) and with Monday being a holiday (11/12), the first day back is the hearing that Tuesday!

LMR
Cc: Newman, Rebecca (DCPS)
Subject: RE: rescheduling hearings

P.S.

She also mentioned that the public-only hearing on school closures is being rescheduled to 11/13 (to accommodate COW/Legislative calendar); however, the date with the Chancellor remains at 11/19.

FS

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From: Sutton, Fonda (DCPS)
Sent: Wednesday, October 31, 2012 5:19 PM
To: DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)
Cc: Newman, Rebecca (DCPS)
Subject: rescheduling hearings

Just spoke to Erika Wadlington. They are looking at dates for the food service contracts hearing: Tuesday, 11/27, Thursday, 11/29 and the first week of December. For what it’s worth, she says she’ll also talk to Drew to consider dates after other hearing (eg., 11/20) for the HSA hearing.

She offered to accept our responses for the contracts hearing on Monday, 11/5 – possibly without the audit report, but we need to push on getting this report back and over to Council asap- to avoid looking like we’re dragging our feet.

Pete/Lisa – I also requested the earliest time possible next week with the Chairman to discuss closures.

Happy Halloween!
FS

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC  20002
T  202.442.5035
F  202.442.5026
E  fonda.sutton2@dc.gov
W dcps.dc.gov
Hi Drew –

I am checking in with you regarding your expectation about DCPS testifying at the hearing. Of course, we’ve been preparing testimony, but the question keeps coming up since OSSE has been designated to provide the Executive testimony. Should we continue to presume that we’ll be included on the agenda?

We would also request your consideration for the latest possible date for the hearing as DCPS currently has 3 hearings scheduled, being scheduled in the first few weeks of November (Truancy, 11/8; School Closures, 11/15 and 11/19) and the food service contracting hearing that will be rescheduled soon. With Anthony prominently involved in most of these topics, it is quite a heavy lift for his preparation, in addition to his regular responsibilities.

Thanks so much for your help,
Fonda

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5035
F 202.442.5026
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Fonda Sutton  
Office of the Chancellor  
DC Public Schools  
(202) 442-5035

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Subject: RE: rescheduling hearings

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Cc: Newman, Rebecca (DCPS)  
Subject: RE: rescheduling hearings

P.S.

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FS

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

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Happy Halloween!
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Fonda Sutton
Deputy Chief of Staff
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1200 First Street, NE
Washington, DC 20002
T 202.442.5035
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E fonda.sutton2@dc.gov
W dcps.dc.gov
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Pete/Lisa – I also requested the earliest time possible next week with the Chairman to discuss closures.

Happy Halloween!
FS

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs
Chancellor –

I just want to highlight a few things so that they are on your radar:

**Healthy Schools Act hearing on Monday, Oct. 29** – OSSE is providing the Executive testimony, but ADG is testifying for DCPS and LMR. Pete and I have met with him to prep. He had a call with CM Cheh today which he told me went well. She signaled her main interests for this hearing as

1. where we are in progressing toward the act’s 2014-15 goals for physical education. Anthony previewed some of the challenges generally for her (staffing and competing scheduling issues), and she wants us to frame some of that in his testimony. ADG thinks we need to develop an internal timeline for finding a 2014-15 solution. OSSE issues a report on LEAs’ compliance and there report says we’re good.

2. what’s our position on the Health and Sex Ed assessment. This is an OSSE piece and we will just say we are implementing, as required.

**Hearing on DCPS Food Services Contracting, Nov. 1.** Cheh promised to keep a general firewall between the two hearings, but she did try to push ADG a little during the call on self-operating food services. He was good with her, telling her it would be like running 2 separate food services divisions, etc. As I mentioned, we told her we can’t share the results of the audit until you have seen it, but we will have to get it to her at least by late Monday/Tuesday.

**Meetings with Councilmembers.** They’re all chomping at the bit to meet with you on school closures. Direct requests from CM McDuffie, Graham, Bowser, and Alexander. CM Wells is also requesting a meeting with you on school librarians.

Only 3 CMs have RSVPd for Standing Ovation (Bowser, Orange and Barry); Wells, Evans, McDuffie sent regrets. FYI, VO sent over a letter yesterday that he wanted included in the program, but we declined.

Mannone requested Adele present what you shared in August at a CJCC **meeting** tonight. We know that the Chairman will be there, so I told Adele to limit her presentation to the previous one and, if asked, promise to share updated information at the upcoming hearing.

**Truancy Roundtable rescheduled for 11/8.** Janene wrote to me that this won’t be a good hearing, I think, because Chief Groomes and CFSA have been requested. Good thing is our referrals are all done!

**Hearings on Closings scheduled for 11/15 and 11/19.** I am super skeptical of the agenda. Chairman’s staff things they can squeeze in 50 witnesses on 11/15 and on the 19th following your testimony. It’s not our call, but I just don’t want you/us to be set up for the angry mob.

Also, need to update the Chairman on changes incorporated into the barring notices ...I’ll get with Lisa on that.

FS

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs
Chancellor -

I've responded to let him know that we will be in touch.

FS

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

Chancellor Henderson and Ms. Anderson, hello.

Councilmember Bowser would like to meet with you both soon to discuss:

- Path to school closures for Ward 4;
- Alternatives for keeping schools open;
- Options for reconstituting schools designated for closure; and
- Legislation regarding excessed DCPS teachers

Could we perhaps get this scheduled for this Wednesday, 10/24 at 2:30 pm? As an alternate, I can offer Weds. 10/31 at 3pm, but the Councilmember really does want to meet sooner.

Thank you,

Jim Slattery
Scheduler / Special Assistant
Ward 4 Councilmember Muriel Bowser
Chair, Committee on Government Operations
1350 Pennsylvania Avenue, N.W., Suite 110, Washington, D.C. 20004 • 202-724-8052 / Fax: 202-741-0908 • jslattery@dccouncil.us • http://www.murielbowser.com

Click here to sign up for Councilmember Bowser’s Focus on 4 e-newsletter.
Office on Aging.
Check out www.grade.dc.gov today.
See first post below. I've reached out to Chan Tei to express concern that CM8's office is getting in front of the process.

FS

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

Sent via BlackBerry from T-Mobile

FW: Very Important Edu hearing on school closings -- see notice atta by "Mary Levy" marymlevy

Council hearing on DCPS school closings by "Mary Levy" marymlevy

Prosecutor alleges plan to avoid tuition at McKinley Tech - Washingt by "iristoyer@verizon.net" sstreetgirl1981

Fwd: Very Interesting EdWeek Article on School Closure by "Faith Gibson Hubbard" faithgibsonm

Re: BREAKING NEWS: DME De'Shawn Wright to Leave DC by "Harry Travis" hsivart

Re: BREAKING NEWS: DME De'Shawn Wright to Leave DC by "Guy Brandenburg" gfbrandenburg

Messages

FW: Very Important Edu hearing on school closings -- see notice atta
Fri Oct 19, 2012 8:50 am (PDT) Posted by
"Mary Levy" marymlevy
From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]
Sent: Friday, October 19, 2012 11:35 AM
To: Thompson, Mary (Council); 'Brenda Richardson'; 'jackie lashleyward'; Arnold, Kathy (Council); 'Mary Levy'
Cc: Rious, Michael (COUNCIL); Greenfield, Danielle (Council);
Clements-Smith, Joyce (Council); 'Samantha Scown'; 'J Wallace'; 'James Fletcher'
Subject: Very Important Edu hearing on school closings -- see notice attached.

This is a 2 part hearing on school closings and school boundaries. The list of school closings should be published by the end of the month. We have about 3 or 4 schools affected in our ward. The Chancellor has changed her mind about reviewing school boundaries this go-round. She will hold off on this until next year.

Any questions, please see me. Brenda, please circulate.

Chan Téi C. DuRant, Esq.
Legislative Counsel

Office of Councilmember Marion Barry, Ward 8

Council of the District of Columbia

1350 Pennsylvania Ave, NW

Suite 102

Washington, DC 20004

(202) 724-8045 (office)

(202) 724-8148 (direct)

(202) 724-8055 (fax)

<mailto:cdurant@dccouncil.us> cdurant@dccouncil.us

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COUNCIL OF THE DISTRICT OF COLUMBIA

COMMITTEE OF THE WHOLE

NOTICE OF PUBLIC OVERSIGHT HEARING AND

NOTICE OF PUBLIC HEARING

1350 Pennsylvania Avenue, NW, Washington, DC 20004

CHAIRMAN PHIL MENDELSON

COMMITTEE OF THE WHOLE

ANNOUNCES A PUBLIC OVERSIGHT HEARING AND

PUBLIC HEARING

On

Review of School Closures within the District of Columbia Public Schools

And

Bill 19-734, School Boundary Review Act

On

Thursday, November 15, 2012 at 4:00 p.m. (Part I)

Monday, November 19, 2012 at 2:00 p.m. (part II)

1:00 p.m., Hearing Room 412, John A. Wilson Building

1350 Pennsylvania Avenue, NW

Washington, DC 20004

Council Chairman Phil Mendelson announces the scheduling of a Public

Oversight Hearing

and Public Hearing by the Committee of the Whole on Bill 19-734, the "School

Boundary Review

Act," and a review of school closures within the District of Columbia Public

Schools. The public

hearing will be held on Thursday, November 15, 2012 from 4:00 p.m. to 8:00
Monday, November 19, 2012, from 2:00 p.m. to 6:00 p.m. in Room 412 of the John A. Wilson Building, 1350 Pennsylvania Avenue, NW.

The purpose of the hearing is to provide the public an opportunity to comment on proposed school closings to be set forth by the Chancellor of the District of Columbia Public Schools (DCPS) or consolidations, and the closure process. The Committee expects that the Chancellor will have announced proposed school closings the week before the hearing. This hearing will also examine legislation to require DCPS to periodically review and adjust public school boundaries and feeder patterns, and to report regularly on proposed changes.

Those who wish to testify are asked to telephone Ms. Erika Wadlington, Legislative Assistant, (202) 724-8124, or via email at EWadlington@dccouncil.us and furnish their name, address, telephone number, and organizational affiliation, if any, by the close of business Tuesday, November 13, 2012.

As it is anticipated that a large number of witnesses will testify, witnesses will be limited to three minutes of testimony. The Committee expects to accommodate up to 50 witnesses on Thursday, November 15, and 50 on Monday, November 19th. Witnesses will be signed up for their requested day in the order requests are received by the Committee.

Persons wishing to testify are encouraged, but not required, to submit 15 copies of written testimony. If submitted by the close of business on November 13, 2012 the testimony will be
distributed to Councilmembers before the hearing. If you are unable to testify at the hearing, written statements are encouraged and will be made a part of the official record. Copies of written statements should be submitted to the Committee of the Whole, Council of the District of Columbia, Suite 506 of the John A. Wilson Building, 1350 Pennsylvania Avenue, N.W., Washington, D.C. 20004. The record will close at 5:00 p.m. on Monday, December 3, 2012.

Prosecutor alleges plan to avoid tuition at McKinley Tech - Washington
Fri Oct 19, 2012 12:13 pm (PDT)  Posted by "Iristoyer@verizon.net" ststreetgirl1981


---
This message was sent by Iristoyer@verizon.net via http://addthis.com. Please note that AddThis does not verify email addresses.

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Fwd: Very Interesting EdWeek Article on School Closure
Fri Oct 19, 2012 1:06 pm (PDT)  Posted by "Faith Gibson Hubbard" faithgibsonnm

FYI - please see below.

Join the Ward Five Council on Education listserv!

---
Faith Gibson Hubbard
President
http://www.edweek.org/ew/articles/2012/10/17/08closingsep.h32.html?tkn=UTZFhBnvFZNzv3avol0JihM2oVzyP1PXdfi&cmp=clp-edweek

> In five cities, groups wage war on school shutdowns
> By Jaclyn Zubrzycki
>
> As school closures are increasingly used as a remedy to budget woes and a solution to failing schools in many cities, debates are intensifying about their effect on student performance and well-being, on district finances, and on communities and the processes districts use to choose which schools will be shuttered.
>
> Student and parent groups in Chicago, the District of Columbia, New York, Newark, N.J., and Philadelphia gathered in Washington late last month to call for a moratorium on school closings and filed separate complaints with the U.S. Department of Education's office for civil rights. In those complaints, the groups allege that in previous rounds of school closings, their districts have not been transparent and have been influenced by outside interests, such as charter school operators. They also argue that the closings have had a harmful and disparate impact on minority students and communities. Each of the districts has predicted new closures for the coming school year.
>
> "This has become the strategy of first instance, not of last resort," said Randi Weingarten, the president of the American Federation of Teachers, which has affiliates in the cities cited in the complaints.
>
> To see how one neighborhood in Chicago is grappling with school closure, read "Chicago Neighborhood Angered by School's Closing". Instead of stabilizing neighborhoods, instead of fixing schools, instead of doing what parents want, schools are closed, people are fired, and what replaces them in the main is no better than what's come before."
>
> But district officials say their school closing decisions are often necessary, driven by a pressing need to improve schools quickly, close budget gaps in the face of shrinking public revenues, or respond to federal or philanthropic education opportunities.
>
> "Our school closures in Newark were driven by a fierce sense of urgency to create more high-quality options in the most underserved areas of our city," said Renee Harper, a spokeswoman for the 39,000-student district, expressing an argument often heard for closing schools.
>
> Students settle in for a physical education class at Walter H. Dyett High School in Chicago, which is being phased out over three years. Dyett students are among those nationwide calling for a moratorium on school closings.
>
> —Jon Lowenstein/NOOR for Education WeekConcerns about disrupting students' education and neighborhoods' structures make school closures a perpetually difficult political and emotional issue, but recent rounds of closings are particularly fraught. The growing number of students enrolled in charter schools instead of traditional public schools in struggling districts has led to some—though not most—of
the underenrollment that spawns closings and has prompted accusations from the affected communities of schemes to privatize public schools.

> The impact of closures on teachers and communities was a concern in the much-publicized teachers' strike in the 404,000-student Chicago district last month. And there is a growing sense in the communities affected that previous rounds of closings—nearly 150 in New York City, which currently operates about 1,700 schools and more than 80 in the 600-school Chicago system, in the past decade—have not always led to the promised goals for disadvantaged students.

> Even when closing schools is a financial or demographic necessity, "there are good and bad ways to do school closure," said Marguerite Roza, an associate professor of education finance policy at the University of Washington in Seattle. Done well, she said, closures can result in a more efficient use of resources, which benefits students in the long run.

> But other experts say the negatives outweigh the positives, especially when closings are intended as a school improvement effort rather than a budget fix. "School closings have often been disastrous," said Pauline Lipman, a professor of educational policy studies at the University of Illinois in Chicago who has studied closings there.

> More Concerns

> The advent of the federally funded School Improvement Grant, or SIG, program in 2009, brought school closings into the spotlight as one of four turnaround strategies districts could use to revive struggling schools. Only 18 of the more than 3,700 closures from 2009 to 2011 were financed through SIG, according to the federal Education Department, but the program's emphasis on dramatically restructuring traditional public schools is apparent in many districts that are pushing ahead with large-scale closures.

> The 146,000-student Philadelphia district predicts that it will close between 29 and 57 schools next year, according to Danielle J. Floyd, the head of the district's facilities-master-plan program, and those closings will be more informed by academic performance than previous rounds of closures. In New York City, which has 1.1 million students, the revelation this month that more than 150 schools posted mediocre scores on state tests led to speculation that the district might close many schools.

> Erin Hughes, a spokeswoman for the district, sent Education Week a list of 36 elementary and middle schools that have so far been identified as struggling and are in "early engagement" conversations involving closures with the district.

> Disparate Impact

> The civil rights complaints lodged against the districts charge that the schools slated to close have often not been given the resources they need to thrive.

> Discarded furniture and textbooks litter an abandoned classroom in the old Crispus Attucks School on Chicago's South Side. The school was closed in 2008 and reopened in a new location nearby as the Crispus Attucks Academy. Chicago has closed 80 schools in the past decade—actions that school officials say are intended to address underperformance or dramatic drops in enrollment.

> —Jon Lowenstein/NOOR for Education Week

Lack of resources is, of course, often a reason for closing the schools in the first place. In the Charlotte-Mecklenburg system in North Carolina, for instance, the closing of eight schools before the start of the 2011-12 school year resulted from serious budget woes in the wake of the Great Recession, which hit the city's large finance sector particularly hard, said Eric Davis, a member of the district's school board and the chairman during the closures. The closings were determined to be the least-painful option for the 141,000-student district, he said.
But the complaints allege that such cuts disproportionately affect minority neighborhoods, and that many of the schools that are closed are first set up to fail. In New York, for instance, "those schools are actually overloaded with challenging kids in the period before the department decides to close them," said Norm Fruchter, a policy analyst at the Annenberg Institute for School Reform at Brown University in Providence, R.I.

The New York City complaint alleges, for instance, that the closed schools had particularly large numbers of difficult-to-teach students, and that some of those schools saw dramatic increases in the number of English-language learners, special needs, and free-and-reduced-price-lunch-eligible students.

The district denies charges that the enrollment disparities are evidence it has sabotaged schools.

And the closings themselves tend to have a disparate impact on minority students. In the 44,000-student District of Columbia schools, for instance, "closures [predicted for the next school year] would disrupt the education of almost 13,000 students, of whom 90 would be white," says the complaint. The school district's student population is 72 percent African-American and 10 percent white.

Financial Savings?

Research on the impact of closing struggling schools is mixed. Jon Lowenstein/NOOR for Education WeekAs far as academic gains, "the effects of the policy really rest on having a good supply of better-performing schools where these kids can go," said Marisa de la Torre, the associate director of professional development at the University of Chicago Consortium on Chicago School Research.

In Oakland, Calif., a recent round of closures was deemed largely successful by district spokesman Troy Flint, who said the 37,000-student district moved every displaced student to a better-performing school. But Ms. de la Torre's study of closures in Chicago from 2002 to 2005 showed that only 6 percent of students from closed schools wound up in high-performing schools, and the performance of the remaining displaced students dropped after closings were announced, but did not notably change the year after the closing.

Beyond the academic impact, there are cultural and safety concerns. In Chicago and Detroit, the University of Chicago's Ms. Lipman said, closures or turnarounds are often linked with gentrification. For instance, a neighborhood school may be shuttered and replaced by a selective-enrollment school or a charter school whose lottery results in a different—and perhaps, more-affluent—population. She said the displaced students may end up traveling long distances to their new school, often through areas where students don't feel safe.

"the money saved as the result of closing schools, at least in the short run, has been relatively small in the context of big-city school district budgets, with the largest savings achieved when closings were combined with large-scale layoffs," according to a report released last fall by Philadelphia Research Initiative, part of the Philadelphia-based Pew Charitable Trusts. The researchers analyzed closings in several districts after Philadelphia said it would be closing many schools.

The least controversial closings seem to take place in districts like Denver, which strove to have transparent and regular processes evaluating where schools should open and close so that closings were less political, said the University of Washington's Ms. Roza.

Jitu Brown, an education organizer with the Kenwood Oakland Community Organization, in Chicago, which organized the students who filed the complaint, said that transparency and communication were
lacking in his city. "My question is, 'Where's the accountability for a policy that destabilizes schools and communities and has been shown not to help?'"

> In any case, closing schools is acknowledged to be a difficult task by all involved. "Ideally, no one would want to go down that path," said Mr. Flint, the Oakland spokesman, "but sometimes you have to endure some pain as part of a restructuring process to create something better and more sustainable."

> Jeralyn Cave
> Communications Specialist
> Office of the State Superintendent of Education (OSSE)
> Government of the District of Columbia
> 810 First Street, NE, 9th Floor
> Washington, DC 20002
> 202-724-1513 (work)
> 202.316.6879 (cell)
> 202-727-2019 (fax)
> jeralyn.cave@dc.gov
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>
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Re: BREAKING NEWS: DME De'Shawn Wright to Leave DC
Fri Oct 19, 2012 1 08 pm (PDT)  Posted by
"Harry Travis" hsvart

"De'Shawn, we hardly knew ye!"

Public sector executive management seems to resemble private sector leveraged buyout practice. The so called capital put up is a length of endorsements to get the job -- credibility lent --. The takeover artist reorganizes the operation, enriching himself reputationally and not too-shabbily in salary, and then moves on with the re-organized company in substantial real debt, deprived of the human assets capital that left or would not join due to the goals and supposed "vision" of the take-over artist.

That's written under the influence of David Stockman's current takedown of
Mitt Romney, Bain Capital, and the critical difference between being in finance and building a business. (A search engine will find it readily. It is a well researched analysis, not an attack *ad hominem* by a successful investment banker (and Reagan's first Director of OMB). IOW, not just expressing a value and opinion, an analysis following a collection of a lot of data and subjecting it to critical thinking.)

1. Can anyone make the case that Wright built up the organizational capacity of the office, the way a case was persuasively made by one of Fenty's hires in WaPo for a major social service organization?
2. Is there something to my metaphor, written up in an expert in "Governance" or one of several mags and journals on public service administration?

Harry Travis

On Thu, Oct 18, 2012 at 5:31 PM, cherita whiting <cherita_whiting@yahoo.com> wrote:

> Didn't mean to call her his COS...but Jessica did resign as well.
> 
> Cherita Whiting
> Former Chair of 4B ANC Commission
> McKinley Tech PTA President
> DCPTA Board of Directors
> Chairperson Ward 4 Education Council
> DCPS Education Compact Committee
> Ward 4 Rep for Water & Sewer Advisory Committee
> Commissioner on the Commission for Women District of Columbia
> *From:* Cathy Reilly <cathy.p.reilly@verizon.net>
> *To:* concerned4DCPS@yahoogroups.com
> *Sent:* Thursday, October 18, 2012 5:11 PM
> *Subject:* Re: [concerned4DCPS] BREAKING NEWS: DME De'Shawn Wright to Leave DC
> 
> Are you sure, I actually heard that his Chief of Staff Jennifer Leonard will be taking over for DeShawn Wright
> 
> ----- Original Message ----- 
> *From:* cherita whiting <cherita_whiting@yahoo.com> 
> *To:* concerned4DCPS@yahoogroups.com 
> *Sent:* Thursday, October 18, 2012 4:59 PM 
> *Subject:* Re: [concerned4DCPS] BREAKING NEWS: DME De'Shawn Wright to Leave DC
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> D.C. Deputy Mayor for Education De'Shawn Wright is moving on up in the
> world: heading to NY to be Deputy Secretary for Education.
> 
> Shared via TweetCaster
> 
> --
> Harry Travis
> 
> Reply to sender . Reply to group . Reply via Web Post . All Messages (9) . Top ^

Re: BREAKING NEWS: DME De'Shawn Wright to Leave DC

Fn Oct 19, 2012 7 42 pm (PDT) Posted by
"Guy Brandenburg" gfbrandenburg

I'm not sure I follow everything you wrote, but it definitely seems to be the case that the new breed of educational DEformers don't stay in one place very long. They seem to jump from city to city, only lasting in the classroom a year or two, and then bouncing around from education department to private corporation to non-profit and so on, accumulating higher and higher salaries all the while, and, of course, leaving all the children and parents and teachers behind.

Guy Brandenburg, Washington, DC
http://gfbrandenburg.wordpress.com/
http://home.earthlink.net/~gfbranden/GFB_Home_Page.html

_______________________________

From: Harry Travis <travis.harry@gmail.com>
To: concerned4DCPS@yahooogroups.com
Sent: Friday, October 19, 2012 4:08 PM
Subject: Re: [concerned4DCPS] BREAKING NEWS: DME De'Shawn Wright to Leave DC
"De'Shawn, we hardly knew ye"

Public sector executive management seems to resemble private sector leveraged buyout practice. The so-called capital put up is a length of endorsements to get the job - credibility lent -. The takeover artist reorganizes the operation, enriching himself reputationally and not too-shabbily in salary, and then moves on with the re-organized company in substantial real debt, deprived of the human assets capital that left or would not join due to the goals and supposed "vision" of the take-over artist.

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Subject: [concerned4DCPS] BREAKING NEWS: DME De'Shawn Wright to Leave DC

D.C. Deputy Mayor for Education Deâ€™Shawn Wright is moving on up in the world: heading to NY to be Deputy Secretary for Education.

Shared via TweetCaster

--
Harry Travis

Reply to sender . Reply to group . Reply via Web Post . All Messages (9) . Top ^
Check it out!

| CHANGE SETTINGS | > |
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Estimated the Chancellor, plus 50 witnesses on the 19th. We'll see how that goes.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

On Oct 19, 2012, at 1:43 PM, "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov> wrote:

Check out the guestimate of witnesses!

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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Check out www.grade.dc.gov today.
Happy Friday All,

I wanted to inform you that within the next month, Chairman Phil Mendelson, Chairman of the Committee of the Whole, will hold a couple public oversight roundtables and a public hearing on education issues.

1) On Thursday, November 1, 2012 there will be a public hearing on Food Service Contracting in the D.C. Public School System at 10:00am
2) We have announced a public oversight hearing on the Review of School Closures within the District of Columbia Public Schools and a public hearing on the School Boundary Review Act which will be divided into two parts.
   a. Part I Thursday, November 15, 2012 at 4:00pm
   b. Part II Monday, November 19, 2012 at 2:00pm

I have enclosed a copy of the hearing notices which includes additional details on how to register to provide testimony and the purpose of each hearing. For those that are interested in testifying at the public oversight hearings, please note that oral remarks will be timed (written testimony is not limited) in order to allow all who register the opportunity to testify. Furthermore, It would be greatly appreciated if you could send these notices to others who may be interested.

As always, feel free to contact me with any questions (202) 724-8196.

Sincerely,

Erika Wadlington
Legislative Assistant
Committee of the Whole
Council of the District of Columbia
John A. Wilson Building
1350 Pennsylvania Avenue NW, Suite 506
Washington, DC 20004
(202) 724-8196

<Notice B19-734 - Boundaries_School Closing.pdf>
<Notice_Food Service_nov112 revised.pdf>
Check out the guestimate of witnesses!

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Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035  

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1350 Pennsylvania Avenue NW, Suite 506  
Washington, DC 20004  
(202) 724-8196
Council Chairman Phil Mendelson announces the scheduling of a Public Oversight Hearing and Public Hearing by the Committee of the Whole on Bill 19-734, the “School Boundary Review Act,” and a review of school closures within the District of Columbia Public Schools. The public hearing will be held on Thursday, November 15, 2012 from 4:00 p.m. to 8:00 p.m., continuing Monday, November 19, 2012, from 2:00 p.m. to 6:00 p.m. in Room 412 of the John A. Wilson Building, 1350 Pennsylvania Avenue, NW.

The purpose of the hearing is to provide the public an opportunity to comment on proposed school closings to be set forth by the Chancellor of the District of Columbia Public Schools (DCPS) or consolidations, and the closure process. The Committee expects that the Chancellor will have announced proposed school closings the week before the hearing. This hearing will also examine legislation to require DCPS to periodically review and adjust public school boundaries and feeder patterns, and to report regularly on proposed changes.

Those who wish to testify are asked to telephone Ms. Erika Wadlington, Legislative Assistant, (202) 724-8124, or via email at EWadlington@dccouncil.us and furnish their name, address, telephone number, and organizational affiliation, if any, by the close of business Tuesday, November 13, 2012. As it is anticipated that a large number of witnesses will testify, witnesses will be limited to three minutes of testimony. The Committee expects to accommodate up to 50 witnesses on Thursday, November 15th, and 50 on Monday, November 19th. Witnesses will be signed up for their requested day in the order requests are received by the Committee.

Persons wishing to testify are encouraged, but not required, to submit 15 copies of written testimony. If submitted by the close of business on November 13, 2012 the testimony will be distributed to Councilmembers before the hearing. If you are unable to testify at the hearing, written statements are encouraged and will be made a part of the official record. Copies of written statements should be submitted to the Committee of the Whole, Council of the District of Columbia, Suite 506 of the John A. Wilson Building, 1350 Pennsylvania Avenue, N.W., Washington, D.C. 20004. The record will close at 5:00 p.m. on Monday, December 3, 2012.
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Erika says the two dates represent the split between the all-public and the government-plus-public dates. November 15 th will be the marathon all-public hearing. (I could use some help with that one). On November 19 th , the Chairman has decided we’ll have the Chancellor up first, then on one round of 5 minutes/CM, followed by more public testimony. He hopes the Chancellor will stay as long as possible before she needs to leave that evening.

She insisted that the Chairman is not really interested in moving the boundary bill, but is adding it to the closure agenda to appease CM3. There won’t be time for it to have another hearing, mark-up and vote before the end of the Council period. When she said folks can testify regarding boundaries or closures on either date, I told her I’m concerned it will jumble the dialogue. She didn’t budge.

FS

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

The 19 th is the date we agreed on.

The school boundary review is news to me. Mendelson said he didn’t want to deal with boundary issues through legislation.

This notice is on the COW agenda. We asked for the 19 th on school closures. ???

I don’t know anything about the second bill having a hearing.

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Public Hearing on “Review of School Closures within the District of Columbia Public Schools” and Bill 19-734, “School Boundary Review Act on Thursday, November 15, 2012 at 4:00 p.m. and Monday, November 19, 2012 at 2:00 p.m. in Room 412.

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
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1200 First Street, NE
Washington, DC 20002
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F 202.442.5026
E fonda.sutton2@dc.gov
W dcps.dc.gov

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Right – saying the same thing. I’ve reached out to his staff.

F5

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

From: Weber, Peter (DCPS)
Sent: Tuesday, October 16, 2012 11:21 AM
To: Sutton, Fonda (DCPS); Henderson, Kaya (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Ruda, Lisa M. (DCPS)
Subject: RE: dates for school closure hearing

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From: Sutton, Fonda (DCPS)
Sent: Tuesday, October 16, 2012 11:16 AM
To: Henderson, Kaya (DCPS)
Cc: Weber, Peter (DCPS); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Ruda, Lisa M. (DCPS)
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The Chairman just confirmed Nov. 19th (2-6 PM) for a hearing on school closures with the Chancellor. The Chairman also has another commitment so 6 PM will be a hard stop, allowing Chancellor to get to her class. They are planning a hearing in the week prior for all-public testimony.

FS

Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs

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W dcps.dc.gov
Despite long, detailed conversations with CM Alexander's office yesterday about how/which schools came to be involved in Byer, her office still sent this letter to BB. We are working with Abby on a response.

FS

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

Good Morning All,
It all continues. Please see the attached letter that BB received from CM Alexander's office. And yes, this was after you all spoke with Mr. Muslim and after I spoke with him.

BB would like us to respond to the letter today. It needs to state something to the effect of, Both by staff and staff from DCPS have spoken to Mr. Muslim about this issue. Here is what they told him:

1. Over the summer, all middle school principals had the opportunity to choose to participate in the Byer program. The program was not forced on anyone. They self-selected. At the time it was offered, Ward 7 principals did not think this was an appropriate fit with the other programs and service offerings at their school.
2. The issue of truancy is being addressed in Ward 7 in other ways.
   a. Middle School: While the Byer model is not housed at a Ward 7 school, Ward 7 families are in fact being served
      1. Shaw 9 families from Ward 7
      2. Eliot Hine 9 families from Ward 7
      3. Browne At least 7 families from Ward 7
   *And this is out of 15 total families that could be served in a given cohort
   b. High School: Woodson is one of only 6 Truancy Initiative Schools (TIS) that are receiving intensive support and additional resources including an additional full-time social worker dedicated to truancy intervention.
   c. Elementary School: Ward 7 is one of four wards targeted for resources in a pilot program funded through JGA connecting CBOs to parents of truant students in the early grades. Ward 7 based CBOs can apply for up to $225K to serve students in the following Ward 7 schools: Aiton, Burrville, CW Harris, Davis, Drew, Houston, Kenilworth, Nalle, Randle Highlands and Winston EC.

Also, just to let you all know what I tried to impress upon Mr. Muslim, in addition to the items above, in response to some of his concerns:
Concern #1:
- That even if Ward 7 families are being served, Ward 7 schools are losing out because resources like East of the River are being allocated elsewhere. Given the conversations regarding school closures, it’s hard to tell constituents that Ward 7 resources, like the Collabs, are going to schools like Ward 6 (Eliot Hine, for example)

My Response:
- While I understand his concern and can appreciate the frustration, Ward 7 families are not being overlooked. They are still being served by programs like Byer. East of the River, at the end of the day, will be working with these families, not only at the school, but the community in which they reside. The goal of Byer is educational improvement but also family stability. And family stability is about what happens in the home, in the community. So the communities of Ward 7 are in fact being served.
- I also tried to impress upon him that while a Ward 7 school may not be hosting Byer, there are many other programs that are present in the Ward 7 schools and in the communities, and that Byer is simply a small piece of a much larger effort to combat truancy across the city.
- I asked that he try and focus on the resources that exist and the gaps that he and the Councilmember feel need to be filled. That identifying these items would be helpful and would lead a much more thoughtful conversation and better outcomes for Ward 7 residents.

Concern #2:
- Information should have been directed, by DCPS (in this instance), directly to the Councilmembers office about what decisions had been regarding school interventions etc for Ward 7

My response:
- That I agree there needs to be a better way of ensuring that interested groups receive information and that I am happy to work with them on their concerns. I let him know that we have Taskforce meetings that are regularly attended by other Councilmembers etc.

From: Otero, BB (EOM)
Sent: Friday, October 12, 2012 9:27 AM
To: Bonder, Abby (EOM)
Subject: FW: Fwd: Letter - Councilmember Alexander Requests Inclusion of Ward 7 Schools in Truancy Programs

From: Wright, De'Shawn (EOM)
Sent: Friday, October 12, 2012 8:05 AM
To: Otero, BB (EOM)
Subject: Fw: Fwd: Letter - Councilmember Alexander Requests Inclusion of Ward 7 Schools in Truancy Programs

Fyi

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From: msjudgejackie@aol.com <msjudgejackie@aol.com>
To: Wright, De'Shawn (EOM)
Sent: Fri Oct 12 08:02:57 2012
Subject: Fwd: Letter - Councilmember Alexander Requests Inclusion of Ward 7 Schools in Truancy Programs
Dear CM Alexander,

While I think this letter is appropriate...it is a year late and addressed to the wrong individuals. The persons you need to query are the Deputy Mayor of Education, DeShawn Wright and the Honorable Zoe Bush, Presiding Judge, Family Court who co-chair the Citywide Truancy Taskforce. (Please note, there was an inter-agency collaboration on this matter.)

You see, the "Byer Truancy Intervention Program" began last year at Kramer and Johnson. And the "Case Management Initiative" began last year at Anacostia and Ballou. All of these are Ward 8 schools. There were also two other initiatives that you did not mention that began last year, "Safe Passages" walkthroughs and the citywide truancy prevention media campaign. By the way, this year they have added six new schools.

Given that 9th grade students are at a greater risk of being truant, it is unclear, unacceptable and unfathomable why NONE of the Ward 7 schools were included last year and perhaps this year. I would love to hear the justification for this oversight.

I totally agree that Ward 7 deserves better! We are always left out or left last! This must change immediately!

Sincerely,

Jackie Pinckney-Hackett
October 11, 2012

Beatriz Otero  
Deputy Mayor, Health and Human Services  
1350 Pennsylvania Avenue NW, Suite 223  
Washington, DC 20004

Dear Deputy Mayor Otero:

I am writing to express my extreme dissatisfaction with Ward 7 schools being excluded from participating in the Truancy Court Diversion Program and the Byer Model Program scheduled to be implemented in various DC Public Schools. As you are aware, truancy is a major problem among middle school students in Ward 7. A program such as this can play a vital role in addressing the needs of truant students in Ward 7.

Kelly Miller MS and Ron Brown MS are both Ward 7 schools that have truancy problems, and at least one of these schools should be participating in this initiative. I would like a detailed explanation on the selection process for the schools that were selected and reasons why Ward 7 schools were not considered.

It is my understanding that the East River Family Strengthening Collaborative (ERFSC) has been selected as a contractual partner to handle these cases. ERFSC is a Ward 7 based organization whose primary mission is to serve Ward 7 residents. In order to participate in the Byer Model program, ERFSC is being directed to serve schools in Ward 6. ERFSC has rightfully expressed a desire to serve a Ward 7 school in an effort to fulfill its stated mission.

Ward 7 deserves access to the same resources from DCPS and CFSA as other Wards in the District. As such, I am requesting an urgent meeting with all of the interested parties to discuss how Ward 7 schools can participate in this important program. Please contact my office immediately to schedule a meeting to discuss this matter.

Sincerely,

Yvette M. Alexander  
Councilmember ◆ Ward 7

Cc: Vincent C. Gray, Mayor of District of Columbia  
Phil Mendelson, Chairman, Council of District of Columbia  
Brenda Donald, Director, Child and Family Services  
Kaya Henderson, Chancellor, D.C. Public Schools
~If you no longer want to receive emails from this office, please reply to this email with the subject ¤UNSUBSCRIBE.¤ Thank you~
Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

From: Mendelson, Phil (COUNCIL) <PMENDELSON@DCCOUNCIL.US>
To: Henderson, Kaya (DCPS)
Cc: Sutton, Fonda (DCPS)
Subject: RE: Time to talk?

I know you’ve reached out to talk to me about school closings. I think it best if we talk by phone since I understand this is urgent and we can’t find the time to meet. I’d like to call you this evening, probably before 10pm. I have your cell: 431-5343.
-Phil

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From: Henderson, Kaya (DCPS) [mailto:Kaya.Henderson@dc.gov]
Sent: Tuesday, September 11, 2012 4:00 PM
To: Mendelson, Phil (COUNCIL)
Cc: Duffie, Celeste (COUNCIL); Sutton, Fonda (DCPS-OOC)
Subject: Time to meet?

Chairman Mendelson,

Thank you once again for a productive meeting regarding DCPS’ barring notices. As you know, we released the policy after removing the section related to school visits. Once we have met with the advocacy groups who expressed concern about this policy, we will issue the policy on visits as well.

As we discussed at our last meeting, I would like to begin our system of regular meetings. Now that school is up and running, I have a few topics I would like to cover with you, including school closures and school boundary and feeder pattern adjustments. I am looking forward to working collaboratively with you on these important topics.

My team has reached out to your scheduler, but we have had some difficulty getting time scheduled with you this month. Is it possible for us to find time in the next couple of weeks to cover these topics? I have some travel scheduled, but will be as flexible as possible to meet when it is convenient for you. Your scheduler says you don’t have any availability until after October 22, and some of the issues will need to be public before the end of October.
Thanks so much for your consideration. I hope your daughter is enjoying her first few weeks of school.

Kaya

Kaya Henderson  
Chancellor

District of Columbia Public Schools  
1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202.535-1581  
E kaya.henderson@dc.gov  
W dcps.dc.gov

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Right. I didn’t think so. I will work on a time for you to meet in person.

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

I don’t feel comfortable emailing a list. We haven’t emailed anything to anyone. Can I go over later that afternoon? I could do 3 or 3:30 on Wednesday.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

I just spoke to Erika and told her I would prefer the Chancellor speak to the Chairman first that morning. Told her we’re ready to discuss a tentative list of schools. She thinks it may have to be a call.

Let me know what you prefer.

Chancellor has CM8 at 11:30 that morning (10/10) and I’m waiting for a call back from CM7.

FS

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035
We have a hearing that begins at 10:00am but I can check
To see if we can make room Before. could the chancellor call-in and provide specifics via email? The hearing
should last
Till abut 12:30p/1pm.

-Erika Wadlington

On Oct 5, 2012, at 6:13 PM, "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov> wrote:

Erika -

I let Pete know this and he wonders whether the Chairman has time on The morning of Oct. 10th.
The Chancellor would like to share more specific detAils at this time.

Let me know.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
(202) 442-5035

Sent from my iPad

On Oct 5, 2012, at 3:53 PM, "Wadlington, Erika (Council)" <ewadlington@DCCOUNCIL.US> wrote:

Hi Fonda,

I wanted to know if you could send me more details on when (ideally) your
independent conversations with the proposed schools would end. Since the 20th or
21st may not work for the Chairman, I would not want to propose a new date that
was after the end of your community conversations.

-Erika

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Unified Communications (311/911) and the Office on Aging.
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Erika ♡

I spoke with Pete about what we discussed - I’m glad we talked, super helpful ♡ and if there is any way to postpone the hearing on food services until February or after publication of the study, that would be the very best. With that timing we would definitely be able to discuss our contract, as well as preliminary thoughts about in-service provision. This is not to say that won’t be able to share preliminary results of our current audit of the program.

Our alternative would be to convince the Chairman that Anthony DeGuzman is well-suited to present our testimony. 😊

On School Closures, it looks like the Chancellor could be available on 11/20 or 11/21. How long do you think this one would go?

The challenge is that we are really struggling to keep the Chancellor’s schedule of one-on-one meetings with Principals, along with her travel and Cabinet meetings, etc.

Let me know what you think?

I’ll check on the Leckie Principal testifying.

FS

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs
Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
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FS

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

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Fonda Sutton
Office of the Chancellor
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(202) 442-5035

Sent from my iPad

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---

*From:* Sutton, Fonda (DCPS) [*mailto:fonda.sutton2@dc.gov*]
*Sent:* Friday, September 28, 2012 4:08 PM
*To:* Wadlington, Erika (Council)
*Subject:* hearings and stuff

Erika 😊

I spoke with Pete about what we discussed - I’m glad we talked, super helpful 😊 and if there is any way to postpone the hearing on food services until February or after publication of the study, that would be the very best. With that timing we would definitely be able to discuss our contract, as well as preliminary thoughts about in-service provision. This is not to say that won’t be able to share preliminary results of our current audit of the program.

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I’ll check on the Leckie Principal testifying.

FS

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
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Washington, DC 20002
T 202.442.5035
F 202.442.5026
E fonda.sutton2@dc.gov
W dcps.dc.gov

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Okay.

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035

From: Weber, Peter (DCPS)
To: Sutton, Fonda (DCPS)
Sent: Fri Oct 05 17:12:52 2012
Subject: Re: hearings and stuff

Yup. To share the actual list.

From: Sutton, Fonda (DCPS)
To: Weber, Peter (DCPS)
Sent: Fri Oct 05 17:08:35 2012
Subject: Re: hearings and stuff

I'm on it for Alexander. Called yesterday. You want another one with Mendo?

From: Weber, Peter (DCPS)
To: Sutton, Fonda (DCPS)
Sent: Fri Oct 05 16:53:04 2012
Subject: RE: hearings and stuff

Can you schedule Alexander and Mendelson (in addition to Barry) for oct. 10 to discuss school closings? There is a block of time in the morning we can fill.

From: Sutton, Fonda (DCPS)
Sent: Friday, October 05, 2012 4:18 PM
To: Weber, Peter (DCPS)
Subject: Fw: hearings and stuff

I tried stalling yesterday, but she's persistent!

Fonda Sutton
Office of the Chancellor
DC Public Schools
(202) 442-5035
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From: Wadlington, Erika (Council) <ewadlington@DCCOUNCIL.US>
To: Sutton, Fonda (DCPS)
Sent: Fri Oct 05 15:53:35 2012
Subject: RE: hearings and stuff

Hi Fonda,

I wanted to know if you could send me more details on when (ideally) your independent conversations with the proposed schools would end. Since the 20th or 21st may not work for the Chairman, I would not want to propose a new date that was after the end of your community conversations.

-Erika

From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Friday, September 28, 2012 4:08 PM
To: Wadlington, Erika (Council)
Subject: hearings and stuff

Erika 🔥

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I’ll check on the Leckie Principal testifying.

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Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
Office of the Chancellor
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Fonda Sutton  
Office of the Chancellor  
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Intergovernmental Relations and Legislative Affairs

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FS

Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC 20002  
T 202.442.5035  
F 202.442.5026  
E fonda.sutton2@dc.gov  
W dcps.dc.gov

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
Hi friends –

I know you’ve made a couple of calls and requests to have the Chancellor meet or speak earlier with Councilmember Barry about plans for school closures. She’s just back from several days of travel on the west coast and is scheduled for the rest of this week and next in meetings with principals, which is a big priority to get done. That, together with Monday being a holiday, we’ll need to keep their time as scheduled on Wednesday. Sorry we couldn’t do anything sooner – we’ll see you on Wednesday.

Best,
Fonda

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5035
F 202.442.5026
E fonda.sutton2@dc.gov
W dcps.dc.gov
From: Sutton, Fonda (DCPS) [fonda.sutton2@dc.gov]  
Sent: Thursday, October 04, 2012 2:13 PM  
To: Weber, Peter (DCPS)  

Okay. 🎉

We offered 11/7 (no good bc day after election), 11/20 (he's not in), and 11/21 (our office will be closing because for Thanksgiving).

Question: 🎄 can we go home on the 21st too? 😊

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

From: Weber, Peter (DCPS)  
Sent: Thursday, October 04, 2012 2:12 PM  
To: Sutton, Fonda (DCPS)  
Subject: Re: hearing on school closures

Kayas meeting with the mayor today. Let's get back to mendo based on the outcome of that meeting.

From: Sutton, Fonda (DCPS)  
To: Weber, Peter (DCPS)  
Sent: Thu Oct 04 14:05:12 2012  
Subject: hearing on school closures

2 calls from Chairman's office in the last hour.

No dates are working. They want 11/19, but that's horrible because it's a Monday following a holiday + travel week for KKH.

2nd question: when will be wrapping up our community meetings? (The Chairman wants his hearing somewhere in the middle of those)

3rd question: when will we have the list? 🎄

FS

Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs
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Check out www.grade.dc.gov today.
I can check, but unfortunately I think Chancellor is on travel most of this week.

Fonda Sutton  
Office of the Chancellor  
DC Public Schools  
(202) 442-5035

----- Original Message ----- 
From: DuRant, Chan Tei (Council) <CDurant@DCCOUNCIL.US>  
To: Sutton, Fonda (DCPS)  
Cc: Arnold, Kathy (Council) <KArnold@DCCOUNCIL.US>; Thompson, Mary (Council) <mthompson@DCCOUNCIL.US>  
Sent: Tue Oct 02 12:56:58 2012  
Subject: Re: School Closings in Ward 8

Fonda, the CM wanted to ask if we can have our Oct 10th mtg sooner??

Regards,  
Chan Tei

"Live your life as if everything you want for yourself already is."

Sent from my iPhone

On Sep 24, 2012, at 4:32 PM, "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov> wrote:

> Also want to be clear that what I mentioned when we spoke was that I'd drafted the letter and it was being edited for her to sign. I checked in on the status and learned she preferred to meet.
>
> Fonda Sutton  
> Office of the Chancellor  
> District of Columbia Public Schools  
> 202.442.5035  
> >  
> > -----Original Message----- 
> > From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]  
> > Sent: Monday, September 24, 2012 4:08 PM  
> > To: Sutton, Fonda (DCPS)  
> > Cc: Arnold, Kathy (Council)  
> > Subject: RE: School Closings in Ward 8 
> > 
> > Thank you for that update Fonda. I will relay this to the CM, although I don’t think he’ll be too happy about this being as though he requested the info a week ago and I told him on Friday that the Chancellor was working on editing and signing the response last week. I think it will also be best for the Chancellor to relay this info directly.
> 
>
Hi Chan Tei -

The Chancellor has indicated that she wants to meet with the Councilmember instead to update him. She has to meet with the Mayor and the Chairman first and we will be sure to schedule time for her with CM Barry before any public announcements.

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035
Good morning -

We're drafting a response that will include the proposed timeline. The school closings are decided by the Chancellor; there is no Council approval.

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

--------Original Message--------
From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]  
Sent: Wednesday, September 19, 2012 10:19 AM  
To: Sutton, Fonda (DCPS)  
Cc: Arnold, Kathy (Council)  
Subject: RE: School Closings in Ward 8

I don't think I mentioned this yesterday, but the CM would also like a clear timeline. Also, will the closings be approved by Council?

Chan Téi C. DuRant, Esq.  
Legislative Counsel  
Office of Councilmember Marion Barry, Ward 8 Council of the District  
of Columbia 1350 Pennsylvania Ave, NW Suite 102  
Washington, DC 20004  
(202) 724-8045 (office)  
(202) 724-8148 (cell)  
(202) 724-8055 (fax)  
cdurant@dccouncil.us

--------Original Message--------
From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]  
Sent: Tuesday, September 18, 2012 3:27 PM  
To: DuRant, Chan Tei (Council)  
Cc: Arnold, Kathy (Council)  
Subject: RE: School Closings in Ward 8

Sure thing. I will get with my colleagues leading this work and provide a formal response.

FS

Fonda Sutton  
Office of the Chancellor  
202.442.5035 (desk)  
202.321.2273 (cell)

--------Original Message--------
From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]  
Sent: Tuesday, September 18, 2012 2:47 PM  
To: Sutton, Fonda (DCPS)  
Cc: Arnold, Kathy (Council)  
Subject: RE: School Closings in Ward 8  
Importance: High
Hi Fonda,

Thanks for this update. While we understand that no decisions have been made regarding closures, the CM would like to know where we are in the process. Several advocates have visited our offices and we are unable to convey the formal structure of the process and explain where we are in the process presently. Could you please provide the CM with an official response on where we are, what has taken place, the plan for community involvement, etc.? It's our understanding, per the Chancellor, that community involvement was to begin this past summer. Now that the summer has ended, if you could give us a more detailed update, that would be very much appreciated.

Thank you,
Chan Tei

Chan Téi C. DuRant, Esq.
Legislative Counsel
Office of Councilmember Marion Barry, Ward 8 Council of the District of Columbia 1350 Pennsylvania Ave, NW Suite 102 Washington, DC 20004
(202) 724-8045 (office)
(202) 724-8148 (direct)
(202) 724-8055 (fax)
cdurant@dccouncil.us

-----Original Message-----
From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, September 10, 2012 3:20 PM
To: Arnold, Kathy (Council)
Cc: DuRant, Chan Tei (Council)
Subject: RE: School Closings in Ward 8

Hi Kathy -

We are working internally right now on timelines and process, and there are no decisions on specific school closures at the moment. The process will definitely involve stakeholders, including Council offices. I will be sure to keep you in the loop.

FS

Fonda Sutton
Deputy Chief of Staff for Intergovernmental Affairs
DC Public Schools
1200 First Street, NE
Washington, DC 20002
(202) 442-5035

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From: Arnold, Kathy (Council) [KArnold@DCCOUNCIL.US]
Sent: Monday, September 10, 2012 2:31 PM
To: Sutton, Fonda (DCPS)
Cc: DuRant, Chan Tei (Council)
Subject: School Closings in Ward 8

Hi Fonda.
Touching base with you about the school closing process. We are on track with the DM's office re: the master facilities plan.

So, I'm checking with you to see where DCPS might be re the closing of schools - were any meetings held during the Summer, are committees set up to include community representatives, etc.

Look forward to hearing from you.

Kathy Arnold
Staff Assistant for Education
Office of Councilman Marion Barry
102 Wilson Building
Washington, DC 20004
202-724-8046
Mary - I just left you a VM. We're all confirmed on our side.

Thanks so much!
FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

-----Original Message-----
From: Thompson, Mary (Council) [mailto:mthompson@DCCOUNCIL.US]
Sent: Friday, September 28, 2012 4:02 PM
To: DuRant, Chan Tei (Council); Sutton, Fonda (DCPS)
Cc: Arnold, Kathy (Council)
Subject: RE: The process on School Closings

Fonda, CM Barry's schedule is clear for October 10, 2012 from 11:30-12:30 at the JAW Building, room 102. Please confirm this date and time with me on (Mary) 724-8041. thanks

-----Original Message-----
From: DuRant, Chan Tei (Council)
Sent: Friday, September 28, 2012 1:26 PM
To: Sutton, Fonda (DCPS-OOC)
Cc: Arnold, Kathy (Council); Thompson, Mary (Council)
Subject: RE: The process on School Closings
Importance: High

Hi Fonda,

I'm following up on this matter. Can the Chancellor's discussion w/CMB be scheduled now? Please let me know.

Chan Téi C. DuRant, Esq.
Legislative Counsel
Office of Councilmember Marion Barry, Ward 8 Council of the District of Columbia 1350 Pennsylvania Ave, NW Suite 102 Washington, DC 20004
(202) 724-8045 (office)
(202) 724-8148 (direct)
(202) 724-8055 (fax)
cdurant@dccouncil.us

-----Original Message-----
From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, September 24, 2012 4:32 PM
To: DuRant, Chan Tei (Council)
Cc: Arnold, Kathy (Council)
Subject: RE: School Closings in Ward 8
Also want to be clear that what I mentioned when we spoke was that I'd drafted the letter and it was being edited for her to sign. I checked in on the status and learned she preferred to meet.

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

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From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]
Sent: Monday, September 24, 2012 4:08 PM
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Subject: RE: School Closings in Ward 8

Thank you for that update Fonda. I will relay this to the CM, although I don't think he'll be too happy about this being as though he requested the info a week ago and I told him on Friday that the Chancellor was working on editing and signing the response last week. I think it will also be best for the Chancellor to relay this info directly.

Thanks again,
Chan Tei

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Hi Chan Tei -

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Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

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Sent: Monday, September 24, 2012 3:50 PM
To: Sutton, Fonda (DCPS)
Cc: Arnold, Kathy (Council)
Subject: RE: School Closings in Ward 8

Hey Fonda,

How's the response coming?

Chan Téi C. DuRant, Esq.
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Subject: RE: School Closings in Ward 8

Good morning -

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Fonda Sutton
Office of the Chancellor
202.442.5035 (desk)
202.321.2273 (cell)

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From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]
Sent: Tuesday, September 18, 2012 2:47 PM
To: Sutton, Fonda (DCPS)
Cc: Arnold, Kathy (Council)
Subject: RE: School Closings in Ward 8
Importance: High

Hi Fonda,

Thanks for this update. While we understand that no decisions have been made regarding closures, the CM would like to know where we are in the process. Several advocates have visited our offices and we are unable to convey the formal structure of the process and explain where we are in the process presently. Could you please provide the CM with an official response on where we are, what has taken place, the plan for community involvement, etc.? It's our understanding, per the Chancellor, that community involvement was to begin this past summer. Now that the summer has ended, if you could give us a more detailed update, that would be very much appreciated.

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To: Arnold, Kathy (Council)
Cc: DuRant, Chan Tei (Council)
Subject: RE: School Closings in Ward 8

Hi Kathy -

We are working internally right now on timelines and process, and there are no decisions on specific school closures at the moment. The process will definitely involve stakeholders, including Council offices. I will be sure to keep you in the loop.

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Fonda Sutton
Deputy Chief of Staff for Intergovernmental Affairs
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From: Arnold, Kathy (Council) [KArnold@DCCOUNCIL.US]
Sent: Monday, September 10, 2012 2:31 PM
To: Sutton, Fonda (DCPS)
Cc: DuRant, Chan Tei (Council)
Subject: School Closings in Ward 8

Hi Fonda.

Touching base with you about the school closing process. We are on track with the DM’s office re: the master facilities plan.

So, I’m checking with you to see where DCPS might be re the closing of schools – were any meetings held during the Summer, are committees set up to include community representatives, etc.

Look forward to hearing from you.

Kathy Arnold
Staff Assistant for Education
Office of Councilman Marion Barry
102 Wilson Building
Washington, DC 20004
202-724-8046
Yes. It will best for them to speak directly about it.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

-----Original Message-----
From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]
Sent: Tuesday, September 25, 2012 3:12 PM
To: Sutton, Fonda (DCPS)
Cc: Arnold, Kathy (Council); Greenfield, Danielle (Council)
Subject: RE: School Closings in Ward 8

You may know already, but the CM is trying to reach the Chancellor re: this, whom we were told is out of town at a convention. Just wanted to let you know.

Chan Téi C. DuRant, Esq.
Legislative Counsel
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Hi Chan Tei -

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Sent: Monday, September 24, 2012 3:50 PM
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Cc: Arnold, Kathy (Council)
Subject: RE: School Closings in Ward 8

Hey Fonda,

How's the response coming?

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Legislative Counsel
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(202) 724-8055 (fax)
cdurant@dccouncil.us
Good morning -

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Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

I don't think I mentioned this yesterday, but the CM would also like a clear timeline. Also, will the closings be approved by Council?

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Sure thing. I will get with my colleagues leading this work and provide a formal response.

FS

Fonda Sutton
Office of the Chancellor
202.442.5035 (desk)
202.321.2273 (cell)
Hi Fonda,

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Hi Kathy -

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FS

Fonda Sutton
Deputy Chief of Staff for Intergovernmental Affairs

DC Public Schools
1200 First Street, NE
Washington, DC 20002
(202) 442-5035

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.

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So, I’m checking with you to see where DCPS might be re the closing of schools – were any meetings held during the Summer, are committees set up to include community representatives, etc.

Look forward to hearing from you.

Kathy Arnold
Staff Assistant for Education
Office of Councilman Marion Barry
102 Wilson Building
Washington, DC 20004
202-724-8046
I really like point/s made in Slides 5 and 6. Can we show in dollar, staffing terms. Eg. Hypothetical school X with 200 students has X teachers, but X support staff because X% is Sped, ELL, ex. ....or maybe Chancellor knows how to illustrate this.

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

Take a look at the attached powerpoint to see if it persuades you that we should close schools.

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.
I’m sending the Textbook Certification over to Council, DME and EOM now.

What’s pressing now is:

1. Agenda for Chancellor’s meeting with the Chairman
   I’ve told his staff that we want to focus on school closures/boundaries/feeder patterns, but here’s what Lisa teed up:
   - Barring Policy. At the last meeting, the Chair asked the Chancellor to hold the barring policy until we could meet again with the Public Defender Services and Children’s Law Center. That meeting happened this week and Neela is doing a summary of it. If you want the notices we issued under the new policy, let me know as I have been tracking those.
   - Truancy. Not sure what if anything we need to discuss with the upcoming hearing. CM Mendelson was part of the group that signed on the food letter. We should have that letter reviewed and out the door by their meeting.
   - School Closings. The closing work should be solidified a little more by their meeting. AdG is presenting to MT on Thursday and we are talking with the Chancellor later that day. My best guess is there will be another discussion with the Chancellor early next week.
   - Misc. I’m assuming the Chancellor isn’t going to do the regular updates she normally does around hot or timely issues (like school opening).

2. Approval for requesting retroactive City Year Option Year 4 – Glorious needs the authorization from the Chancellor to exercise Option Year 4 on 9/27/12 to continue services pending the Retroactive Approval by City Council potentially on 11/6/12. The partial Option Year 4 will be from 10/1/12-1/30/12.

3. Delivery of food services letter to Council

Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5035
F 202.442.5026
E fonda.sutton2@dc.gov
W dcps.dc.gov

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Kathy Arnold
Staff Assistant for Education
Office of Councilman Marion Barry
102 Wilson Building
September 20, 2012

The Honorable Marion Barry
Council of the District of Columbia
1350 Pennsylvania Avenue, NW
Suite 102
Washington, DC 20004

Dear Councilmember Barry:

I am writing in response to your recent request for an update on our plans for announcing any future school closures within DCPS.

School closures are merely one component of the measures we will need to take to address long-standing issues connected with student enrollment, we have been organizing ourselves internally since August to design a comprehensive process that will engage the community in evaluating potential changes in school boundaries, feeder patterns, enrollment policies and school utilization. As your staff points out, our first opportunities to hear from stakeholders on these topics occurred over the spring and summer during our State of the Schools meetings.

To help with this effort, I have engaged a locally-based technical consulting team to provide specialized information to our team and to the public which will inform a range of solutions to address under-enrollment and overcrowding challenges across the district. I am also appointing an Advisory Committee on School Boundaries and Utilization that will listen to and help facilitate the community input and engagement process. The Committee will assess the feedback and make recommendations to DCPS.

This work will occur in two steps, and I’d like your input on both of them.

- **Step 1.** By January 2013, we will adopt solutions for a small number of schools facing immediate issues of crowding or under-enrollment. These changes, which will include school closures and feeder-pattern changes, will be implemented for the 2013–2014 school year.
- **Step 2.** We will take more time to consider overall enrollment policies, particularly redrawing school boundaries and realigning feeder patterns throughout our system. Decisions about these longer-term challenges will be adopted in Spring 2013 and will be implemented for the 2014–2015 school year.

We are committed to implementing an open, transparent process based on extensive research, analysis and community input. Over the fall we will have a series of citywide and neighborhood-based meetings to share basic facts and information – and to discuss options for 2013-14 to address current overcrowding and under-utilization; and to explore policies and plans for 2014 and beyond. By late November, we hope to be able to announce short-term plans for SY2013-2014. Beginning in January 2013, we will begin citywide discussions to gain input on options for a long-term plan which will be
finalized over the spring of 2013. Throughout all of this, we will work closely with you and other members of Council. I look forward to your support in bringing this process to our stakeholders.

Please feel free to contact me if you require any additional information on this matter.

Sincerely,

Kaya Henderson
Chancellor
September 20, 2012

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(202) 724-8045 (office)
(202) 724-8148 (direct)
(202) 724-8055 (fax)
cdurant@dccouncil.us

-----Original Message-----
From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, September 10, 2012 3:20 PM
To: Arnold, Kathy (Council)
Cc: DuRant, Chan Tei (Council)
Subject: RE: School Closings in Ward 8

Hi Kathy -

We are working internally right now on timelines and process, and there are no decisions on specific school closures at the moment. The process will definitely involve stakeholders, including Council offices. I will be sure to keep you in the loop.

FS

Fonda Sutton
Deputy Chief of Staff for Intergovernmental Affairs

DC Public Schools
1200 First Street, NE
Washington, DC 20002
(202) 442-5035

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.

From: Arnold, Kathy (Council) [KAArnold@DCCOUNCIL.US]
Sent: Monday, September 10, 2012 2:31 PM
To: Sutton, Fonda (DCPS)
Cc: DuRant, Chan Tei (Council)
Subject: School Closings in Ward 8

Hi Fonda.

Touching base with you about the school closing process. We are on track with the DM’s office re: the master facilities plan.

So, I’m checking with you to see where DCPS might be re the closing of schools – were any meetings held during the Summer, are committees set up to include community representatives, etc.

Look forward to hearing from you.

Kathy Arnold
Staff Assistant for Education
Office of Councilman Marion Barry
102 Wilson Building
Washington, DC  20004
202-724-8046
Chancellor - you didn’t say that we would begin community engagement over the summer, did you?

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035  

-----Original Message-----  
From: DuRant, Chan Tei (Council) [mailto:CDurant@DCCOUNCIL.US]  
Sent: Tuesday, September 18, 2012 2:47 PM  
To: Sutton, Fonda (DCPS)  
Cc: Arnold, Kathy (Council)  
Subject: RE: School Closings in Ward 8  
Importance: High  

Hi Fonda,  

Thanks for this update. While we understand that no decisions have been made regarding closures, the CM would like to know where we are in the process. Several advocates have visited our offices and we are unable to convey the formal structure of the process and explain where we are in the process presently. Could you please provide the CM with an official response on where we are, what has taken place, the plan for community involvement, etc.? It's our understanding, per the Chancellor, that community involvement was to begin this past summer. Now that the summer has ended, if you could give us a more detailed update, that would be very much appreciated.

Thank you,  
Chan Tei

Chan Téi C. DuRant, Esq.  
Legislative Counsel  
Office of Councilmember Marion Barry, Ward 8 Council of the District of Columbia 1350 Pennsylvania Ave, NW Suite 102 Washington, DC 20004  
(202) 724-8045 (office)  
(202) 724-8148 (direct)  
(202) 724-8055 (fax)  
cdurant@dccouncil.us

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From: Sutton, Fonda (DCPS) [mailto:fonda.sutton2@dc.gov]  
Sent: Monday, September 10, 2012 3:20 PM  
To: Arnold, Kathy (Council)  
Cc: DuRant, Chan Tei (Council)  
Subject: RE: School Closings in Ward 8  

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Deputy Chief of Staff for Intergovernmental Affairs

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Cc: DuRant, Chan Tei (Council)
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Kathy Arnold
Staff Assistant for Education
Office of Councilman Marion Barry
102 Wilson Building
Washington, DC 20004
202-724-8046
MAIN MESSAGES

- DCPS continues to have excess space in many schools across the city, meaning that there is additional physical capacity compared to the number of students who are enrolled.
- While there are a handful of schools in parts of the city that are full or overcrowded, the majority of schools are relatively underused which represents a financial strain for DCPS.
- Small schools that are under-enrolled have large capital and operating costs and limit spending and resource allocation at other schools across the city that may be in greater need.
- To address this issue, DCPS undertakes an annual analysis to determine if there is right-sizing that should take place.

ON IFF STUDY

- To be clear, the IFF study commissioned by the Deputy Mayor’s office does not change or alter DCPS’ immediate facilities plans. We will continue to evaluate all schools based upon enrollment, school quality, and performance.
- River Terrace Elementary School in Ward 7 is the ONLY school recommended for closure in SY2012-13.
- This past year, DCPS worked diligently with the River Terrace parents and school community to increase enrollment at the school.
- Even after this joint effort, River Terrace remains the smallest elementary school in our entire system, and cannot sustain a full PS-5 program.

ON IMPACT OF BUDGET/STAFFING REDUCTIONS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035
• Because DCPS continues to support a large number of under-enrolled schools, the system simply does not have adequate resources to provide comprehensive services at all of our campuses.

• Until we are able to right-size schools in the District of Columbia, we will be unable to offer the type of comprehensive academic programming and services at each and every school that we all want to see in order to transform our schools into a world-class school system.

Best,

Hassan Charles
Director, Office of Communications
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5885
T 202.442.5308
F 202.442.5026
C 202.306.8164
E Hassan.Charles@dc.gov
Hi Fonda –

I talked with Phil and expressed to him the importance of meeting with the Chancellor before October. He has asked Michelle to find 30 minutes in September if possible. I believe Michelle will be in contact with Angela regarding this soon. Let me know if I can be of further help.

-Celeste

Celeste and Denise –

Adding my voice to the chorus, hoping that we can actually get time with the Chairman sooner than later so that the Chancellor can share her thoughts/ideas about the school closure process, and get his input. We need to go out to the public to begin the process in early October.

Whatever you can do to get them together....

Thanks,
Fonda
Chairman Mendelson,

Thank you once again for a productive meeting regarding DCPS’ barring notices. As you know, we released the policy after removing the section related to school visits. Once we have met with the advocacy groups who expressed concern about this policy, we will issue the policy on visits as well.

As we discussed at our last meeting, I would like to begin our system of regular meetings. Now that school is up and running, I have a few topics I would like to cover with you, including school closures and school boundary and feeder pattern adjustments. I am looking forward to working collaboratively with you on these important topics.

My team has reached out to your scheduler, but we have had some difficulty getting time scheduled with you this month. Is it possible for us to find time in the next couple of weeks to cover these topics? I have some travel scheduled, but will be as flexible as possible to meet when it is convenient for you. Your scheduler says you don’t have any availability until after October 22, and some of the issues will need to be public before the end of October.

Thanks so much for your consideration. I hope your daughter is enjoying her first few weeks of school.

Kaya

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

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Deputy Chief of Staff for Intergovernmental Affairs

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Look forward to hearing from you.

Kathy Arnold
Staff Assistant for Education
Office of Councilman Marion Barry
102 Wilson Building
Washington, DC 20004
202-724-8046
Brandon caught up with her in the hall and she offered to lead the meeting, including putting a staff member (with Brandon) on developing the agenda. I told Brandon your conversation with JoAnnne Prue and suggested he let her be the lead on agenda. Described the confusion about confirmation of Varick Memorial and that we may need to ask the CM for help on a venue.

FS

Fonda Sutton
Office of the Chancellor
T 202.442.5035
C 202.321.2273

I called the church and just got voicemail. I’ll follow-up this evening and then tomorrow morning if I haven’t heard from them but may need the Councilmember’s help to locate another neutral venue for them. As discussed, if we don’t help, we’re going to look like the villains even though we truly are not responsible here. I’ll keep you posted.
Thanks

Fonda Sutton
Office of the Chancellor
T 202.442.5035
C 202.321.2273

Check out the "One City Action Plan"
Read Mayor Gray’s comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.

Fonda Sutton
Office of the Chancellor
T 202.442.5035
C 202.321.2273

Norflis, Terrance (Council) [mailto:TNorflis@OCCOUNCIL.US]
Thanks for the information, Fonda, within the desired turnaround time. Much appreciated.

Just quickly, when did Ms. Yeager leave?

Terrance

From: Sutton, Fonda (OOC) [mailto:fonda.sutton2@dc.gov]
Sent: Wednesday, September 28, 2011 3:11 PM
To: Norflis, Terrance (Council)
Cc: Iheanacho, Nancy (DCPS-OOC); Lujan, Claudia (DCPS)
Subject: info on River Terrace ES closure announcement and recruitment support

Terrance –

Our recruitment support for River Terrace ES began after the announcement was made that the school would not be closed at the end of the SY10-11 school year. Our first meeting was held on 3/11/2011 and support was provided through the spring semester. We held several recruitment meetings at the school with Principal Foster and several school staff, but it’s my impression that there was very little follow-up on their end and the school volunteers did not materialize. To your questions:

1. The names, positions/titles and contact information (phone + email) of all in DCPS who have been assigned to work on the River Terrace issue,
   - Claudia Lujan, Director of Student Recruitment and Enrollment, 202-719-6598 (previously, Margie Yeager – who has left DCPS, but worked closely with Claudia and Nancy)
   - Nancy Iheanacho, Program Assistant, 202-719-6595

2. The enrollment number that would be sufficient for the school to stay open beyond the current school year?
   We do not have an explicit number, however, as a general rule, we have talked about 300 as the minimum size for an elementary school to support a solid ES program.

3. What steps DCPS has taken to help community members and school officials to boost enrollment?
   - Selected River Terrace as a recruitment school for SY 10-11
   - Provided targeted supports such as:
     - Support to develop their school website and Facebook site
     - Provided a list of ANC and other community civic association meetings in the area; and identified school-level people who could outreach to those groups as ambassadors
     - Worked with the school to develop messaging about what makes their school great
     - Printed flyers and brochures for them to distribute at bus stops, grocery stores, etc.
     - Explored the option of bus shelter ads. (The school was considering doing some fund-raising for this)
     - Helped them organize school level enrollment events and suggested local newspapers to reach out to in order to generate free media coverage

I’d sent the following information a while back to Amin. I’m copying below what I sent him about the school closure process, as well as the link to the public information about last year’s proposal to close River Terrace and the decision-making process that DCPS underwent.

School Closures: A Process Overview

DCPS continues to have excess space in many schools across the city, with excess physical capacity compared to the number of students who are enrolled. While there are a handful of schools in parts of the city that are full or
overcrowded, the majority of our schools are relatively underused - which represents a financial strain for the school system. Small schools that are under-enrolled have large capital and operating costs and siphon resources from other schools across the city. To address this issue, DCPS undertakes an annual analysis to determine if there is right-sizing that should take place.

Criteria for Closure

DCPS makes closure proposal decisions based on two primary factors: total enrollment and enrollment change over a five year period. With rare exception, we have only considered schools that meet both of these primary criteria — that is, schools both being below the median enrollment for schools of the same level (ES/MS/HS) and above the median enrollment decline for schools of that level (eg., ES, MS, HS). (The reason for using both of these criteria in combination is to recognize that there are some school buildings that are very small, but full, popular, and/or high-performing. Alternatively, there are schools that may be above the median decline over five years but still have large enough enrollments to run an effective program).

For schools that meet both of the primary criteria, we then consider a range of secondary factors, including geographic isolation, facility quality, capacity of receiving schools, NCLB status, school program, and student achievement. We would be unlikely to close a school with a very good NCLB status (not in any kind of corrective action or restructuring), but might be more likely to close a school in year 2 of restructuring. Closure is one of the allowable options for school restructuring under NCLB.

In the fall, DCPS conducts this analysis of schools that may meet the criteria and develops an initial list of potential schools to close. These schools are then internally vetted and the Chancellor makes a decision as to which schools will be proposed for closure in the fall. A full public engagement process follows this announcement.

On last year’s proposal to close River Terrace:
http://dcps.dc.gov/DCPS/Learn+About+Schools/School+Changes+for+SY+2011-2012

Best,
FS

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)

202.321.2273 (cell)

From: Norflis, Terrance (Council) [mailto:TNorflis@DCCOUNCIL.US]
Sent: Monday, September 26, 2011 7:15 PM
To: Sutton, Fonda (OOC)
Subject: RE: River Terrace

Thanks.
Terrance

From: Sutton, Fonda (OOC) [mailto:fonda.sutton2@dc.gov]
Sent: Monday, September 26, 2011 6:17 PM
To: Norflis, Terrance (Council)
Subject: RE: River Terrace
I will get this to you after tomorrow’s hearing, Terrance. Promise.

FS

Fonda Sutton  
Office of the Chancellor  

202.442.5035 (desk)  
202.321.2273 (cell)  

From: Norflis, Terrance (Council) [mailto:TNorflis@DCCOUNCIL.US]  
Sent: Monday, September 26, 2011 6:00 PM  
To: Sutton, Fonda (OOC)  
Subject: FW: River Terrace  

Fonda,  

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Terrance

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Learn more at http://onecityonehire.org

From: Norflis, Terrance (Council)  
Sent: Monday, September 19, 2011 3:35 PM  
To: Sutton, Fonda (DCPS-OOC)  
Subject: River Terrace  

Fonda,  

Happy Monday to you. I hope the weekend went well.

I ran into a constituent who mentioned River Terrace ES. Can you send me:

4. The names, positions/titles and contact information (phone + email) of all in DCPS who have been assigned to work on the River Terrace issue,
5. The enrollment number that would be sufficient for the school to stay open beyond the current school year, and
6. What steps DCPS has taken to help community members and school officials to boost enrollment.

On the last point, I seem to recall seeing a list of meetings that had been held. If such a list exists, I cannot locate an electronic version, and I think it should have some updates to it.

Thanks again, Fonda. The sooner I can get the information, the better.

Terrance
Terrance Norflis
Legislative Director
Office of Ward 7 Councilmember Yvette M. Alexander
Council of the District of Columbia
1350 Pennsylvania Avenue NW, Suite 400
Washington, DC 20004
Tel: (202) 724-8068
Fax: (202) 741-0911
tnorflis@dccouncil.us
www.yvettealexander.org
From: Sutton, Fonda (DCPS) [fonda.sutton2@dc.gov]  
Sent: Monday, August 13, 2012 1:59 PM  
To: Robinson, Josephine B. (DCPS)  
Subject: background info on River Terrace ES closure announcement and recruitment support

Fonda Sutton  
Office of the Chancellor  
T 202.442.5035  
C 202.321.2273

From: Norflis, Terrance (Council) [mailto:TNorflis@DCCOUNCIL.US]  
Sent: Wednesday, September 28, 2011 4:08 PM  
To: Sutton, Fonda (DCPS)  
Cc: Iheanacho, Nancy (DCPS); Lujan, Claudia (DCPS)  
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FS

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Office of the Chancellor
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Sent: Monday, September 26, 2011 7:15 PM
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Subject: RE: River Terrace

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Terrance

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Subject: RE: River Terrace

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Fonda

Sutton, Fonda
Office of the Chancellor

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Washington, DC 20004
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Fax: (202) 741-0911
tnorflis@dccouncil.us
www.yvettealexander.org
John –

I’m not sure that where we are in the process of thinking about schools closures was properly conveyed in your meeting. We will continue to work closely with our colleagues in DME to coordinate our discussions about this topic. The main points/considerations summarizing where we stand collectively (EOM/DME, DCPS) on closures include:

- DCPS officials and the Mayor have made it clear that our school system is not appropriately supporting all our students because we have too many under enrolled school buildings; and as we move forward, we must right-size the district to ensure we can provide the vast array of services and supports we know all children need to succeed.
- As it stands, we have not made any decisions about which schools will need to be closed to right-size the district.
- We do not plan on closing any schools for the upcoming school year that begins on August 27th.
- No decision will be made without thorough community engagement and conversations.
- The Chancellor will announce a timetable for these discussions as we move forward.

We are aware that there are many stories, guestimates, and impressions swirling about on this topic, and we look forward to talking with parents, community members, Council and other stakeholders in the coming months as the plans develop and unfold.

Best,
Fonda

Fonda Sutton
Office of the Chancellor
T 202.442.5035
C 202.321.2273

---

From: DeTaeye, John (COUNCIL) [mailto:JDeTaeye@DCCOUNCIL.US]
Sent: Thursday, August 09, 2012 12:27 PM
To: Sutton, Fonda (DCPS)
Cc: Jim@grahamwone.com; Woodland, Calvin (COUNCIL); Bagchi, K.J. (Council); Barlow, Yulondra (COUNCIL); Hetherington, Kells (Council)
Subject: FW: [concerned4DCPS] Report: DCPS to announce school closings by December (Wash. Examiner)

Fonda,

I met with representatives from the DME’s office yesterday to talk about School Facilities Plan. They advised that the Chancellor’s Office and DCPS is responsible for school closing decisions. They said that the Chancellor will be holding a series of community forums this fall and an announcement will be made in December / January regarding which schools will be closed.

Please let us know when the Chancellor is planning to begin holding the community forums in Ward One.
Report: DCPS to announce school closings by December

August 7, 2012
1 Comment

Lisa Gartner
Examiner Staff Writer - education

The Washington Examiner
@Lisa_Examiner

Update 1:15 p.m. A D.C. Public Schools spokeswoman declined to confirm that school closings would be announced by the end of 2012, as the D.C. Council's budget office told the National Conference of State Legislatures. "I didn't tell them that, and I don't know where the D.C. Council budget office gets their information," Melissa Salmanowitz said. She was not able to say if it would take longer than this winter for the closings to be announced. "We haven't issued a specific timeline yet," she said. Officials in the budget office were at a conference in Chicago and unavailable.

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D.C. Public Schools is slated to announce which schools it plans to close before the end of the year, according to information the city provided to state-level research organization.

The D.C. Council's budget office told the National Conference of State Legislatures that because more families were choosing charter schools over DCPS, and that the traditional school system needed more revenue, DCPS was looking to close campuses this winter.

"School closings will be a very public and contentious issue," reads the non-partisan national group's annual budget report. "The chancellor has indicated that the list of closures will be issued in winter of 2012."

A spokeswoman for Chancellor Kaya Henderson referred questions to the Office of the State Superintendent for Education, which deferred to Deputy Mayor of Education De'Shawn Wright.

"This is not something at this point that we're prepared to comment on," said Jennifer Leonard, the chief of staff for the deputy mayor.

Both Henderson and Mayor Vincent Gray have not been shy in recent months about their desire to close schools, many of which are underenrolled.

Enrollment in the traditional school system has been stabilizing after four decades of steep decline, but the 45,191-student body is still well below the 65,748 enrollment of 10 years ago. At least 40 of more than 200 schools have 300 or fewer students.

"Just do the math on it -- it's not sustainable," Gray said. "We're going to have to consolidate."
Wright's office released a report in January recommending that three dozen failing public schools be closed or turned around, likely as charter schools.

The last round of school closings, undertaken by former Chancellor Michelle Rhee and former Mayor Adrian Fenty, was received poorly by Wards 5, 7 and 8, which were hit the heaviest. Rhee's decision to consolidate schools in Ward 5, mostly by creating K-8 campuses at elementary schools, was partially reversed by current Chancellor Kaya Henderson in March.

Staff writer Steve Contorno contributed to this report.
lgartner@washingtonexaminer.com

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Rev. John D. De Taeye  
Committee on Human Services  
Councilmember Jim Graham, Chair  
John A. Wilson Building  
1350 Pennsylvania Ave. NW  
Suite 116  
Washington, DC 20004  
202.724.7774 (phone)  
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---

Check out the "One City Action Plan"  
Read Mayor Gray's comprehensive strategy to create a thriving city for all!  
Visit http://onecityactionplan.dc.gov to learn more.
You’re so awesome – thanks, Claudia!
FS

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)
202.321.2273 (cell)

Here you go!

<table>
<thead>
<tr>
<th>School</th>
<th>Year Closed</th>
<th>Receiving School 1</th>
<th>Receiving School 2</th>
<th>Receiving School 3</th>
<th>Receiving School 4</th>
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<td>Bowen</td>
<td>2008</td>
<td>Amidon</td>
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<td>Smothers</td>
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<td>Emery</td>
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<td>Browne</td>
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<td>Ferebee-Hope</td>
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<td>Jackie Robinson</td>
<td>2010</td>
<td>NA</td>
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<td>Fred Douglas</td>
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<td>2011</td>
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<td>2012</td>
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**From:** Sutton, Fonda (DCPS)  
**Sent:** Wednesday, July 18, 2012 5:27 PM  
**To:** Lujan, Claudia (DCPS); Iheanacho, Nancy (DCPS)  
**Subject:** school closures

Can you give me a list of schools that have closed in the last 5 years (I have the 2008 ones)?

**Fonda Sutton**  
**Deputy Chief of Staff**  
**Intergovernmental Relations and Legislative Affairs**

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Ward 5 Councilmember Kenyan McDuffie Lays Out His Priorities

In a post-election interview, an emphasis on education and economic development

Kenyan McDuffie waves to well-wishers before being sworn into office
Photos by Sierra Suris

In a post-election interview with Ward 5 Heartbeat, Ward 5 Councilmember Kenyan McDuffie laid out his priorities and how he views his new job.

Mr. McDuffie made it clear that he will not be a councilmember in the mold of his predecessor, Harry Thomas Jr., who was a politician known more for giving away Thanksgiving turkeys than for serious legislative accomplishments.

“The primary function of the councilmember is to provide strong oversight of agencies,” said Mr. McDuffie. He said his job is to ensure that government resources are used “efficiently, with accountability and in line with the priorities of residents.”

Mr. McDuffie was quick to acknowledge that constituent services are an important part of his new job, but he said people often call their councilmember about issues that are actually the responsibility of the executive branch. “Direct service provision is the responsibility of the agencies,” he said.

Asked to name his immediate priorities, Mr. McDuffie said education and economic development.

With regard to education, Mr. McDuffie said his role was one of oversight and facilitation since D.C. Public Schools (DCPS) Chancellor Kaya Henderson does not report to the D.C. Council. Mr. McDuffie said he would be paying attention to the Ward 5 middle school initiative, a major effort by DCPS to improve education in Ward 5. “We need to see exactly how the money is going to be spent,” said Mr. McDuffie. He added that a key question for DCPS was “what are the timeframes?” for implementation.

On the subject of impending public school closures, Mr. McDuffie said that clear communication between DCPS and the community
was essential. “We need to make sure people are armed with facts when it comes to school closures,” he said.

In terms of economic development, Mr. McDuffie mentioned several projects he wants to see successfully implemented: the proposed McMillan development; small area plans to guide development on Rhode Island Avenue and the Bates/Eckington neighborhoods; and improvements to the two commercial corridors in Ward 5 that are part of the District’s “Great Streets” program – Rhode Island Avenue and North Capitol Street.

Mr. McDuffie said existing neighborhood groups are already active in promoting local economic development, so his job is “harnessing the energy that already exists.” He cited North Capitol Main Street, the Friends of Rhode Island Avenue and Premier Community Development Corporation as examples of neighborhood groups making a difference.

“I want to enhance what they are doing” he said.

Mr. McDuffie sees himself playing an important role when it comes to securing government funding for Ward 5’s priorities. As an example, he cited the District’s lack of investment in streetscape improvements for Rhode Island Avenue and North Capitol Street— unlike all of the District’s other Great Streets programs. “We have not had the funding to truly make them great,” he said.

Mr. McDuffie said streetscape improvements spur economic growth. “These are the sorts of things that attract capital investment” to struggling corridors, he said.

Mr. McDuffie said he would be aided in his efforts by a four-person staff he described as “highly competent and highly motivated.”

Mr. McDuffie has already faced his first flap since being sworn in on May 30th. On June 13, the Washington Times reported that shortly after taking office, Mr. McDuffie attended two fundraisers held in his honor by David Wilmot – a “D.C. power broker and lobbyist” – and “politically connected law firm” Holland & Knight. The article implied that Mr. McDuffie’s actions were inconsistent with his campaign platform against pay-to-play politics.

Mr. McDuffie defended his actions to the Ward 5 Heartbeat, saying that the voice of the business community deserved to be heard. “Their voice is just as relevant as anybody else’s voice,” he said. Mr. McDuffie also said he needed to raise funds to retire his campaign debt, which he estimated at roughly $10,000.

Mr. McDuffie said his next fundraiser will likely be a joint event with Ward 6 Councilmember Tommy Wells. He added that regular citizens, not just big businesses, can band together to throw a fundraiser. “I would encourage that,” he said.

Once Mr. McDuffie’s campaign debt is retired, however, his fundraising efforts will not end. “Then we shift gears to putting together a vehicle to address constituent service needs,” he said.
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Shanita,

Thank you for your staff's willingness to participate as observers at the upcoming Community Conversations. I have certainly valued the chance to participate in several of the State of the Schools meetings and learn more about the great work that DCPS has done and continues to do on behalf of children in every Ward of the District.

I look forward to seeing your team members at the events over the next few weeks!

Take care,
Jessica

Jessica Sutter
Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
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202.701.5589 (c)
jessica.sutter@dc.gov

From: Burney, Shanita (DCPS)
Sent: Monday, July 23, 2012 6:43 PM
To: Robinson, Josephine B. (DCPS); Sutter, Jessica (EOM)
Cc: Baxter, Vincent (DCPS); Leonard, Jennifer (EOM); Charles, Hassan (DCPS); Holland, Burnell (DCPS)
Subject: RE: DME Quality Schools Community Conversations

Hi Jessica!

Thank you again for DME’s continued partnership and participation in the DCPS State of the Schools meeting series. We are winding down and will have our last meeting tomorrow night in Ward 5 at Luke C. Moore SHS.

We are definitely looking forward to shifting the dialogue slightly to now participate in the Quality Schools Community Conversations that will start later this week.

After briefly scanning the prep document and reviewing the process you lay out for the Conversations in the email below, we expect our role to serve as observer during the meetings. This is a great opportunity for DCPS to hear, learn, and understand all of the key dynamics impacting our families perspective when it comes to their thoughts around creating, and in some cases, maintaining quality schools in their neighborhoods. All of these rich exchanges with our district families will greatly inform how both of our agencies are poised to make recommendations around improving our public schools.

If it at all helpful to know in advance, we expect to participate in the following meetings:

Clusters 22 & 23/Ward 5 -- Lead Organization: Ward 5 Council on Education
Community Conversation – Tuesday, July 31 @ 6:30PM, Providence Hospital
Clusters 31, 33, & 34/Ward 7 - Lead Organization: Advisory Neighborhood Commission 7A

Community Conversation – Saturday, August 11 @ 10 am – 2pm, Kelly Miller MS

We will complete the eventbrite link as well to RSVP.

Thanks again and we look forward to seeing you soon.

All the best,

Shanita Burney

From: Robinson, Josephine B. (DCPS)
Sent: Wednesday, July 18, 2012 9:51 PM
To: Sutter, Jessica (EOM)
Cc: Burney, Shanita (DCPS); Baxter, Vincent (DCPS); Leonard, Jennifer (EOM); Charles, Hassan (DCPS); Holland, Burnell (DCPS)
Subject: Re: DME Quality Schools Community Conversations

Hi Jessica,

Please forgive my delayed response as I am getting settled after returning from vacation out of the country just this past Monday. My inbox was flooded and I am still adjusting to the 6-hour time zone difference.

Thanks for your kind words and for your attendance at and support of the State of the Schools meetings these past two months. We are approaching the finish line with respect to the meetings but certainly have a ways to go in following up on and addressing the myriad of issues, challenges and opportunities raised. I'm certain we'll have a lot to talk about of mutual interest and shared concern as your office proceeds with the community conversations.

Thanks for sharing all of the information about the meetings scheduled to date. I will review these with the team and will get back to you Friday with what commitments we can make given our current schedule and obligations.

We very much appreciate the invitation and furthering our strong working relationship with you and your office.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement District of Columbia Public Schools

From: Sutter, Jessica (EOM)
To: Robinson, Josephine B. (DCPS)
Cc: Burney, Shanita (DCPS); Baxter, Vincent (DCPS); Leonard, Jennifer (EOM)
Subject: DME Quality Schools Community Conversations

Dear Josephine,

I hope that this message finds you well on another sweltering summer day in the District. I was delighted to get to say hello to both Shanita and Vincent at last night’s great State of the Schools event in Ward 1, but I wasn’t able to compliment you on your excellent job as
moderator. I was quite impressed with your ability to move people along and yet still make them feel heard.

I wanted to update you on the Office of the Deputy Mayor’s Quality Schools Community Conversations and invite members of DCPS central office staff to attend and participate as they are able. We were thankful that so many DCPS senior staff were able to participate in the community advisor conversations we held in February and March, following the release of the Quality Schools report from IFF, and we would be delighted to have that level of participation again.

The DME partnered with Public Agenda to help organize Community Conversations in the five Wards that are home to the “Top 10” priority neighborhood clusters identified in the report. Community Conversations are carefully constructed problem-solving dialogues that bring diverse stakeholders and community members together to discuss an important public issue. Such conversations are frequently a first step in a larger process of community engagement, collaboration and action and have been put to good use in hundreds of communities nationwide. The Community Conversations in the District will focus on how parents, schools, communities and the city can work together to ensure access to high-quality education opportunities for all children in Washington DC.

These Conversations will be structured as a “round-table” participation event. Public Agenda staff and members of the planning teams from each of the Wards will offer introductory remarks and explain the procedure for the event. With moderators and recorders at each table to help facilitate the first hour, the event team will use the attached “ChoiceWork” guide to help spark the discussion. For the second half of the event, moderators will help table groups move from discussion to action, crafting draft plans for how community members – in partnership with government, schools, and one another – might bring some of their ideas to fruition.

Following the Community Conversations, the Deputy Mayor for Education will release a brief report that includes summary notes from each Conversation. The Deputy Mayor will use these community suggestions to inform a list of recommendations to DCPS, the Public Charter School Board, and charter LEAs as to how they can increase the number of quality seats in high-need neighborhood clusters. This report will be released in Fall of 2012.

Over the past three months, Public Agenda and DME worked to identify community organizations in Wards 1, 4, 5, 7, and 8 that would be willing to sponsor and host these events. While the Conversations are meant to focus on the concerns of stakeholders in the priority clusters, the meetings are open to the general public and residents of any Ward are welcome to attend any of the meetings. A schedule of meetings and the sponsoring organizations is as follows:

Cluster 2/Ward 1 -- Lead Organization: CentroNia
Community Conversation Thursday, July 26 @ 5:30-9PM, CentroNia

Cluster 18/Ward 4 - Collaborating Organizations: AJE, S.H.A.P.P.E, GAC & OSSE
Community Conversation - Saturday, August 18 @ 10 am - 2pm, Emery Recreation Center

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Community Conversation - Saturday, August 11 @ 10 am - 2pm, Kelly Miller MS
Clusters 36, 38 & 39/Ward 8 - Lead Organization: Ward 8 Education Council Community Conversation - TBD, early August

I hope that DCPS Central Office staff will be able to join these meetings, whether as participants or as observers. I also hope that you will help spread the word to your parent and community partners and encourage them to come out and participate. Links to EventBrite sites where folks can RSVP are as follows:
http://dcward1.eventbrite.com
http://dcward4.eventbrite.com
http://dcward5.eventbrite.com
http://dcward7.eventbrite.com

As soon as we have confirmed the date and location of the Ward 8 meeting, I will provide you all with an update including the RSVP link for that event. Sponsor organizations and their planning teams are publicizing each event through their networks, using flyers, word-of-mouth, neighborhood list-servs, and social media. The DME has posted the event information on our website and our Twitter feed (@DMEforDC) and will continue to “tweet” about each event as it approaches.

Please do not hesitate to reach out to me with any questions that you may have about the Community Conversations or the planned follow-up from the DME. I look forward to seeing you at these events in the coming weeks!

Take care,
Jessica

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Leveling the Playing Field:

A Community Discussion on Quality Education in Washington DC

A Public Agenda Choicework Guide for Community Conversations, Classrooms, Study Groups and Individuals
A Note on Public Agenda’s Choicework Guides

Public Agenda Choicework Guides support dialogue and deliberation on a wide variety of issues. They have been used in thousands of community conversations and classrooms, by journalists and researchers, as well as individual citizens looking to gain perspective on public issues.

Each guide is organized around several alternative ways of thinking about an issue, each with its own set of values, priorities, pros, cons and tradeoffs. The different perspectives are drawn both from what the public thinks about an issue, based on surveys and focus groups, as well as what experts and leaders say about it in policy debates.

Customizing to fit your situation

Note that the Choicework Guides are meant to help people start thinking and talking about an issue in productive ways--they are not meant to rigidly restrict thinking or dialogue. The perspectives described are not the only ways of dealing with the problem, nor are the viewpoints necessarily mutually exclusive in every respect. Many people will mix and match different perspectives, or add to them with related ideas.

Additionally, users of these guides have the option of providing various kinds of nonpartisan information along with them as context for a conversation. For instance, for a guide on an education topic, a few well-chosen facts about local schools might be a useful adjunct to the guide if you are using it in a group setting.

Using the guide in small group dialogues

The discussion guide that follows is given to each participant and moderator in a small group dialogue. The group reads through the full Choicework together and then participants are asked to indicate, through a show of hands, which of the approaches he or she believes will make the greatest impact on the issue at hand – in this case, hunger in north and east King County, Washington.

Note that the “show of hands” is only meant as a starting point for conversation. People are not committing to a single solution but simply indicating which approach appears at first glance to show the most promise. The dialogue begins by asking people why they lean the way they do, after which people are free to start combining ideas, adding new ones, etc. Participants are led through a moderated discussion about their choices and the values, priorities, pros, cons and tradeoffs embedded in each approach.

After discussing the choices on the following pages, the moderator and participants may wish to consider and talk through the questions outlined below for the purposes of (1) summarizing the conversation and (2) bridging from dialogue into action.
(1) Summarizing a Choicework Conversation
These questions are a good way to summarize a Choicework dialogue prior to considering more action-oriented questions:

1. In our conversation so far, have we discovered any common ground? What do we agree on or have in common?
2. What were our important areas of disagreement or concern—the issues we may have to keep talking about in the future?
3. What are the questions that need more attention? Are there things we need more information about in order to address this issue effectively?

(2) Bridging from Dialogue to Action
These questions can help you move from deliberation and dialogue about the issue at hand to actions that can help address the issue:

1. How can we work together to make a difference in our community on the issues we discussed today? [This question can be tailored to your planning team's goals]
   
   Note: If this question generates a long list of potential actions, they can be prioritized by asking each person to list his or her top three ideas.

2. Is there anything that you, as individuals, might do, or do differently, as a result of today's conversation?

3. What would you like to see happen to follow up on today's conversation? What should the immediate follow-up steps be?
Leveling the Playing Field

While our personal priorities and top community concerns may vary, most people would agree that all growing children, from early childhood through twelfth grade, should have access to a quality education. As our nation’s capital Washington DC should be a leader in education, but unfortunately there are too many children in our neighborhoods who are not getting the education that will prepare them for success in life. The highest performing schools in DC are concentrated in only a few neighborhoods and are in great demand. They have become overcrowded, have long waitlists and are difficult for families from other neighborhoods to travel to. Many of the highest-performing high schools are competitive admissions schools, which limits the number of students who can access these programs. In other words, not all of our young people have access to a quality education.

Many of the schools that are located right here in our neighborhoods are struggling, and in the end our children bear the costs. A “quality education” can mean different things to different people. While people may disagree on the precise formula it takes to create quality schools and educational opportunities, most of us can agree that it involves a safe environment, high quality teachers, a strong curriculum, at least a minimal amount of parent involvement, among a few other essentials. The question becomes how to create more high quality educational opportunities for all our children, no matter what neighborhood they live in. The purpose of today’s discussion is to begin finding those ways as parents, students, families, neighbors, educators, policymakers and communities.

To help you and your neighbors think together about what each and all of us can do to improve the opportunities for students in our community, this guide will describe several different approaches as a starting point. As you will see, there are many strategies that we could pursue. But we have to choose wisely – it’s better to do a few things well than to do many things poorly. After reviewing the three approaches, we’ll ask which ideas you think make the most sense, which ideas are missing, and how we can do a better job of working together to give all students the opportunities they need.

Keep in mind that these approaches are not the only approaches, nor do they exhaust the ideas and strategies that we might adopt. Rather, this is simply a starting point for our conversation and all ideas are welcome as we tackle this challenge together.
Approach A

Focus on ensuring basic education and stable learning environments

A basic education is the most important building block for success. Simple things like up-to-date textbooks, caring teachers, orderly classrooms, and safe ways to get to and from school can go a long way to helping students succeed. Without adequate safety or enough emotional, behavioral and social support students will not be able to focus on mastering skills like reading, writing, math and science, which they need to finish their lessons, advance from one grade to the next, graduate and eventually go to college or get a job. Too many children are struggling with core competencies, and we need to focus on providing students a solid foundation, regardless of the neighborhood they live in.

Therefore, to improve educational opportunities in DC:

- School principals should hire certified and highly qualified math, science and English teachers who have a commitment to education and the community.

- Schools, community programs, recreation centers and student peer groups should provide strong tutoring services, mentoring programs and social opportunities for healthy minds and bodies.

- Leaders must invest in safe and clean school facilities so that students can concentrate on learning and families can take pride in their school.

- Professional guidance counselors as well as community volunteers must be available to help students work through life challenges and help them focus on their academics.

- Schools, community programs and neighbors should provide social and educational supports to parents who need help caring for children with learning disabilities, behavioral issues and disruptive life experiences so that children can be ready for and focused on learning.

Those who like this approach say:

“Our schools are not meeting our children’s basic needs. How can we expect students to learn and succeed in life if their classrooms are chaotic and they are struggling to gain essential skills?”

But others say:

“It is not enough to focus on providing basics in some schools, while students in others have enriched opportunities. The main job of a school should be to create disciplined learners who excel, not just ‘get by.’"
Approach B
Push to raise academic standards and expect excellence from all

Ensuring basic skills is essential, but it’s not reaching high enough. If we don’t believe in excellence for our children, neither will they. The expectations of teachers, parents, and other important adults can have a major impact on how well students do in school and how well the school does for the community. Students must be encouraged to excel, to think critically about the world around them and have their sights set on a two- or four-year college degree in order to succeed in today’s economy. Schools must be held to higher standards, too, if our children are to receive high quality educational opportunities.

Therefore, to improve educational opportunities in DC:

- Educators, parents and neighbors must encourage and inspire students by setting high expectations that reinforce the importance of staying in school and aiming high.

- Teachers should have access to professional development opportunities so they can apply the most promising teaching practices in the classroom.

- School leaders must support and educators must develop curricula, class materials, assignments, and field trips that encourage creativity and critical thinking skills.

- Educators, local businesses and community members should connect students with enriching volunteer and internship opportunities beyond the school.

- School administrators, teachers and parents should enforce tighter disciplinary policies and practices that reinforce learning.

- Policy leaders and education experts should improve standardized tests so they more accurately measure whether students are learning, and if not, exactly where they are falling short. Better tests will help teachers improve their teaching and give parents and community members more solid information on how well schools are doing.

Those who like this approach say:

“If you demand more, students will rise to the challenge.”

But others say:

“You can’t just raise the bar and expect everyone to follow – those who are already doing well will continue to succeed, but those who are struggling will just fall even further behind.”

PUBLIC AGENDA
Approach C

Prioritize and support parent/guardian and community involvement in schools

Research shows that schools that have a lot of parent and community involvement are often more successful than those that don’t. Low family and community involvement can be caused by many things including poor communication between schools and families, lack of awareness about the importance or how-to’s of getting involved, feeling overwhelmed by personal problems, or having an intimidating school environment. Whatever the reason, there are many people in the community — whether or not they are parents – who could be more involved in children’s education if provided with more information, opportunities and supports; schools and their students stand to benefit as a result.

Therefore, to improve educational opportunities in DC:

- The district should hire principals who believe in strong family and community relations,
- Principals and teachers need to establish good communication with families throughout the school year and in ways that inspire or require parents/guardians to be more involved.
- Principals and teachers must form deep relationships with the communities and neighborhoods their schools serve.
- City officials, schools and community based organizations should translate school information into the languages that families speak at home.
- Teachers, school counselors and fellow parents should make special efforts to reach uninvolved parents or guardians through home visits, scheduling meetings at flexible hours, or facilitating parent-to-parent support groups.
- Neighbors, faith leaders and community organizations should provide adult education opportunities to help parents/guardians learn skills that will assist them in helping their children, such as computer skills, adult literacy and homework help tutorials.

People who like this approach might say:

“Many families in our community are disconnected from the schools, and we need to do more to make them feel welcome and get them involved in improving education for their own children and for the benefit of the whole school.”

Others might say:

“Schools should focus their time and resources on their primary mission of teaching at school rather than trying to get parents to do things they ought to be doing anyway.”
The Approaches in Brief

Approach A  Focus on ensuring basic education and stable learning environments

- School principals should hire certified and highly qualified math, science and English teachers.
- Schools, community programs, recreation centers and student peer groups should provide strong tutoring services, mentoring programs and social opportunities.
- Leaders must invest in safe and clean school facilities.
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- Schools, community programs and neighbors should provide social and educational supports to parents.

Approach B  Push to raise academic standards and expect excellence from all

- Educators, parents and neighbors must encourage and inspire students by setting high expectations.
- Teachers should have access to professional development opportunities.
- School leaders must support and educators must develop curricula, class materials, assignments, and field trips that encourage creativity and critical thinking skills.
- Educators, local businesses and community members should connect students with enriching volunteer and internship opportunities.
- School administrators, teachers and parents should enforce tighter disciplinary policies.
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Approach C  Prioritize and support parent/guardian and community involvement in schools

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- Neighbors, faith leaders and community organizations should provide adult education opportunities to help parents/guardians learn skills that will assist them in helping their children.
Thanks, Anthony. This is really helpful to know.

While I do understand that this will all end soon, I would appreciate the busing list when you can get a hold of it. The community meetings are off to a good start, but people throw out all manner of interesting concerns when we talk with them and I want to be prepared with as much information as possible going into the larger discussions to come.

Thanks, again.

Take care,
Jessica

Jessica Sutter
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Hi Jessica,
There are other schools that have had such arrangements but we’re in the process of significantly scaling back (not public knowledge) either because the new school is now modernized, the timing of the service has run its course, or its become cost prohibitive. The only one of note moving forward is we intend to offer busing to River Terrace families so they can get to Thomas.

We’ve funded the bulk of this via a MOU with OSSE and in some instance working with DDOT. I can get my hands on the active busing list if you need it but again they will cease to exist soon.

Anthony
Thanks again for coming to the community advisor meeting in Cluster 2 on Monday. I think it was a good discussion and we have some new ideas on how to move forward with community engagement up there.

We had our Cluster 38 & 39 meeting last night and folks mentioned the charter bus that takes students from the neighborhood that used to service Turner to the Turner @ Green campus. I had not heard of this transportation arrangement before last night and I just want to make sure that I know of other schools we may encounter in our engagement. Are there other consolidated schools with similar transportation arrangements? How does that get funded?

Thanks for any info that you can provide.

Take care,
Jessica

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Shanita,

Thanks for the heads up. Sarah was a great addition to the meeting the other day and I'll look forward to having Jennifer at tomorrow night's conversation. I'm glad to have your office as a resource and a partner in this work as we move forward.

As for the Ward 5 data, I forwarded your email to a few colleagues in the DME to figure out where the request was originally sent. As I mentioned in my voicemail, I'm not sure if we actually have that information. The PCSB and/or OSSE might have that info, but would probably not be able to provide it by Tuesday. The folks who conducted the IFF study might have the information, and I've copied my colleague Marc Bleyer who would know best what they might have.

While it does not provide a full picture of the ward, Clusters 22 and 23 in the report are both located in Ward 5 and they collectively have 4,066 students. 1,667 (40%) attend public charter schools. This data can be found on pages 50-53 of the Quality Schools report and would at least give you a sample from within the ward to discuss.

Hope that's helpful,

Jessica

Jessica Sutter
Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
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jessica.sutter@dc.gov

Hi Jessica,

I wanted to follow up with you to let you know that two of my team members were very interested in joining the IFF community discussions. Sarah Johnson attended the Anacostia meeting Tuesday and Jennifer Skates will likely attend the meeting in Hillcrest tomorrow. Just a heads up since our last discussion indicated we would not be there. We stand ready to determine how we can support your access to parent leaders in our schools around additional outreach.
On another matter, we have been unsuccessful in getting data from DME around students in Ward 5 that attend public charter schools. We are preparing for the Ward 5 Great Schools Community Meeting this Tuesday and this information is critical for us to be aware of and incorporate into our presentation.

Can you direct us to the best resource to obtain this information and/or tell us what the issues may be with this request?

Thanks so much!

Shanita Burney

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Dear Lisa,

As De'Shawn mentioned in a communication with the Chancellor last week, we are holding meetings with Community Advisors in each of the Top 10 clusters beginning next week. We’re planning to send these invitations out today, and want to make sure that we made you aware of the dates and times of the six planned events. Please see the chart below for the dates and times of the meetings. As you can see, we are still working on the location and date for one of the meetings.

<table>
<thead>
<tr>
<th>Location</th>
<th>Cluster</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey Thicket</td>
<td>22,23(ward 5)</td>
<td>2/23/2012</td>
<td>7-8PM</td>
</tr>
<tr>
<td>Emery Rec. Center</td>
<td>18(ward 4)</td>
<td>2/22/2012</td>
<td>7:30-8:30PM</td>
</tr>
<tr>
<td>Columbia Heights Rec.</td>
<td>2(ward 1)</td>
<td>2/27/2012</td>
<td>(6-7 pm tentative)</td>
</tr>
<tr>
<td>?</td>
<td>38,39(Ward 8)</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Deanwood Rec. Center</td>
<td>31,33(Ward 7)</td>
<td>2/29/2012</td>
<td>6-7PM</td>
</tr>
<tr>
<td>HillCrest Rec. Center</td>
<td>34,36(Ward 7,8)</td>
<td>3/2/2012</td>
<td>5-6PM</td>
</tr>
</tbody>
</table>

We would like to have a DCPS central office representative present at each of these meetings. We would really appreciate you identifying the right person for us to invite in that role.

Thank you for your help with this.

Take care,
Jessica

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Senior Advisor  
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Jachele, Thank you!

Lisa,
Will any of these times work for you? I know that you would like to be part of this conversation.

Jessica
Jessica Sutter
Senior Advisor
Office of the Deputy Mayor for Education
Jessica.sutter@dc.gov
202.701.5589

The Following are Kelly Young’s Availabilities:
Monday 1/30  9 am, 10 am, 11 am
Tuesday 1/31  1pm

Thank you,

Jachele Velez
Operations Coordinator
Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th Floor)
Washington, DC 20002
T  202 719 6614
E  jachele.velez@dc.gov
W  dcps.dc.gov

Can you respond to all with my availability? Thanks.

Sincerely,
Dear Kelly and Lisa,

I want to try and get a meeting/phone call on both of your schedules for next week to discuss the community engagement DME is coordinating to follow-up with the IFF study. I am leading this work for our office and we’d like to start the roll-out of community conversations in mid-February. If you have time for a face-to-face meeting, I am happy to come to you both.

Do any of the following dates and times work for your schedules?
Monday 1/30  9 am, 10 am, 11 am
Tuesday 1/31  1pm, 2 pm, 3 pm
Wednesday 2/1 9 am, 10 am, 11 am, 12 noon

Thanks in advance!

Take care,

Jessica

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Thanks for following up and no worries about missing the original. Glad that you found it.

I’ve also cc’d Jessica Sutter who is managing the community engagement work for our office (though she’s out of town this week). It would be very helpful if we could meet or talk by phone this week just to cover the release of the IFF
report and follow up community engagement work. We’re releasing the IFF report next Thursday and have a number of briefings for that already set up. I’d like to run through that schedule with you to see where and how DCPS can plug in.

We’d also like to discuss the long-range community engagement strategy so that we can coordinate with DCPS, but we can discuss that when Jessica returns next week.

Do you have time for a phone call tomorrow morning?

Thanks
Marc

From: Young, Kelly (DCPS)  [mailto:kelly.younq@dc.gov]
Sent: Tuesday, January 17, 2012 8:25 AM
To: Bleyer, Marc (EOM)
Cc: Velez, Jachele (DCPS)
Subject: RE: facilities community engagement and IFF

Hello Marc,

I am so sorry that I did not see this email sooner. Somehow I missed it and found it this morning cleaning out my inbox. I would still be very interested in talking to you and hearing your plan and being helpful however I can. Let me know when you would be available. I am cc’ing Jachele Velez who coordinates my schedule.

I look forward to talking soon.

Sincerely,

Kelly Young

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From: Bleyer, Marc (EOM)  [mailto:marc.bleyer@dc.gov]
Sent: Wednesday, October 19, 2011 11:28 AM
To: Young, Kelly (DCPS)
Subject: facilities community engagement and IFF

Hi Kelly,

Meagan Kudchadkar at Convergence and Katherine Bradley mentioned your name, so I wanted to reach out to you about community engagement around school facilities planning and the IFF report. I’m managing the master facilities plan under the Deputy Mayor for Education, which will get started in January.

I’ve also been managing a study that the Deputy Mayor commissioned by a group based in Chicago called IFF that looks at school performance and location. You can review similar reports that they’ve done in other cities here. We’re planning a public release of the report the week after Thanksgiving. We’re still figuring out the communications strategy for the report and the facilities work that it’ll serve, but I thought it would be helpful to discuss the communications strategy and any overlap with your work well ahead of the release.
Let me know when you might have time in the next week or so to discuss and who else at DCPS we might engage.

Thanks,
Marc

Marc Bleyer | Capital Program Manager
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave. NW, Ste. 303
Washington, DC 20004
marc.bleyer@dc.gov

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Thanks, Scott.
Naomi, I look forward to seeing you tonight.

Take care,
Jessica
Jessica Sutter
Senior Advisor
Office of the Deputy Mayor for Education
Jessica.sutter@dc.gov
202.701.5589

Naomi DeVeaux, my deputy, will attend this one, as I have a prior conflict. I will attend one or two next week and send team members to others.

Scott

Dear Kaya and Scott,

Thank you both for committing your and your staff’s time to attend the upcoming community advisor meetings for each of our “priority” clusters. As you know, tomorrow night is the first event.

Below are the timing and location details for that meeting. We have 5 confirmed attendees from 9 invitations sent.

Community Advisors Meeting: Clusters 22 & 23
Turkey Thicket Recreation Center
1100 Michigan Avenue, NE
7-8 pm

Attached is the internal version of the agenda; De’Shawn and I will use this to guide us through the meeting. I have also attached a two-page handout of cluster-specific data that we plan to share with participants tomorrow. We’ll use this, plus the cluster maps copied from the report, to guide folks through the data “deep dive” for Clusters 22 and 23. I’ll make copies tomorrow afternoon, so please review this two-pager and send me any comments or changes that you
might have by 12 noon tomorrow. I'll send out the data “deep dives” for the remaining meetings mid-day this Friday and would ask for your/your staff feedback by 5 pm on Monday. They will all follow the same format.

Thank you, again, for your participation in these meetings.

Take care,
Jessica

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<table>
<thead>
<tr>
<th>Cluster</th>
<th>Ivy City, Trinidad &amp; Carver Langston (Cluster 23)</th>
<th>Brookland, Brentwood &amp; Langdon (Cluster 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010-11 Enrollment (K-12)</strong></td>
<td>1,841 students 1,070 (58%) DCPS 771 (42%) PCS</td>
<td>2,225 students 1,329 (60%) DCPS 896 (40%) PCS</td>
</tr>
<tr>
<td><strong>High-Quality Seats Supply/Demand</strong></td>
<td>Supply: 327 (18%) Need: 1,514 (82%)  • 621 Grades K-5  • 414 Grades 6-8  • 479 Grades 9-12</td>
<td>Supply: 227 (12%) Need: 1,948 (88%)  • 904 Grades K-5  • 476 Grades 6-8  • 568 Grades 9-12</td>
</tr>
<tr>
<td><strong>Student Travel (K-12)</strong></td>
<td>37% attend schools within Cluster 23 37% attends schools within an adjacent cluster (21, 22, 25) 26% travel beyond an adjacent cluster</td>
<td>35% attend schools within Cluster 22 32% attends schools within an adjacent cluster (20, 21, 22, 24) 33% travel beyond an adjacent cluster</td>
</tr>
<tr>
<td><strong>Specialty Programs</strong></td>
<td>• STEM-focused charter high school (WMST PCHS) • Architecture, Construction and Engineering focused DCPS high school (Phelps HS)</td>
<td>• Both Burroughs EC and Langdon EC are STEM-focused schools for PS-8 • Langdon EC currently offers Montessori</td>
</tr>
<tr>
<td><strong>Facilities Investments</strong></td>
<td>• Recent modernization of Wheatley EC  • Phelps HS new building</td>
<td>• Recent modernization of Burroughs EC</td>
</tr>
<tr>
<td><strong>Vacant DCPS Properties being considered for RFO</strong></td>
<td>• Webb  • Young</td>
<td>• Langston  • MM Washington  • JF Cook</td>
</tr>
</tbody>
</table>

1 Data from *Quality Schools: Every Child, Every School, Every Neighborhood*
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Center City PCS-Trinidad Campus (PK-8)</td>
<td>32.9/51.4</td>
<td>61.9/61.4</td>
<td>MM Bethune PCS (PK-8)</td>
<td>31.1/42.7</td>
<td>45.8/54.5</td>
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<tr>
<td>WMST PCHS (9-12)</td>
<td>59.1/59.1</td>
<td>48.3/60.4</td>
<td>Perry Street Prep PCS – Lower School (PK-8)</td>
<td>23.1/37.7</td>
<td>46.8/46.0</td>
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<td></td>
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<td></td>
<td>Perry Street Prep PCS – Upper School (9-12)</td>
<td>51.6/72.6</td>
<td>62.1/64.9</td>
<td></td>
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<td></td>
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<td>Tree of Life PCS (PK-8)</td>
<td>39.8/41.9</td>
<td>33.4/38.4</td>
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<td>Browne EC (PS-8)</td>
<td>29/22</td>
<td>61/43</td>
<td>Burroughs EC (PS-8)</td>
<td>39/41</td>
<td>42/38</td>
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<tr>
<td>Phelps HS (9-12)</td>
<td>53/62</td>
<td>48/65</td>
<td>Langdon EC (PS-8)</td>
<td>72/67</td>
<td>48/50</td>
<td></td>
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<tr>
<td>Spingarn HS (9-12)</td>
<td>10/17</td>
<td>31/23</td>
<td>Noyes EC (PS-8)</td>
<td>28/32</td>
<td>21/21</td>
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<td>Wheatley EC (PS-8)</td>
<td>20/19</td>
<td>39/38</td>
<td></td>
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</tbody>
</table>

Existing School Plans for your cluster

Ward 5 Middle School Plans (include Browne EC) Ward 5 Middle School Plan

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4 Data from DCPS School Scorecards (http://profiles.dcps.dc.gov/)
Welcome and Thanks (5 minutes) De’Shawn

- Goals of the work
  - To provide more quality education opportunities for students and families of the District.

- Why the Quality Schools study?
  - To assess the quality of education options available to families in different parts of the city and to help focus our efforts since we cannot do everything at once.
  - We now know precisely where we must focus our efforts to create more high-quality education options.
  - The number that various folks have been using (36, 38, 40) regarding the recommendation for closures is completely irrelevant. The point is that we have to use every tool available to provide more quality education opportunities for students and families of the District.

- Now what?
  - This report is a component of the process. From here, DCPS, charter school representatives, OSSE, the State Board of Ed, and DME are going to meet with residents in high-needs areas to review the data and consider the solutions we have available.
  - No decisions have been made, and none will be made until we’ve had a thorough conversation with the community and a comprehensive review of our options.
  - We need your help to build an interest in participation and in recruiting community members to take part in the engagement.

Why Have You Been Invited Today and What are We Hoping to Learn from You? (5 minutes) De’Shawn

- We want you to know that this is the beginning of the process and we’re asking for your input to structure the process appropriately.
- We would like your help in building up a conversation with the community and in finding the right set of recommendations for each neighborhood.
- We want you to have a voice and a chance to influence the process of bringing more quality school options to your community.
- We want you to have an opportunity to hear what the reality is around what is possible, for better and/or worse.
- We want you to have an opportunity to see your ideas and input implemented on a month to month planning basis.
- We want to provide a transparent process. No surprises. Being part of the process means that you will be present as options are presented and considered.
Purpose and Process (30 minutes) *Jessica*

- Sharing the data for your community (20 minutes)
  - Deep-dive on the report data for the cluster(s)
  - Chance for questions on data

- 2012 Community Engagement Plan (10 minutes)
  - Multiple meetings
    - Will be round-table, facilitated conversations
    - Will focus on a series of topics
      - vision for quality schools; “temperature taking;” trust building
      - options DCPS and PCSB can provide;
      - role of facilities;
      - creating a workable plan for your community
    - Want a large contingent from the community and broad cross-section of stakeholders (parents, school personnel, students, residents) who will bring many visions of quality schools for the neighborhoods;
    - While we will ensure face-to-face meetings, we’ll need multiple ways to interact with your community.
  - Need community help
    - Recruiting community members to take part in the engagement; we need your help to build an interest in participation
    - For the meetings: finding strong facilitators from the community; perhaps you will consider facilitating or helping us identify individuals or groups from your community who would be interested and willing to serve as facilitators
      - We will be working with a contractor who will train and support these community facilitators; contractor TBD

Questions for the Advisors & Discussion (15 minutes) *Jessica*

- We’ve paired your clusters together because... *(share logic – size of cluster, number of schools, patterns of student travel, etc.). Do you have any objections to this?
- What else do we need to know as we begin this process in your community?
- What other groups should we reach out to as we begin? Others who were not in this meeting who should be considered “advisors?” Facilitators?
- Additional information about your schools and community that we should know?
- What are the different mechanisms we can get feedback from your community? Web portal? Twitter? Focus groups? Ward councils providing input?
Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Here's why I signed:

Dear friends of mine have a son at this school and they love the education he is receiving at Francis-Stevens. Urban areas are challenged to keep families in the city often because of poor school systems. DC is no exception and indeed has been roundly criticized for its education in the past. So why on earth would you close a school that is doing well and valued in its community? If you want to support a diverse community that includes families, you need quality schools and a quality environment for kids to learn and play. The community and economic health of the city is strengthened by families that stay and grow here. I've heard nothing but great things about Francis-Stevens, so you should do everything in your power to keep the doors and support something that has such a larger positive impact on its community.

Sincerely,
Susan Webb
Washington, District Of Columbia

There are now 577 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreel's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because: * Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We're motivated, we're connected, and we're all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It's a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,
Susan Albrecht Washington, District Of Columbia

There are now 49 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreel by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=
Noted, contractor notified and will ensure guards are advised.

From: Groomes, Diane (MPD)
Sent: Sunday, November 11, 2012 12:10 PM
To: Ruda, Lisa M. (DCPS); Farr, William (MPD); Sund, Steven A. (MPD); Robinson, Charnette (MPD); Durham, Alfred (MPD); Greene, Lamar (MPD)
Cc: Shelton, Paul (MPD); Sullivan, Janice (MPD); O’Meara, Kelly (MPD)
Subject: Re: DCPS
We will do a cheat sheet for protests so dcps can forward to staff and guards advised

From: Ruda, Lisa M. (DCPS)
Sent: Sunday, November 11, 2012 12:02 PM
To: Groomes, Diane (MPD); Farr, William (MPD); Sund, Steven A. (MPD); Robinson, Charnette (MPD); Durham, Alfred (MPD); Greene, Lamar (MPD)
Cc: Shelton, Paul (MPD); Sullivan, Janice (MPD); O’Meara, Kelly (MPD)
Subject: RE: DCPS
Thank you. Will get this information to our principals.
LMR

From: Groomes, Diane (MPD)
Sent: Sunday, November 11, 2012 11:59 AM
To: Farr, William (MPD); Sund, Steven A. (MPD); Robinson, Charnette (MPD); Durham, Alfred (MPD); Greene, Lamar (MPD)
Cc: Shelton, Paul (MPD); Sullivan, Janice (MPD); O’Meara, Kelly (MPD); Ruda, Lisa M. (DCPS)
Subject: Re: DCPS
Thanks

From: Farr, William (MPD)
Sent: Sunday, November 11, 2012 11:56 AM
To: Groomes, Diane (MPD); Sund, Steven A. (MPD); Robinson, Charnette (MPD); Durham, Alfred (MPD); Greene, Lamar (MPD)
Cc: Shelton, Paul (MPD); Sullivan, Janice (MPD); O’Meara, Kelly (MPD)
Subject: Re: DCPS
Correct chief they can protest on public space no blocking of entrances or driveways no throwing of objects. I covered the big issues there are others but these are the hot topics

From: Groomes, Diane (MPD)
Sent: Sunday, November 11, 2012 11:47 AM
To: Sund, Steven A. (MPD); Robinson, Charnette (MPD); Durham, Alfred (MPD); Greene, Lamar (MPD)
Cc: Farr, William (MPD); Shelton, Paul (MPD); Sullivan, Janice (MPD); O’Meara, Kelly (MPD)
Subject: Re: DCPS

Thanks steve and is there a short dos and donts of protest rules...regs that I can pass onto dcps and janice for guards. They will need to know what is legal and not (like they can't come inside school or block entrance)

From: Sund, Steven A. (MPD)
Sent: Sunday, November 11, 2012 11:46 AM
To: Groomes, Diane (MPD); Robinson, Charnette (MPD); Durham, Alfred (MPD); Greene, Lamar (MPD)
Cc: Farr, William (MPD); Shelton, Paul (MPD)
Subject: Re: DCPS

Thanks Chief,
We will have SOD monitor and prepared to assist if necessary.

Steven Sund
Commander
Special Operations Division
Metropolitan Police Department
Office: 202-671-6511
Cell: 202-439-1741

From: Groomes, Diane (MPD)
Sent: Sunday, November 11, 2012 11:43 AM
To: Robinson, Charnette (MPD); O'Meara, Kelly (MPD); Durham, Alfred (MPD); Hickson, Daniel (MPD); Patrizio, Mario (MPD); Reese, Michael (MPD); Gresham, Melvin (MPD); Kishter, Jacob (MPD); Medina, Angel (MPD); Chisley-Missouri, Kimberly (MPD); Solberg, Andrew (MPD); Conlee, Robert (MPD); Williams, Kimberly (MPD); Hoey, Robin (MPD); Porter, Dierdre (MPD); Caldwell, Renato (MPD); Lewis, Angela (MPD); Manigault, Debra (MPD); Delgado, Edward (MPD); Greene, Lamar (MPD); Sund, Steven A. (MPD)
Subject: Fw: DCPS

Hello all....announcement for dcps will come out teus afternoon....there will school closures that impact high school level and mostly middle school thus teus afternoon and wed...all week there may be protests by parents...students...etc at school sites or dcps hq (1200 1st ne)...so may call upon districts for extra support

From: Ruda, Lisa M. (DCPS)
Sent: Sunday, November 11, 2012 11:24 AM
To: Groomes, Diane (MPD)
Subject: DCPS

Chief,

Below my initials is the "heads" up email we are sending to our agency partners regarding the upcoming closing announcement. Feel free to share it. I will circle back with you directly on the specifics to ensure we have addressed issues that may ensue prior to any public announcement.

LMR

Our One City action plan is unequivocal in its commitment to ensuring that every student in the District has access to a world-class education. Earlier this year, Chancellor Henderson shared five big goals from DCPS’s strategic plan, A Capital Commitment. The goals build on the work of our One City plan and can be seen throughout the District in initiatives like Rise DC, our efforts to reduce truancy, and efforts to ensure that students have safe passage to and from school. While we have accomplished a great deal, we still have to make improvements to create a system that best positions us to offer the highest quality programs to all of our students in every neighborhood in the city.
We must also use all our resources well – every dollar, every building, and every minute of instructional time. Unfortunately, as we are now organized, our students cannot realize their full potential and our schools cannot offer everything our students deserve. That is because too many of our schools are too small and not located near where our children live. With so many small schools, we cannot make smart investments in high-quality programming. We cannot organize teachers and schedules to provide the most benefit to children. We cannot get the most out of our modernized buildings.

In the coming days, Chancellor Henderson will be releasing her proposal to consolidate a number of schools and reorganize our school district. This is a proposal and not a final decision. Final decisions have not and will not be made until after the community has an opportunity to provide feedback. We anticipate that Mayor Gray and Chancellor Henderson will finalize our consolidation and reorganization plan in January 2013.

As an agency partner, we want to continue to work with you in three specific areas:

- **Identify creative and innovative ways to reorganize our school district;**

- **Address issues and specific concerns that may be raised as we engage communities around individual schools and neighborhoods.** Issues associated with transportation, crossing guards, crews and gangs are very real when students move from one school to another. We need your help to address these issues as we consider the consolidation proposals and the transitions that will occur; and

- **Generate ideas as to how these buildings can still serve our neighborhoods and collective goals if the decision is made to consolidate a school.** Building reuse is paramount. As we seek to strengthen the District, a vacant school building weakens a neighborhood as much, if not more, than a poor performing school. We want to work together to determine how our facilities can better serve our neighborhoods.

At the upcoming Cabinet meeting, the Chancellor plans to discuss her vision and proposal with all agency directors. However, I wanted to reach out to you directly prior to that meeting because of our frequent collaboration. Together, we can create a school district that does everything it can to serve our students now and that is flexible enough to serve our students as our population grows in the future.

Once the proposal is announced, I will be certain to forward it to you. Please let me know if you have any questions or need additional information.

LMR

**Help 9-1-1 Save Your Life!**

Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at [www.smart911.com](http://www.smart911.com). Inform first responders in advance!
Hi Chelsea,

Thank you for the update on the District’s anticipated closings. Pete is correct that this information will be critical, in the preparation of the District’s Form 471 Applications. We will need to know which schools are closing, along with estimated dates, and which schools are anticipated to be reopened. This will help us to ensure that the information listed on the District’s Form 471 Applications is as accurate as possible, which will help to avoid questions and delays during the review process. At this point, we do not think that there would be any reason to reach out to USAC to discuss these closures in advance, since the District’s updated school list, will be reflected on the Form 471 Block 4 Worksheets.

If you have time in the morning, we can have a quick call to discuss in further detail. Just let me know. Thanks Chelsea!

Stephen

---------------------------------------------------------------------------------------------------

STEPHEN SHARP  
Sr. Compliance Analyst  
Funds For Learning  
sssharp@fundsforlearning.com

---------------------------------------------------------------------------------------------------

From: Rock, Chelsea (DCPS) [mailto:Chelsea.Rock@dc.gov]  
Sent: Tuesday, November 13, 2012 5:15 PM  
To: John Harrington; Stephen Sharp; DCPS  
Cc: DeGuzman, Anthony D. (DCPS)  
Subject: FW: NEWS--DCPS Invites Community Feedback on Proposed List of School Consolidations  

FFL team,

We wanted to alert you that we announced the proposed consolidation of the below list of schools today. The final list of consolidations will be released in January, after the public comment period has closed. Some of these buildings were targeted with the idea that they would reopen again in the future either as nearby population increases and/or as specialized schools.

Peter recalled that the 2008 consolidations caused a fair amount of confusion as to the following year’s filing, and the idea of speaking with USAC directly to do some relationship-building might be a good idea. Do you have any thoughts on that in general?

Let me know if it imakes sense to arrange a short call.

Thanks.

—
Chelsea Rock
FOR IMMEDIATE RELEASE
Tuesday, November 13, 2012

DCPS Invites Community Feedback on Proposed List of School Consolidations

DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. The list includes eight elementary schools, two education campuses, four middle schools, one high school, one STAY program, the CHOICE program and three special education campuses. Most school consolidations would go into effect for the 2013-2014 school year.

Challenges with Current Configuration of Schools:

“The challenge we face in DCPS is clear – our buildings are wildly under-enrolled, our resources are stretched too thin and we’re not providing the complement of academic supports that our students and families deserve,” said Henderson. “Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city.”

Facilities: A priority for DCPS is ensuring as many students as possible are in modernized buildings. Since 2007, DCPS has modernized 45 of the current total of 117 school buildings. Taking into account buildings that were previously modernized, 57 schools – almost half of the school system inventory still await modernization. Even after an enormous, city-wide investment of over $1.3 billion since 2007, almost 20,000 students still attend schools that need modernization.

Funds: Overall, DCPS spends less in large and fully-enrolled schools than it does at small and under-enrolled schools. Because DCPS has many under-enrolled schools, DCPS invests in maintaining these schools when it makes more sense to invest more in programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.

Staffing: 45 percent, or nearly half of DCPS schools, have only one teacher per grade level, making shared planning time impossible and forcing teachers to work on lesson plans by themselves. With only one teacher per grade level, small changes in student populations at a specific grade can force larger class sizes. In addition, schools cannot provide flexible grouping to meet specific student needs (for example, small groups for struggling learners.)

Consolidation Plan:
“To achieve our goals of a great school for every single student, we have to use all of our resources well – every dollar, every building, and every minute of instructional time. As our schools are currently organized, we can’t achieve our goals,” said Henderson.

When making the proposed list, DCPS considered student enrollment and demographic trends in the community, building utilization rates, building condition and modernization status and the availability of receiving schools to offer students an improved education experience. Consolidating these 20 schools will allow DCPS to offer a high-quality education to all students, use all resources more effectively, establish a flexible district that can account for future population growth and ensure the district’s long-term financial stability.

The portfolio of schools in DCPS will shift dramatically after these consolidations. The average school enrollment will increase to 432 students, up from 376. Overall building utilization rate will be 84 percent, an increase from 72 percent. Only 26 elementary schools will have fewer than 350 students, instead of 41. 1,700 additional students will have the opportunity to attend school in a modernized building.

<table>
<thead>
<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM: TO</th>
<th>WARD</th>
<th>RECEIVING SCHOOLS</th>
<th>CONSOLIDATED ENROLLMENT</th>
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<tr>
<td>2</td>
<td>Francis-Stevens EC 2013-14</td>
<td>1</td>
<td>Marie Reed ES (Elementary Grades)</td>
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<tr>
<td>2</td>
<td>Garrison ES 2013-14</td>
<td>2</td>
<td>Hardy MS (Middle Grades)</td>
<td>462</td>
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<tr>
<td>4</td>
<td>MacFarland MS</td>
<td>2</td>
<td>Seaton ES</td>
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<td>Sharpe Health School 2014-15</td>
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<td>Roosevelt HS</td>
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<td>Mamie D Lee School</td>
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<td>River Terrace</td>
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<td>5</td>
<td>CHOICE at Hamilton</td>
<td>1</td>
<td>Cardozo HS</td>
<td>477</td>
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<td>5</td>
<td>Marshall ES</td>
<td>5</td>
<td>Langdon EC</td>
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<tr>
<td>5</td>
<td>Spingarn HS</td>
<td>6, 5, 7</td>
<td>Eastern (9-11th), Dunbar, Woodson</td>
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<tr>
<td>5</td>
<td>Spingarn STAY</td>
<td>8, 4</td>
<td>Ballou STAY and Roosevelt STAY</td>
<td>739 and 711</td>
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<td>Prospect LC</td>
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<td>Neighborhood Schools n/a</td>
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<td>Shaw at Garnet-Patterson</td>
<td>1</td>
<td>Cardozo HS</td>
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<td>Davis ES 2013-14</td>
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<td>C.W. Harris ES</td>
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<td>7</td>
<td>Kenilworth ES</td>
<td>7</td>
<td>Houston ES</td>
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<td>Ron Brown MS</td>
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<td>Kelly Miller MS</td>
<td>367 and 376</td>
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<td>7</td>
<td>Smothers ES</td>
<td>8</td>
<td>Stanton ES (Elementary Grades)</td>
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<td>Winston EC</td>
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<td>Kramer MS (Middle Grades)</td>
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<td>Ferebee-Hope ES</td>
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<td>Hendley ES</td>
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<td>8</td>
<td>Johnson MS</td>
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<td>Hart and Kramer MS</td>
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<td>Malcolm X ES</td>
<td>8</td>
<td>Turner ES</td>
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<td>8</td>
<td>MC Terrell-McGogney ES</td>
<td>8</td>
<td>King ES</td>
<td>479</td>
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</table>
Boundary and Feeder Patterns:

There are no proposed consolidations in Wards one and three. As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns to more evenly distribute students. DCPS has engaged data experts to analyze population and enrollment data. Community engagement will begin this winter and continue through the spring of 2013. New boundaries and feeder patterns will not take effect until the 2014-2015 school year.

Community Engagement:

“This proposal is a conversation with our communities,” said Henderson. “We need to hear from families and community members. We are relying deeply on community feedback and engagement to ensure our success. We want to hear the innovative and creative ideas that come from our school communities to help make sure that our consolidation plan represents the best thinking of the city.”

DCPS will hold a variety of stakeholder meetings to get feedback on the proposed consolidations, including four scheduled ward-based meetings. In addition, DCPS officials will meet with ANC members, ward-based education councils and other community groups. The DCPS Office of Family and Public Engagement will host office hours in December to meet with other interested groups to ensure that all public concerns are accounted for as the school configuration plan is finalized. DCPS will also provide a platform for online feedback.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 15, 2012</td>
<td>4-8 pm</td>
</tr>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 19, 2012</td>
<td>2-6 pm</td>
</tr>
<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 5 Community Dialogue</td>
<td>Langley EC</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
</tbody>
</table>

More information and materials are available [here](#).

###

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Inform first responders in advance!
I've released the updated version of the text to QC for testing. It includes everything discussed below except for the fix to Profiles (and our QB Import) which is still in progress.

On Sun, Jan 29, 2012 at 1:51 PM, Lujan, Claudia (DCPS) wrote:
We might want to also add: The River Terrace ES boundary will be consolidated with the Thomas ES boundary; therefore anyone IB for RT will be considered IB for Thomas.

It isn't a difficult change. This is the text that should be there:

River Terrace Elementary School will close at the end of the 2011-2012 school year. Current students at River Terrace Elementary will receive a preference in the lottery for all schools to which they apply.

On Sun, Jan 29, 2012 at 1:35 PM, Lujan, Claudia (DCPS) wrote:
I don't remember reviewing closure language. Did you, Alaina?

Looks like the this was the language from last year, based on the dates.

Steve, how difficult is this to change.

Hi Steve,

I just went into the app and found the following:
1. Steve - If I list River Terrace as my current school, the system allows me to apply to Thomas Elementary without any issue.

   a. Is this something that will be fixed by Monday or should the system already be stopping me from applying to Thomas if I currently attend River Terrace?

2. Steve - If I click onto the School Profiles link from the opening page with the Chancellor’s letter, I get a runtime error (Firefox browser). I tried viewing profiles from multiple computers and iPhones and it looks like they’re down as a whole. I don’t know if this has anything to do with the lottery application or EBIS, but I also alerted Steve Cartwright, the person from DCPS who manages the profiles.

3. Claudia/Steve - Our closing school text is a little confusing/contradictory. In the message at the top we say it has been proposed for closure. In the “my preference” section we say the proposal has been approved. I’m not sure which is technically correct, but we should make sure these two sections communicate the same message.

   a. At the top of the school selection page we say

      i. “River Terrace Elementary School has been proposed for closure at the end of the 2011-2012 school year. A final decision will be announced before February 8, 2012. If the proposal is approved, current students at River Terrace Elementary School will receive a preference in the lottery for all schools to which they apply.”

   b. When someone selects River Terrace as their current school and makes a school selection, they get this message:

      i. “My Preference Category: The proposal to close your school has been approved. As a result, you qualify for a closing school preference at this school.”

4. Steve - The link to “in-boundary” (see below) isn’t working. Can we try re-linking it to http://dcatlas.dcgis.dc.gov/schools/

   “Out-of-Boundary Lottery Application and /Pre Pre-School -K Lottery Application

   **Lottery Application**

   The DC Municipal Regulations (DCMR) allow for applicants to receive a preference in the lottery for a particular school if:

   1. They live in-boundary for the school (applicable to preschool/pre-k only)”
I’m still testing the Jefferson Academy update, but will let you know if I find anything there.

~AJS

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Stephen N Miller
Senior Web Developer
Application Implementation
Phone: 202-727-0550
Email: stephenn.miller@dc.gov
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Office of the Chief Technology Officer
Suite 900
1100 15th Street, NW
Washington, DC 20005

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ServerOps internal monitors threw an alert on this and the DEV team (myself included) were made aware of it at 11:45 AM. I was on the phone with the developer in the last hour.

The problem, which affects the lottery, is somehow the .s.gh.Q.Ql.J2r.Q.fil.~.~@dg.,gQ'y user was disabled in QB. I've notified OCTO's QB team as well. I'm hoping to resolve this soon.

On Sun, Jan 29, 2012 at 1:44 PM, Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov> wrote:
Any chance you can alert the OCTO side of profiles? Don't know how long it will take to get a response from our folks...

---

From: Stephen Miller <stephenn.miller@dc.gov>
To: Smith, Alaina (DCPS)
Cc: Black, Michael (OCTO); Lujan, Claudia (DCPS)
Subject: Re: testing finds

I'll check into it. I can say for one it should block you if Thomas or river terrace is your IB school. I don't think we discussed blocking of river was current. I can add this shortly.

Thanks for contacting the dcps side of profiles. I don't know much about the app, but it appears that the error is due to its own qb import process.

Steve

On Jan 29, 2012, at 12:46 PM, "Smith, Alaina (DCPS)" <alaina.smith@dc.gov> wrote:

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From: Stefanus, Mary (DCPS) [mary.stefanus@dc.gov]
Sent: Friday, December 07, 2012 9:41 AM
To: Davis, John L. (DCPS)
Subject: RE: Community Meetings and Office Hours

Thanks...its a PTO coffe and no Francis parents showed up for the school tour...

From: Davis, John L. (DCPS)
Sent: Friday, December 07, 2012 8:57 AM
To: Stefanus, Mary (DCPS)
Subject: RE: Community Meetings and Office Hours

If you have heard nothing, then I would not plan to hold the tour, especially if there are other items the PTO would like to discuss.

-----Original Message-----
From: Davis, John L. (DCPS)
Sent: Thursday, December 06, 2012 5:17 PM
To: Stefanus, Mary (DCPS)
Subject: RE: Community Meetings and Office Hours

I'm checking Mary and will get back to you.

-----Original Message-----
From: Stefanus, Mary (DCPS)
Sent: Thursday, December 06, 2012 6:37 AM
To: Davis, John L. (DCPS)
Subject: RE: Community Meetings and Office Hours

Chief Davis,
I emailed the dates for receiving school Francis Stevens parents' to tour Hardy if interested w/the first tour scheduled for tomorrow. I have not heard anything and I'm wondering if these parents have been advised? or Principal Kennard? Our PTO has a monthly coffee and I intentionally scheduled the tour and coffee around the same time. ...please advise...Dr. Mary

Support the DC One Fund Campaign, Each One Give One. Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

From: Davis, John L. (DCPS)
Sent: Monday, November 26, 2012 6:53 PM
To: Pinkard, Eugene (DCPS); Stefanus, Mary (DCPS); Jackson, Kim (DCPS); Mitchell, Ivor D. (DCPS); Foster, Shannon (DCPS); Skerritt, Rachel (DCPS); Jackson, Stephen (DCPS); Jackson, Richard (DCPS); Fuller, Cara (DCPS); Visrael, Sean B. (DCPS); Roane, Tanya (DCPS); Clemmons, Tiffany (DCPS); Whitten-Watkins, Charlotte (DCPS); Zaki, Abdullah (DCPS); Gray, Christopher (DCPS); John, Caroline (DCPS); Davis, Sean A. (DCPS); Kearney, Billy (DCPS); Simmons, Kwame (DCPS); Gregory, Robert L. (DCPS); Daniels, Asa (DCPS)
Cc: Skates, Jennifer (DCPS); Robinson, Josephine B. (DCPS); Alexander, Amanda (DCPS); King, Mark (DCPS); Anderson, Thomas (DCPS); Shea, Daniel (DCPS); Zagami, Stephen (DCPS); DeCarbo, Terry (DCPS); Greene, Errick (DCPS); Canty, Clara (DCPS); Adderley, Barbara (DCPS)
Subject: Community Meetings and Office Hours

Principals,
Starting tomorrow, we will host community meetings regarding the proposed list of consolidated schools. We have heard from a few principals at receiving schools inquiring about their role in the community meetings. Each of you, as a potential receiving school principal, is welcome but not required to attend the meetings. The thought has been that receiving school principals may want to be at the meetings so that there is at least a face to the receiving school. This is obviously a fine line, as you aren't there to poach their families or to be aggressive in any sense. We all know the pain that this process causes, but the thought has been that your presence may be a positive for your school community and the potential transition. Ultimately, I wanted to share this thinking and to reiterate that it's plainly your call to attend or not.

Similarly, we have also heard that parents are beginning to show up wanting to see their potential new school. We would like to lessen this burden so that parents don’t show up randomly. While we obviously can’t completely control this, we would like you to set aside an hour during two days in December and two days in January. In case parents ask when they can see a school, we want to direct them to specific days and times. It can be before or after school, and there isn’t any expectation of a presentation, but to just be available to answer questions from potential parents. Please email Jennifer Skates (jennifer.skates@dc.gov) with those four days and the hour that you will be available to answer questions from potential parents.

As always, email me with any questions and I thank you for your leadership during this transition, John Davis

Community Meetings
Ward
Location
Date
Time

Ward 8
Savoy ES
2400 Shannon Pl, SE
November 27, 2012
6 p.m. – 8 p.m.

Ward 7
Sousa MS
3650 Ely Pl, SE
November 28, 2012
6 p.m. – 8 p.m.

Ward 5
LOCATION CHANGE:
McKinley Tech SHS (across the parking lot from Langley EC)
151 T Street, NE

November 29, 2012
6 p.m. - 8 p.m.
Wards 1, 2, 3, 4, 6

Brightwood EC
1300 Nicholson St, NW

December 5, 2012
6 p.m. - 8 p.m.

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Mary,

Do you have what you need at this point?

LMR

-----Original Message-----
From: Stefanus, Mary (DCPS) 
Sent: Tuesday, November 13, 2012 12:32 PM
To: Ruda, Lisa M. (DCPS)
Cc: King, Mark (DCPS); Davis, John L. (DCPS)
Subject: RE: Important Update

I was unable to get to the call because we were holding Open House. What do I need to know please?...thanks...Dr. Mary

202.531.2191

Later today, Chancellor Henderson will release her plan to consolidate and reorganize DCPS. Your school is not one of the schools proposed for consolidation. However, it is likely to
receive students from the proposed consolidated schools as early as next school year (August 2013). We wanted to quickly update you on what to expect today.

Please call in at the number below. The call will be brief, but include important information for you and your staff.

Superintendents you are invited, but not required, to join the call.

Thank you,
LMR

Call In Information

1-866-830-7256

Pass code: 7459167

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Subject: Important Update
When: Tuesday, November 13, 2012 9:45 AM-10:15 AM
Where: Conference Call - 1-866-830-7256 (Pass code: 7459167)

Note: The GMT offset above does not reflect daylight saving time adjustments.

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Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson’s recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

226. Tina Williamson Atlanta, Georgia
227. Kerry Barnes Grapevine, Texas
228. Deborah Baker Washington, District Of Columbia
229. Brittney King Dallas, Texas
230. Stefanie Skeen Princeton, Texas
That sounds perfect!

Any objection to meeting at Sumner from 1:30-3p.m.? That will give me a minute to get over there? LMR

If you're willing, we'd love to host you. We have to be at the Sumner School at 3 so could meet from 1-230. Best, Scott

Scott,

Any thoughts on where to meet on Monday? It will be Anthony DeGuzman, our COO, and me. We thought it would make sense to have an informal discussion to get a better understand of where you are with respect to the next steps with the IFF work and where we are so that we can then layout a roadmap and meeting scheduled to get us to wherever we need to be. Does that work for you? We are happy to come to you on Monday if you want.

LMR

Ok

On Apr 19, 2012, at 1:21 PM, "Ruda, Lisa M. (OOC)" wrote:
I'm checking calendars on other dates, but please hold Monday (4/30) from 1:00 p.m. to 3:00 p.m. I will get an invite out shortly.

LMR

From: spearson@dcpubliccharter.com
Sent: Thursday, April 19, 2012 12:48 PM
To: Ruda, Lisa M. (OOC)
Subject: Re: Facilities Discussion

Hi. Definitely! Here are some big chunks of time.

Next week
Tuesday after 2 and Friday after 12.

Week of April 30
Monday 12-3
Friday may 4 all day

Week after (May 7) I have jury duty (4th postponement) So if I get out of it I'll have loads of time

Additionally I could meet after hours April 25, 30, and May 8 and 9.

Let me know if you'd like dates and times after the week of May 7.

Best. Scott

On Apr 19, 2012, at 9:18 AM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

Scott,

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This needs to approved by our board; I expect it will be Monday. If so, we would support your continuing to lease the Rand facility at 33 Riggs Rd NE to CAPCS.

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That should help with some of these outstanding issues and ensure that we are moving forward together.

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From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Friday, March 09, 2012 8:32 AM
To: Scott Pearson - Executive Director
Cc: Henderson, Kaya (OOC); DeGuzman, Anthony D. (OOC); Williams-Skelton, Angela (OOC)
Subject: RE: Email to Kaya

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Thanks. Have you communicated this to CAPCS? Because based on my conversation with them, they are operating on a very different set of plans. They have told us that they plan to move their Amos II campus at 1351 Nicholson Street NW to the Keene site at Riggs Rd NW. We are voting on this MONDAY.

Best,

Scott

-----Original Message-----
From: Ruda, Lisa M. (OOG) [mailto:Lisa.Ruda@dc.gov]
Sent: Friday, March 09, 2012 8:32 AM
To: Scott Pearson - Executive Director
Cc: Henderson, Kaya (OOG); DeGuzman, Anthony D. (OOG); Williams-Skelton, Angela (OOG)
Subject: RE: Email to Kaya

Scott,

I just wanted to circle back from yesterday. The lease we have for the old Keene ES (Rand campus) expires in July 2012. We have not extended it beyond that date. In other words, if DCPS does nothing, the use expires this summer under the natural terms of the agreement.

Please let me know who the Chancellor's Executive Assistant (Ms. Williams-Skelton) can work with to schedule some regular meetings. That should help with some of these outstanding issues and ensure that we are moving forward together.

LMR

-----Original Message-----
From: spearson@dcpubliccharter.com [mailto:spearson@dcpubliccharter.com]
Sent: Thursday, March 08, 2012 7:54 AM
To: Ruda, Lisa M. (OOG)
Subject: Email to Kaya

Hi Lisa - sorry for calling so early this morning. The following email was sent from my AOL account so maybe it hit your spam filter. Since sending this I thought of a sixth area of cooperation - around a common lottery/ school choice process. Best, Scott

Hi Kaya - following up on our phone call from a couple of weeks ago, there are a few areas where PCSB would be very interested in working together with DCPS:

1. Follow up to the IFF study. I really see the IFF study as an
opening to have us tackle more broadly what you called for in our first meeting - being more "planful" about public school siteings, closing, and moves to new facilities. You had talked about getting together after hours to roll up our sleeves and dig into the details, neighborhood by neighborhood, of where we have too many schools and where we have too few. We are ready to engage on this.

2. Enrollment counts. DeShawn expressed to me a few weeks ago that he would be thrilled if PCSB and DCPS could agree on an alternative / improvement to the current system of using a single October enrollment count. I have a bunch of ideas. We'd likely involved OSSE in this as well.

3. Merging our PMF and your scorecard. It's ultimately better for parents if there were a single rating system across the city. I don't know if it's ultimately possible, but I think it's worth at least exploring.

4. SPED. I understand DCPS is unhappy with its role as LEA for charters. Rather than let a bad situation fester, which is ultimately harmful to kids, I'd like to sit down with PCSB, DCPS, and OSSE, perhaps along with some of the charters you serve, to find ways to improve on this situation.

5. DCPS desire to have chartering authority. I don't resist this, but I do think there are some conditions under which this should occur to ensure quality after you and your team are long gone, and to ensure a level playing field. I'd like to talk about these. It would be great if you and I were on the same page about these things. I don't know if it's possible but I think a discussion would be worthwhile.

Those are five - you may have others. But whenever your team is ready to engage with us on any or all of these issues, we are too.

All the best,

Scott

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Those are five - you may have others. But whenever your team is ready to engage with us on any or all of these issues, we are too.

All the best,

Scott

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Hi. Kaya and I haven't yet had a chance to meet on this, but PCSB staff have done a lot of work on our own to think about our response to the IFF study.

When the three of us get together I can walk you both through it and we can think about how working together we can make the response even more robust.

I'm technically on vacation next week but have told my staff that its ok to schedule this meeting. Scott

On Mar 23, 2012, at 8:40 AM, "Wright, De'Shawn (EOM)" <deshawn.wright@dc.gov> wrote:

> TGIF! This message is meant as a follow up to my communication to you from late Jan/early Feb regarding the development of a toolbox of potential solutions to address the need for quality seats in the 10 neighborhoods identified in the IFF report (let me know if you need me to resend this email to you).
> 
> As discussed, we need to solicit your ideas/recommendations for how to capitalize on the existing resources/assets/investments made to date in these communities and how to develop new academic programs and attract new providers to help us meet the significant demand in these areas. I've also asked for your feedback on policy/legislative changes that may help you in this work.
> 
> I will work with your respective administrative teams to schedule time for us late next week (Thurs or Fri) to meet to review your toolkit of ideas and discuss next steps in this process. I will ask that you foward a draft to me by Wed of next week so I can get a sense of what you and your teams are currently thinking/considering.
> 
> Additionally, I will plan to update you on the community meetings completed over the last few weeks in the 10 neighborhoods; they were incredibly helpful discussions as we sought input on how to engage the community in the process, talk about the report's data in concise/comprehensible way and develop a roadmap for creating quality seats where they are most needed. Again, I thank you for your personal participation in these sessions and the deployment of your senior leadership team for the community meetings held to date.
> 
> Please feel free to email or call me with any questions. I look forward to meeting next week and your partnership in delving into this work over the coming months.
>
> DW
>
> Sent from my iPad
>
> Join Mayor Gray's One City * One Hire - 10,000 Jobs Campaign "Putting District Residents Back to Work - One Hire at a Time"
> Learn more at http://onecityonehire.org
>
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Naomi DeVeaux, my deputy, will attend this one, as I have a prior conflict. I will attend one or two next week and send team members to others.

Scott

From: Sutter, Jessica (EOM) [mailto:jessica.sutter@dc.gov]
Sent: Wednesday, February 22, 2012 4:36 PM
To: Henderson, Kaya (DCPS-OOC); Scott Pearson - Executive Director
Cc: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
Subject: IFF Cluster 22 & 23 Community Advisors Meeting - Agenda and Info

Dear Kaya and Scott,

Thank you both for committing your and your staff’s time to attend the upcoming community advisor meetings for each of our “priority” clusters. As you know, tomorrow night is the first event.

Below are the timing and location details for that meeting. We have 5 confirmed attendees from 9 invitations sent.

Community Advisors Meeting: Clusters 22 & 23
Turkey Thicket Recreation Center
1100 Michigan Avenue, NE
7-8 pm

Attached is the internal version of the agenda; De’Shawn and I will use this to guide us through the meeting. I have also attached a two-page handout of cluster-specific data that we plan to share with participants tomorrow. We’ll use this, plus the cluster maps copied from the report, to guide folks through the data “deep dive” for Clusters 22 and 23. I’ll make copies tomorrow afternoon, so please review this two-pager and send me any comments or changes that you might have by 12 noon tomorrow. I’ll send out the data “deep dives” for the remaining meetings mid-day this Friday and would ask for your/staff feedback by 5 pm on Monday. They will all follow the same format.

Thank you, again, for your participation in these meetings.

Take care,
Jessica

Jessica Sutter
Senior Advisor
Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov
www.dme.dc.gov
Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

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Resending. Also we need to talk SPED.

Scott

-----Original Message-----
From: Scott Pearson - Executive Director
Sent: Saturday, January 28, 2012 1:29 PM
To: Kaya Henderson
Subject: Get together?

Hi Kaya - I hope your doing well.

Would you have time to get together in the next week or two to talk about how we should respond to the IFF study? I’m thinking if you and I are aligned on the big picture our staffs can develop a more detailed response.

While IFF is the immediate issue, there are a few others:

- On the ESEA waiver we’ve had great teamwork from Cate. I feel like we are largely aligned there. Over time i'd like to build on that cooperation and see if we can’t work to merge our PMF with your scorecard to have a common system. (I still have some anxiety that the waiver submission won’t be something we can live with, so want to work hard to get it to an acceptable place.)

I had a good conversation with Jim Blew about my desire to unify the charter application date and process so it’s more parent-friendly. He encouraged me to think bigger - coordinate with DCPS on common dates and even choice-based algorithms to award spaces across the sector. So I’d love to bang around some ideas there.

Finally I have been and will continue to be vocal on the issue of funding equality. I hope we can agree to disagree (even vigorously) without letting that impede our ability to cooperate in so many other areas.

Best. Scott

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Best. Scott

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From: spearson@dcpcsb.org
Sent: Monday, December 10, 2012 5:09 PM
To: Henderson, Kaya (DCPS)
Subject: Re: DC??

Good points... thx

From: <Henderson>, Kaya Henderson <Kaya.Henderson@dc.gov>
Date: Monday, December 10, 2012 3:53 PM
To: Scott Pearson <spearson@dcpcsb.org>
Subject: Re: DC??

Cool. I want to be careful about this. The community has a distrust of many of the donors that would be best situated to help us with this. For example, I think the Gates compact would cause more harm than good in DC. Witness the fallout from the IFF study, not because the substance was bad, but because of who helped to pay for it and their perceived agenda.

Let's talk more, but we have to be careful lest it backfire.

Sent from my iPhone

On Dec 10, 2012, at 10:35 AM, "spearson@dcpcsb.org" <spearson@dcpcsb.org> wrote:

Funding opportunity for collaboration.... Scott

Begin forwarded message:

From: Caprice Young <caprice@arnoldfoundation.org>
Date: December 10, 2012 7:02:37 AM EST
To: "spearson@dcpcsb.org" <spearson@dcpcsb.org>
Subject: Re: DC??

Yes-- if someone would lead there, I could fund. When can we talk?

Caprice
--
Caprice Young, Ed.D.
Laura and John Arnold Foundation
Vice President for Education
2800 Post Oak Blvd., Suite 225
Houston, Texas 77056
Phone: 713-554-1910
Email: Caprice@arnoldfoundation.org
www.arnoldfoundation.org <http://www.arnoldfoundation.org/>

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Hi Caprice - following up on our brief conversations at some recent conferences, did you want to have a longer discussion about DC? This is a particularly interesting time to get involved. All the best. Scott

**Support the DC One Fund Campaign, Each One Give One.**
Learn more at [www.dconefund.org](http://www.dconefund.org) or [www.onefund.dc.gov](http://www.onefund.dc.gov). One City, Working Together!
This is a really important court ruling for PCSB. It decisively upholds our broad authority to close low-performing schools. Best, Scott

Begin forwarded message:

From: "Audrey A. Williams" <AWilliams@dcpcsb.org>
Date: November 15, 2012 5:04:58 PM EST
Subject: NEWS RELEASE: DC Court of Appeals Upholds Charter School Board Closure of the Kamit Institute for Magnificent Achievers (KAMIT) Public Charter School

NEWS RELEASE

3333 14th Street, N.W., Suite 210

Washington, DC 20010
Phone: 202-328-2660
www.dcpcsb.org

For Immediate Release: November 15, 2012
Contact: Theola Labbé-DeBose, Director of Communications
(202) 328-2670 phone; (202) 579-9385 cell
tldebose@dcpcsb.org

DC Court of Appeals Upholds Charter School Board Closure of the Kamit Institute for Magnificent Achievers (KAMIT) Public Charter School

Appellate Judges Dismiss Civil Suit Challenge

Washington, D.C. — The District of Columbia Court of Appeals today upheld the DC Public Charter School Board (PCSB)’s August 2010 decision to revoke the charter of KAMIT Public Charter School. The appellate court affirmed that PCSB has an express duty and responsibility to exercise its expertise in making educational judgments on whether to revoke a school’s charter. The court followed the standard under D.C. law that courts are to presume the validity of an expert agency’s action and found that PCSB acted carefully and conscientiously when it exercised its responsibility to revoke KAMIT’s charter.
“This decision affirms what we knew to be true, that the Board provided KAMIT with the due process it affords every school it oversees and exercised a thorough examination of KAMIT’s performance before ultimately deciding to close the school,” said Board Chair Brian W. Jones. “We are grateful that the court confirmed our authority to close a school based on an examination of the school’s performance and the exercise of our expertise. The Board will continue to use this authority to shut down failing schools.”

Click here to read the court’s decision.

PCSB unanimously voted in 2010 to close The KAMIT Institute for Magnificent Achievers, a middle and high public charter school, after reviewing evidence that the school submitted and determining that the schools had years of poor test scores, low attendance, difficulty in managing student transcripts, governance shortcoming and other issues. The school filed suit in D.C. Superior Court after the closure and after losing that case, filed an appeal.

PCSB was represented by Brian Anderson and Courtney Dyer of O’Melveny & Myers LLP.

About PCSB: The DC Public Charter School Board (PCSB) is setting a national model for creating quality public school options through its rigorous review of new charter applications and effective oversight of charter school performance that is leading the transformation of public education in Washington, DC. PCSB currently oversees 57 public charter schools on 102 campuses serving 35,019 students living in every ward of the city. Learn more at www.dcpsb.org.

# # #
Chancellor’s Teachers’ Cabinet: Meeting Agenda

November 20, 2012
5:00 – 6:00 PM
Chancellor’s Conference Room

1. Welcome and Cabinet Introductions: 5:00 – 5:15
   - Name, school, grade level and subject
   - What is one thing you would like to accomplish in your classroom between now and the end of the semester?

2. Focus Topic: School Consolidations: 5:15 – 5:35
   - How do we make sure we’re getting thoughtful feedback from teachers on school consolidations?
   - What can we do to help the strong teachers in these schools feel valued and take care of them – both small things and large things?

3. Open Forum: 5:35 – 5:55
   - What’s going on in your school?
   - What’s on teachers’ minds right now?
   - What should the Chancellor and central office be aware of?

4. Closing: 5:55 – 6:00
   - Schedule of meetings
   - Session feedback
Thanks, Naomi. We’ll connect with Bryant and his team, but it seems to make sense that they own much, if not most of this information. For now we will continue to update the school name and grade configuration fields in sdl. We will keep you posted if anything changes.

Best,
Alaina

---

Sure, all the data that feeds the profiles is entered in sdl. The directory you modify should feed the profiles. So if you make a change it will update online and those we collect/update as they change.

The rest of the profile and scorecard fields we only update once a year because normally they don’t change as frequently as say school phone number for example. Feeder patterns is one of them. If that info has changed we can definitely get that from you and it can be updated easily.

This year I think we got that info from Bryant in cos because that info was given out in the school opening meetings and between you two offices, I don’t know who should be the “owner”.

Let me know whatever needs to change and we will update it!

Thanks!

Naomi

---

Thanks, Naomi. Currently we update the school name, and grade configuration fields in SDL. Please let us know if you think there other fields we should be updating.
Could you also let us know in general what fields school profiles pull from SDL? Lastly, what is the time frame that you usually make changes/updates to the profiles?

Best,
Alaina
We are happy to update them if things have changed from last year. I thought it was your office that provided them?

Hi Naomi,

Do you know who provides the data for updates to the feeder patterns in school profiles?
We're getting close to the opening of the High School Online Application, and later, the Lottery, and want to make sure everything is correct for families using the profiles to prepare for those applications. Thank you!

~Alaina

Alaina Smith
Office of Strategic Enrollment Initiatives

District of Columbia Public Schools
Office of the Chief Operating Officer
1200 First Street NE
Washington, DC 20002
T: 202.535.3117
F: 202.442.5026
E: alaina.smith@dc.gov
W: http://dcps.dc.gov

Grade.DC.gov has expanded!
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911 Office on Aging.
Check out www.grade.dc.gov today.
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Could you also you let us know in general what fields school profiles pull from SDL? Lastly, what is the time frame that you usually make changes/updates to the profiles?

Best,
Alaina

From: "Watson, Naomi M. (DCPS)" <Naomi.Watson@dc.gov>
Date: Thu, 25 Oct 2012 15:02:29 -0400
To: Alaina Smith <alaina.smith@dc.gov>
Cc: "Garrison, Greg (DCPS)" <greg.garrison@dc.gov>
Subject: Re: School Profiles Data

We are happy to update them if things have changed from last year. R I thought it was your office that provided them?

From: Smith, Alaina (DCPS)
To: Watson, Naomi M. (DCPS)
Cc: Garrison, Greg (DCPS)
Sent: Thu Oct 25 14:50:10 2012
Subject: School Profiles Data

Hi Naomi,

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~Alaina

Alaina Smith
Office of Strategic Enrollment Initiatives

District of Columbia Public Schools
Office of the Chief Operating Officer
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Washington, DC 20002
T: 202.535.3117
F: 202.442.5026
E: alaina.smith@dc.gov
W: http://dcps.dc.gov
Grade.DC.gov has expanded!
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911 Office on Aging.
Check out www.grade.dc.gov today.
Good morning!

I'll be ready to talk about seat availability release, inter-school waitlist sharing & correct next school outreach.

Sent from my iPhone

On Jul 10, 2012, at 12:05 AM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

> I could call in but size of mtg not very conducive to this. Can you all be prepared to present on your relevant pieces?
> Also, went through School Opening Stat dry run today and two recruitment schools are close to getting a vacancy held - Smothers and Langdon. Where are we with the execution of their plans, etc. I already know the issues with Langdon, although do we have new traction with interim poc?
> Thomas is also on this list, while not a recruitment school, folks will want to know status of RT placement efforts.
> Sent from my iPhone
> Grade Your Government!
> Share your thoughts on key DC Government services.
> Check out the new grade.dc.gov and give your feedback via web, text or social media.
> Learn more at www.grade.dc.gov
Do we want to communicate that its closing or that its been proposed for closure?

If we're saying that its closing definitively, then we need to change the static message at the top of the school selection page. It says "proposed for closure."

We might want to also add: The River Terrace ES boundary will be consolidated with the Thomas ES boundary; therefore anyone IB for RT will be considered IB for Thomas.

It isn't a difficult change. This is the text that should be there:

River Terrace Elementary School will close at the end of the 2011-2012 school year. Current students at River Terrace Elementary will receive a preference in the lottery for all schools to which they apply.

Looks like the this was the language from last year, based on the dates.

Steve, how difficult is this to change.

I just went into the app and found the following:
1. Steve - If I list River Terrace as my current school, the system allows me to apply to Thomas Elementary without any issue.

   a. Is this something that will be fixed by Monday or should the system already be stopping me from applying to Thomas if I currently attend River Terrace?

2. Steve - If I click onto the School Profiles link from the opening page with the Chancellor’s letter, I get a runtime error (Firefox browser). I tried viewing profiles from multiple computers and iPhones and it looks like they’re down as a whole. I don’t know if this has anything to do with the lottery application or EBIS, but I also alerted Steve Cartwright, the person from DCPS who manages the profiles.

3. Claudia/Steve - Our closing school text is a little confusing/contradictory. In the message at the top we say it has been proposed for closure. In the “my preference” section we say the proposal has been approved. I’m not sure which is technically correct, but we should make sure these two sections communicate the same message.

   a. At the top of the school selection page we say

      i. “River Terrace Elementary School has been proposed for closure at the end of the 2011-2012 school year. A final decision will be announced before February 8, 2012. If the proposal is approved, current students at River Terrace Elementary School will receive a preference in the lottery for all schools to which they apply.”

   b. When someone selects River Terrace as their current school and makes a school selection, they get this message:

      i. “My Preference Category: The proposal to close your school has been approved. As a result, you qualify for a closing school preference at this school.”

4. Steve - The link to “in-boundary” (see below) isn’t working. Can we try re-linking it to http://dcatlas.dcgis.dc.gov/schools/

“Out-of-Boundary Lottery Application and /Pre Pre-School -K Lottery Application

**Lottery Application**

The DC Municipal Regulations (DCMR) allow for applicants to receive a preference in the lottery for a particular school if:

1. They live *in-boundary* for the school (applicable to preschool/pre-k only)”
I’m still testing the Jefferson Academy update, but will let you know if I find anything there.

~AJS

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Open to all DC residents
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Stephen N Miller
Senior Web Developer
Application Implementation
Phone: 202-727-0550
Email: stephenn.miller@dc.gov
Website: www.octo.dc.gov

Office of the Chief Technology Officer
Suite 900
1100 15th Street, NW
Washington, DC 20005
Hi Steve,

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   a. Is this something that will be fixed by Monday or should the system already be stopping me from applying to Thomas if I currently attend River Terrace?

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Here's what I drafted:

Hi Mario and Matt,

We’ve got a couple of important and time-sensitive EBIS updates that we would like to implement over the next few days. The first is around the closure of River Terrace Elementary School. River Terrace will be closing at the end of this school year and we need that to be reflected in the lottery, which opens Monday Jan. 30. In order to give ourselves plenty of time to make sure the changes are working properly, we would like this update to go into effect sometime between 6pm this Friday and 6am on Monday (Jan. 30). Please review and let me know if you have any questions, especially about the River Terrace changes. Thanks so much!!!

The other updates are text changes and are a bit more flexible in terms of timing.

River Terrace Changes:

1. River Terrace Elementary School will close at the end of this school year. In order for lottery preferences to be applied correctly we need the following changes to be made in EBIS:
   a. Any address that lies within the current River Terrace boundary should be updated to return Thomas Elementary School as the in-boundary elementary.
      i. Example: If someone inputs an address that falls within the River Terrace boundary, EBIS should return Thomas Elementary School as their in-boundary elementary, NOT River Terrace.
   b. Any address that is “in-radius to River Terrace should be updated to return that it is “in-radius” Thomas Elementary School.
      i. Example: If someone inputs an address that is “in-radius” to River Terrace, EBIS should return that they are “in-radius” to Thomas Elementary School NOT River Terrace.

2. We would also like to add the following text when the above changes go live:
   “River Terrace Elementary School will close at the end of this school year. Current River Terrace students will have a right to continue at Thomas Elementary School, and will receive a preference through the Preschool/Pre-K and Out-of-Boundary Lotteries at all schools to which they apply. Thomas Elementary School will become the in-boundary school for families living within the River Terrace boundary.”

Text changes:

1. Current text: **Takoma Education Campus is currently located at it's temporary site, Meyer Elementary School. Takoma Education Campus will return to it's previous location at 7010 Piney Branch Road, Washington DC 20012 at the conclusion of the winter break period of this school year (2011-2012).**
   a. Change to: “Takoma Education Campus has returned to its newly modernized permanent location at 7010 Piney Branch Road NW Washington, DC 20001.”

2. Current text: **Eastern Senior High School is pleased to enroll ninth grade students only into its rigorous, college preparatory program for the 2011-2012 school year. Current eighth grade students living within Eastern's boundary or attending one of its feeder middle schools (Eliot-Hine, Jefferson, or Stuart-Hobson) are automatically guaranteed a seat in the freshman class and must only complete annual DCPS enrollment**
and residency forms. Families living within Eastern's boundary who have students entering the 10th through 12th grades have the option to enroll their student at Woodson HS, Spingarn HS, or Anacostia HS.

a. Change to: “Eastern Senior High School is pleased to enroll 9th and 10th grade students only into it’s rigorous college preparatory program for the 2012-2013 school year. Current 8th grade students living within Eastern’s boundary, or attending one of it’s feeder middle schools are automatically guaranteed a seat in the 9th grade and must only complete the annual DCPS enrollment packet. Families living within Eastern’s boundary who have students entering 10th grade for the first time are also guaranteed a seat and must only complete the annual enrollment packet. Those living within Eastern’s boundary who have students repeating 10th grade, or entering 11th or 12th grades have the option to enroll their student at Spingarn HS or Anacostia HS.”

3. Add text: “Cardozo High School is currently located at it’s temporary site, Meyer Elementary School. Cardozo High School will return to it’s permanent location at 1200 Clifton Street NW Washington DC 20009 upon completion of the modernization process currently underway that site.”

4. Add text: “For the 2012-2013 school year Powell Elementary School will offer seats in preschool through 5th grade for both it’s dual language and traditional programs. Students wishing to enter this program in grades 2 and up must demonstrate grade-appropriate Spanish language skills in order to be admitted.”

5. Add text: “For the 2012-2013 school year Tyler Elementary School will offer seats in grades preschool through 4th for it’s Spanish Immersion program. Students wishing to enter this program in grades 1 and up must demonstrate grade-appropriate Spanish language skills in order to be admitted.”

6. Add text: “For the 2012-2013 school year Jefferson Middle School Academy will offer grades 6 and 7. Jefferson Middle School will offer grade 8 only. These schools have the same boundary and feeder pattern.”

Best,

Alaina Smith  
Program Assistant  
Office of the Chief Operating Officer  

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Ah ok, cool. Thanks!

No worries, just wanted to tell you abt Saint Ex!

Just called you. Will now be in class until 8:30pm. Should be able to check BB again around 7:30.

Call me!

Tynan Coffee & Tea (1275 1st Street Northeast, Washington)
- She always gets her coffee here!

Shaed EC (301 Douglas St NE)
- The first time I heard her facilitate a school closure. She was a pro and I learned a LOT.

Bah I can’t think about this anymore...too depressing!
I can’t cry in the office!!!!!

~AJS
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From: Smith, Alaina (DCPS) [alaina.smith@dc.gov]
Sent: Tuesday, October 04, 2011 5:39 PM
To: Lujan, Claudia (DCPS)
Subject: AS map location ideas!

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~AJS
Thanks for your thoughts on these – I would agree that perhaps holding onto Webb makes sense. It was “traded” but DGS has evaluated the building and has no interest in reusing it for District agency use (thus our consideration of including it in the RFO). If DCPS anticipated a need in that area for this space it could certainly be considered.

We actually ARE using community/educational needs in the RFOs – most notably in our recent release of Crummell and PR Harris RFOs. The solicitation included preferences for a school that connects to the career/technical educational programming at UDC (at PR Harris) and a school that could offer additional community benefits (like providing community meeting space and/or health services) at Crummell.

No one responded to Crummell and only one school to PR Harris – but had multiple groups responded, we would have been able to drive the prescribed “needs” identified through previous community meetings (and moving forward the IFF study) to determine the ultimate “best” fit for the building.

I think you’re instincts are absolutely correct and that is our goal moving forward: to release RFOs for buildings in high-needs areas most quickly and to ensure awards are made not only to best applicant but to best applicant that can complement educational needs in the community.

Happy to go over this with DCPS as we finalize the list and draft the RFO.

A

HI Ahnna,
Thanks for reaching out and getting our input. At the moment there are no plans in place for the reuse of any of the buildings below but there are two things to consider.

1. Given the ongoing ward 5 middle grades conversation I’m wary to fully abandoning the thought of not reusing Webb. I think it’s also worth pointing out that I thought we traded Webb for Meyer about a year ago when we realized we need Meyer for the Cardozo swing. Thus Webb should in theory be in DRES/DGS portfolio.

2. I’m eager to understand how decisions will be made moving forward about what type of schools might backfill a building that we’ve recently vacated. Don’t get me wrong I want strong schools and choice but feel it would be would best to fill building with a school type that is lacking in the area or doesn’t replicate the program we just pulled out of the building. I know that the RFO’s intent isn’t to do what I just said but am curious to get a better grasp of how that decision will occur moving forward, especially in light of the IFF study and the growing facilities planning role of the DME.

Thanks,
Anthony
On 10/17/11 2:18 PM, "Smith, Ahnna (EOM)" <ahnna.smith@dc.gov> wrote:

Not for distribution – but based on initial conversations with DGS, here are the buildings we would like to RFO.

Our goal is to get this teed up and out the door before Thanksgiving. IF DCPS has interest in retaining any of these buildings we would need to have a fairly compelling vision for their proposed use.

Rudolph (unoccupied since 2008)
Shaed (closed 2011)
Shadd (currently leased to UDC/CCDC through fall 2012)
Webb (transferred to DCPS from DRES last year)
Gibbs
JF Cook (again; slim likelihood for a viable YouthBuild + partner occupancy)
Langston (unoccupied for quite some time, terrible condition)
Young (RFO’d previously; unsuccessful attempt by DMPED to develop)
Merritt (proposed use by MPD – will not become long-term MPD site)
Randle Highlands Annex (previously RFO’d – significant community opposition to reuse as anything but part of the school)

Ahnna Smith
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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Introduction

The District of Columbia seeks to establish its vision for school quality grounded in a sound understanding of educational needs and trends. The Deputy Mayor for Education has commissioned IFF to assess the geographic distribution of school performance across the District. By looking at the distribution of performing schools, the study will show where there is unmet demand for seats in high quality schools from pre-kindergarten through twelfth grade.

The following is an outline of the scope of work for this study. IFF will provide a thorough needs-assessment that evaluates school performance by geographic location. This will include a study of school capacity at public schools, public charter schools and in voucher programs. School types may be further broken down by specialty programs. Using capacity and geographic distribution, the study will yield the level of service and the gap in service, both citywide and for a defined geographic unit.

Goals

1) Identify the gap in access to performing schools, i.e. where is there inadequate access to schools that meet state standards?
2) Set geographic priorities for school reform and facilities modernization.

Objectives

1) Define the measures for “high performing” schools for the purposes of this study.
2) Determine the capacity in schools that meet state education standards in the District of Columbia.
3) Analyze the capacity in high performing schools by geography.
   a. Citywide
      i. Current enrollment = actual enrollment averaged over time.
      ii. Potential enrollment = number of school age residents.
   b. Zipcode (or other detail geographic measure)
      i. Current enrollment = actual enrollment averaged over time.
      ii. Potential enrollment = number of school age residents.
4) Compare and rank the outcomes to determine where there is unmet demand for performing schools.
5) Map the distribution of school performance.
6) Recommend geographic priorities.

Outcomes
1) Number of seats in high performing schools by geographic area.
2) Level of Service – the percentage of students with access to performing schools.
3) Service gap – the difference between capacity and demand for both general and special needs students.

Methodology
1) Set the study area boundaries;
2) Define performing and non-performing schools;
3) Analyze current and potential enrollment by geographic area;
4) Determine capacity in all schools;
5) Measure school capacity by performance
   a. Determine Level of Service (LOS)
   b. Determine Service gap

Deliverables
1) Clean dataset of school performance and geography
2) Shapefile of student addresses
3) Executive Summary
4) Report in both hardcopy and electronic formats
5) Maps
6) Geographic area profiles
7) Press release to present findings
Wanting to make sure we’re on the right track and thinking through this work in the right way, De’Shawn asked that we picked your respective brains on this, prior to the meeting on the 10th.

In addition to the scope of work, a helpful document to skim before we chat:

http://www.iff.org/resources/content/2/2/0/documents/MRR.pdf

Many thanks!
Ahnna

<<IFF Proposal for DC.pdf>>
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Many thanks!

Ahnna

<<IFF Proposal for DC.pdf>>
Sleep? What's that?
Abigail Smith via BlackBerry

------ Original Message -----  
From: Henderson, Kaya (OOC)  
To: Smith, Abigail (OOC); Weber, Peter (OOC)  
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC)  
Sent: Wed Oct 05 17:53:24 2011  
Subject: RE: KH items for Mayor  

Meeting was moved to Tuesday. I was at home asleep when you sent it!

Kaya Henderson  
Chancellor

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1200 First Street, NE  
12th Floor  
Washington, DC 20002  
T 202.535-1581  
E kaya.henderson@dc.gov  
W dcps.dc.gov

------ Original Message -----  
From: Smith, Abigail (OOC)  
Sent: Wednesday, October 05, 2011 5:52 PM  
To: Henderson, Kaya (OOC); Weber, Peter (OOC)  
Cc: DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS); Ruda, Lisa M. (OOC)  
Subject: Re: KH items for Mayor  

Sorry - I was hoping last night would be in time. The enrollment one will be updated with final data anyway.  
Anthony and Claudia are up to speed on the eaton bancroft issue.  
Good news on RT.  
Abigail Smith via BlackBerry

------ Original Message -----  
From: Henderson, Kaya (OOC)  
Sent: Wed Oct 05 17:40:39 2011  
Subject: RE: KH items for Mayor  

Already told the mayor about River Terrace closing. Someone needs to remind me to make a courtesy call to CM Alexander and the Chair before we announce.
Lisa, pls line up the second two issues for next week's meeting, since we didn't get this until after we had already met this week.

Thanks, all.

Kaya Henderson
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1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

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Sent: Tuesday, October 04, 2011 11:05 PM
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Cc: Henderson, Kaya (OOC); DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS)
Subject: KH items for Mayor

Pete-
I have three follow ups for the Mayor from my check in with Kaya yesterday. Pasted below and attached (in easier to read format). The first two items require input and/or decisions from the Mayor. I probably provided way too much detail, so feel free to pare.

For the Chancellor's check-in with the Mayor

1) School Closure
Bottom line:
We propose moving forward with closing River Terrace and not pursuing any other school closures at the moment.
The details:
• Given all of the studies and planning work happening over the coming months (IFF, ERS, MFP), we don't think it makes sense to do a major round of closures for the coming year. Final decisions would need to be announced by early January, which doesn't give us time to digest the study results and engage the community.
• River Terrace's enrollment this year is 141 - an increase of 1 student from last year. It is our smallest elementary school, and too small to sustain a strong program. We gave the community significant support in student recruitment, which may have helped stem the loss, but enrollment did not increase. RT's per pupil expenditure this year is $11,427; Hendley's (with 341 students) is $9,799.
• The proposal would still be to consolidate with Neval Thomas, and to offer bus service for the students who are actually travelling for the RT neighborhood (about half the students). Annual saving would be around $600,000.

2) Destination schools for Eaton and Bancroft
Bottom line:
• Change the current status of dual destination schools for Eaton and Bancroft to a single destination school. Eaton's destination school would be Hardy; Bancroft's would be Lincoln. Both schools currently have Deal as an additional guaranteed option. All Eaton and Bancroft students who live in-boundary for Deal would continue to have that guaranteed option.
The details:
• In 2008 DCPS established a policy of designating a guaranteed destination school for each elementary, education campus, and middle school. With so many elementary schools' boundaries divided between two middle schools, and so many out-of-boundary students in those
schools, this new policy allowed for continuity and predictability for students and families. OOB students no longer have to apply to remain in their current school's feeder pattern.

- At that time, Deal was in need of students and both Bancroft and Eaton's boundaries overlap in part with Deal's. So while Eaton is closer to Hardy, and Bancroft to Lincoln, we allowed for the dual option to provide families with more choice.
- At this point, Deal is well over its building capacity, with 1020 students in a building built for 950. Without making any policy change, that number will go up next year. Hearst has a 5 grade that will feed to Deal for the first time, creating further pressure.
- Possible alternatives to this proposal are: adding multiple demountables and/or rescinding the destination school right from all out-of-boundary students in Deal's feeders (Janney, Lafayette, Murch, Hearst), requiring them to return to their neighborhood middle school. Neither option makes sense for DCPS as a whole.

3) Enrollment

Bottom line:

- Enrollment is down somewhat from last year, while we had projected a small increase. We have lost most of the ground that we gained in last year's increase.

The details:
- The official count will be pulled end of day Wednesday, so the following numbers will increase slightly before then. As of Tuesday morning, total DCPS enrollment was 45,844. Last year's October 5 count was 46,515, so that's a 1.4% drop (671 students). We had projected an increase of 732, so are 3% under projection.
- PS/PK is overall up from last year - an increase of 142. But we had projected an increase of 296 in PS/PK combined, so we fell short.
- 9th grade is significantly up from last year and well over projection. That is largely due to Wilson, Eastern, and Woodson - all success stories of modernized buildings and revived or new programs.
- 11th and 12th grade are way under projection, which is very concerning. We lost a much higher percentage of students than normal and are looking into where those young people are.
- We also saw significant enrollment losses at a few schools that have had negative press in the last year: Dunbar, Hardy, Hearst, Noyes, Thomson. But there were also some drops at schools that don't have an obvious explanation.
- The Shaed/Emery consolidation was a success from an enrollment transition perspective, with 81% of eligible students from those two schools coming to Langley, and 94% remaining in DCPS.
Attached is the draft of the RFP that the DME expects to release in the next 10 days. Marc Bleyer sent it to Anthony and me on Friday, after I had a conversation with him about the need for DCPS to be more directly engaged with the IFF study. I am hoping that one or more of the three of you have already seen these materials, or been engaged in the discussion that led to them. But if that's not the case, Anthony and I want to flag a couple of major issues that are pretty much summed up by this excerpt from the RFP:

"The public outreach strategy will include three objectives: 1) a visioning process to establish the guiding principles for the master facilities plan, 2) re-mapping the attendance boundaries, and 3) developing community priorities and recommendations for right-sizing public education facilities in the District of Columbia."

Clearly all of the above needs to happen, but the last conversation I had with Kaya about led me to believe that it was not your expectation that the DME (through a contractor or otherwise) would be driving the boundary revision and/or the school closure process. In addition to project ownership, I have major questions about timing. And perhaps more than both of those, I am wondering whether the Mayor is fully on board, given the third rail nature of both of these topics (closures and boundaries).

Let me stop there, in case you all already know context that I'm not aware of (which would be great!) If not, let me know, and Anthony and I can tee up the specifics.

-----Original Message-----
From: Bleyer, Marc (EOM) [mailto:marc.bleyer@dc.gov]
Sent: Fri 9/16/2011 11:45 AM
To: Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC)
Subject: Master Plan RFP

Abby and Anthony,

We’d love to get your feedback on the Master plan RFP. I’ve attached the most updated version of the full RFP. The SOW is pages 1-12 with the requirements on 7-9. Any feedback you have would be welcome and I’m happy to discuss by phone once you’ve had a chance to review.

I've also attached a PPT with an outline of the RFP tasks on slides 8-10 in case you want just the summary.
Preventing terrorism is everybody's business.

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To subscribe to real-time text message and email updates on emergency and traffic incidents, visit https://textalert.ema.dc.gov/register.php.
Got it.
Lisa- I'm going to try and find you today to talk for 5 min about what is realistic for you to pull together in terms of an overview for chiefs re the budget picture. I feel like in an ideal world, we'd see a basic version of what you did in the school budget presentation, but for central. E.g., major funding streams and how they are changing. Implications of those changes, etc. Just the basic story, insamuch as we know it.
Abigail Smith via BlackBerry

I was talking about the decisions that tie to the numbers (e.g. reduced partnerships, reduced after-school etc.).
LMR

Yup, I think knowing the nuts and bolts of what our budget numbers are would be helpful. But what I am talking about is actually getting on the table the strategic tradeoffs that everyone is already baking in to their budget revisions for 12. While on the one hand we're not ready for those conversations (eg, we don't have the curriculum stuff far along to know what the need is), on the other hand chiefs are mtg with OCFO and making assumptions about their budget parameters for the coming year - and therefore their strategic priorities. And none of this is taking into account what is happening in other divisions, let alone whether we want to make some big bets that require significant changes for next year.

I realize we are also in the midst of the 3 year planning process with Broad, but by the time that is done it will be too late for next year.
Abigail Smith via BlackBerry

It would not hurt to get everyone on the same page with respect to our budget up and downs. Some folks have heard part but we have not heard all together. We would need some structure as the CAO stuff sometimes has a life of its own. I don't think this is a long discussion.
On Mar 14, 2011, at 9:10 PM, "Smith, Abigail (OOC)" <Abigail.Smith@dc.gov> wrote:

Thoughts on what's below? The more I think about it (and talk with other chiefs about it), the more I am anxious to spend some time getting ahead of the strategic priorities we’re all essentially setting right now as we do our FY12 budgets. This happens every year - cart before the horse, and then we never catch up. (Alright - that metaphor didn't pan out, but you know what I mean).

So some of that is around whether we want to make some big bets (see below), but some of it is just around what chiefs are prioritizing at this point. And/or what strategic decisions chiefs are making to change course in the coming year, in order to accommodate next year's budget.

If you all think we’re just not in a position to have any of these conversations, let’s just stick with the two Broad sessions, and then any regular MT agenda items that are ready for discussion.

From: Smith, Abigail (OOC)
Sent: Mon 3/14/2011 1:14 AM
To: Henderson, Kaya (OOC); Weber, Peter (OOC); Ruda, Lisa M. (OOC)
Subject: MT retreat - need your thoughts

As of now most of the day is being taken up by two different sessions with our Broad friends:

1) Review of other districts' strat plans for purposes of informing our own approach (Tim DeRoche)
2) Innovation in the classroom: a national scan of new personalized learning models (Christina Heitz)

I was also planning on using a little time to get feedback on our "narrative of reform to this point" document, which we will have in something between an outline and a draft form.

The chiefs had expressed real interest in taking some time to look at what more fundamental changes in approach we might consider as we face these significant budget limitations. We could only really spend 60-90 minutes, but I wonder if we should begin vetting some of these more extreme ideas and what they would take. The most obvious is another significant round of school closures - drastically reducing our footprint, and what all of the implications of that might be. But there are other ideas we may want to throw out there.

And because we did not have MT last week, are there more immediate agenda items we just need to address on Thursday? If so, how long would you want for those? We could do that first thing in the morning.
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Totally. No plans to close any of the small schools (other than Shadd which may be more of a relocation) this year. We can send out messaging to principals of impacted schools if that helps. Let me know.

LMR

As I'm sure you have, my team has been hearing from lots of schools that are on that "under 300 list" with concerns about what this will mean; (in the last two days we've gotten a range of nervous calls and emails from parents and staff at Ross, Garrison, Hearst, West, Payne, and Ludlow-Taylor - off the top of my head). Both parents and staff have been reaching out wanting to know what they should do. I think it's important that we have a consistent message in response. As of now, principals are responding as they see fit, without guidance from us. And I'm sure that my team is not alone in hearing from both parents and school staff.

At the very least it seems like we should assure ppl that their schools will not be closing for the 2011-12 school year, that any closure proposal would take into account a whole range of factors beyond simply whether they are on this list, and that any proposal would include significant community engagement.
Initial Questions and Answers Regarding Proposal to Close River Terrace Elementary School

Q: Why is this proposal being considered?

A: River Terrace has a very low enrollment relative to all other PS-5 schools in DCPS, and its enrollment has declined significantly over time. This makes River Terrace unable to sustain a robust PS-5 school program with comprehensive academic and extracurricular opportunities. Thomas Elementary has had recent improvements in its building and with additional students will be able to offer an even broader academic and extracurricular program. By transitioning River Terrace students to Thomas, we are confident we can enhance the academic, enrichment, and support services offered to all students. By closing severely under-enrolled schools, DCPS can reallocate resources currently spent on maintaining half-empty buildings towards programs that directly impact students.

Q: What are the benefits of attending a school with a larger enrollment?

A: Schools with a larger enrollment are able to offer more academic classes, extracurricular activities, partnerships, and support services to students at the school. With a larger staff, there are more opportunities for teachers to collaborate and work in grade-level teams to improve the instruction offered to all students.

Q: When would this closure occur? What changes would take place this year?

A: If this proposal is approved, River Terrace would close at the end of the 2010-2011 school year. Additionally, stakeholders from both school communities, with support from the central office, would work together over the course of the winter and spring to ensure a smooth transition for staff, students, families, and community. Students would transition to Thomas Elementary at the beginning of the 2011-2012 school year.

Q: How would students from River Terrace get to Thomas safely?

A: Student safety is the highest priority, and we recognize the challenge posed by the need for many students to cross Benning Road to get to Thomas Elementary. As a result, DCPS would provide daily bus service in the morning and afternoon between River Terrace and Thomas. This would include a bus immediately after school as well as at the conclusion of afterschool activities. Any student wishing to take advantage of this would have free daily transportation to and from the receiving school. Additionally, we would work closely with the Metropolitan Police Department (MPD) and District Department of Transportation (DDOT) to identify safe walking routes and determine if additional crossing guards are needed or should be deployed in different locations.

Q: What does the Thomas facility offer?

Thomas Elementary School received a Phase 1 modernization during the summer of 2010. As a result, Thomas now has modernized academic spaces complete with new furnishings and equipment, and enhancements to modernize the acoustic, lighting, ergonomics, technology, climate and comfort of the classrooms to support 21st century learning needs. In the near future, modernization of the school's common area, fields and building systems will continue.
Q: Would students be able to continue to participate in existing afterschool programs and partnerships?

A: We are committed to ensuring that we retain as much stability as possible for students. Programs currently at River Terrace would continue to operate as they do this year. We will work with afterschool programs and partners to determine if they are open to continuing their programs at Thomas for the next school year. We would also solicit feedback from River Terrace families on existing programs that are highly valued and would prioritize relocating these programs to the new site.

Q: What are the program offerings at Thomas?

A: Thomas Elementary implements the Schoolwide Application Model (SAM), which is a general education support approach that focuses on fully integrating and coordinating resources to improve academic and social outcomes for all students. Additionally, like River Terrace, Thomas has a strong focus on health and fitness and participates in the Fun Fly Fit Fitness and Wellness Program and is a member of the Alliance for Healthy Schools. They also participate in a food pilot program receiving food made from scratch from DC Central Kitchen. Students also stay physically fit by participating on the school’s step team. Thomas has numerous community partners including DC Reads, Everybody Wins, and the Embassy Adoption Program. We would also look at the partnerships and programming at River Terrace and work to transfer successful programs and partnerships to the new school.

Q: How would you address potential conflicts between groups of students from the two schools?

A: Based on the experience of recent school consolidations, we are confident that with appropriate adult support, our students would be able to form positive relationships across students groups as they get to know each other. Proposing this closure in the fall allows school leadership ample time to work with staff, students, and families to ensure a smooth transition. If the proposal is implemented, there will be opportunities for students and families to meet prior to the consolidation to help facilitate a positive school culture.

Q: How would staff at River Terrace be affected?

A: River Terrace staff would be excessed and subject to the provisions of the relevant collective bargaining agreements. We anticipate that as a result of the closure there would be additional positions available at Thomas and that some River Terrace staff members would be able to move to the new site if they choose. Staffing decisions for open positions at Thomas would be made by Thomas Principal Ruth Barnes once school budgets become available in the early spring. Any River Terrace staff member who requests an interview at Thomas will be granted one and considered for any available positions in their area. River Terrace staff interested in working at Thomas will also have opportunities to learn about the school and will be able to work with their human resources staffing specialists to consider this and other options. Additionally, DCPS will hold several job fairs where employees can learn about and apply for available positions at other DCPS schools during the spring.

Q: What would happen to the River Terrace building?

A: Should this proposal be approved, DCPS would turn control of the building back to the city. The building would continue to have city maintenance and upkeep and the Office of the Deputy Mayor for Education would lead a community process around potential options for reuse.
Q: How would the central office support River Terrace during this process?

A: If the proposal is approved, interested parents, teachers, staff, and community members from both schools would come together to develop a transition plan with central office support. This plan would include opportunities for groups of students, parents, staff, and community to meet and get to know each other, and for school staff to work together professionally to develop a shared vision for success. Depending on identified needs, other DCPS staff and representatives of city agencies such as MPD and DDOT would also provide support.

Q: If the proposal is approved, would River Terrace parents receive a preference in the out-of-boundary lottery?

A: Yes, if you would like your child to apply to attend a school other than Thomas, current River Terrace students would receive a preference in the out-of-boundary lottery. The out-of-boundary application period is open from January 28, 2011 to February 28, 2011 and offers an opportunity for parents to apply for enrollment at a school outside their neighborhood school. River Terrace students would have the second preference in the out-of-boundary lottery, after siblings, due to their status as students at a closing school. Applications are submitted online through the DCPS website, and staff from the school or from the DCPS central office will be happy to help families with the process.
I have three follow ups for the Mayor from my check in with Kaya yesterday. Pasted below and attached (in easier to read format). The first two items require input and/or decisions from the Mayor. I probably provided way too much detail, so feel free to pare.

For the Chancellor's check-in with the Mayor

1) School Closure
Bottom line: We propose moving forward with closing River Terrace and not pursuing any other school closures at the moment.
The details:
• Given all of the studies and planning work happening over the coming months (IFF, ERS, MFP), we don't think it makes sense to do a major round of closures for the coming year. Final decisions would need to be announced by early January, which doesn't give us time to digest the study results and engage the community.
• River Terrace's enrollment this year is 141 - an increase of 1 student from last year. It is our smallest elementary school, and too small to sustain a strong program. We gave the community significant support in student recruitment, which may have helped stem the loss, but enrollment did not increase. RT's per pupil expenditure this year is $11,427; Hendley's (with 341 students ) is $9,799.
• The proposal would still be to consolidate with Neval Thomas, and to offer bus service for the students who are actually travelling for the RT neighborhood (about half the students). Annual saving would be around $600,000.

2) Destination schools for Eaton and Bancroft
Bottom line:
• Change the current status of dual destination schools for Eaton and Bancroft to a single destination school. Eaton's destination school would be Hardy; Bancroft's would be Lincoln. Both schools currently have Deal as an additional guaranteed option. All Eaton and Bancroft students who live in-boundary for Deal would continue to have that guaranteed option.
The details:
• In 2008 DCPS established a policy of designating a guaranteed destination school for each elementary, education campus, and middle school. With so many elementary schools’ boundaries divided between two middle schools, and so many out-of-boundary students in those schools, this new policy allowed for continuity and predictability for students and families. OOB students no longer have to apply to remain in their current school's feeder pattern.
• At that time, Deal was in need of students and both Bancroft and Eaton's boundaries overlap in part with Deal's, So while Eaton is closer to Hardy, and Bancroft to Lincoln, we allowed for the dual option to provide families with more choice.
• At this point, Deal is well over its building capacity, with 1020 students in a building built for 950. Without making any policy change, that number will go up next year. Hearst has a 5 grade that will feed to Deal for the first time, creating further pressure.
• Possible alternatives to this proposal are: adding multiple demountables and/or rescinding the destination school right from all out-of-boundary students in Deal’s feeders (Janney, Lafayette, Murch, Hearst), requiring them to return to their neighborhood middle school. Neither option makes sense for DCPS as a whole.
3) Enrollment
Bottom line:
• Enrollment is down somewhat from last year, while we had projected a small increase. We have lost most of the ground that we gained in last year’s increase.
The details:
• The official count will be pulled end of day Wednesday, so the following numbers will increase slightly before then. As of Tuesday morning, total DCPS enrollment was 45,844. Last year’s October 5 count was 46,515, so that's a 1.4% drop (671 students). We had projected an increase of 732, so are 3% under projection.
• PS/PK is overall up from last year - an increase of 142. But we had projected an increase of 296 in PS/PK combined, so we fell short.
• 9th grade is significantly up from last year and well over projection. That is largely due to Wilson, Eastern, and Woodson - all success stories of modernized buildings and revived or new programs.
• 11th and 12th grade are way under projection, which is very concerning. We lost a much higher percentage of students than normal and are looking into where those young people are. We also saw significant enrollment losses at a few schools that have had negative press in the last year: Dunbar, Hardy, Hearst, Noyes, Thomson. But there were also some drops at schools that don’t have an obvious explanation.
• The Shaed/Emery consolidation was a success from an enrollment transition perspective, with 81% of eligible students from those two schools coming to Langley, and 94% remaining in DCPS.
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- The Shaed/Emery consolidation was a success from an enrollment transition perspective, with 81% of eligible students from those two schools coming to Langley, and 94% remaining in DCPS.
Ok, Anthony and I will engage directly with Marc and Jennifer on this. I just needed to know that you did not know something that I didn't.
Abigail Smith via BlackBerry

From: Henderson, Kaya (OOC)  
To: Smith, Abigail (OOC)  
Cc: Weber, Peter (OOC); Ruda, Lisa M. (OOC); DeGuzman, Anthony D. (OOC)  
Sent: Wed Sep 21 14:43:15 2011  
Subject: Re: Master Plan RFP

I haven't seen these. I reached out to the DME and asked to have a conversation about it.

Sent from my iPad

On Sep 18, 2011, at 10:44 PM, "Smith, Abigail \(OOC\)" <Abigail.Smith@dc.gov> wrote:

KH, LMR, and PW-

Attached is the draft of the RFP that the DME expects to release in the next 10 days. Marc Bleyer sent it to Anthony and me on Friday, after I had a conversation with him about the need for DCPS to be more directly engaged with the IFF study. I am hoping that one or more of the three of you have already seen these materials, or been engaged in the discussion that led to them. But if that's not the case, Anthony and I want to flag a couple of major issues that are pretty much summed up by this excerpt from the RFP:

"The public outreach strategy will include three objectives: 1) a visioning process to establish the guiding principles for the master facilities plan, 2) re-mapping the attendance boundaries, and 3) developing community priorities and recommendations for right-sizing public education facilities in the District of Columbia."

Clearly all of the above needs to happen, but the last conversation I had with Kaya about led me to believe that it was not your expectation that the DME (through a contractor or otherwise) would be driving the boundary revision and/or the school closure process. In addition to project ownership, I have major questions about timing. And perhaps more than both of those, I am wondering whether the Mayor is fully on board, given the third rail nature of both of these topics (closures and boundaries).

Let me stop there, in case you all already know context that I'm not aware of (which would be great!) If not, let me know, and Anthony and I can tee up the specifics.

-----Original Message-----
From: Bleyer, Marc (EOM) [mailto:marc.bleyer@dc.gov]  
Sent: Fri 9/16/2011 11:45 AM  
To: Smith, Abigail (OOC); DeGuzman, Anthony D. (OOC)  
Subject: Master Plan RFP

Abby and Anthony,
We'd love to get your feedback on the Master plan RFP. I've attached the most updated version of the full RFP. The SOW is pages 1-12 with the requirements on 7-9. Any feedback you have would be welcome and I'm happy to discuss by phone once you've had a chance to review.

I've also attached a PPT with an outline of the RFP tasks on slides 8-10 in case you want just the summary.

-m

Marc Bleyer | Capital Program Manager
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave. NW, Ste. 303
Washington, DC 20004
marc.bleyer@dc.gov

Preventing terrorism is everybody's business.

If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

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<Masthr Planner RFP DRAFT 091611.doc>
<September 12 Meeting v3.pptx>
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From: Smith, Abigail (OOC) [Abigail.Smith@dc.gov]
Sent: Tuesday, March 08, 2011 10:23 PM
To: Yeager, Margery A. (OOC); Lujan, Claudia (DCPS)
Subject: FW: small schools

From: Ruda, Lisa M. (OOC)
Sent: Tue 3/8/2011 9:52 PM
To: Smith, Abigail (OOC); Henderson, Kaya (OOC); O'Brien, Peggy (DCPS-OOC)
Subject: Re: small schools

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LMR

From: Smith, Abigail (OOC)
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC); O'Brien, Peggy (DCPS-OOC)
Sent: Tue Mar 08 21:44:38 2011
Subject: small schools

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Chancellor Henderson and Ms. Anderson, hello.

Councilmember Bowser would like to meet with you both soon to discuss:

- Path to school closures for Ward 4;
- Alternatives for keeping schools open;
- Options for reconstituting schools designated for closure; and
- Legislation regarding excessed DCPS teachers

Could we perhaps get this scheduled for this Wednesday, 10/24 at 2:30 pm? As an alternate, I can offer Weds. 10/31 at 3pm, but the Councilmember really does want to meet sooner.

Thank you,

Jim Slattery
Scheduler / Special Assistant
Ward 4 Councilmember Muriel Bowser
Chair, Committee on Government Operations
1350 Pennsylvania Avenue, N.W., Suite 110, Washington, D.C. 20004 • 202-724-8052 / Fax: 202-741-0908 • jslattery@dccouncil.us • http://www.murielbowser.com

Click here to sign up for Councilmember Bowser’s Focus on 4 e-newsletter.

Grade.DC.gov has expanded!
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911 Office on Aging.
Check out www.grade.dc.gov today.
You may not be able to open it via outlook. If that's the case just type "The Perception of School Principals Regarding the Micropolitics of Consolidating Public Schools." It will come up like that.

Thanks

From: Davis, John L. (DCPS)
Sent: Monday, November 12, 2012 9:07 PM
To: Slade, Darrin (DCPS)
Subject: RE: Ron Brown MS: Important Follow-Up Information

I’ll make sure I look it over this week. Thank you for sharing Darrin, and more importantly, for supporting this work.

From: Slade, Darrin (DCPS)
Sent: Monday, November 12, 2012 9:03 PM
To: Davis, John L. (DCPS)
Cc: Slade, Darrin (DCPS)
Subject: RE: Ron Brown MS: Important Follow-Up Information

Chief Davis,

Thanks for the phone call. I can ensure you that we will not have any problems at Ron Brown. As I explained on the phone this is my 5th school closing. I dont mind speaking publicly in support of the system regarding this issue in the future.

I have attached my dissertation on this topic. I present my findings that basically support school consolidation in the last chapter.

Thanks again
Mr. Slade

From: Davis, John L. (DCPS)
Sent: Monday, November 12, 2012 7:56 PM
To: Slade, Darrin (DCPS)
Cc: King, Mark (DCPS)
Subject: Ron Brown MS: Important Follow-Up Information

Darrin,

As I shared with you, we are asking you to help share information about the school consolidation proposal with your school staff and families prior to the official public announcement. It is important that staff hears directly from you early on Tuesday and that families have information in hand on Tuesday evening. We want the people most directly impacted by the proposal to consolidate your school to first hear the news from you or a communication from the Chancellor.

We are asking you to do the following on Tuesday, November 13th:
1. **Meet with your school staff in the morning.** If you cannot meet in the morning, we encourage you to meet around the lunch hour as we expect the public announcement will be made on Tuesday afternoon. Messaging points and ideas for that meeting are attached to this email as well as a handout you may distribute to answer some of the questions that staff may have (Attachment 1: Key Messages for School Staff Meeting; Attachment 2: School Consolidation Staffing Overview);

2. **Confirm by emailing Claudia Luján (claudia.lujan@dc.gov) by noon that you have or have not received the letters and school flyer** that will be delivered to your school on no later than noon on Tuesday. The school flyer for your school is attached to this email, so you can see it prior to the delivery (Attachment 3: School Specific Flyer);

3. **Send the materials home with students and staff** as they leave school on Tuesday; and

4. **Send a Connect Ed message at 2:30 p.m.** to alert your families that they should look for letter coming home with students.

Additional details are provided in the attached documents. Please let me know if you have any questions or need additional support.

John

**Help 9-1-1 Save Your Life!**
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at [www.smart911.com](http://www.smart911.com). Inform first responders in advance!
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2. **Confirm by emailing Claudia Luján ([claudia.lujan@dc.gov](mailto:claudia.lujan@dc.gov)) by noon that you have or have not received the letters and school flyer** that will be delivered to your school on no later than noon on Tuesday. The school flyer for your school is attached to this email, so you can see it prior to the delivery (*Attachment 3: School Specific Flyer*);

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4. **Send a Connect Ed message at 2:30 p.m.** to alert your families that they should look for letter coming home with students.
Additional details are provided in the attached documents. Please let me know if you have any questions or need additional support.

John

Help 9-1-1 Save Your Life!
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Inform first responders in advance!
From: Skates, Jennifer (DCPS) [jennifer.skates@dc.gov]
Sent: Thursday, December 06, 2012 8:49 AM
To: Robinson, Josephine B. (DCPS)
Subject: Re: Fwd: Community Meetings and Office Hours

I have received but not published dates. Frankly I have not thought through the most logical way to communicate this at all. Publish on website? In C/R section or general Open House? Ask consolidating schools to send connect ed? Other ideas?
Jennifer Skates
Coordinator, Public Events
Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street Northeast
Washington, DC 20002
jennifer.skates@dc.gov
202.487.6796

From: Robinson, Josephine B. (DCPS)
To: Skates, Jennifer (DCPS)
Sent: Thu Dec 06 07:40:40 2012
Subject: Fwd: Community Meetings and Office Hours

See below. Please advise.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "Davis, John L. (DCPS)" <john.davis@dc.gov>
Date: December 6, 2012 7:29:12 AM EST
To: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Subject: FW: Community Meetings and Office Hours

Hello Josephine,
Did we publish the days/times that schools put forth for their office hours?
- John

-----Original Message-----
From: Stefanus, Mary (DCPS)
Sent: Thursday, December 06, 2012 6:37 AM
To: Davis, John L. (DCPS)
Subject: RE: Community Meetings and Office Hours

Chief Davis,
I emailed the dates for receiving school Francis Stevens parents' to tour Hardy if interested w/the first tour scheduled for tomorrow. I have not heard anything and I'm wondering if these parents have been advised? or Principal Kennard? Our PTO has a monthly coffee and I intentionally scheduled the tour and coffee around the same time. ...please advise...Dr. Mary
Support the DC One Fund Campaign, Each One Give One. Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

From: Davis, John L. (DCPS)
Sent: Monday, November 26, 2012 6:53 PM
To: Pinkard, Eugene (DCPS); Stefanus, Mary (DCPS); Jackson, Kim (DCPS); Mitchell, Ivor D. (DCPS); Foster, Shannon (DCPS); Skerritt, Rachel (DCPS); Jackson, Stephen (DCPS); Jackson, Richard (DCPS); Fuller, Cara (DCPS); Yisrael, Sean B. (DCPS); Roane, Tanya (DCPS); Clemmons, Tiffany (DCPS); Whitten-Watkins, Charlotte (DCPS); Zaki, Abdullah (DCPS); Gray, Christopher (DCPS); John, Caroline (DCPS); Davis, Sean A. (DCPS); Kearney, Billy (DCPS); Simmons, Kwame (DCPS); Gregory, Robert L. (DCPS); Daniels, Asa (DCPS)
Cc: Skates, Jennifer (DCPS); Robinson, Josephine B. (DCPS); Alexander, Amanda (DCPS); King, Mark (DCPS); Anderson, Thomas (DCPS); Shea, Daniel (DCPS); Zagami, Stephen (DCPS); DeCarbo, Terry (DCPS); Greene, Errick (DCPS); Canty, Clara (DCPS); Adderley, Barbara (DCPS)
Subject: Community Meetings and Office Hours

Principals,

Starting tomorrow, we will host community meetings regarding the proposed list of consolidated schools. We have heard from a few principals at receiving schools inquiring about their role in the community meetings. Each of you, as a potential receiving school principal, is welcome but not required to attend the meetings. The thought has been that receiving school principals may want to be at the meetings so that there is at least a face to the receiving school. This is obviously a fine line, as you aren't there to poach their families or to be aggressive in any sense. We all know the pain that this process causes, but the thought has been that your presence may be a positive for your school community and the potential transition. Ultimately, I wanted to share this thinking and to reiterate that it's plainly your call to attend or not.

Similarly, we have also heard that parents are beginning to show up wanting to see their potential new school. We would like to lessen this burden so that parents don't show up randomly. While we obviously can't completely control this, we would like you to set aside an hour during two days in December and two days in January. In case parents ask when they can see a school, we want to direct them to specific days and times. It can be before or after school, and there isn't any expectation of a presentation, but to just be available to answer questions from potential parents. Please email Jennifer Skates (jennifer.skates@dc.gov) with those four days and the hour that you will be available to answer questions from potential parents.

As always, email me with any questions and I thank you for your leadership during this transition,

John Davis

Community Meetings
Ward

Location

Date

Time
Ward 8<http://dcps.dc.gov/vgn-ext-templating/v/index.jsp?vgnextoid=a2a0467475a1b310VgnVCM1000002905c90aRCRD&vgnextchannel=3bb8fa5c266d1210VgnVCM100000b912010aRCRD>

Savoy ES
2400 Shannon Pl, SE

November 27, 2012
6 p.m. - 8 p.m.

Ward 7<http://dcps.dc.gov/vgn-ext-templating/v/index.jsp?vgnextoid=0f4b3ee4c8a1b310VgnVCM2000002a05c90aRCRD&vgnextchannel=3bb8fa5c266d1210VgnVCM100000b912010aRCRD>

Sousa MS
3650 Ely Pl, SE

November 28, 2012
6 p.m. - 8 p.m.

Ward 5<http://dcps.dc.gov/vgn-ext-templating/v/index.jsp?vgnextoid=a17c3ee4c8a1b310VgnVCM2000002a05c90aRCRD&vgnextchannel=3bb8fa5c266d1210VgnVCM100000b912010aRCRD>

LOCATION CHANGE:
McKinley Tech SHS (across the parking lot from Langley EC)
151 T Street, NE

November 29, 2012
6 p.m. - 8 p.m.

Wards 1, 2, 3, 4, 6<http://dcps.dc.gov/vgn-ext-templating/v/index.jsp?vgnextoid=527d3ee4c8a1b310VgnVCM2000002a05c90aRCRD&vgnextchannel=3bb8fa5c266d1210VgnVCM100000b912010aRCRD>

Brightwood EC
1300 Nicholson St, NW

December 5, 2012
6 p.m. - 8 p.m.

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com<http://www.smart911.com>.
Inform first responders in advance!
Hi Ivy—

As discussed earlier, the 12/5 Brightwood meeting for Wards 1-4 and 6 has changed. We have two meetings:

12/5, Wards 1-3, Tubman, 3101 13th St NW, 6-8pm
TBD Wards 4-6 – I will get this date to you ASAP

Thanks!

Jennifer Skates
P 202 442 8824

---

Hi Jennifer;

Attached are the Spanish translation for Ward 7 and Ward 1, 4 and 6 fliers.

Thanks

Ivy

---

Ivy and Elba—

Attached is an updated flyer for the Ward 5 consolidation/reorganization public meeting this Thursday, 11/29. Please note that the location has changed to McKinley Technology HS at 151 T St NE. Can you make edits on the translated docs?

Thanks!

Jill and team—

Attached is the updated Ward 5 flyer in English only.

Thanks!
Jennifer Skates
Coordinator, Public Events
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
E jennifer.skates@dc.gov
C 202 487 6796
P 202 442 8824

Be a part of public education’s greatest turnaround story. APPLY NOW

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Sure thing. Is there any way to suggest that receiving schools should reserve the same hour for parents to visit? Say 9-10am every Thursday from now till the end of January? This is similar to what Vincent was describing this AM in the staff meeting.

Jennifer Skates
P 202 442 8824

From: Robinson, Josephine B. (DCPS)
Sent: Monday, November 26, 2012 7:01 PM
To: Skates, Jennifer (DCPS)
Cc: Burney, Shanita (DCPS)
Subject: Fw: Community Meetings and Office Hours

Sorry. Forgot to let you know I put you on task to receive this info from principals. We can discuss more tmrw but this email from john comes from our discussion at staff mtg this morning. I asked him to send. Thanks.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Davis, John L. (DCPS)
To: Pinkard, Eugene (DCPS); Stefanus, Mary (DCPS); Jackson, Kim (DCPS); Mitchell, Ivor D. (DCPS); Foster, Shannon (DCPS); Skerritt, Rachel (DCPS); Jackson, Stephen (DCPS); Jackson, Richard (DCPS); Fuller, Cara (DCPS); Yisrael, Sean B. (DCPS); Roane, Tanya (DCPS); Clemmons, Tiffany (DCPS); Whitten-Watkins, Charlotte (DCPS); Zaki, Abdullah (DCPS); Gray, Christopher (DCPS); John, Caroline (DCPS); Davis, Sean A. (DCPS); Kearney, Billy (DCPS); Simmons, Kwame (DCPS); Gregory, Robert L. (DCPS); Daniels, Asa (DCPS)
Cc: Skates, Jennifer (DCPS); Robinson, Josephine B. (DCPS); Alexander, Amanda (DCPS); King, Mark (DCPS); Anderson, Thomas (DCPS); Shea, Daniel (DCPS); Zagami, Stephen (DCPS); DeCarbo, Terry (DCPS); Greene, Errick (DCPS); Canty, Clara (DCPS); Adderley, Barbara (DCPS)
Sent: Mon Nov 26 18:53:15 2012
Subject: Community Meetings and Office Hours

Principals,

Starting tomorrow, we will host community meetings regarding the proposed list of consolidated schools. We have heard from a few principals at receiving schools inquiring about their role in the community meetings. Each of you, as a potential receiving school principal, is welcome but not required to attend the meetings. The thought has been that receiving school principals may want to be at the meetings so that there is at least a face to the receiving school. This is obviously a fine line, as you aren’t there to poach their families or to be aggressive in any sense. We all know the pain that this process causes, but the thought has been that your presence may be a positive for your school community and the potential transition. Ultimately, I wanted to share this thinking and to reiterate that it’s plainly your call to attend or not.

Similarly, we have also heard that parents are beginning to show up wanting to see their potential new school. We would like to lessen this burden so that parents don’t show up randomly. While we obviously
can’t completely control this, we would like you to set aside an hour during two days in December and two days in January. In case parents ask when they can see a school, we want to direct them to specific days and times. It can be before or after school, and there isn’t any expectation of a presentation, but to just be available to answer questions from potential parents. Please email Jennifer Skates (jennifer.skates@dc.gov) with those four days and the hour that you will be available to answer questions from potential parents.

As always, email me with any questions and I thank you for your leadership during this transition,
John Davis

Community Meetings

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</tr>
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<td>Savoy ES</td>
<td>November 27, 2012</td>
<td>6 p.m. ☑ 8 p.m.</td>
</tr>
<tr>
<td></td>
<td>2400 Shannon Pl, SE</td>
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<td>LOCATION CHANGE:</td>
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Inform first responders in advance!
From: Shea, Daniel (DCPS) [daniel.shea@dc.gov]  
Sent: Wednesday, November 14, 2012 10:22 AM  
To: Davis, John L. (DCPS)  

Which one most likely will hear the greatest amount of feedback from Cardozo community? I’d like to attend that meeting.

From: Davis, John L. (DCPS)  
Sent: Wednesday, November 14, 2012 10:00 AM  
To: Shea, Daniel (DCPS)  
Cc: Anderson, Thomas (DCPS); DeCarbo, Terry (DCPS); Adderley, Barbara (DCPS); Canty, Clara (DCPS); Alexander, Amanda (DCPS); Greene, Errick (DCPS); Zagami, Stephen (DCPS); Haws, Lolli (DCPS); King, Mark (DCPS); Gartrell, Jacqueline (DCPS)  

So obviously these will be difficult meetings and my instinct is that it will be more about solidarity than being helpful. I don’t know, but seriously doubt that we will have a meaningful role in them. If there are items you have planned on the four community meeting days and they are important, then you should go to what you have scheduled. If you don’t have anything or they can be moved, you should be there. It’s simply about showing support.

Looping in everyone else.

From: Shea, Daniel (DCPS)  
Sent: Wednesday, November 14, 2012 7:54 AM  
To: Davis, John L. (DCPS)  
Cc: Anderson, Thomas (DCPS); DeCarbo, Terry (DCPS)  

John,

To the meeting schedule for the City Council and Ward meetings, are there ones where we would be most helpful, or are we expected to attend all of them?

Dan

From: Davis, John L. (DCPS)  
Sent: Wednesday, November 14, 2012 7:36 AM  

Principals,

Please see the updates below.

John Davis


Consolidation and Reorganization Proposal

On Tuesday afternoon, the Chancellor released her proposal to consolidate and reorganize our school system to better support the five big goals we announced last spring when we released our strategic plan, A Capital Commitment. You can find the full proposal at www.dcps.dc.gov. Principals of schools directly impacted by
the consolidation have met with their staff, and students have gone home with specific information about the proposal relative to their respective schools. We have also notified principals of schools proposed to receive students from the consolidated schools.

We have prepared a letter that all other schools can share with families (Parent Letter - General - FINAL.pdf). In addition, we have a brochure that summarizes the full proposal (ConsolidationBrochure-web-FINAL.pdf). You should feel free to copy the brochure and place it in your main office or share with students and staff. Translations will also be available online.

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at www.engagedcps.org. We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and Chancellor Henderson will finalize the plan in early January 2013.

**DCPS Consolidation and Reorganization Proposal**
**Public Meeting Schedule**

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building 1350 Pennsylvania Ave, NW</td>
<td>November 15, 2012</td>
<td>4-8 pm</td>
</tr>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building 1350 Pennsylvania Ave, NW</td>
<td>November 19, 2012</td>
<td>2-6 pm</td>
</tr>
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</tr>
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<td>1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
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**Accelerated Payroll Processing – Thanksgiving Holiday:**
Due to the holiday on Thursday 11/22/12 The Office of Pay and Retirement Services (OPRS) has notified us that payroll processing will be accelerated for the pay period 11/04/12 -11/17/12. Please ensure that these deadlines are adhered to ensure that all staff are paid on time and accurately. Feel free to contact Munetsi Musara at 202-442-5280 with any questions. The time entry and approval deadlines are as follows:

- Time Entry Deadline – Monday 11/19/12
- Approval Deadline – Tuesday 11/20/12

**Inter-School Content CLC Enrollment Open – 40 Targeted Schools Only**
Teachers in the 40 targeted schools are encouraged to register for a six-week inter-school content Collaborative Learning Cycle (CLC) led by a master educator (Inter-SchoolCLCInformationPacket v3.pdf, CLC Recruitment Flyer v3.pdf). Groups will meet after school one day per week. The new cycle begins Dec. 3. The priority registration deadline is Mon., Nov. 26. Please share this opportunity with your teachers. More details
are online: http://bit.ly/DCPS40TS. Contact the IMPACT Helpline with questions: impactdcps@dc.gov, (202) 719-6553.

**New Truancy Referral Compliance Expectation**
Beginning this week, there is a new expectation for CFSA and court referral compliance. Schools are expected to achieve 100% referral compliance by each Friday. There will be a two-day grace period to allow for data clean-up (ex. excuse note entry, suspension entry, etc) and pending interventions. Thus, the Friday compliance rate will be calculated at 4pm based on students requiring referrals as of Wednesday at 9am. OYE will notify all schools with outstanding referrals on Wednesday. As always, please continue to run your Student Truancy Report to monitor students nearing the referral threshold. If you have questions, please contact Amoretta Morris, Director of Student Attendance at amoretta.morris@dc.gov.

**Immunization Compliance Summary from 11/8/2012**
Attached is a weekly immunization compliance report, organized by cluster, for all Principals so they can monitor their school’s rates. Please contact Diana Bruce, Director of Health and Wellness, on (202) 442-5103 or diana.bruce@dc.gov with any questions.

**Reminder: Report Card Comment Resource (11/16)**
Report card comments are a good way to highlight student achievement and bring attention to areas of growth. This resource provides helpful sentence starters, sample comments, and key words to help teachers craft comments that are both clear and effective. Share the Report Card Comment Toolbox with staff at your school to make sure that parents have a true understanding of students’ academic progress and what they can do to help. If you have any questions please contact Natalie Foglia (Natalie.Foglia@dc.gov) in the Office of Family and Public Engagement.

**Help 9-1-1 Save Your Life!**
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
School Consolidation Staffing Overview

Staff members at schools proposed for consolidation and reorganization may have a number of questions about their positions for the upcoming school year. Below, we try to answer some of these questions. Once the consolidation list is finalized, DCPS staff from the Office of Human Capital will visit schools to provide additional information. Please note that no changes will take place before the end of the 2012-13 school year.

General Questions

Can staff members from consolidating schools move to the schools receiving their students?  
We understand that many staff members have a strong bond with their current students. To the extent possible, DCPS will offer staff members from consolidating schools an opportunity to interview for positions at the school(s) receiving their students. But placements will not be guaranteed at the receiving schools.

When can staff members start interviewing with principals at other schools?  
For schools which consolidate in June 2013, principals will begin to schedule interviews after their budgets for the 2013-14 school year are finalized in the spring. DCPS is committed to helping staff members from consolidated schools find new positions. Towards this end, in the spring, DCPS will hold a series of hiring events for staff members from the consolidated schools.

How can staff members learn about vacancies at other schools?  
Once school budgets are finalized in the spring, DCPS will publish an official vacancy list on its website.

Can staff members at consolidated schools start transferring now?  
No. The students at your school need you through the end of this year. As noted above, DCPS will work to ensure that employees at schools consolidating in June 2013 have multiple opportunities to find positions for the 2013-14 school year.

Can staff members participate in the school consolidation decision-making process?  
Definitely. Information will soon be available soon about community meetings and other forums during which you can make your voice heard. You can find specific dates and times on the DCPS website.

Questions Related to WTU Members

How will school consolidation affect WTU members?  
WTU members at consolidated schools will be subject to the excessing process as outlined in the Washington Teacher’s Union contract. Please note that no one will be excessed until the end of the 2012-13 school year.
What happens to excessed WTU members?
After being excessed, WTU members will have 60 days to interview for new placements. After that period, WTU members who are unable to find placements may be eligible for a buyout or an extra year of employment to find a permanent position. These options are only available to WTU members who are in their third year and beyond, and whose most recent IMPACT rating is Effective or Highly Effective. All other WTU members who are unable to find placements will be separated from the system.

Will excessed WTU members be given preference over external hires?
In accordance with the WTU contract, DCPS principals will have the authority to hire from whichever source they choose. That said, DCPS will work to facilitate the placement of as many excessed WTU members as possible.

Can WTU members affected by school consolidation still submit a Declaration of Intent to Not Return (DINR)?
Yes. More information about the DINR process will be communicated in the early spring.

Teamsters, AFSCME, and CSO Members (Except Principals and APs)

How will school consolidation affect staff members in the Teamsters, AFSCME and CSO unions?
For employees in job titles where the overall number of positions is increasing from this year to next, the employees will be guaranteed a job at another school as long as they have an Effective or Highly Effective rating. Those with lower ratings may be separated from the school system if they are unable to find a placement at another school. For employees in job titles where the overall number of positions is decreasing from this year to next, a reduction in force may be necessary.

How will employees know if the number of positions in their job title is increasing or decreasing from this year to next?
After school budgets are completed in the spring, DCPS will announce the list of job titles seeing an increase as well as though seeing a decrease.

Will staff members in these unions be given preference over external candidates?
Yes. DCPS will not hire external candidates until all employees with an Effective or Highly Effective rating have been placed.

Principals and Assistant Principals

How will school consolidation affect principals and assistant principals?
As we do every year, DCPS will evaluate all principals and assistant principals for reappointment in the spring. School leaders from consolidated schools may have opportunities to panel or interview at other schools. Principals and assistant principals who are not reappointed may be eligible to retreat to their last permanent position.
**Contractors**

How will school consolidation affect contracted employees?
Contracted employees, such as food service workers and security personnel, should contact their employer for additional information.

**Additional Questions**

If you have any questions or concerns, please contact the DCPS Office of Human Capital by emailing dcps.hanswers@dc.gov or calling (202) 442-4090. We know that school consolidation can cause anxiety so please do not hesitate to reach out!
Terry,
When we meet this morning, let’s discuss how Gary will roll this out with Spingarn STAY staff and students. He’ll need to make copies of handouts for STAY staff and students.
Dan

From: Davis, John L. (DCPS)  
To: Washington, Gary (DCPS)  
Cc: Shea, Daniel (DCPS)  
Sent: Mon Nov 12 21:37:44 2012  
Subject: Spingarn SHS and Spingarn STAY: Important Follow-Up Information

Gary,

As I shared with you, we are asking you to help share information about the school consolidation proposal with your school staff and families prior to the official public announcement. It is important that staff hears directly from you early on Tuesday and that families have information in hand on Tuesday evening. We want the people most directly impacted by the proposal to consolidate your school to first hear the news from you or a communication from the Chancellor.

We are asking you to do the following on Tuesday, November 13th:

1. **Meet with your school staff in the morning.** If you cannot meet in the morning, we encourage you to meet around the lunch hour as we expect the public announcement will be made on Tuesday afternoon. Messaging points and ideas for that meeting are attached to this email as well as a handout you may distribute to answer some of the questions that staff may have (*Attachment 1: Key Messages for School Staff Meeting; Attachment 2: School Consolidation Staffing Overview*);

2. **Confirm by emailing Claudia Luján (claudia.lujan@dc.gov) by noon that you have or have not received the letters and school flyer** that will be delivered to your school on no later than noon on Tuesday. The school flyer for your school is attached to this email, so you can see it prior to the delivery (*Attachment 3: School Specific Flyer*);

3. **Send the materials home with students and staff** as they leave school on Tuesday; and

4. **Send a Connect Ed message at 2:30 p.m.** to alert your families that they should look for letter coming home with students.

Additional details are provided in the attached documents. Please let me know if you have any questions or need additional support.

John

---

**From:** Shea, Daniel (DCPS) [daniel.shea@dc.gov]  
**Sent:** Tuesday, November 13, 2012 5:28 AM  
**To:** DeCarbo, Terry (DCPS); Davis, John L. (DCPS)  
**Subject:** Fw: Spingarn SHS and Spingarn STAY: Important Follow-Up Information  
**Attachments:** Attachment 2 School Consolidation Staffing Overview.pdf; Information for Principals of Consolidated Schools.pdf; Attachment 1 Key Messages for School Staff Meeting.pdf; Spingarn.pdf
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
School Consolidation Staffing Overview

Staff members at schools proposed for consolidation and reorganization may have a number of questions about their positions for the upcoming school year. Below, we try to answer some of these questions. Once the consolidation list is finalized, DCPS staff from the Office of Human Capital will visit schools to provide additional information. Please note that no changes will take place before the end of the 2012-13 school year.

**General Questions**

**Can staff members from consolidating schools move to the schools receiving their students?**
We understand that many staff members have a strong bond with their current students. To the extent possible, DCPS will offer staff members from consolidating schools an opportunity to interview for positions at the school(s) receiving their students. But placements will not be guaranteed at the receiving schools.

**When can staff members start interviewing with principals at other schools?**
For schools which consolidate in June 2013, principals will begin to schedule interviews after their budgets for the 2013-14 school year are finalized in the spring. DCPS is committed to helping staff members from consolidated schools find new positions. Towards this end, in the spring, DCPS will hold a series of hiring events for staff members from the consolidated schools.

**How can staff members learn about vacancies at other schools?**
Once school budgets are finalized in the spring, DCPS will publish an official vacancy list on its website.

**Can staff members at consolidated schools start transferring now?**
No. The students at your school need you through the end of this year. As noted above, DCPS will work to ensure that employees at schools consolidating in June 2013 have multiple opportunities to find positions for the 2013-14 school year.

**Can staff members participate in the school consolidation decision-making process?**
Definitely. Information will soon be available soon about community meetings and other forums during which you can make your voice heard. You can find specific dates and times on the DCPS website.

**Questions Related to WTU Members**

**How will school consolidation affect WTU members?**
WTU members at consolidated schools will be subject to the excessing process as outlined in the Washington Teacher’s Union contract. Please note that no one will be excessed until the end of the 2012-13 school year.
What happens to excessed WTU members?
After being excessed, WTU members will have 60 days to interview for new placements. After that period, WTU members who are unable to find placements may be eligible for a buyout or an extra year of employment to find a permanent position. These options are only available to WTU members who are in their third year and beyond, and whose most recent IMPACT rating is Effective or Highly Effective. All other WTU members who are unable to find positions will be separated from the system.

Will excessed WTU members be given preference over external hires?
In accordance with the WTU contract, DCPS principals will have the authority to hire from whichever source they choose. That said, DCPS will work to facilitate the placement of as many excessed WTU members as possible.

Can WTU members affected by school consolidation still submit a Declaration of Intent to Not Return (DINR)?
Yes. More information about the DINR process will be communicated in the early spring.

Teamsters, AFSCME, and CSO Members (Except Principals and APs)

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Yes. DCPS will not hire external candidates until all employees with an Effective or Highly Effective rating have been placed.

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Contractors

How will school consolidation affect contracted employees?
Contracted employees, such as food service workers and security personnel, should contact their employer for additional information.

Additional Questions

If you have any questions or concerns, please contact the DCPS Office of Human Capital by emailing dcps.hranswers@dc.gov or calling (202) 442-4090. We know that school consolidation can cause anxiety so please do not hesitate reach out!
Information for Principals of Schools Proposed for Consolidation

We want the people most directly impacted by the proposal to consolidate your school to hear directly from their principal or a communication from the Chancellor. As such, we are asking principals of schools proposed for consolidation to do the following on Tuesday, November 13th:

1. **Meet with your school staff in the morning.** If you cannot meet in the morning, we encourage you to meet around the lunch hour as we expect the public announcement will be made on Tuesday afternoon. Messaging points and ideas for that meeting are attached to this email as well as a handout you may distribute to answer some of the questions that staff may have (Attachment 1: Key Messages for School Staff Meeting; Attachment 2: School Consolidation Staffing Overview);

2. **Confirm by emailing Claudia Luján (claudia.lujan@dc.gov) by noon that you have or have not received the letters and school flyer** that will be delivered to your school on no later than noon on Tuesday. The school flyer for your school is attached to this email, so you can see it prior to the delivery (Attachment 3: School Specific Flyer);

3. **Send the materials home with students and staff** as they leave school on Tuesday; and

4. **Send a Connect Ed message at 2:30 p.m.** to alert your families that they should look for letter coming home with students.

Additional details are provided below.

**Staff Meeting**

It is important that you meet with your staff before we publicly announce the consolidation proposal. You should include all staff, including your contract security guard, in the meeting. Do not forget to include your custodians, cafeteria staff, and afterschool team (if not part of the regular day team). If some of your staff have later start times, make sure you have a plan to share the information with them directly once they arrive.

We are asking you to share the following information during your staff meeting:

- Our school is one of the schools proposed for consolidation at the end of the current school year *(Note: Mamie D. Lee and Sharpe Health Schools are proposed to consolidate after SY13-14).*

- The Chancellor will release the full list of schools proposed for consolidation on Tuesday afternoon, but it was important that we share the information with staff before that time.

- This is only a proposal. Final decisions will not be made until January 2013 after DCPS hears feedback from the community, including our school staff.
• Details regarding the proposal for our school, the overall plan, upcoming community meetings, and where to get more information will be included in documents that will be delivered to our school later this morning. These documents will be distributed to all staff and students before the end of the school day.

• Staff is very likely to ask what the consolidation proposal means for them as an employee of DCPS assigned to your school. The general rule is that the applicable bargaining agreement will govern transfers and excesses. The Office of Human Capital has prepared a reference sheet that begins to answer some of the questions that staff may have. The reference sheet is attached to this email, and you should feel free to distribute it to your staff when you meet (Attachment 2: School Consolidation Staffing Overview).

• Share any plans you have developed with your instructional superintendent to speak with students. See “Student Discussions” section below for factors that should be considered in conversations with students.

Each of these points is further detailed in the attachment labeled, “Attachment 1: Key Messages for School Staff Meeting,” which is designed to help prepare you for the meeting.

As you brief your staff, please ensure that office staff and your security guard(s) are included in the meeting. They will often be the first person to greet visitors or answer the phone, and how they react to and answer questions is important. They should be clear that your school has been proposed for consolidation, but that the proposal does not change or impact the current school year. This is a proposal only, and there are many opportunities to provide their feedback and concerns to the Chancellor. Main office and security staff should direct callers or visitors to the DCPS website for more information. In addition, written materials (see immediately below) should be made available in the office and/or at the security desk.

Chancellor Letter and School Flyer

On Tuesday, you receive copies of a letter from the Chancellor and a one-page flyer regarding your school specifically in English and Spanish. You will not need to make copies. We have printed enough copies for each of your students and staff to take each home on Tuesday.

The documents should arrive at your school between 10:00 a.m. and noon on Tuesday, November 13th. They will be packed in boxes, addressed to you as building principal, and delivered to your office. We are asking you to email Claudia Luján (claudia.lujan@dc.gov) when you receive the delivery. If you do not receive your boxes by noon, please email Claudia.

Please ensure your students take home a copy of all three documents when they leave school on Tuesday. Copies are also available for your staff. You should keep the remaining copies in your main office and/or at your security desk for the next several weeks. The consolidation and reorganization proposal is likely to dominate the evening news. It is important parents and families and staff have these resources.

If you need additional copies after Tuesday or need these documents in languages other than English and Spanish, please do not hesitate to reach out to Claudia Luján. We will not be able to deliver
additional copies until later this week but will work to fill your need. In the meantime, if you need more copies, you may print or make additional copies of the materials. All materials will be available on the DCPS website after 4:00 p.m. on Tuesday, November 13th.

**Connect Ed Message**

We are also asking you to personally record and send a Connect Ed message to your families on Tuesday afternoon as dismissal approaches. The message should alert families to the fact that their child will be bringing home important information regarding the Chancellor’s proposal to consolidate some schools, including your school. You should also be clear that the proposal does not affect the current school year.

You should tailor the message as you need to, but a sample message is provided below for your reference:

Hello, this is [PRINCIPAL’s NAME] principal of [SCHOOL’S NAME]. Today, your student will be bringing home important information regarding a proposal that will be released to consolidate a number of DCPS schools, including [SCHOOL’S NAME], at the end of the current school year. I want to underscore this is a proposal. No final decisions have been made. It is important that you review the information that your student brings home today, so you know what has been proposed, how it could affect your student next school year, and how you can share your thoughts or questions. As always, please feel free to contact me with any questions by calling [SCHOOL’S PHONE].

**Media**

We plan to announce and share the full list of schools we propose to consolidate with the media at 4:00 p.m. on Tuesday, November 13th. Until that time, we are reaching out to individual school principals to afford them an opportunity to share this information with their staffs and families. We think it is important that those most essential to our work learn from us as opposed to news reports.

In this day and age, we have no doubt that information and speculation about specific schools will continue to be circulated prior to our formal release. However, we are asking you to help us reach out to staff and families about this news but do not communicate with those outside of your school communities prior to our formal release.

The consolidation and reorganization proposal will generate significant media attention. We anticipate that as we move through the day on Tuesday speculation will increase and more information will be leaked before the formal announcement. You should not be surprised if tweets or other social media messaging surfaces about specific schools or if calls to your main office increase throughout the day on Tuesday.

Media is likely to come to your school, attempt to interview your parents, students, or staff, and ask to come into your school to shoot video. Here are a couple of reminders and suggestions for engaging with media in the days ahead:
• We are working hard to engage the various media outlets. Reporters know that there will be opportunities for DCPS officials to brief them about the consolidation and reorganization proposal. Your primary responsibility is to engage your staff and families. As such, you should refer all requests from the press or media to Melissa Salmanowitz at 202-535-1096 (desk) or 202-578-1264 (cell). Melissa may also be reached by email at melissa.salmanowitz@dc.gov.

• Media is not permitted in school buildings or on school property (parking lots, playgrounds, front steps) unless approved in advance by Melissa. Melissa will confirm with you directly if media are approved to be on the grounds at your school. Media may set up off school grounds or on public property (the sidewalk around your school). Camera crews can film parents as they approach the school for arrival or dismissal or as staff travels to and from school. Media can similarly ask parents or staff to be interviewed or speak on camera off school grounds.

• If media is set up on public property around or across from your school, and they are interfering with student or staff dismissal or yellow buses, you can reach out to Melissa for guidance. You can always approach the media and ask them to move to another location until dismissal concludes. Media will often cooperate with a request. Please be mindful that cameras will normally be rolling and the exchange with media can often be worse than the problem you are trying to resolve. Be polite. Do not yell or get into a confrontation.

• During the school day, teachers and school staff are expected to work as they do every day. School staff cannot agree or allow media to come into schools or to interview them during their normal tour of duty. If staff or parents want to be interviewed outside of their normal work hours and off school property, that is completely within their rights as private citizens.

• Confidentiality laws and our obligation to protect student privacy prohibit us from allowing cameras to film students unless the appropriate legal consents have been provided. If media ask to film inside your school building or in an environment that is likely to capture the faces of your students, please refer the request to Melissa.

Thinking now about how to respond when the media contacts your school is the best safeguard to ensuring that the news story remains on the proposal and not any behavior or comments that could reflect negatively on your school community.

Student Discussions

You are encouraged to work with your instructional superintendent to decide how you should engage your students. While you are not required to do so, a student meeting may be helpful depending on the age and grade-level of your students. You know your students, and in partnership with your superintendent, you should determine whether grade-level, classroom, or small group discussions are appropriate. If you decide to meet with your students, we encourage you to consider the following suggestions:

• Direct communication is key, but also recognizes that the adults may be sad and anxious. Select staff that is best able to have this discussion with students.
• Be clear that this is a proposal. It is not a final decision. We still need to speak with families, students, and other people to make sure that this is the right list of schools to consolidate.

4
• Reassure students that their teachers and staff will be okay.
• Affirm that students will always have a school to go to, and most of their friends will be going to the same school as they will attend.
• Any change will not happen this school year.
• The main reason we are even considering this is that we want to make sure you have all the things you need to succeed at school, and we can afford those things more if we have fewer, larger school with more money, than lots of small schools with less money.

Other Notes

• **Partners.** Our instructions to you focus on how to communicate with your staff, students, and families on Tuesday. You should also reflect on the other groups and partners that have contributed to your success. After 4:00 p.m. on Tuesday, you should reach out to them to ensure they have the most current information about the school consolidation proposal.

• **Security and Other Behavior Supports.** In the unusual event, you believe your school needs or will need additional security or behavior supports, please advise your instructional superintendent, and we will work to provide what you need.

• **Other Questions or Concerns.** If you have questions or concerns, please raise them with your instructional superintendent, so we can be certain you have the information and support that you need. While we do our best to avoid errors or mistakes, if you see one in the documents or information we provided, please alert us.

I know you know this better than almost anyone, but the decision to close a school is often particularly difficult and emotional. Give staff and students the chance to hear the news, ask questions, voice concerns, and react in appropriate ways. Leadership requires us each to model the behaviors needed to ensure student success. While this proposal is important, so too are the seven months that remain in the current school year. We have much work to do, and the welfare and success of our students must remain our focus.
John,

I’m here at Cardozo for this month’s “Vision for the New Cardozo” meeting that Tanya has been hosting. There are parents, staff and community members – 15 this month. Ted Thompson is here with two RTTT consultants. Tonight’s report and discussion is on “The Academy Model.” The entire staff saw this presentation on Wednesday.

A question came up from a community member as to how our work here at Cardozo is being planned along with anything that may occur with the closing/consolidation of schools across DCPS. I explained that the Chancellor will be rolling out with community meetings across DC, that our efforts in these “visioning” meetings were concentrating on Cardozo as we plan to move back into the new building. The parent questioned whether the current numbers of 540 students might be larger should there be any redistricting of high school students if there are any closing/consolidation among the high schools. I did not commit to anything, other than to say I would try to find out if there is soon to be published the meeting dates, times and locations where community input will be gathered.

I did not commit to a response on any timeframe other than say I would share whatever I knew in November. The parent was fine with this.

So, do you anticipate any announcement soon of dates, times and locations for community meetings where closings and consolidations will be discussed?

Thanks,

Dan

Dan Shea
DCPS Instructional Superintendent
Cluster 9
Cell: 202-271-8604
Kaya,
I will confer with John on this note and contact Ms. Haywood to determine next steps.

John,
Have you time Monday to meet? How about after School Stat?

Dan

Ms. Haywood and other members of the Coalition,

Thanks for your email. Unfortunately, I am unavailable to meet on May 2, as I will be out of town. I’m copying my Chief of Schools, John Davis, and Instructional Superintendent Dan Shea on this email, as they are the best people to meet with on these issues.

I am excited about the support of the Cardozo community as we work to transition it into the new building. We don’t manage the construction process, so questions about that should be directed to the Department of General Services (DGS) through the Cardozo School Improvement Team (SIT), a group of Cardozo teachers, parents, community members, etc., who have been working on the modernization from the beginning.

I also want to be clear that while I appreciate your support for the staff and administration at Cardozo, I cannot and will not discuss personnel issues with the public. Your email seems to imply that you’d like a guarantee that the administration and staff at Cardozo will be there into next year. That simply isn’t how we do business. We have an evaluation process that helps us to make employment decisions for each employee based on performance.

Finally, my team will not be able to discuss school closings with you, as we have not yet developed our closing proposals. We plan to engage in a process with each ward this spring and summer to understand their priorities and ideas before we develop our list of schools to close.

I find that meetings work best when clear expectations are set. Thanks for delineating your concerns. I hope my clarifications set you and my team on the right track for a productive discussion.

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 636-1581
Dear Chancellor Keya Henderson:

As concerned affiliates of Cardozo High School, we are well aware of the problems, as well as, the achievements of the school. The school has experienced tremendous growth, creation of new programs, and enhancements of existing programs under the leadership of Dr. Gwen Grant. While there is more to be accomplished, the school under the current leadership and staff has established a forward and upward momentum. We believe that continuity of staff and programs will accelerate that momentum. A change to any of the current programs will be disastrous to the school, students, programs, community and DC in general.

We are The Cardozo High School Coalition and our members include: DC residents, Cardozo community residents, Cardozo Alumni, Parents, and Cardozo Hall of Fame members. Our goal is to ensure that upon completion of the school’s modifications, all existing programs and staff will be transitioned into the renovated building. We also desire to ensure that Cardozo’s current programs, administration and staff are a part of DCPS’s five year strategic plan. It is for that reason we have requested a meeting with you on Wednesday, May 2, 2012 at 9:30 a.m.

The topics we want to discuss with you are as follows:

- Requests for Proposals (RFPs)
- DCPS Budget
- Construction
- Post Construction (plans for re-entrance)
- Administrative Leadership and Staff
- Programs
- CHS Fiscal Year budget
- CHS Operating Budget
- Outstanding Facilities Budget
- What matters have or will the counsel be voting on as it relates to CHS
- Names of all schools that are proposed to be closed in the next five years

The contact person for this group is Lynnette Haywood halloffamecardozohighschool@gmail.com. We anxiously await your response.

Respectfully Submitted,

The Cardozo High School Coalition
Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

221. Richard Parker Germantown, Maryland
222. Charles Ray Washington, District Of Columbia
223. Anne McCraw Washington, District Of Columbia
224. Amone Banks Washington DC, District Of Columbia
225. shazia manekia princeton, New Jersey
5 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 210 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

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Sincerely,

206. ali aujali washington, District Of Columbia
206. mshal Stull washington, District Of Columbia
207. Darren Exley Phoenixville, Pennsylvania
207. ELENI MELLES WASHINGTON, District Of Columbia
208. cynthia robertson washinston, District Of Columbia
Let me double check emails and dates again. The meeting was upstairs and I was up there. I'm still checking for additional dates.

From: Ruda, Lisa M. (DCPS)  
Sent: Tuesday, June 12, 2012 9:16 AM  
To: Sharon Artis  
Subject: RE: DCPS Response to Auditors' Questions on School budgets  

This doesn't feel right. I remember meeting with her in Room 1221 and talking about average versus actual calendars. I checked my calendar on 12/20/10 and the meeting is not on the calendar but my calendar indicates you were on leave that week (which doesn't make sense as I thought you were there).

LMR

From: Sharon Artis  
Sent: Monday, June 11, 2012 5:34 PM  
To: Ruda, Lisa M. (DCPS)  
Subject: RE: DCPS Response to Auditors' Questions on School budgets  

Checking emails and checking calendar for dates. Specifically, the meeting you referenced below with Yolanda Branche included Dianne Jackson happened on Dec 20, 2010 where you explained the CSM related to the 23 School Closure audit not this one.

I'll have the meeting dates incorporated into your comments letter and will send to you before noon tomorrow.

Sharon

From: Ruda, Lisa M. (DCPS)  
Sent: Monday, June 11, 2012 3:59 PM  
To: Sharon Artis  
Subject: FW: DCPS Response to Auditors' Questions on School budgets  

Page 15 of their report misstates our interaction with them (paragraph 4). They basically said that we talked with them in February 2011 (via call). That omits the long meeting we had with Yolanda Branche, the additional meeting with the consultants (with OCFO on 6/22) and the conference call on 2/6/11 which they followed up with questions on 3/21/11 and we responded back on 4/5/12. I'd like to include a paragraph that lays out the meetings we had (including those you, Tim etc had with them). Otherwise, the paragraph makes it look like we didn't respond which is why their report is so disconnected. Can you draft? The only date I couldn't put my fingers on was the meeting with Ms. Branche. The others I pulled from my calendar.

LMR

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Good afternoon Ms. Davis-Gordon,

Please see responses from Ms. Ruda to your March 21st email below. I’ve contacted the DCPS OCFO regarding the question #3 and providing the 2009 allocation.

Thank you again for your time and patience.

Sharon R. Artis  
Director, Office of Compliance  

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC 20002  
T 202 442 5658  
F 202 576 1114  
E Sharon.Artis@dc.gov  
W dcps.dc.gov

From: Ruda, Lisa M. (OOC)  
Sent: Thursday, April 05, 2012 11:03 AM  
To: Artis, Sharon (OOC)  
Subject: DCPS Response to Auditors’ Questions on School budgets

First and foremost, I apologize for not responding sooner to the questions that you asked and appreciate the patience you have shown. Second, my answers to your questions are provided below. The documents referenced in the email are attached and also highlighted in the text of my response for easier reference. Please let us know if you believe any questions remain outstanding or need additional clarification from us. Thank you,

Lisa Ruda

1. The FY 2009 and 2010 CSM worksheets provided by DCPS did not agree with the October 1st budget recorded in SOAR. In several instances the October 1st and revised budget recorded in SOAR was less than the CSM calculation.

   a. Is there a final CSM worksheet that agrees to the October 1st budget loaded into SOAR?

   b. Please provide an explanation why the CSM budget would not agree with to the local school’s budget loaded into SOAR?

   c. Is reconciliation between CSM and SOAR completed to ensure that the local schools (as a whole) received funding proportionate to the CSM calculation?
The CSM worksheet or allocation sheet (see attached labeled as FY 12 CSM Allocation Sheet) is a tool to create school budget allocations from which individual schools will identify the positions and non-personnel spending that are needed to build their budgets. The CSM is based upon average salaries. SOAR is the application in which the individual budgets that schools developed are loaded by OCFO into a standardized application for all agencies which comprise the Mayor’s budget. The budgets loaded into SOAR are based on actual salaries. This difference between average and actual salaries is a major reason why the budgets developed by schools do not match the school budgets loaded by OCFO. In our budget development guide and process, we are transparent about this distinction and the reason for it. The FY 12 guide (page 16) is a sample of this transparency and attached for your reference.

The CSM worksheet is an allocation summary or formula used to distribute funding based on school size, school level and school enrollment. It refers to FTEs which are based upon average salaries to ensure salary which is historically tied to experience or years of service (which correlates to age). The budget loaded into SOAR is based upon actual salaries of the employee assigned to that specific position. The CSM budget would not tie to the actual budget loaded into SOAR because of the difference between average salaries used to build the budget versus the actual salaries loaded into the budget as explained above. Moreover, the CSM worksheet is used to build the budget in February prior to the budget year that begins the following October. From the time budgets are developed in February until the budgets are loaded in October and ultimately reprogrammed or reallocated months later, school budgets may be adjusted due to changes in enrollment, funding, school needs or leadership. We work in partnership with DCPS OCFO to ensure the budgets built are the budgets loaded including any approved changes.

2. Based on our February 6, 2012 discussion, we reviewed the budget manuals provided by DCPS and concur that the $8,400 per pupil minimum became effective FY 2011.
   a. What was guidance, requirements and/or procedures used to prepare the FY 2009 and 2010 local schools' budget?
   b. Since a per pupil funding minimum was not effective for FY 2009 and 2010, what were DCPS' indicators for determining if each school was receiving adequate funding?
   c. In regards to the $8,400 per pupil minimum:
      i. How was $8,400 determined to be the minimum per pupil funding amount?
      ii. What are the primary factors affecting the per pupil minimum?
      iii. Will the per pupil minimum change (year to year) based on student enrollment? Why or why not?

Answer: Budget guides and guidance for FY 09 and FY 10 are attached. Please advise if this does not meet your needs.

The per pupil funding minimum (PPFM) was designed to ensure that the larger schools maintained a minimum level of funding as DCPS continued to work to ensure that all schools, particularly the growing number of small schools (that could not sustain full programming with low enrollments) could offer art, music, physical education and the wrap around services so critical to student success. As more schools within DCPS became small schools, funds from larger schools were often redirected to support the smaller schools that could not afford full programming based upon their small student populations. The PPFM was first introduced as we developed the FY 12 budget. An explanation of it is included in the FY 12 at page 9 (attached).
The primary factors affecting the amount of the PPFM are cost, program needs, revenue and affordability. In FY 13, the PPFM was increased by 2% from $8400 to $8568. The 2% reflects the full increase in the UPSFF amount DCPS received from the District of Columbia. Please see the FY 13 Budget Guide (also attached) at page 8.

3. The FY 2009 CSM worksheet provided by DCPS did not identify the allocation of Title funds for the selected 15 schools. Please identify the Title funds allocated to the 15 schools for FY 2009.

Answer: We have requested this information from OCFO.

4. Most of the schools we selected for testing did not have all of the specified core staff positions.
   a. Please explain the reason(s) why a school may not have all of the CSM required core positions.
   b. For the schools we previously identified as lacking the required core positions, provide documentation to support DCPS’s acknowledgement and approval of school’s deviation from the staffing model.

Answer: In some cases, schools are not required to maintain core or required positions. Certain categories of schools (partnership schools, autonomous, Catalyst schools or some specialty schools) are automatically exempt from the core requirements by virtue of the type of school or the school’s management structure. Other schools that do not fall into these categories may request exemption from these requirements if they can demonstrate that they can meet the needs of their individual school without funding the core position. Please see page 22 of the FY 12 guide and page 14 of the FY 13 guide for additional detail. We have various documents reflecting school required to change core positions. Those are attached. Please advise if this does not meet your need.

5. We understand that DCPS projected student enrollment may be used for the uniformed per pupil funding formula calculated by OSSE.
   a. What procedures, processes (if any) does DCPS use to determine the projected student enrollment?
   b. What are DCPS’s procedures (if any) for notifying OSSE of material variances identified in the projected student enrollment?

Answer: The methodology used to project student enrollment is attached. We continue to use this same methodology. Please see page 56 of the current (FY 13) budget guide (also attached). By law, OSSE is charged and entrusted with the authority to audit DCPS and charter enrollment. OSSE contracts with a team of auditors to conduct a physical audit and verify attendance and residency. DCPS fully participates in this audit. The results of that audit are found on OSSE’s website. In addition, DCPS meets regularly with OSSE as it prepares and finalizes its enrollment projection which are ultimately reviewed and approved by OSSE prior to the submission in the Mayor’s budget. OSSE and DCPS also work throughout the year to monitor enrollment throughout the school year. Information and the audit results are remain posted on OSSE’s website (http://osse.dc.gov/publication/2011-2012-enrollment-audit-overview).

6. In a Washington Times article dated February 22, 2012, there was a notation that custodial and maintenance services and the cost of utilities are included in the per-pupil funding formula (PPFF). For clarity, are custodial and maintenance services and utilities included in the PPFF? If so, please discuss the impact/relevance to the CSM. If not included in the formula, are custodial and maintenance services and utility costs taken into account or considered elsewhere in DCPS’s funding formula?
Some portion of costs that DCPS incurs for custodial fees, maintenance fees and utilities are included in the UPSFF. The portion included is far less than the costs incurred for custodial services, maintenance and utilities by DCPS.

The CSM allocation to individual schools includes funding allocations for custodians and non-personnel services which could include custodial supplies and equipment. Other costs for custodial supplies and equipment are provided centrally (for example, snow blowers or cleaners are often paid for centrally). However, utilities are not included in the CSM allocation. Moreover, building construction, repairs and longer term maintenance are not paid for from school budgets. Those costs are budgeted and paid centrally. The CSM Allocation Sheet, FY 12 (page 35) and FY 13 (page 33) budget guides provide additional detail regarding these expenditures.

From: Sharyn Davis-Gordon [mailto:Sharyn.davisgordon@dc.gov]
Sent: Wednesday, March 21, 2012 12:13 PM
To: Ruda, Lisa M. (OOC); Artis, Sharon (OOC)
Cc: Johnson, Veronica (ODCA); Coleman, Aires
Subject: FW: draft email to Lisa Ruda

Good morning Ms. Ruda and Ms. Artis,

Please review the request for information below from our contractors.
Thank you both for your time and attention and we look forward to hearing from you regarding this matter.

Sharyn Davis-Gordon
Team Leader, Senior Financial Auditor
Office of the District of Columbia Auditor
717 14th Street, N.W., Suite 900
Washington, D.C. 20005
(202) 727-3600 Office / (202) 724-8814 FAX

Join Mayor Gray~s One City ~ One Hire - 10,000 Jobs Campaign
~Putting District Residents Back to Work ~ One Hire at a Time~
Learn more at http://onecityonehire.org

From: Coleman, Aires [mailto:Aires.Coleman@cliftonlarsonallen.com]
Sent: Wednesday, March 21, 2012 11:33 AM
To: Davis Gordon, Sharyn (ODCA)
Cc: Johnson, Veronica (ODCA)
Subject: draft email to Lisa Ruda

Good morning;

Our office is in the process of wrapping up fieldwork and drafting the report on DCPS~ budget process. In regards to DCPS~ FY 09 and 10 budget methodology for locals schools, there is a void. Based on our last conversation you mentioned that the CSM budget guide was effective for FY 2011; therefore, we are missing the budget process used for FY 09 and 10.

We received (what appeared to be) CSM worksheets for FY 09 and 10 for 15 local schools. Since the CSM budget guidance was not applicable until FY 2011 budget, we could not document if the local schools~ allocation was calculated, supported and issued in accordance with DCPS~ procedures. Also, we noted that the local schools~ allocation did not agree to the budget in SOAR, and a reconciliation between SOAR and the worksheets was not available.
As of today, our report reflects the comments noted in the previous paragraph which may create more questions than answers for the reader. I know you are busy but it would be beneficial for everyone if we could discuss the questions previously emailed to you. We are flexible and will make ourselves available whenever you can meet.

Thank you

Aires

Aires Coleman, C.P.A  
Senior Audit Manager
CliftonLarsonAllen LLP
9515 Deereco Road, Suite 500
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Main 410-453-0900  x35210/ Fax 410-453-0914
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Mobile 443-540-7670
aires.coleman@cliftonlarsonallen.com
WWW.Ciftonlarsonallen.com

Clifton Gunderson is now CliftonLarsonAllen

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CliftonLarsonAllen LLP

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Hi Eric/Claudia/Ahnna:

Thanks again for all your assistance. We’re moving along – currently working with the board on the development of repurposing guidelines.

I was hoping that you could clear up one point of confusion for me. From our conversation, I thought you’d said that DC decided not to lease to charters, but in some of the materials you sent, it looked like charters were identified as an option for some of the buildings.

Did DC go ahead and identify that as a viable option? If so, did you have any limitations on the charters? District sponsored charters only? Academically performing charters? How was academically performing charters determined?

Sorry for all the questions, but my board members are interested in how that has worked for other school districts.

Thanks again. Have a great weekend!

Shannon Jaax, AICP
Director, Repurposing Initiative
Kansas City, Missouri School District
phone: 816-418-7725
direct: 816-418-7567
fax: 816-418-7750
www.kcmsd.net

Hi Shannon,

Here are a few things that might be helpful and interesting:

- An internal PPT presentation giving an overview/recommendation for the process – this was developed after a couple of internal, staff-level discussions.
- Notice flyer for first round of community meetings
- A survey a community group put together that helped guide us on what the community wanted
- A spreadsheet breaking down some possible options that could be presented to the Mayor – these were draft and internal. I forget at what stage this was from, but they weren’t final and weren’t necessarily where we ended up, but rather represent a set of ideas at a point in time.

Also, we hosted community forums in 2008. Information on the feedback from those sessions can be found here: http://newsroom.dc.gov/show.aspx?agency=planning/section2/release/13039/year/2008/month/7
I hope this information is helpful. Please let us know if you need additional information.

Thanks,
Eric

Preventing terrorism is everybody’s business. If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

To learn more, visit http://www.mpdc.dc.gov/operationtipp.

-----Original Appointment-----
From: Smith, Ahnna (EOM)
Sent: Monday, January 10, 2011 9:08 AM
To: Smith, Ahnna (EOM); Lerum, Eric (EOM); Lujan, Claudia (DCPS); Shannon Jaax
Subject: Call with Shannon Jaax re: Kansas City School Closings Strategy
When: Tuesday, January 18, 2011 1:00 PM-1:45 PM (GMT-05:00) Eastern Time (US & Canada).
Where: 1-866-854-2179

When: Tuesday, January 18, 2011 1:00 PM-1:45 PM (GMT-05:00) Eastern Time (US & Canada).
Where: 1-866-854-2179

*~*~*~*~*~*~*~*~*~*

Please let me know if this time does not work.

Shannon has reached out to get a better understanding of what worked/didn’t work through our school closure process in 2008. Kansas City, Missouri will be going through a similar process later this year and she would like to pick our brains to help inform their strategy.

Thanks,
Ahnna

Preventing terrorism is everybody’s business. If you SEE something, SAY something. Call the Metropolitan Police Department at (202) 727-9099 or email at SAR@DC.GOV to report suspicious activity or behavior that has already occurred. Call 911 to report in-progress threats or emergencies.

To learn more, visit http://www.mpdc.dc.gov/operationtipp.
5 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 220 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuffled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

216. Sarah Davol Teaneck, New Jersey
217. Celeste Martin Washington, District Of Columbia
218. fatema kazmi allentown, New Jersey
219. Alison Venhuizen Vestavia Hills, Alabama
220. shaida Khan dallas, Texas
The FB Hope piece was an SY11-12 change. Below is all we have for SY12-13.

From: Watson, Naomi M. (DCPS)  
Sent: Thursday, August 23, 2012 2:24 PM  
To: Rinkus, Christopher (DCPS); Sewell, Bryant (DCPS); Lujan, Claudia (DCPS)  
Cc: DuPre, Mary (DCPS)  
Subject: RE: Ferebee-Hope grade configuration change?

Thank you!! Do we have an updated list of changes for SY 12-13 of school name, grade configuration or address that is not reflected in the charts below? I got this from Bryant earlier in the summer.

Thanks so much!
Naomi

---

## School Closure/Relocation Sites

<table>
<thead>
<tr>
<th>SY11-12 School</th>
<th>SY11-12 Address</th>
<th>SY12-13 School</th>
<th>SY12-13 Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moten ES @ Wilkinson</td>
<td>2330 Pomeroy Rd. SE</td>
<td>Moten ES</td>
<td>1565 Morris Rd SE</td>
</tr>
<tr>
<td>River Terrace ES</td>
<td>420 34th St. NE</td>
<td>N/A (Closed School)</td>
<td>N/A (Closed School)</td>
</tr>
<tr>
<td>School-Within-School @ Peabody (Capitol Hill Cluster)</td>
<td>425 C St NE</td>
<td>School-Within-School</td>
<td>Logan - Annex Build</td>
</tr>
<tr>
<td>Turner ES @ Green</td>
<td>1500 Mississippi Ave. SE</td>
<td>Turner ES</td>
<td>3264 Stanton Rd. SE</td>
</tr>
</tbody>
</table>

---

## Grade Configuration Changes

<table>
<thead>
<tr>
<th>School</th>
<th>Change in SY12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnard ES</td>
<td>Expanded to PS-5</td>
</tr>
<tr>
<td>Eastern HS</td>
<td>Expanded to 9-10</td>
</tr>
<tr>
<td>Jefferson MS</td>
<td>Reduced to 8th Grade Only</td>
</tr>
<tr>
<td>Jefferson MS Academy</td>
<td>Expanded to 6-7</td>
</tr>
<tr>
<td>MacFarland MS</td>
<td>Reduced to 6-8</td>
</tr>
<tr>
<td>Powell ES</td>
<td>Expanded to PS-5</td>
</tr>
<tr>
<td>School-Within-School*</td>
<td>Expanded to PK-1</td>
</tr>
</tbody>
</table>

*Moving From Peabody ES site to the Logan Annex site

---

## Feeder Pattern Changes

<table>
<thead>
<tr>
<th>School</th>
<th>Will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitol Hill Montessori School @ Logan</td>
<td>Stuart-Hobson* MS or E</td>
</tr>
</tbody>
</table>

*Only students entering 6th grade in SY12-13 and SY13-14 will have school option.

---

From: Rinkus, Christopher (DCPS)  
Sent: Thursday, August 23, 2012 2:19 PM  
To: Watson, Naomi M. (DCPS); Sewell, Bryant (DCPS); Lujan, Claudia (DCPS)
Hi Guys,
We are working on updating the school profiles and Ferebee-Hope submitted a grade configure change for the 12-13 school year from PS-6 to PS3-5. Can you confirm that this is correct?

Thanks!
Naomi

Check out the "One City Action Plan"
Read Mayor Gray’s comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.
Subject: School Closure/Relocation Working Group
Location: CR 910
Start: Tue 5/8/2012 2:00 PM
End: Tue 5/8/2012 3:00 PM
Recurrence: (none)
Organizer: Sewell, Bryant (DCPS)

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Download DC311 and Start Reporting Today!
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Rembert,

As I shared with you, we are asking you to help share information about the school consolidation proposal with your school staff and families prior to the official public announcement. It is important that staff hears directly from you early on Tuesday and that families have information in hand on Tuesday evening. We want the people most directly impacted by the proposal to consolidate your school to first hear the news from you or a communication from the Chancellor.

We are asking you to do the following on Tuesday, November 13th:

1. **Meet with your school staff in the morning.** If you cannot meet in the morning, we encourage you to meet around the lunch hour as we expect the public announcement will be made on Tuesday afternoon. Messaging points and ideas for that meeting are attached to this email as well as a handout you may distribute to answer some of the questions that staff may have (*Attachment 1: Key Messages for School Staff Meeting; Attachment 2: School Consolidation Staffing Overview*);

2. **Confirm by emailing Claudia Luján** ([claudia.lujan@dc.gov](mailto:claudia.lujan@dc.gov)) by noon that you have or have not received the letters and school flyer that will be delivered to your school on no later than noon on Tuesday. The school flyer for your school is attached to this email, so you can see it prior to the delivery (*Attachment 3: School Specific Flyer*);

3. **Send the materials home with students and staff** as they leave school on Tuesday; and

4. **Send a Connect Ed message at 2:30 p.m.** to alert your families that they should look for letter coming home with students.

Additional details are provided in the attached documents. Please let me know if you have any questions or need additional support.

John
Inform first responders in advance!
Baltimore school buildings are titled to the Mayor and City Council. Baltimore City Schools are controlled by the Board of School Commissioners who are appointed jointly by the Mayor and Governor. BCPS has control of school buildings as long as we use them for educational purposes.

When we close schools, they are surplused back to the City (Mayor & City Council) for disposition. BCPS doesn’t share in the revenues.

A member district is interested in processes related to the sale of closed school buildings, i.e., timelines for sale of facilities, how district manage federal tax and bond restrictions, how district inform or engage impacted communities in decision-making, and strategies districts have implemented to market available properties.

In this regard, please contact me if you have experience in this area so I can link you to the district making the inquiry.

As always, your cooperation and prompt response in these requests is greatly appreciated.

--Bob
Hi Kaya - following up on our phone call from a couple of weeks ago, there are a few areas where PCSB would be very interested in working together with DCPS:

1. Follow up to the IFF study. I really see the IFF study as an opening to have us tackle more broadly what you called for in our first meeting - being more "planful" about public school sitings, closing, and moves to new facilities. You had talked about getting together after hours to roll up our sleeves and dig into the details, neighborhood by neighborhood, of where we have too many schools and where we have too few. We are ready to engage on this.

2. Enrollment counts. DeShawn expressed to me a few weeks ago that he would be thrilled if PCSB and DCPS could agree on an alternative / improvement to the current system of using a single October enrollment count. I have a bunch of ideas. We'd likely involved OSSE in this as well.

3. Merging our PMF and your scorecard. It's ultimately better for parents if there were a single rating system across the city. I don't know if it's ultimately possible, but I think it's worth at least exploring.

4. SPED. I understand DCPS is unhappy with its role as LEA for charters. Rather than let a bad situation fester, which is ultimately harmful to kids, I'd like to sit down with PCSB, DCPS, and OSSE, perhaps along with some of the charters you serve, to find ways to improve on this situation.

5. DCPS desire to have chartering authority. I don't resist this, but I do think there are some conditions under which this should occur to ensure quality after you and your team are long gone, and to ensure a level playing field. I'd like to talk about these. It would be great if you and I were on the same page about these things. I don't know if it's possible but I think a discussion would be worthwhile.

Those are five - you may have others. But whenever your team is ready to engage with us on any or all of these issues, we are too.

All the best,

Scott
Lisa,

Quite a few assumptions have changed regarding this initiative, which have reduced the net savings projections, and simplified the assumed one-time and recurring costs for closing schools. In general, the revised assumptions are more conservative than our detailed analysis (which is fine, but lowers the overall savings impact of the initiative). I have made changes to the write-up using THEIR assumptions (detailed below), and pushing out River Terrace from FY13 to FY14. Total closings remains at 20 schools, and due to some calculating errors in the write up you sent me, total savings is about the same ($40M over five years), HOWEVER YEAR 1 savings is now a NET COST of $20K. I tried to explain the difference I saw between their revisions and DCPS original submission. Again, the assumptions are more conservative, which I would be fine with. Let me know when you have time to discuss.

Their current assumptions for this initiative vs. the submitted assumptions are:

**School closures**
FINAL (OC): Close 2 schools year 1, 9 year 2, 9 year 3 (total of 20)
DCPS submission on 11/10/11: Close 2 schools year 1, 17 year 2, 1 year 3 (total of 20)

**Savings per school**
FINAL (OC): Average savings per school: $950K (total of $65.7M)
DCPS submission: $987K calculated average for all schools, broken out by school type. Escalated savings for inflation for 5 year period (total of $82.6M)

**One time implementation costs:**
FINAL (OC): $500K staffing ($150K in year 1), Logistics of $225k per school, severance of $7.5M (total of $13.5M)
DCPS submission: $500K staffing (all implementation years), Logistics of $209k per school, severance/excessing costs of $7.6M (total of $13.3M)

**Recurring implementation costs:**
FINAL (OC): $100K per school for busing, $120K per school for “additional staff” or $220K per school total (total of $16M)
DCPS submission: $115K per bus in year 1, escalating to $130K in FY17 (total of $7.6M)

**FTEs:**
FINAL (OC): assumed 9 FTEs per school for a total of 180 FTEs
DCPS submission: 183 FTEs – THIS SHOULD BE CLOSER TO 200 FTEs (total of 198). Previous number included adding temporary managers (5 FTEs in one-time implementation costs), but did not roll them off. Assumption should be 10 FTEs per school based on their model. No cost assumptions should change

Scott W. Milam
Afton Partners LLC
smilam@aftonpartners.com
M: (646) 407-6459
O: (202) 683-1974
F: (888) 775-5222

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Wednesday, December 07, 2011 5:31 PM
To: Scott Milam; McNeil, Joyce (OOS)
Subject: School Closings
Joyce, can you find 30 minutes with Scott next week?

Scott, see below. Last minute change. Can you rerun the school closing numbers only closing River Terrace ES in FY 13? I need to resubmit on Friday. I can explain the gory details when we talk next week.

LMR

From: Ruda, Lisa M. (OOC)
Sent: Wednesday, December 07, 2011 5:29 PM
To: Kreiswirth, Barry (EOM)
Subject: RE: school closing initiative

Thanks Barry. Two issues:

- The DME has commissioned a study of public school seats within the District. This will be available in the coming months and will directly impact any final decisions on DCPS closings. I made that explicit in the recommendation. Once that report is finalized, we totally need to review and reconsider this recommendation. I think I fixed this in the attached draft.
- We are ultimately recommending one closing in FY 13 and not two as stated in the report. I need to rerun the FY 13 numbers with this reduction and should have this one updated tomorrow. Not a huge issue in terms of dollars – but the Chancellor presented the Mayor with one closing this year and not two. I want to make sure what we submit reflect reality.

LMR

From: Kreiswirth, Barry (EOM) [mailto:Barry.Kreiswirth@dc.gov]
Sent: Tuesday, December 06, 2011 5:24 PM
To: Ruda, Lisa M. (OOC)
Subject: school closing initiative

Hi, Lisa. Suzanne and Kaya spoke, and Kaya agreed to include the school closing report in the OCPR report if wording was added to indicate that this is a preliminary analysis and further review and outreach is needed. I added a paragraph in the background section in bold and italics. Can you review the report (attached) with this paragraph and provide any edits you may have.

Thanks,
Barry

Barry Kreiswirth
Office of the City Administrator
202-615-2091
barry.kreiswirth@dc.gov

Join Mayor Gray's One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org
Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Jason,

I hope you had a great weekend, and hopefully you are starting to get some sleep (or at least are getting into a good trade-off routine!).

As for the analysis that we pulled together for the One City team on September 23rd, the OCFO's office had a few questions about the initial assumptions (most of which would be verified by the information provided below, but I just want to confirm).

1. Excessing will happen if schools are closed. We assumed this is the case, but OCFO challenged this assumption. Just to confirm, if schools are closed and some WTU positions are eliminated, would DCPS go through the process of excessing these positions?

2. WTU staff eligibility for excessing options. Assuming the answer to 1. is a yes, we had initially assumed that 80% of all WTU staff would be eligible for excessing options (which was increased from 63% from the analysis below). OCFO believes that this number would be closer to 95%, since they only have ~200 teachers in a separate account for teachers deemed ineffective. I believe that there is likely just a disconnect in terms of definitions here could you or Regina just help me define eligibility for the excessing options, just to reconfirm our estimate of 80% should more than cover this assumption?

3. Buyout % assumption (13%). We had used this data to project the buyout vs. extra year options taken by WTU staff. Again, OCFO just challenged the basis for the 13%, assuming that almost all would take the entire year (I have not seen additional data to back this up). Since this assumption is directly from your analysis and systems, I am comfortable just footnoting such, but let me know if you think we should increase the extra-year option for any reason.

4. Non-WTU position severance. In our original analysis, we had assumed three months severance on average for the non-WTU positions. The below assumes a max of 26 weeks. Should we increase this assumption to 26 weeks, to be safe? Do we have data from previous closings/RIFs to backup an amount between 13 and 26 weeks?

If you have a few minutes to discuss today, that would be fantastic. I have a meeting with OCFO this afternoon to follow up on their questions (which arose in a meeting on Thursday afternoon).

Thanks so much,

Scott
I am not sure if Jason already sent this to you; but I wanted to make sure you had the information below. I apologize if this is a duplicate.

Thank you.

From: Youngblood, Regina (DCPS)
To: Kamras, Jason (DCPS)
Cc: Goldband, Sara (DCPS)
Sent: Thu Sep 22 18:53:24 2011
Subject: Re: City Performance Review Data

Jason,

I don't know Scott's last name. Could you provide or send as I am not at a desktop.

Thank you.

From: Kamras, Jason (DCPS)
To: Youngblood, Regina (DCPS)
Cc: Goldband, Sara (DCPS)
Sent: Thu Sep 22 17:38:30 2011
Subject: Re: City Performance Review Data

Great work. Go ahead and send to Scott.

Jason Kamras
Chief, Office of Human Capital

District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202 535 1491
F 202 442 5026
E jason.kamras@dc.gov
W http://dcps.dc.gov

From: "Youngblood, Regina (DCPS)" <regina.youngblood@dc.gov>
Date: Thu, 22 Sep 2011 17:34:05 -0400
To: Jason Kamras <jason.kamras@dc.gov>
Cc: "Goldband, Sara (DCPS)" <sara.goldband@dc.gov>
Subject: City Performance Review Data

Jason,

Please review the data Sara provided below:

Average Union Population Size Per School

<table>
<thead>
<tr>
<th>School Type</th>
<th>AFSCME</th>
<th>CSO</th>
<th>Non-Union</th>
<th>Teamsters</th>
<th>WTU</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>12.7</td>
<td>3.1</td>
<td>1.6</td>
<td>3.5</td>
<td>27.2</td>
<td>48.0</td>
</tr>
<tr>
<td>Middle/Senior Elementary</td>
<td>10.1</td>
<td>4.5</td>
<td>2.0</td>
<td>3.9</td>
<td>30.5</td>
<td>51.0</td>
</tr>
<tr>
<td>High/ Secondary</td>
<td>8.1</td>
<td>5.6</td>
<td>5.5</td>
<td>5.3</td>
<td>36.5</td>
<td>61.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligibility for Severance/Options</th>
<th>AFSCME</th>
<th>CSO</th>
<th>Non-Union</th>
<th>Teamsters</th>
<th>WTU</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS 007625</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The data above leads to the following initial assumptions:

~62.6% of WTU members will be eligible for the excessing options
~87.0% of the eligible WTU excess will elect an extra year to secure a mutual consent placement
~13.0% of the eligible WTU excess will elect the one-time $25K buyout

With respect to school closures, ~2077 employees will be eligible for RIF severance (assuming maximum of 26 weeks for now)
With respect to staff reductions, ~4549 employees will be eligible for RIF severance (assuming maximum of 26 weeks for now)

It is my understanding that Scott already has the average salaries of all positions, so those were not provided here.

Please let me know if you have questions.

Thank you.

Join Mayor Gray’s One City ~ One Hire - 10,000 Jobs Campaign
Putting District Residents Back to Work One Hire at a Time
Learn more at http://onecityonehire.org
Dear Kaya Henderson (Chancellor, DCPS),

I just signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson's recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,
Sarah Spreitzer Washington, District Of Columbia

There are now 34 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
10 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 300 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

Dear Kaya Henderson (Chancellor, DCPS),

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Sincerely,

291. Anne Larson Washington, District Of Columbia
292. Marina Streznewski Washington, District Of Columbia
293. Maggie Barclay Chapel Hill, North Carolina
294. Bilal Khan Glen Cove, New York
295. Robert Bettmann Washington, District Of Columbia
296. Maddie Shannon Fresno, California
297. Erin Freas-Smith Washington, District Of Columbia
298. Rachel Marks Washington, District Of Columbia
299. Maddy Carlson Raleigh, North Carolina
300. Sarah Routh Chapel Hill, North Carolina
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Sincerely,
Sarah Reece-Stremtan Washington, District Of Columbia

There are now 9 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
10 new people recently signed Chris Sondreal's petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 290 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

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Sincerely,

281. Anna Meacham New York, New York
282. Stella Gardner Chapel Hill, North Carolina
283. Ashton Ratcliffe Chapel Hill, North Carolina
284. Rachel Goley Chapel Hill, North Carolina
285. Sarah Murphy Washington, District Of Columbia
286. Virginia Bou Chevy Chase, Maryland
287. Rodney Winston Washington, District Of Columbia
288. Catherine Sauls Washington, District Of Columbia
289. Keith Wilson Macon, Georgia
290. Sarah Lindner Chapel Hill, North Carolina
Good Afternoon Dr. Beers,

While we are still finalizing the language of our testimony for the Council on the DCPS proposal for school consolidation, we wanted to make sure that you had a chance to see the portions of the testimony where we have referenced you or attributed information to you. I have pulled those sections and included them below.

As the deadline for submission is Monday, please let us know by noon (12/3) if any amendments need to be made.

Thank you again for working with us on this and hope you have a great weekend!
Sarah

Regarding Prospect Learning Center (questions which need to be asked)

1. Which neighborhood schools are being considered? Dr. Beers acknowledged in a conversation with advocates that in order to move the Prospect students into their neighborhood schools, DCPS must increase capacity and they will not be able to start planning the details of these expansions until they know the final school consolidation plan. However, some neighborhood schools already have some special education programming already in place and some staff have already been trained in working with students who have learning disabilities, while others have no experience. The amount of training and the complexity of the transition will be affected by the school choice.

Regarding Ron Brown:

The current DCPS proposal for Ron Brown is to “reassign classrooms ED and Non-categorical classrooms to Kelly Miller MS, Hart MS, and Sousa MS.”[6] Dr. Beers has said that the question surrounding this move will be how to “change the conversation” in the District regarding children with social, emotional and behavioral challenges. He noted that it is not in the interest of the students or the school system to simply have a few people in a few specialized classrooms who are prepared to address behavior challenges, but that we want all staff at all
high schools and middle schools to be able to deal with the behavior issues that all children come to the table with. Children’s Law Center welcomes this shift in approach.

A system-wide shift in culture is an important process, but it will not address the immediate needs of children whose disabilities are currently so pervasive that they cannot be safely or effectively educated with their regular education peers. The questions that the Council must ask will be how DCPS is planning to train school staff for this specific transition as the classrooms and students at Ron Brown are moved into middle schools around the city.

More on Ron Brown:

In addition to asking questions about training, the Council should ask DCPS officials about the resources that will be available to the receiving schools. The best trained staff and personnel will be unsuccessful if they do not have adequate resources. We understand that DCPS intends to ask school principals what resources they need for the transition. The Council should ask the same questions of DCPS.

Sarah B. King
Policy Attorney
Children's Law Center
616 H Street, NW | Suite 300 | Washington, DC | 20001
T: 202.467.4900 x518 | F: 202.552.6013
sking@childrenslawcenter.org
www.childrenslawcenter.org

Children's Law Center -- Family. Health. Education.

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Dear Kaya Henderson (Chancellor, DCPS),

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Sincerely,
Sara Greene Washington, District Of Columbia

There are now 18 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
From: Sandra Moscoso-Mills [smoscosomills@hotmail.com]
Sent: Friday, December 21, 2012 11:31 AM
To: harlan.harris@gmail.com
Cc: Lujan, Claudia (DCPS); Suzanne Wells
Subject: #s - send them my way and I'll call you

From: harlan.harris@gmail.com
Date: Fri, 21 Dec 2012 07:25:24 -0500
Subject: Re: talk to you guys at 11:30 AM?
To: smoscosomills@hotmail.com
CC: claudia.lujan@dc.gov; m.godec@att.net

Sounds good! Will call then! Claudia, looking forward to meeting you.

-Harlan

On Fri, Dec 21, 2012 at 7:08 AM, Sandra Moscoso-Mills <smoscosomills@hotmail.com> wrote:
I think it'll be Claudia, Harlan and I? I'll be at (202) 543-5135 and can connect us.

From: Claudia.Lujan@dc.gov
To: smoscosomills@hotmail.com
CC: harlan.harris@gmail.com; m.godec@att.net
Date: Wed, 19 Dec 2012 18:17:18 -0500
Subject: Re: Meet on Thursday PM, after 4PM?

11:30 work?

Sent from my iPhone

On Dec 19, 2012, at 4:52 PM, "Sandra Moscoso-Mills" <smoscosomills@hotmail.com> wrote:

How about a call on Friday 11ish?

From: Claudia.Lujan@dc.gov
To: harlan.harris@gmail.com; smoscosomills@hotmail.com
CC: m.godec@att.net
Date: Wed, 19 Dec 2012 12:50:36 -0500
Subject: RE: Meet on Thursday PM, after 4PM?

My boss is testifying on Thursday, so my day will be focused on that hearing. Can we schedule a call for Friday?

From: Harlan Harris [mailto:harlan.harris@gmail.com]
Sent: Wednesday, December 19, 2012 12:49 PM
To: Sandra Moscoso-Mills
Cc: Lujan, Claudia (DCPS); Suzanne Wells
Subject: Re: Meet on Thursday PM, after 4PM?

Hm, I have an appointment scheduled late-afternoon Thursday. Is Friday a possibility?
(And thanks, event went fine! Almost 200 attendees to see a panel talk about Political Campaign Data Science.)

On Tue, Dec 18, 2012 at 1:09 PM, Sandra Moscoso-Mills <smoscosomills@hotmail.com> wrote:
Claudia/Harlan, does this work for you?

I may be able to head to DCPS for this, if you want to do it face to face

Agenda:
- Intros/What is code for DC
- Project idea
- Data needs: where to get it, contacts, who to engage
- Next Steps

To answer your q, yes, the charter data. And yes, v interesting that no DCPS data was pulled.

Looking forward to talking!
Sandra

ps - Harlan, hope your event goes well!

From: harlan.harris@gmail.com
Date: Mon, 17 Dec 2012 08:34:26 -0500
Subject: Re: Closures data? other data?
To: Claudia.Lujan@dc.gov
CC: smoscosomills@hotmail.com; m.godec@att.net

After Tuesday is best for me too. (Running a big event on Tuesday night...!)

The report is very interesting. It does seem like there's an opportunity to both integrate PCSB and DCPS data sets to get a clearer picture of school choice, as well as to think about ways to help parents and students understand their options and recommend actions (such as lottery application strategy) that best meet their values. I was also intrigued by the "Logistical Concerns" paragraph on page 13. Smoothing logistical problems is what technology is best at, and it seems like there are some potentially addressable problems here.

Looking forward to chatting more about this!
-Harlan

On Sat, Dec 15, 2012 at 12:13 PM, Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov> wrote:
Yes, after being out of the office much of the week, my clan and I are feeling much better!

What data are you talking about, the charter data? PCSB has all the data. The interesting thing is that they never asked us for any DCPS data. We recently provided lottery data, but the same info that's on our web.

Happy to set up time to talk this week about this and your original email. After Tuesday works best.

Sent from my iPhone

On Dec 15, 2012, at 11:23 AM, "Sandra Moscoso-Mills" <smoscosomills@hotmail.com> wrote:
Claudia
Hope you’re feeling better.

Any way we can spend 15 mins this week on a call to talk about how we could get the data the went into this: http://www.dcpubliccharter.com/data/files/data_center/neighborhood%20preference%20task%20force%20report_12%2014%20121.pdf? (Congratulations, BTW, for getting it out - that was fast!)

We can sign waivers, scrub on-site at OSSE, whatever, but I have a sense that the task force has done a lot of the work to gather this and would hate to start from scratch to gather it ourselves. If it’s not something you can/should help with, who is the best person for us to talk to?

Thanks so much in advance!
Sandra

From: Claudia.Lujan@dc.gov
To: smoscosomills@hotmail.com
CC: mgodec@att.net; harlan.harris@gmail.com
Date: Fri, 7 Dec 2012 08:48:06 -0500
Subject: Re: Closures data? other data?

Hi! I'm actually out sick today - horrible flu. Can we connect next week on this?

Sent from my iPhone

On Dec 7, 2012, at 6:26 AM, "Sandra Moscoso-Mills" <smoscosomills@hotmail.com> wrote:

Hi Claudia,

Hope you're well!

I'm hoping we can connect on data. A few things we're working on that you might be interested in and not sure how best to access to get facts.

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http://images.greatergreaterwashington.org/images/201203/cabiflows.jpg (there was a better CaBi one that I can no longer find). Would be great to get a few year's worth of data, to see how children move around the system. Would also be great to get OOB lottery application data to help answer Qs like, where do families apply to school vis a vis where they live? Has this changed over time (5 years)?

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Interested in collaborating? Could be really useful for the entire education ecosystem.

Best!
Sandra

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I have it on the calendar. I can set up screensharing session.

11:30 work?

Sent from my iPhone

On Dec 19, 2012, at 4:52 PM, "Sandra Moscoso-Mills" <smoscosomills@hotmail.com> wrote:

How about a call on Friday 11ish?

My boss is testifying on Thursday, so my day will be focused on that hearing. Can we schedule a call for Friday?

Hm, I have an appointment scheduled late-afternoon Thursday. Is Friday a possibility?

(And thanks, event went fine! Almost 200 attendees to see a panel talk about Political Campaign Data Science.)

On Tue, Dec 18, 2012 at 1:09 PM, Sandra Moscoso-Mills <smoscosomills@hotmail.com> wrote: Claudia/Harlan, does this work for you?

I may be able to head to DCPS for this, if you want to do it face to face

Agenda:
- Intros/What is code for DC
- Project idea
- Data needs: where to get it, contacts, who to engage
- Next Steps
To answer your q, yes, the charter data. And yes, v interesting that no DCPS data was pulled.

Looking forward to talking!
Sandra

ps - Harlan, hope your event goes well!

From: harlan.harris@gmail.com  
Date: Mon, 17 Dec 2012 08:34:26 -0500  
Subject: Re: Closures data? other data?  
To: Claudia.Lujan@dc.gov  
CC: smoscosomills@hotmail.com; m.godec@att.net

After Tuesday is best for me too. (Running a big event on Tuesday night...!)

The report is very interesting. It does seem like there's an opportunity to both integrate PCSB and DCPS data sets to get a clearer picture of school choice, as well as to think about ways to help parents and students understand their options and recommend actions (such as lottery application strategy) that best meet their values. I was also intrigued by the "Logistical Concerns" paragraph on page 13. Smoothing logistical problems is what technology is best at, and it seems like there are some potentially addressable problems here.

Looking forward to chatting more about this!

-Harlan

On Sat, Dec 15, 2012 at 12:13 PM, Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov> wrote:

Yes, after being out of the office much of the week, my clan and I are feeling much better!

What data are you talking about, the charter data? PCSB has all the data. The interesting thing is that they never asked us for any DCPS data. We recently provided lottery data, but the same info that's on our web.

Happy to set up time to talk this week about this and your original email. After Tuesday works best.

Sent from my iPhone

On Dec 15, 2012, at 11:23 AM, "Sandra Moscoso-Mills" <smoscosomills@hotmail.com> wrote:

Claudia,

Hope you're feeling better.

Any way we can spend 15 mins this week on a call to talk about how we could get the data the went into this: http://www.dcpubliccharter.com/data/files/data_center/neighborhood%20preference%20task%20force%20report_12%2014%20121.pdf ? (Congratulations, BTW, for getting it out - that was fast!)

We can sign waivers, scrub on-site at OSSE, whatever, but I have a sense that the task force has done a lot of the work to gather this and would hate to start from scratch to gather it ourselves. If it's not something you can/should help with, who is the best person for us to talk to?

Thanks so much in advance!
Hi! I'm actually out sick today - horrible flu. Can we connect next week on this?

Hi Claudia,

Hope you're well!

I'm hoping we can connect on data. A few things we're working on that you might be interested in and not sure how best to access to get facts.

First, Suzanne asked an interesting question about closures and impact to walkability to the communities of those schools. We reached out to DC Action for Kids and they built this map [http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/dcps_schoolclosures_final/](http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/dcps_schoolclosures_final/), which has generated some questions about the population and obstacles to walking to those schools beyond distance (more here [http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/#comment](http://chpspo.org/2012/12/06/dcps-proposed-school-closures-impact-to-walkable-communities/#comment)). I imagine the team behind the proposed closures collected/analyzed this data (example, what is the population size of children w/in the 1 mile radius of proposed closures?).

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Best!
Sandra

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5 new people recently signed Chris Sondreal’s petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 250 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here: http://www.change.org/petitions/chancellor-henderson-mayor-gray-councilmember-evans-and-the-dc-council-do-not-close-francis-stevens-ec?response=

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson’s recommendation to close Francis Stevens Education Campus and relocate students to schools across the city -- and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath. * Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in. * Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city. * DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us. * Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

246. Ella Froelich Chapel Hill, North Carolina
247. Warner Underwood Chapel Hill, North Carolina
248. Izzy Black Chapel Hill, North Carolina
249. Kathleen Doyle Chapel Hill, North Carolina
250. Samantha Pfotenhauer Tempe, Arizona
From: Salmanowitz, Melissa (DCPS) [Melissa.Salmanowitz@dc.gov]
Sent: Wednesday, January 09, 2013 11:34 AM
To: Robinson, Josephine B. (DCPS)
Subject: FW: school closure plan

Here's what I sent

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From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, January 08, 2013 12:53 PM
To: Salmanowitz, Melissa (DCPS); Henderson, Kaya (DCPS)
Cc: jonetta@jonettarosebarras.com
Subject: RE: school closure plan

Chancellor Henderson and Melissa:

Thanks very much for this thorough report. I had thought I would write Friday about this issue but have decided to wait given the citizen planned meeting Saturday. If you have any additional information you want to share later this week (by COB Friday), please feel free to do so.

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school closure plan
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, January 08, 2013 12:41 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>,
"Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta
The Chancellor has been working closely with the Mayor throughout this process. The final plan will be released the week of the 14th.

Here is a list, which I would characterize as thorough but not exhaustive, of the meetings about consolidations.

**ANC Outreach**

- Impacted ANC Commissioners were among the first to receive public notice and an invitation to discuss the consolidation and reorganization proposal.
- Shortly after the public announcement of the proposal on November 13th, Josephine Robinson sent an email invitation to the current and newly-elected ANC Commissioners who represent the impacted schools to attend DCPS/OFPE Office Hours on 11/16.
  - OFPE staff called each impacted ANC member to ensure invitation was received and confirm interest in meeting to discuss proposal.
- 8 of the 24 individuals contacted either met on the 16th with DCPS staff or scheduled phone calls.

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**Chancellor meetings:**

- Meeting w/Chancellor & WIN Pastors
- State Board of Education Briefing
- Meeting w/Chancellor & Parents, Garrison ES
- Meeting w/Chancellor & Principal Samuels, MacFarland MS re: Consolidation
- Chancellor Henderson and Alice Wender (USDOE) discuss consolidations
- ANC Meeting/Presentation
- Ward 5 Education Council and Faith Hubbard
- Meeting w/Chancellor Henderson and CM Wells re: School Consolidations
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Meeting with Rod Boggs' team on consolidations
WTU Dialogue w/Chancellor and President Saunders
Raise DC Meeting
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Meeting w/Chancellor & CM Elect David Grosso
Meeting w/Chancellor & John Anderson
Garrison PTA

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Please let me know if you have any other questions. And happy new year!

Best,
Melissa

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From: jonetta@jonettarosebarras.com
Sent: Monday, January 07, 2013 12:05 PM
To: Henderson, Kaya (DCPS)
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: school closure plan

Happy New Year, Chancellor Henderson.

I wonder if you can tell me the status of your closure plan. You had indicated you would formally present your plan to Mayor Gray on or about Jan. 15th. Do you intend to meet that deadline?

As you developed your final plan, can you provide me the names of the groups or individuals you met with outside of your community meetings regarding the closure proposal?

Have you discussed with any groups or individuals the idea of co-locating at specific schools to prevent their closure and to reduce facilities costs? If you have can you please provide the names of such individuals or groups?

I am on deadline and would like to receive responses to the above questions by Noon tomorrow (Tues. Jan 8th). Thank you so much.

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Walking in truth requires courage; are you up for the task?
Media Coverage Summary
District of Columbia Public Schools
Recent News Coverage
January 9, 2013

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NEWS:

D.C. Schools Chancellor Kaya Henderson disputes cheating allegations
Emma Brown/Washington Post:
  • D.C. Schools Chancellor Kaya Henderson said Tuesday that allegations that school employees tampered with standardized tests between 2008 and 2010 are “fictitious” and pointed to a series of investigations that have yielded no evidence of large-scale cheating.

Ex-D.C. principal shares allegations of cheating in PBS documentary
Sam Ford/WJLA:
  • A documentary airing Tuesday night will put a spotlight on an alleged cheating scandal at a D.C. school.

Anacostia, H.D. Woodson girls on a collision course in DCIAA
Roman Stubbs/Washington Post:
  • Following a 7-1 start under first-year head coach Dwayne Shackleford, Anacostia suffered a long trip to New York in late December. Playing in the All-In Holiday Classic in Brooklyn, the Indians were swept in a two-game set by St. John’s Villa and Brooklyn Collegiate – two muscular teams that are as close to resembling H.D. Woodson as Anacostia is going to see all season.

What measures the best teacher? More than scores, study shows
Stephanie Simon/Reuters
  • Effective teachers can be identified by observing them at work, measuring their students’ progress on standardized tests - and asking those students directly what goes on in the classroom, according to a comprehensive study released Tuesday.

D.C. bill would prevent fourth-grade illiteracy
Rachel Baye/Washington Examiner
A D.C. lawmaker introduced a bill Tuesday to prevent students from progressing to the fourth grade until they can read at or above a third-grade level.

EDITORIAL/OPINION:

TRUE or FALSE? Closing DCPS Schools Will Make the System Stronger?
Soumya Bhat/Hill Rag:

- This month, DC Public Schools Chancellor Kaya Henderson will announce which schools will be closed at the end of the school year, from a list of 20 announced last fall. She says that these schools are under-enrolled and expensive to operate. The implication is that closing schools will allow DCPS to create stronger education environments in the consolidated schools.

BLOGS:

Should we just let DC public schools expel anyone?
Ken Archer/Greater Greater Washington:

- If DC Public Schools are to compete with charter schools, let them expel any students who keep other students from learning. Special safety-net schools, perhaps run by the Department of Youth and Rehabilitative Services, could fulfill our duty to provide mandatory education.

How One STEM School Aims to Lower the Achievement Gap
Cindy Huang/The Rundown/PBS Newshour

- The U.S. is suffering from a shortage of applicants in the science, technology, engineering and math fields -- or STEM. This is especially true for non-Asian minorities and low-income students, who are statistically less likely to be exposed to STEM professionals, have access to STEM education and hold STEM jobs. According to a recent study by Change the Equation, a non-profit initiative to improve STEM education in the United States, there are two job openings for every unemployed STEM professional. A 2011 report from the Department of Commerce projects that STEM jobs will grow by 17 percent by 2018, compared to 9.8 percent for non-STEM occupations.

My Commentary on the PBS Rhee Special
Diane Ravitch/Diane Ravitch’s blog

- I was invited by Frontline to offer reactions to the documentary about Michelle Rhee. I was disappointed that the documentary did not mention that Rhee is now working on behalf of a far-right agenda of privatization; that Washington Teachers Union President George Parker now works for StudentsFirst; that Rhee’s “miraculous gains” as a teacher in Baltimore have been discredited. But I had space limitations. So this was my commentary:

Education Department Finds No Evidence Of Widespread Cheating On D.C. Exams
Jason M. Breslow/Frontline

- An investigation by the U.S. Department of Education Inspector General has found no evidence of widespread cheating in the Washington, D.C. school system in response to a whistleblower lawsuit filed by a former principal featured in tonight’s FRONTLINE film, The Education of Michelle Rhee.

After Michelle Rhee: What Happened Next in D.C.’s Schools
Sarah Childress/Frontline

- When Michelle Rhee resigned as chancellor in 2010 amid fierce opposition, she was initially replaced by her deputy, Kaya Henderson, a close ally and protégé.

Melissa Salmanowitz
Press Secretary
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author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?
Got it 😊 thanks!

I think this coupled with the list from the Kojo briefing should be good.

From: Robinson, Josephine B. (DCPS)  
Sent: Tuesday, January 08, 2013 9:12 AM  
To: Salmanowitz, Melissa (DCPS)  
Subject: RE: school closure plan

This is the list I gave her when she met with the ANC Commissioners and the Mayor on December 8th. I haven't updated it so you might want to cross check this against the list Shereen provided you with as the meetings I compiled, we(OfPE) facilitated. There are several meetings she held on her own and other Chiefs including Nathaniel, Anthony and John as well as Claudia, hosted on her behalf so this list is by no means, exhaustive.

**Extensive Outreach has been conducted:**

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Folks can call and leave messages at 202.719.6613
We are receiving text messages - 91990
We produced a video message on YouTube from the Chancellor at www.bit.ly/crvideo
DKN District Cable runs the meeting regularly
There have been weekly news stories, twitter feeds and blog comments

From: Salmanowitz, Melissa (DCPS)
Sent: Tuesday, January 08, 2013 8:42 AM
To: Robinson, Josephine B. (DCPS)
Subject: FW: school closure plan

Hey Josephine see below.

The list of meetings do you think that's the list that we put in the briefing for Kojo or is there another one?

Thanks!

From: Henderson, Kaya (DCPS)
Sent: Tuesday, January 08, 2013 12:50 AM
To: Salmanowitz, Melissa (DCPS)
Subject: Fwd: school closure plan

Let's meet her deadline of noon tomorrow.
You can let her know that I've been working closely with the mayor throughout this process and that we plan to release the final plan during the week of the 14th.
Ask Josephine for the list of all of the people that I or staff met with. She already has it on a one-page document.
All of the information we've heard from groups is available on the website and she should review that to get an understanding of what we heard and the kinds of ideas that came our way.
We aren't in the position to provide details on potential co-location candidates.

Kaya Henderson
Sent from my IPad

Begin forwarded message:

From: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Date: January 7, 2013, 12:04:47 PM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Cc: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>,
"jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Subject: school closure plan

Happy New Year, Chancellor Henderson.

I wonder if you can tell me the status of your closure plan. You had indicated you would formally present your plan to Mayor Gray on or about Jan. 15th. Do you intend to meet that deadline?
As you developed your final plan, can you provide me the names of the groups or individuals you met with outside of your community meetings regarding the closure proposal?

Have you discussed with any groups or individuals the idea of co-locating at specific schools to prevent their closure and to reduce facilities costs? If you have can you please provide the names of such individuals or groups?

I am on deadline and would like to receive responses to the above questions by Noon tomorrow (Tues. Jan 8th). Thank you so much.

best,
jonetta
jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Hey Josephine 😊 see below.

The list of meetings 😊 do you think that's the list that we put in the briefing for Kojo or is there another one?

Thanks!

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Will do!

Melissa Salmanowitz  
Press Secretary, DCPS  
Work: 202-535-1096  
Cell: 202-578-1264

On Jan 8, 2013, at 12:50 AM, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov> wrote:

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Sure thing.

I need to grab D again, so how about 4?

Can we chat about this later this afternoon?

Hi Melissa,

We connected a few weeks ago about this upcoming story on Ms. Henderson's tenure as chancellor.

I know you've declined to make her available for an interview, but I wanted to give DCPS an opportunity to respond to some of the charges/points made in the story. As I mentioned, we're taking a look in the story at the proposal to close 20 schools and as you likely know, there's some opposition to the proposal. Among the main arguments from critics:

1. The proposal is discriminatory because it focuses on poor black and Latino neighborhoods
2. It will cost more than expected because the previous closures cost nearly $40 million instead of the proposed $9.7 million, per the DC Auditor's report.
3. It will drive more families out of the public system into charter schools, further eroding the DCPS.
4. DCPS isn't incorporating enough/any response from the community

-Does DCPS have a response to these criticisms?
-Is there an estimated cost at this time for the current proposal?
-Why does DCPS believe this plan would be more effective than the previous plan and how?
-Finally, is there a firm deadline at this point for releasing the final proposal?

Please let me know what you think and thank you for your time.

All best, Sarah
Hi Sarah 😊

Thanks for reaching out. I think we’ll take a look at the documentary before we move forward on this.

Best,
Melissa

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---
Sarah Childress
FRONTLINE PBS
Digital Reporter
do: 617-300-5314
m: 617-816-7961
sarah_childress@wgbh.org

Hi, Melissa, I'm a reporter for Frontline PBS. As you may know, we've produced a documentary on Michelle Rhee's tenure as chancellor of the DC school system, which airs on Jan. 8. We're also working one a series of articles for our website to publish alongside the film. One of them is a look at what happened to the system and the reform effort after Rhee left. So we'll look at Ms. Henderson and how she has approached reform, including of course the upcoming proposal to close several schools. I'd very much like to interview Ms. Henderson for our story, about her time as chancellor and her vision for the system. Please let me know what you think 😊 thanks very much.

Regards,

Sarah
MEMO

To: Chancellor Henderson
From: Melissa Salmanowitz
Date: January 3, 2013
Re: Kojo Show appearance on Friday

Chancellor –

Tomorrow, Friday, January 4, you are scheduled to join Kojo Nnamdi and Tom Sherwood for The Politics Hour at noon on the Kojo Show to give an update about school consolidations. **We need to arrive at 11:50.**

As you remember, this interview came from a conversation after your last appearance on Kojo (with the guest host) with the idea being a follow up and discussion about how the community meetings, hearings and other outreach activities went.

You should expect to discuss what you heard, your overall impressions and give a general timeline for what happens next.

Included in this memo, please find talking points about feedback we heard, including the main themes, details and numbers about who attended the public meetings, office hours and other events and the meetings you held.

Please let me know if you need anything else.

Thanks,

Melissa
• Starting with the first city council hearing on November 15, we embarked on a listening
tour to hear feedback, insight, ideas and concerns from parents, community members,
advocates and experts.

• We heard from thousands of DC residents (see by the numbers section below).

• We captured every single comment, question, written down and expressed at
community meetings and during office hours and put them up on our EngageDCPS
website.

• These conversations were further proof for me that we need to listen to the community,
hear their thoughts and their ideas and continue to engage throughout the school year.

• When we make our announcement of the final schools for consolidation later this
month, we’ll make sure folks have a full report of what we heard from our meetings, as
well as what’s going to happen moving forward.

  o The report will include a link to all the feedback we received.

Feedback

• One of the best takeaways from this process was the way that the different venues
allowed comprehensive perspective for the first time. We heard from people who have
never reached out or chimed in before. People spoke up at meetings, they sent emails,
they called, and we made sure to track everything they said.

• People submitted well thought out and comprehensive proposals that are we are
considering strongly. What really impressed me with the proposal was that they
recognized that this is a partnerships, that DCPS can’t do this on our own.

• Overall, the feedback fell into five overarching categories:
  **specific examples on the next page**

  1. Quality programming
  2. Safety/Walkability
  3. Charter school impact
  4. Cost Savings
  5. Transitions
     ▪ Merging school communities
     ▪ Changing grade structures/6-12 model
     ▪ Special education integration
1. Quality programming
Example: Francis Stevens houses a low-vision program. There are concerns about a smooth transition to a receiving school for these students.

The Kenilworth community expressed concerns that they’re part of the DCPNI community and Houston is not.

Marshall families noted the pool and the planetarium that would be lost if the school is consolidated.

Smathers parents were concerned that their school has arts and a librarian and their new school would not.

2. Safety/Walkability
Example: The Davis proposal to reassign students to CW Harris would mean students have to cross Benning Road.

Families from Marshall express concerns about the distance to Langdon for families without cars.

Garrison parents feel that the school is not in their neighborhood and it’s unsafe for students to travel to reach Seaton.

3. Charter school impact
Example: Many community members expressed concern that consolidating DCPS schools will allow charter schools to multiply more quickly. Other concerns were that we need a more comprehensive, inclusive education plan for the city.

4. Cost Savings
Example: Overall concern about not saving money in the long term by consolidating schools. Community members want to know what a school budget, standard programming look like and how can we make improvements.

5. Transitions
Examples: Many concerns about the 6 to 12 model, co-locating middle and high school students in the same building. Others were concerns about what will happen to the consolidated school buildings. We heard from community members about ways to improve the overall school experience.
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Please let me know if you need anything else.

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Press Secretary
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE

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I like it!

From: Weber, Peter (DCPS)
Sent: Friday, December 21, 2012 12:41 PM
To: Salmanowitz, Melissa (DCPS)
Subject: RE: Emma is going to FOIA the ERS report...

How about:

As others work to use a tragedy to advance their own agenda, I like all my colleagues in education, will keep doing the important work of educating children, making schools warm, comforting, and safe places, helping kids deal with life's challenges big and small, and helping kids exceed the expectations that others place on them.

I am so glad that we are focusing on our schools, but so sad that we need a tragedy to gain the public's attention.

From: Salmanowitz, Melissa (DCPS)
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Subject: RE: Emma is going to FOIA the ERS report...

Yeah, I'm thinking that she needs to say something like You may know guns, but I know schools. We don't need to arm our teachers with guns, we need to arm our teachers with resources and support.

From: Weber, Peter (DCPS)
Sent: Friday, December 21, 2012 12:28 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Emma is going to FOIA the ERS report...

Let's think about this. Her job isn't to be the spokesperson for gun control. Her job is to be the grown up who actually takes care of kids in schools.

From: Salmanowitz, Melissa (DCPS)
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The gun guy on the show is going to second the NRA call. She's going to have to be fiery in opposition.

From: Weber, Peter (DCPS)
Sent: Friday, December 21, 2012 12:14 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Emma is going to FOIA the ERS report...

We don't have a final report yet. Will soon. No secrets here.
From: Salmanowitz, Melissa (DCPS)
To: Weber, Peter (DCPS)
Sent: Fri Dec 21 12:10:51 2012
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From: Salmanowitz, Melissa (DCPS)
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Subject: Emma is going to FOIA the ERS report...

Melissa Salmanowitz  
Press Secretary  
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Office of the Chancellor  
1200 First Street, NE  
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To: Weber, Peter (DCPS)
Sent: Fri Dec 21 11:50:03 2012
Subject: Emma is going to FOIA the ERS report...

Melissa Salmanowitz
Press Secretary
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.576.1264
E melissa.salmanowitz@dc.gov
W dcps.dc.gov
@dcpublicschools
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From: Salmanowitz, Melissa (DCPS) [Melissa.Salmanowitz@dc.gov]
Sent: Friday, December 21, 2012 12:11 PM
To: Weber, Peter (DCPS)
Subject: RE: Emma is going to FOIA the ERS report...

She already sent in the request. I told her we'd give it to her as soon as we had it but I think she thought there was something to give.

From: Weber, Peter (DCPS)
Sent: Friday, December 21, 2012 12:08 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Emma is going to FOIA the ERS report...

Tell her not to bother. We'll give it to her.

From: Salmanowitz, Melissa (DCPS)
To: Weber, Peter (DCPS)
Sent: Fri Dec 21 11:50:03 2012
Subject: Emma is going to FOIA the ERS report...

Melissa Salmanowitz
Press Secretary

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Problematic

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

Begin forwarded message:

From: Emma Brown <browne@washpost.com>
Date: December 19, 2012, 2:11:20 PM EST
To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Subject: also ... District Resource Analysis by ERS

Hi,
One more thing ... Would you mind sending me a copy of the District Resource Analysis done by Education Resource Strategies and mentioned here:

Folks are talking about it and I've never seen it. Thanks!

--
Emma Brown
The Washington Post
202-334-9571

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NEWS:

Inaugural Parade Participants
Presidential Inauguration Committee:
• Below is a list of the organizations that have accepted an invitation to march in the 57th Inaugural Parade. Invitations are being made and accepted as part of an ongoing process, so please check back for rolling additions to this list.

D.C. creates five-year schools plan
Lisa Gartner/Washington Examiner
• The D.C. agency that oversees DC Public Schools and the city’s charter schools has created a five-year plan detailing goals for improving students’ academic progress and graduation rates, The Washington Examiner has learned.

Virginia Schools To Examine School Safety After Sandy Hook
Sharon Rae/WAMU:
• Virginia plans to take a closer look at school security policies and practices in the wake of the Sandy Hook Elementary shooting in Newtown, Conn., An executive order from Virginia Gov. Bob McDonnell will also prompt a look at funding and resource challenges to ensuring the safety of students and educators across the Commonwealth.

EDITORIAL/OPINION:

Sherwood’s Notebook: Making a Big Play for the Holidays
Tom Sherwood/NBC Washington:
• Vernon Davis is a star NFL tight end for the San Francisco 49ers.
What’s the rush to close D.C. schools?
Mary Levy/Washington Post:
• Regarding the Dec. 2 Local Opinions commentary “Do school closings knock kids off course?” by Umut Özek and Michael Hansen:

David Catania for education chairman
Jonetta Rose Barras/Washington Examiner:
• D.C. Council Chairman Phil Mendelson likely will decide committee assignments this week. He has lamented the difficulty of his task. A few members are reportedly being investigated by local or federal law enforcement.

BLOGS:

Parents concerned that DCPS does not require lockdown drills
Emma Brown/DC Schools Insider/Washington Post:
• As my colleagues Donna St. George and Lyndsey Layton reported Tuesday, parents across the country are asking questions about school security following the fatal shooting of 26 students and staff at Sandy Hook Elementary in Newtown, Conn.

Don’t favor local kids in charter admissions, says task force
Ken Archer/Greater Greater Washington:
• Charter schools don’t give priority to kids who live nearby, instead choosing all students from a citywide lottery. Some other big cities, like New York, allow or require a neighborhood preference in charter admissions. In a report released Friday, a DC task force set up to consider this idea recommended against DC following the lead of these cities.

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
From: Salmanowitz, Melissa (DCPS) [Melissa.Salmanowitz@dc.gov]  
Sent: Friday, December 14, 2012 9:40 AM  
To: Weber, Peter (DCPS)  
Subject: RE: school-consolidation plan question

Or not, you’re not at your desk.

Can I say this:

Under enrollment is one of the main factors used in determining which schools were proposed for closure. Viability of the school’s continued enrollment is another factor. In this case, Hearst’s enrollment has continued to increase and its viability is strong. Smothers, while growing, is in a part of the city where charter schools currently dominate the education space. We think there’s a better way to allocate resources than what’s currently being offered with Smothers.

Also, I think you’re misunderstanding the rationale – Hearst is at 91 percent building utilization.

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From: Salmanowitz, Melissa (DCPS)  
Sent: Friday, December 14, 2012 9:36 AM  
To: Weber, Peter (DCPS)  
Subject: FW: school-consolidation plan question

Popping in to talk about this.

From: emmastrickland@gmail.com [mailto:emmastrickland@gmail.com] On Behalf Of Emma Brown  
Sent: Friday, December 14, 2012 9:33 AM  
To: Salmanowitz, Melissa (DCPS)  
Subject: school-consolidation plan question

Hey!  
I've been talking with both Cheh and the mayor about Hearst Elementary (did you see their back-and-forth yesterday?) and I'm confused about something.

The rationale for proposed closures is under-enrollment, but the chancellor has several times mentioned that Smothers is an exception -- its enrollment is decent but its building is just too small to ever fit enough kids to make it workable.

By that standard, why isn't Hearst being proposed for closure/consolidation? Smothers has 283 kids in a building built for 340. Hearst has 274 kids in a building built for 180.

I'm going to write about this today... thanks!

--  
Emma Brown  
The Washington Post  
202-334-9571
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November 28, 2012

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NEWS:

*Ward 8 Raises Questions On DCPS Closures*
Kavitha Cardoza/WAMU:

- D.C. Public Schools officials last night began their tour of the District to hear residents' concerns about a plan to close 20 public schools. Approximately 100 parents and community members attended a meeting in Ward 8 to voice concerns about how the closures would affect their community.

*Francis-Stevens parents fight against school closure*
Suzanne Kennedy

- This could be the last academic year for Northwest Washington’s Francis-Stevens Education Campus. It’s one of 20 schools slated for possible closure in the District, but parents aren’t giving up yet. They say closing the facility would be a mistake.

*DC Schools Hear From Communities as Consolidation Nears*
CBS:

- Plans for the D.C. Public Schools landscape is changing rapidly, but the head of the school systems says there’s still time for public input to be taken into account before finalizing plans to consolidate twenty schools.

*Computers Stolen From D.C. School*
Pat Collins/NBC Washington:

- Police, parents, teachers and students want to know who stole a dozen computers from Brent Elementary School on Capitol Hill. Pat Collins reports.

*4-year-old special needs student found alone on school bus*
Lauren DeMarco/Fox5:

- After a four-year-old boy was left stranded inside a school bus for five hours Tuesday, the Office of the State Superintendent of Education in D.C. promised "swift and decisive action" would be taken. On Tuesday night, the
Office announced both the bus driver and an attendant have been fired. There is no word yet whether they may face any legal charges.

**Special-needs student left aboard city-operated bus**

Martin Weil/Washington Post:

- A 4-year-old pupil with special needs was discovered on a city-operated bus in the District on Tuesday afternoon, long after he should have been dropped off at school, officials said.

---

**Melissa Salmanowitz**

Press Secretary

District of Columbia Public Schools
Office of the Chancellor
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E melissa.salmanowitz@dc.gov
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NEWS:

Turkey Bowl: With Wilson disqualified, questions linger over state of D.C. high school sports
Roman Stubbs/Washington Post:
• Dunbar Coach Jerron Joe stepped to the lectern for his Turkey Bowl luncheon speech on Monday afternoon amid loud applause from the crowd at the Acela Club inside Verizon Center.

Wilson High Turkey Bowl disqualification controversy continues
Michelle Basch/WTOP:
• D.C. Public School leaders disqualified Wilson High School from this week's annual Turkey Bowl championship game after determining the team used an ineligible player in several games, but efforts continue to get the decision overturned.

Ineligible Player Knocks Wilson High School Out of D.C. Championship Game
Afro:
• Woodrow Wilson High School was disqualified from the D.C. Interhigh Athletic Association (DCIAA) football championship game scheduled for Thanksgiving Day, District of Columbia Public Schools (DCPS) officials announced Nov. 18.

Residency fraud still plagues D.C. schools
Tom Howell Jr./Washington Times:
• D.C. Schools Chancellor Kaya Henderson stood before a room of high school athletes in a swanky Verizon Center dining room Monday and reminded them of their hard work, good grades and effort to “do what was good and right” in the run-up to their showdown in the annual Turkey Bowl.

Fairfax school board to close superintendent search to public
Lisa Gartner/Washington Examiner:
The Fairfax County School Board voted Monday evening to seal off its superintendent search rather than let the community meet the candidates that it will consider to replace Jack Dale.

School improvement grants produce mixed results
Lyndsey Layton/Washington Post:

- A federal program that pumped a record $3 billion into failing schools has shown mixed early results, with more than one-third of the targeted schools doing worse after receiving funding, according to initial government results released Monday.

EDITORIAL/OPINION:

Barras: D.C.’s schools closing plan raises lots of uncomfortable questions
Jonetta Rose Barras/Washington Examiner:

- When Daniel del Pielago, of Empower DC, asked a week ago whether Mayor Vince C. Gray's and DC Public Schools Chancellor Kaya Henderson’s method for achieving their stated goal of reducing the number of low-performing traditional schools was to close them, I didn’t full embrace his charge. I thought it a tad too cynical.

BLOGS:

D.C. school closures: Accountability must trump loyalty
Kevin Chavous/The Root/Washington Post:

- Many years ago, when I was a member of the D.C. City Council, I attended a community meeting at a junior high school scheduled to be closed. At the meeting, Julius Becton, then superintendent of D.C. Public Schools (DCPS), laid out logical and common-sense reasons for the proposed closing. Among them was the poor academic performance of the kids at the school. Still, parents were outraged at the prospect of their children’s school closing.

Three charter school operators apply to open doors in the District
Emma Brown/DC Schools Insider/Washington Post:

- Three experienced charter-school operators have applied for fast-track approval to run 10 campuses serving thousands of students in the District, D.C. Public Charter School Board officials said Monday.

D.C. Council holds 2nd hearing on school closures
Emma Brown/DC Schools Insider/Washington Post:

- DC Council hearing live updates

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NEWS:

Henderson aims to avoid mistakes of prior D.C. school closings
Emma Brown/Washington Post:
• D.C. Schools Chancellor Kaya Henderson faces twin challenges as she prepares for the second public hearing Monday on her plan to close 20 of the city’s schools: Persuading skeptical parents and politicians that a smaller school system will be stronger, and that she will avoid mistakes her predecessor made during the most recent round of closures.

Half of schools targeted for closure were winners in June
Lisa Gartner/Washington Examiner:
• Four months before DC Public Schools named Thurgood Marshall Elementary a school it needed to close, it named Marshall a winner.

What will come of the buildings on D.C.’s closed-school list?
Jonathan O’Connell/Washington Post:
• It prompted hours of D.C. Council testimony, public shouting matches at neighborhood meetings and street demonstrations where protesters called on the mayor to be jailed.

Ineligible player knocks Wilson High out of title game
Meredith Somers/Washington Times:
• Woodrow Wilson High School’s football team was disqualified from this week’s Turkey Bowl after D.C. school officials learned that one of the players lives in Maryland.

Woodrow Wilson High Disqualified From Turkey Bowl, Player Nico Robinson Non-Resident And Armed Robbery Suspect
WUSA9:
• DCPS says Woodrow Wilson High School will not be able to take part in the playoffs and Turkey Bowl after investigating one of the football players.
Quality controls lacking for D.C. schools accepting federal vouchers
Lyndsey Layton and Emma Brown/Washington Post:
• The Washington Post Congress created the nation’s only federally funded school voucher program in the District to give the city’s poorest children a chance at a better education than their neighborhood schools offer.

EDITORIAL/OPINION:

It’s time to talk turkey when it comes to out-of-city students
Deborah Simmons/The Washington Times
• Mayor Vincent C. Gray is scheduled to kick off Turkey Bowl Week on Monday afternoon at the Verizon Center.

Unlike DC, Baltimore takes test tampering seriously
Jay Mathews/Washington Post:
• What would happen if the D.C. school system rooted out the educators who appear to have tampered with thousands of test answer sheets? No D.C. principal has been fired or even disciplined for changing wrong answers to right ones, despite compelling evidence that some of them or their staffs did so. What if D.C. Schools Chancellor Kaya Henderson shed her see-no-evil attitude and got tough?

Coolidge H.S. administrators gone wild
Examiner Editorial/Washington Examiner:
• Last Friday’s headline story in The Washington Examiner was about a DC Public School principal who has been charged with instigating a vicious parking lot beat-down outside her high school’s football stadium. This was a shocking portrayal of three apparently out-of-control administrators who should have known better, behaving in a manner that would be unacceptable among pre-schoolers. When the adults in charge provide such a negative example of self-control, is it any wonder that so many DCPS students have major discipline problems?

D.C.'s Wilson High Loses Turkey Bowl Berth
Patrick Madden/WAMU:
• Wilson High School in Washington D.C. has been kicked out of this year's Turkey Bowl. The Thanksgiving day football game features the top two DCPS high schools but for the second time in three years, a team has been disqualified because on an ineligible player. Anacostia high school will replace the Wilson Tigers and face Dunbar High School in the game that has become a Thanksgiving tradition.

Looking at charter schools, apples to apples
David Freddoso/Washington Examiner:
• In Washington, D.C.’s Ward 3, the average family income is $260,000 per year. A middling home there sells for about $900,000. As of 2010, fewer than 500 people out of 77,000 were on welfare or food stamps

BLOGS:

DC drifting towards separate school systems. Are they equal
Ken Archer/Greater Greater Washington:
• DC Schools Chancellor Kaya Henderson announced yesterday that DCPS plans to close 20 schools. All of the closed schools are east of Rock Creek Park, and 9 are east of the Anacostia River.

Using Instagram to Spread a Message: DC Public Schools
Mike Panetta/Beekeeper:
Like millions of people, I’m a big fan of Instagram, a mobile application that allows you to add cool filters to photos taken with, or uploaded from, a mobile device and share them with others. When I have a few minutes to spare, I find myself often scrolling through the photos of people I follow on Instagram. It’s great way to see what your friends are up to, express your creative side, and just make ordinary photos taken with your phone look more impressive and artsy.

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Inform first responders in advance!
John Davis and Pete say Davis Elementary school. I'm going to call Ms. Riddlesprigger now. Sound good?

Okay. Middle schools also look depressing. Johnson is terribly under-enrolled. So is MacFarland. The ward 5 schools are not generally a good choice. Most are some kind of specialty school. Malcolm X in Ward 8 is a possibility.

I think that's a little dangerous. Too many kids who could say something awful.

I could meet her at the school. She'll probably feel babysat but I'm okay with it.

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

On Nov 15, 2012, at 10:31 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Can she go to a school without being disruptive? Are you going to go with her?

Best story would probably be Spingarn, but the school is in some turmoil, so I don't want a reporter making a mess of it.

See below. Where should we let her go? Somewhere dire so she sees the "why" pretty clearly.
Begin forwarded message:

From: "Banchero, Stephanie" <Stephanie.Banchero@wsj.com>
Date: November 15, 2012, 10:09:34 AM EST
To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Subject: Re: Embargoed press release and deck

Yea. I think I just need some neighborhood color. But if I could get into one of those schools just to chat with principal and look around, that would be great! I really just need it for color, prolly. Maybe something in ward 5 or 7 since they'll see the most closings. Possible to arrange that for today? Would need only 20 mins or so inside school..
Stephanie Banchero
Wall Street Journal
National Education Reporter
312-750-4143 (o)
312-320-9085 (c)

From: Salmanowitz, Melissa (DCPS) [mailto:melissa.salmanowitz@dc.gov]
Sent: Thursday, November 15, 2012 10:05 AM
To: Banchero, Stephanie
Subject: Re: Embargoed press release and deck

Nope but if you want some suggestions, I can help with that.

So it's going to be just one school.
Truesdell Elementary School
800 Ingraham St. NW
Washington, DC 20011

It's a rising school with great ed tech programs and some good instruction. That's what she wants to see when she's there

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

<Stephanie.Banchero@wsj.com> wrote:

Our school visits tmrow: any of them schools on chopping block?
Stephanie Banchero
Wall Street Journal
National Education Reporter
312-750-4143 (o)
312-320-9085 (c)

----- Original Message -----
From: Salmanowitz, Melissa (DCPS)
Okay PHEW. You scared me for a second. In the flurry of emails coupled with the consolidations stuff, I got scared I messed this up.

-----Original Message-----
From: Banchero, Stephanie
[mailto:Stephanie.Banchero@wsj.com]
Sent: Wednesday, November 14, 2012 2:33 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Embargoed press release and deck

Oh duh, right! I have a whouse mtf friday aft so will still duck out early. Will attend mtg tmrow

Stephanie Banchero
Wall Street Journal
National Education Reporter
312-750-4143 (o)
312-320-9085 (c)
Twitter.com/sbanchero
Sent from my iPhone

On Nov 14, 2012, at 2:27 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

The hearing is tomorrow. You're scheduled to come to us on Friday.

-----Original Message-----
From: Banchero, Stephanie
[mailto:Stephanie.Banchero@wsj.com]
Sent: Wednesday, November 14, 2012 2:25 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Embargoed press release and deck

Ill def be there for that, but will likely duck out after school visit for other appr.

Stephanie Banchero
Wall Street Journal
National Education Reporter
312-750-4143 (o)
On Nov 14, 2012, at 2:22 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

Also, she's presenting to Council Thursday at 4pm, if you want to attend or stop by or watch online. She'll present for about 20 minutes, at the beginning of the public hearing.

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-----Original Message-----
From: Banchero, Stephanie [mailto:Stephanie.Banchero@wsj.com]
Sent: Wednesday, November 14, 2012 2:00 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Embargoed press release and deck

Gotcha

Stephanie Banchero
Wall Street Journal
National Education Reporter
312-750-4143 (o)
312-320-9085 (c)
Twitter.com/sbanchero
Sent from my iPhone
On Nov 14, 2012, at 1:59 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

Photog is totally fine!

Our office is:

1200 First Street NE
12th Floor

School address I'll send later today. It will depend on if she ends up going to one or two (and so she may switch the order, depending).

-----Original Message-----
From: Banchero, Stephanie [mailto:Stephanie.Banchero@wsj.com]
Sent: Wednesday, November 14, 2012 1:47 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Embargoed press release and deck

Fantastico. Address for the first meeting and the school? I'll have photog come to those first two, if OK.

Stephanie Banchero
Wall Street Journal
National Education Reporter
312-750-4143 (o)
312-320-9085 (c)

----- Original Message
-----
From: Salmanowitz, Melissa (DCPS)
[mailto:melissa.salmanowitz@dc.gov]
Sent: Wednesday, November 14, 2012 01:41 PM
To: Banchero, Stephanie
Subject: RE: Embargoed press release and deck

I'm really sorry for the delay. Let's say 9 to 2.

Here's what the schedule looks like as of now:

9:30 to 10: meeting on non-public placements
10:30 to 12: school visit
1 to 3(ish): management team meeting
To: Salmanowitz, Melissa (DCPS)

Subject: RE: Embargoed press release and deck

Melissa, I know you are busy. But if we are to sked a photographer we really need to give 2 days notice. We don't have our own so have to hire out.. Any idea of schedule for Kaya?

From: Salmanowitz, Melissa (DCPS) [melissa.salmanowitz@dc.gov]

Sent: Tuesday, November 13, 2012 2:26 PM

To: Banchero, Stephanie

Subject: Embargoed press release and deck

Hey Stephanie - here's our embargoed press release about school consolidations and I attached the deck we shared at our press briefing this am. This is all embargoed until 4pm.

FOR IMMEDIATE RELEASE

Contact:
Melissa Salmanowitz
DCPS Invites Community Feedback on Proposed List of School Consolidations DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. The list includes eight elementary schools, two education campuses, four middle schools, one high school, one STAY program, the CHOICE program and three special education campuses. Most school consolidations would go into effect for the 2013-2014 school year.

Challenges with Current Configuration of Schools:

"The challenge we face in DCPS is clear - our buildings are wildly under-enrolled, our resources are stretched too thin and we're not providing the complement of academic supports
that our students and families deserve," said Henderson. "Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city."

Facilities: A priority for DCPS is ensuring as many students as possible are in modernized buildings. Since 2007, DCPS has modernized 45 of the current total of 117 school buildings. Taking into account buildings that were previously modernized, 57 schools - almost half of the school system inventory still await modernization. Even after an enormous, city-wide investment of over $1.3 billion since 2007, almost 20,000 students still attend schools that need modernization.

Funds: Overall, DCPS spends less in large and fully-enrolled schools than it does at small and under-enrolled schools. Because DCPS has many under-enrolled schools, DCPS invests in maintaining these schools when it makes more sense to invest more in
programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.

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file:///C:\Users\melissa.salmanowitz\Press%20Conferences\School%20Consolidations%20-%20November%202013\%202012\dcps.dc.gov\DCPS\cr>.
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dcps.dc.gov<http://dcps.dc.gov/>

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Media Coverage Summary
District of Columbia Public Schools
Recent News Coverage
November 15, 2012

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SECTIONS
• News
• Editorial/Opinion

NEWS:

After D.C. school-closure proposal, a flurry of activity
Emma Brown/Washington Post:
• A day after D.C. Schools Chancellor Kaya Henderson announced her plan to close 20 schools, parents across the city signaled their intent to protest, labor leaders said they would push to unionize charter schools and charter-school advocates vowed to fight for control of vacated buildings.

D.C. teachers union wants to unionize city’s charter schools
Emma Brown/Washington Post:
• Washington Teachers’ Union President Nathan Saunders said Wednesday that he wants to unionize the city’s charter schools and will push for legislative changes to make it easier to organize their teachers, who educate a growing number of D.C. students.

D.C. schools union wants charter teachers to be required to join
Lisa Gartner/Washington Examiner:
• The head of the union that represents teachers in DC Public Schools wants to change city laws to force teachers at the District’s public charter schools to become union members.

Head Of D.C. Teachers’ Union Reserves Judgment On D.C. School Closings
Kavitha Cardoza/WAMU:
• Nathan Saunders, who heads the Washington Teachers Union, says he is neither for nor against a D.C. Public Schools proposal to close 20 schools. He first wants time to do an analysis of the schools affected.

Evans: ‘We Need to Close Lots of Schools’
Shaun Courtney/Georgetown Patch:
• Ward 2 Councilman Jack Evans supports D.C. Schools Chancellor Kaya Henderson’s move to consolidate and reorganize the District's public schools. Henderson proposed the closure of 20 D.C. Public Schools (DCPS) in six wards, Tuesday.
Henderson announces plan to close 20 D.C. schools

Meredith Somers/Washington Times:

- D.C. Public Schools Chancellor Kaya Henderson on Tuesday announced 20 schools that could be closed next year, among them the alma mater of four former NBA players, the District’s first junior high school and an educational center built in 1927.

EDITORIAL/OPINION:

SIMMONS: D.C. schools chief, watch your back
Deborah Simmons/Washington Times

- To D.C. Public Schools Chancellor Kaya Henderson: Walk with all deliberate speed, make clear tread marks and watch your back.

Even a bad AP score can be good
Jay Mathews/Washington Post:

- I am approaching the 30th anniversary of my Dec. 7, 1982, encounter with East Los Angeles math teacher Jaime Escalante. That day changed my life. If I had not met the guy who was helping so many Hispanic kids master calculus, I wouldn’t be writing columns today. I also wouldn’t be having frequent

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Help 9-1-1 Save Your Life!
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We just discussed in the car. She wants to move hearing prep so that she can visit a school.

Need to ask Brian Pick for suggestions on a high quality common core, a little ed tech and diverse school.

Melissa Salmanowitz
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Work: 202-535-1096
Cell: 202-578-1264

On Nov 14, 2012, at 12:56 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Okay. Let's talk when you get back. I actually think we are cobbling together a decent day. You should tell Stephanie that Kaya will be presenting at council on Thursday at 4 if she wants to see Kaya in action, that would be a great time. She could also send a photographer to that.

On Friday, we have kaya in a sped meeting from 930-10. That's a good meeting. Then she is with council prep from 10-12. That also might be a decent meeting. It will give Stephanie as sense of kaya's free wheeling, but very serious style. We have the pot luck thing, so Stephanie could stay in kaya's office with her from 12-1, then we have Management team from 1-4 meeting with a consultant on norming our leadership standards. Should be an interesting conversation, though not a great one for the press to be in full time.

Thoughts?

begin forwarded message:

From: Salmanowitz, Melissa (DCPS)
Sent: Wednesday, November 14, 2012 12:51 PM
To: Weber, Peter (DCPS)
Subject: Fwd: Embargoed press release and deck

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To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Subject: RE: Embargoed press release and deck
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202.535.1096

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To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Subject: RE: Embargoed press release and deck

Melissa, I know you are busy. But if we are to sked a photographer we really need to give 2 days notice. We don't have our own so have to hire out. Any idea of schedule for Kaya?

From: Salmanowitz, Melissa (DCPS) [melissa.salmanowitz@dc.gov]
Sent: Tuesday, November 13, 2012 2:26 PM
To: Banchero, Stephanie
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DCPS Coverage: School Consolidations Proposal

Washington Post: (Page 2)

Washington Examiner: (Page 5)
http://washingtonexaminer.com/dcps-proposes-closing-20-schools/article/2513374

Greater Greater Washington: (Page 7)
http://greatergreaterwashington.org/post/16779/dcps-closing-20-schools-including-spingarn/

DCist: (Page 11)

NBC4: (Page 13)

WJLA: (Page 15)

WUSA9: (Page 16)

Fox5: (Page 17)
Washington Post: Twenty D.C. schools targeted for closure

By Emma Brown, Tuesday, November 13, 4:00 PM

D.C. Schools Chancellor Kaya Henderson announced Tuesday a proposal to close 20 schools across the city, a move she has been saying for months is necessary to “right size” a system that spends too many resources operating under-enrolled buildings.

“This is about using our resources wisely,” Henderson said Tuesday. “We have too many schools for our student population.”

Henderson presented the proposal to the media Tuesday morning on the condition that it be held under embargo until 4 p.m. so the school system could be the first to notify parents. A couple of media organizations and bloggers posted the closure list earlier in the day, offering many parents the first glimpse at the school systems’ plans.

The 20 schools are spread across six city wards but are concentrated in Wards 5, 7 and 8. They include the first neighborhood high school to close in recent memory, Spingarn in Northeast Washington, and several schools with fewer than 200 students, including MacFarland Middle School and Marshall and Kenilworth elementary schools.

Altogether the schools marked for closure enroll about 3,000 students who would be sent to other buildings with available space. Henderson said she plans to keep the vacated buildings under DCPS control, renting them to high-performing public charter schools or finding other community uses until enrollment rebounds enough to reopen them as traditional public schools.

Schools were identified for possible closure based on low enrollment and the availability of space for displaced students in nearby buildings, the chancellor said. Academic performance was not part of the closure calculus, she said, though many schools with low enrollment also have records of poor student achievement on standardized tests.

Shrinking the number of schools will allow the system to pay for a full range of academic programs in each building, Henderson said, though she could not say how much money would be saved and redirected because of the closures.

Eighteen of the schools would close at the end of this school year. The other two – Sharpe Health and Mamie D. Lee, which serve students with disabilities — would move into the former River Terrace Elementary in 2014, after that building is renovated.

Two high schools, Cardozo and Roosevelt, would be converted into secondary schools serving students in grades six through 12. Their feeder middle schools, Shaw at Garnet-Patterson, which serves about 150 students, and MacFarland Middle School, which is operating at about one-third capacity, would close.
Cathy Reilly, director of the advocacy group SHAPPE (the Senior High Alliance of Parents, Principals and Educators), said it is far from clear that parents want their sixth graders going to school with much older teenagers.

“'I understand that it’s a really a difficult problem to have severely underenrolled schools, but I really question whether the 6-12s are the best solution,” Reilly said. “The community will really have to weigh in.”

Students at Spingarn in Ward 5 would be dispersed to Eastern, Dunbar and Woodson. Henderson wants to renovate Spingarn and turn it into a career and technical education center.

A fourth high school, the selective and high-performing School Without Walls, would expand by several hundred students. Francis-Stevens Education Campus, a pre-k through 8 school in Ward 2, would close and be converted into additional space for that school.

The announcement comes four years after then-Chancellor Michelle A. Rhee moved swiftly to close 23 schools, igniting angry protest and long-lasting political backlash. But education leaders had pushed to close schools since before Rhee’s arrival, arguing that the school system — which has lost about 100,000 students since its peak enrollment in the 1960s — needs to downsize in order to run efficiently.

DCPS now enrolls about 45,000 students in 117 buildings; Fairfax County, meanwhile, has about four times as many students in 196 schools. Henderson said Tuesday that the closures would leave the school system with 101 school buildings with an average enrollment of 432 students, up from 376.

Henderson has banked on the idea that communities will be more willing to accept closures if they’ve had the chance to hear and respond to her proposals. She said she welcomes feedback and is willing to tweak her plan based on what she hears.

But on Tuesday she did not seem willing to significantly reduce the number of schools to be closed. To meet the system’s ambitious goals for lifting student achievement, "we cannot continue to invest in the same things that we have been investing in," she said.

“We need to make more radical progress, and that means concentrating our resources on things that we know affect teaching and learning.”

As news of the closures began to spread Tuesday, parents in some neighborhoods were already promising a fight.

“We’ve suffered a lot of school closures, and it’s not so much that we’re not willing to accept any school closures ever but we want to start making smart decisions,” said Eboni-Rose Thompson, chair of the Ward 7 Education Council.

Thompson and other activists have been rallying in opposition to the proposed closures in recent weeks. In a city with fast growing charter schools that are eager for more students, shuttering
buildings could drive students out of the traditional public school system, they say, accelerating enrollment losses and leading to further closures in the years ahead.

Students from schools closed during the Rhee era were twice as likely to enroll in public charter schools as students from other DCPS schools, leading to a loss of enrollment that cost the school system about $5 million in 2009, according to a study by three think-tanks.

The school system has planned four community meetings in late November and early December to hear community feedback, including on how vacant buildings should be used. In addition, the D.C. Council is holding public hearings on the proposal this Thursday, Nov. 15, and next Monday, Nov. 19.

Henderson said she will listen to public input before making final recommendations to Mayor Vincent C. Gray (D) in mid-January.
D.C. Public Schools wants to close 20 campuses, which are under-enrolled and which school officials say are draining resources from other education initiatives.

The proposed closings, which almost all would be by next fall, span elementary schools, middle schools, and even one high school -- Spingarn, a historic basketball powerhouse.

They include schools in six of the city's eight wards -- no schools on the list are in Wards 1 or 3; schools that have been crowded out by charter schools, in some cases, or schools that simply aren't performing well enough to attract students anymore.

Ann McLeod, the parent of a first-grader at Garrison Elementary, said she would fight the closing of the schools, whose students would be shipped to Seaton Elementary. She was surprised that Garrison was on the list, because the school just received a new principal this year and has grounds projects in full swing.

"I can't even describe how I feel. I just feel -- it's shocking. I really just don't understand," she said.

The closings -- affecting 17 percent of campuses -- also would create two more secondary schools, as middle schools combine with high schools, and allow one of the city's best magnet schools to expand by at least 300 students. Spingarn would be turned into a career and technical education school.

The proposed closings would cause wounds in communities that are still mourning the 23 schools that DCPS closed in 2008.

But Chancellor Kaya Henderson said Tuesday that DCPS is spending too much money to keep under-enrolled schools alive, when the system could take those dollars and make sure every school has a librarian, art teacher, and quality after-school programs.

"This is an opportunity to stabilize a system of traditional neighborhood schools," Henderson said. "... Just spending money blindly hoping parents will choose our schools isn't the best decision."

Although enrollment in the traditional school system has been leveling off in recent years, it still enrolls about 16,000 fewer students than in 2000. Its 45,000 students are spread across 117 buildings, with many schools using only one-third or one-half of the space. Because funding is a function of enrollment, the schools have less money to create quality programs and run extracurricular activities. And because many of the schools have only one teacher per grade level, there are no opportunities for teachers to share lesson plans or group students by abilities or needs.
As a result of the closings -- which are proposals at this point -- the average elementary school population would increase from 376 to 432, and the average school would use 84 percent of its building, rather than 72 percent.

Rather than releasing the schools to the city, DCPS is holding on to the buildings and may reopen some of the schools in years to come. The system is expecting an enrollment boom around 2015, as more young people have been moving into the city, according to the U.S. Census.

Some schools Henderson expects to lease to public charter schools; others, she would like nonprofits to take over on short-term leases of five to 10 years.

Two hearings are set for the next two weeks, and Henderson said there is some "wiggle room" around which schools will close.

lgartner@washingtonexaminer.com
Greater Greater Washington: DCPS closing 20 schools, including Spingarn

by David Alpert and Ken Archer • November 13, 2012 4:00 pm

Chancellor Kaya Henderson announced today that DC Public Schools will close 20 of its schools in a long-anticipated move based, she said, primarily on right-sizing DCPS's capacity with its enrollment and educating more kids in modernized campuses.

The only high school slated to close is also the high school most in the transportation news: Spingarn High School, on Benning Road. DDOT has been planning a streetcar maintenance facility on the Spingarn grounds, and hoped to provide technical training in streetcar technology for Spingarn students.

Henderson said that this idea isn't gone; DCPS is looking into creating a "transportation career and technical education center" at Spingarn, but this plan is still in the early stages.

Henderson said that DCPS hopes to keep all of the school buildings for the future. The Office of Planning estimates that the number of school-age children in DC, which has been declining for many years, will start rising again in 2015. Therefore, DCPS will likely begin needing more of these schools once more, but not for at least some years.
Graphic from DCPS.

DCPS has plans for some of the buildings, such as expanding School Without Walls into the Francis-Stevens Education Campus, which is slated for closure. There are some preliminary ideas for some others, like a suggestion for a community arts center in what's now Garrison Elementary. For many, DCPS plans to work with the local community to identify the best use of the building, possibly including housing charter schools in the buildings.

Earlier this year, a report from IFF, a community development and consulting organization, recommended closing many schools with lower rates of student proficiency and moving kids to schools with higher proficiency. This report came under a lot of criticism for allegedly oversimplifying and misreading the statistics.

At today's press conference, Henderson made no reference to the IFF report, and when asked said she had seen the data, but it wasn't the basis for her decisions. Instead, she talked about the Census and about data from the Office of Planning, and claimed that she made decisions to close schools simply to align the supply of space with the student demand.

Many families have been "voting with their feet" and moving to charter schools, and in Wards 1, 5, and 6, the majority of students now attend charter schools. Plus, the population of school-age children has been declining. However, forecasts estimate that there will be many more kids by 2020 in many parts of the District.
In the near term, DC's child population (ages 4-17) is estimated to decrease by 8.5 percent between 2010 and 2015. These losses are concentrated in Wards 4, 5, 7 and 8.

*Change in Child Population, 2010 to 2015*

- Loss of only 50 or fewer children
- Lost 50 to 100 children
- Lost 101 to 300 children
- Lost 301 to 600 children
- Lost 600 or more children

By 2020, the District of Columbia's child population (4-17 year olds) is estimated to increase substantially across most of the city.

*Change in Child Population, 2010 to 2020*

- Gain of only 50 or fewer children
- Gained 50 to 100 children
- Gained 101 to 300 children
- Gained 301 to 600 children
- Gained 600 or more children

Sources: DC Office of Planning
Data analysis by the Urban Institute

Images from DCPS.

The demographic trends and growing charter school demand mean DCPS has much more space than it needs right now, and Henderson said this round of school closings is entirely about addressing that mismatch, not about the theory that closing schools with poorly-performing kids and moving them to a different school will make them perform better. One could as easily argue that such a move would instead make the new schools' test score numbers decline, because while a school can have a lot of impact on a kid's test scores, it's far from the only factor.

DCPS has modernized 47 of its 117 buildings since 2007, but 20,000 students still attend the schools that haven't gotten modernized yet. Kids at Ron Brown Middle School in Ward 7, for instance, will go to the recently-modernized Kelly Miller Middle School.

The changes also mean that DCPS is moving away from the model of having pre-K through 8th grade education campuses, such as Francis-Stevens, whose elementary kids will go to Marie...
Reed while middle schoolers will go to Hardy, and Winston education campus, which is splitting its elementary and middle school students into Stanton Elementary and Kramer Middle School.

Meanwhile, MacFarland Middle School will now move to Roosevelt High School (preventing the idea some have floated of moving Duke Ellington School of the Arts to the unused space at Roosevelt), and Shaw Middle School will locate with Cardozo High.

DCPS' presentation notes that it has the fewest average kids per school building, 384.12 of any jurisdiction in the region; Fairfax County has 926.2 kids per building.

![Average Enrollment Per Building](Graph from DCPS)

This brings costs to DCPS, though fewer, larger schools also means fewer kids can walk to their neighborhood school. In the suburbs, families travel very large distances by car to go to school, often to the detriment of public health and traffic congestion.
D.C. school officials announced today that they hope to close 20 schools in six wards over the next two years, shrinking the city's long troubled school system so that it could more easily adapt to a changing city and better address longstanding challenges.

At a press briefing this morning, D.C. Schools Chancellor Kaya Henderson proposed closing schools in every ward but 1 and 3; elementary, middle and even two high schools were on a list she drew up, as were three special education campuses. Wards 5 and 7 will be hit hardest, seeing 10 schools potentially closed; two apiece are offered up in wards 2, 4 and 6, while four are on the chopping block in Ward 8. (Wards 1 and 3 were spared because their schools are generally overcapacity.)

The schools slated for closure: Francis-Stevens EC and Garrison ES (Ward 2); MacFarland MS and Sharpe Health Schools (Ward 4); Mamie D. Lee School, CHOICE at Hamilton, Marshall ES, Spingarn HS, and Spingarn STAY (Ward 5); Prospect LC and Shaw at Garnet-Patterson (Ward 6); Davis ES, Kenilworth ES, Ron Brown MS, Smathers ES, and Winston EC (Ward 7); Ferebee-Hope ES, Johnson MS, Malcolm X ES, and McTerrell-McGogney ES (Ward 8).

The closures would be the second round in the last four years; in 2008, then-Chancellor Michelle Rhee shuttered 23 schools. Since then, enrollment in D.C. public schools has stabilized, though more and more students are decamping for the city's growing network of charter schools.

At this morning's briefing, Henderson stressed that closing the schools would make the whole system more nimble, cost-effective and better for students.

"We have 123 schools that are not currently configured to meet the needs of our young people," she said. Henderson argued that the city's existing schools did not match up to changing demographics, cost too much to maintain and took money away from teachers and programming. Compared to other jurisdictions, she said, D.C. has too many schools for the number of students it serves—123 schools in 117 buildings for just over 45,000 students, compared to over 180,000 students in 196 schools in Fairfax County.

Henderson said that many schools within the system were under-enrolled and not fully using the buildings they occupied. As a consequence, those schools spent more money per pupil than schools that are adequately enrolled, she said.

McFarland Middle School in Ward 4 was included among the schools targeted for closure; it has 151 students and uses 25 percent of its building, spending $17,500 per student, significantly more than Alice Deal Middle School's $8,600 per pupil. Under Henderson's plan, McFarland's student body would be consolidated into nearby Roosevelt High School, bringing joint enrollment to 616 students and offering them a modernized building as of August 2015.
Once the 20 schools are closed and their students sent to other nearby campuses, she said, average school enrollment would jump from 376 to 432, building utilization would rise from 72 to 84 percent, the number of elementary schools with fewer than 350 students would drop from 41 to 26, 1,700 more students would attend school in a modernized building, and the school system would have 101 buildings in its portfolio.

So what would happen with the school buildings that could eventually be emptied of students? It depends. Some would remain within the school system, either to be used as swing space when other schools are modernized or in case enrollment in the city's public schools picks up, which Henderson said she expects to happen from 2018 to 2022.

Others would be kept for "strategic partnerships" with high-performing charter schools, while Spingarn High School—which, along with Spingarn STAY, is on the list—would be modernized and transformed into a career and technical education hub with a "transportation specialization program." (Remember: the city wants to put a streetcar maintenance and training facility on the school's campus.)

Still, the list isn't final, and Henderson could find herself facing pushback from residents and education advocates. In September, a report found that the 2008 round of closures cost nearly four times what was expected. Additionally, many of the schools slated for closure are in some of the city's poorest neighborhoods, and that the city should be investing more money instead of cutting and running. For some advocates, the issue boils down to engagement—they are complaining that their input is being sought too late in the process.

"I think we've been left on the outside," said Daniel del Pielago, an education organization with Empower D.C. "There has been no community input around this, and now we're going to be engaged when most of the decisions have been made. DCPS can really prepare quite a backlash, as the mayor should be prepared as well."

Regardless, Henderson said that residents would be able to offer input at two D.C. Council hearings (November 15 at 4 p.m. and November 19 at 2 p.m.) and four community dialogues scheduled through early December. Additionally, DCPS has launched a website where comments and proposals can be left.

She said she hoped to work with Mayor Vince Gray to finalize the list by mid-January.
Tony Tull

Public schools chancellor Kaya Henderson said she wants to consolidate some schools in wards where buildings are under capacity.

Twenty D.C. schools - most in wards 5 and 7 - will close, most before the next school year, D.C. Public Schools Chancellor Kaya Henderson announced Tuesday. The closures include one high school: Spingarn High School on Benning Road in Ward 5.

The closing schools are: Francis-Stevens Educational Campus, Garrison Elementary, MacFarland Middle, Sharpe Health School, Mamie D. Lee School, C.H.O.I.C.E. at Hamilton, Marshall Elementary, Spingarn High, Spingarn STAY, Prospect Learning Center, Shaw at Garnet-Patterson, Davis Elementary, Kenilworth Elementary, Ron Brown Middle, Smothers Elementary, Winston Education Campus, Ferebee-Hope Elementary, Johnson Middle, Malcolm X Elementary and MC Terrell-McGogney Elementary.

See a map of the affected schools, and which schools are planned to receive the students, here. See the full list here.

Students in those schools will be reassigned to another school. Most reassignments will be made for the next school year, which begins in the fall of 2013. However, Share Health School and Mamie D. Lee School will close and send students to other schools in 2014.

The school district says it has far more facilities than it needs. Currently, the District educates about 45,000 public school students in 117 buildings, and, until a slight rise in recent years, enrollment has consistently declined for 40 years.

A report commissioned by Mayor Vincent Gray early this year recommended closing low-performing schools. That report found that the D.C. system had more than enough seats for students - but not nearly enough seats in high-performing schools. The study called this imbalance a "service gap, and that gap is worst in Wards 7, 8 and 5, the study found.

City Councilmembers were briefed earlier Tuesday on the list of closing schools.

"The residents of Ward 5 were hit pretty hard in 2008," Ward 5 Councilmember Kenyan McDuffie told News4. "I want to make sure that the community is fully engaged in this process, to the extent that they weren't the last time around."

"I'm going to be meeting with the community," McDuffie said. "I plan to continue to meet with DCPS and Chancellor Henderson."
He said one of his concerns was how parents would deal with transportation if their children were attending schools further away from their homes. Students from the one closing high school, Spingarn High in Ward 5, will be reassigned to Eastern, Dunbar, and Woodson High schools.

Ward 7 Councilmember Yvette Alexander said she was concerned about overcrowding at the schools receiving the reassigned students, and was curious about why some schools had such small enrollments.

One of the closing schools in her ward is Ron Brown Middle School. The school is named after the Clinton-era cabinet official from D.C. who died in a plane crash in 1996 - and who is also At-Large D.C. Councilmember Michael Brown’s father.

The councilmember told News4’s Chris Gordon that he hoped the name would continue at another D.C. school in the future.
Fox5: DC plans to close 20 schools, consolidating students to other schools

Posted: Nov 13, 2012 3:30 PM EST Updated: Nov 13, 2012 4:07 PM EST
By John Henrehan, FOX 5 Reporter

Facing a growing challenge from the burgeoning charter school movement, the D.C. Public School system plans to close 20 schools, most of them at the beginning of next academic year.

The plan is to close schools in six of the city's eight wards. Interestingly, in D.C.'s most affluent area, Ward 3, city public schools are generally bursting with students.

In poorer areas of the city, public school buildings are usually under-utilized, because parents are increasingly placing their children in free charter schools.

"In some wards, more than half of all public school students are attending charter schools," Chancellor Kaya Henderson told reporters at a morning briefing. "And many of our charter schools have plans to continue to grow by grade level and by adding additional campuses."

Chancellor Henderson argues: it costs more money (per student) to keep under-enrolled schools open than she is comfortable with. For example, at M.C. Terrell-McGogney Elementary School, there are currently only 208 students enrolled -- about half the building is empty. Henderson says she would rather close this building, and invest in educational programs elsewhere.

"We need better special education programs," said Henderson. "We need more career and technical education programs. We need more alternative options for our young people who aren't succeeding in a traditional school setting. And we need more programs for our advanced learners."

Only one high school is on the closure list, Spingarn High. However, Chancellor Henderson said she wants to eventually reopen Spingarn as a "career and technical center."

The D.C. Council will hold a hearing on the proposed school closures on Thursday. And there are a series of public meetings starting on November 27th.

Read more: http://www.myfoxdc.com/story/20086508/dc-proposing-school-closing-consolidation-plan#ixzz2C8l0TL9q
In the map above, blue points represent elementary schools, green points represent middle schools, red points indicates schools with enrollment up to 12th grade and purple points represent adult campuses.

For more information on each school, click on its corresponding point.

Spingarn High School, Kenilworth Elementary and Marshall Elementary are just a handful of the 20 schools proposed for closure in the District. Schools Chancellor Kaya Henderson announced Tuesday morning that 20 schools in six wards could be shut down before the beginning of the next school year.

“These decisions are difficult,” says Henderson. “They mean transition for about 3,000 of our students and families and we are going to do everything possible to ensure that transition goes smoothly.”

The list includes eight elementary schools, four middle schools and one high school. Two education and three special education campuses are also on the list.

Henderson says there are too many facilities for the 45,000 D.C. public school students. Parents at Northeast’s Kenilworth Elementary feared they would be on the list.

“This school has been here for a long time,” says Danielle Ouzts. “My whole family went here. My grandmother, my parents, me, my two kids and now my nephew. I’m at a loss for words.”

“When I heard the news I couldn’t breathe,” says Donnita Bennett. “I feel like I failed as a parent putting my child in public schools in D.C.”

In 2008, the system shuttered 23 public schools. Several D.C. Council members have been briefed on the plan.
WASHINGTON, DC (WUSA) -- MacFarland Middle School in Northwest Washington was built in 1923. If DC schools Chancellor Kaya Henderson has her way, the school will close in 2013.

On Tuesday, Henderson released a proposed list of 20 schools throughout the city that will close their doors for good after the current school year. Henderson said the schools on the list, including MacFarland Middle, were chosen because of low enrollment, the percentage of their buildings that are actually being used, and the condition of their buildings.

"We want as many of our young people to go to school in a modernized building as possible," Henderson said.

According to Henderson, when students from the schools that are closing go to their new schools for the 2013-2014 school year, the average school enrollment in DC will increase 15 percent, from the current 376 to 432.

"If we reduce of our facilities, we'll be able to improve the programs that we offer, we'll be able to utilize our staff more efficiently, so that we can concentrate on the things that we know move things for kids," Henderson added.

Though some parents at the affected schools understood the need to consolidate, many parents were stunned and angry. Scharnice Deveaux has children at two schools on the proposed cut list, Spingarn High School and MacFarland Middle.

"I might cry, this has been an emotional day for me. Why?" Deveaux wondered.

Several public hearings will be held on the proposed school closings over the next few weeks. The first will be Thursday, November 15, at four o'clock at the DC city council.
DCPS Invites Community Feedback on Proposed List of School Consolidations

DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. The list includes eight elementary schools, two education campuses, four middle schools, one high school, one STAY program, the CHOICE program and three special education campuses. Most school consolidations would go into effect for the 2013-2014 school year.

Challenges with Current Configuration of Schools:

“The challenge we face in DCPS is clear – our buildings are wildly under-enrolled, our resources are stretched too thin and we’re not providing the complement of academic supports that our students and families deserve,” said Henderson. “Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city.”

Facilities: A priority for DCPS is ensuring as many students as possible are in modernized buildings. Since 2007, DCPS has modernized 45 of the current total of 117 school buildings. Taking into account buildings that were previously modernized, 57 schools – almost half of the school system inventory still await modernization. Even after an enormous, city-wide investment of over $1.3 billion since 2007, almost 20,000 students still attend schools that need modernization.

Funds: Overall, DCPS spends less in large and fully-enrolled schools than it does at small and under-enrolled schools. Because DCPS has many under-enrolled schools, DCPS invests in maintaining these schools when it makes more sense to invest more in programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.

Staffing: 45 percent, or nearly half of DCPS schools, have only one teacher per grade level, making shared planning time impossible and forcing teachers to work on lesson plans by themselves. With only one teacher per grade level, small changes in student populations at a specific grade can force larger class sizes. In addition, schools cannot provide flexible grouping to meet specific student needs (for example, small groups for struggling learners.)

Consolidation Plan:
“To achieve our goals of a great school for every single student, we have to use all of our resources well – every dollar, every building, and every minute of instructional time. As our schools are currently organized, we can’t achieve our goals,” said Henderson.

When making the proposed list, DCPS considered student enrollment and demographic trends in the community, building utilization rates, building condition and modernization status and the availability of receiving schools to offer students an improved education experience. Consolidating these 20 schools will allow DCPS to offer a high-quality education to all students, use all resources more effectively, establish a flexible district that can account for future population growth and ensure the district’s long-term financial stability.

The portfolio of schools in DCPS will shift dramatically after these consolidations. The average school enrollment will increase to 432 students, up from 376. Overall building utilization rate will be 84 percent, an increase from 72 percent. Only 26 elementary schools will have fewer than 350 students, instead of 41. 1,700 additional students will have the opportunity to attend school in a modernized building.

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<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM: TO</th>
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<th>RECEIVING SCHOOLS</th>
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<td>Ballou STAY and Roosevelt STAY</td>
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DCPS 007761
Boundary and Feeder Patterns:

There are no proposed consolidations in Wards one and three. As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns to more evenly distribute students. DCPS has engaged data experts to analyze population and enrollment data. Community engagement will begin this winter and continue through the spring of 2013. New boundaries and feeder patterns will not take effect until the 2014-2015 school year.

Community Engagement:

“This proposal is a conversation with our communities,” said Henderson. “We need to hear from families and community members. We are relying deeply on community feedback and engagement to ensure our success. We want to hear the innovative and creative ideas that come from our school communities to help make sure that our consolidation plan represents the best thinking of the city.”

DCPS will hold a variety of stakeholder meetings to get feedback on the proposed consolidations, including four scheduled ward-based meetings. In addition, DCPS officials will meet with ANC members, ward-based education councils and other community groups. The DCPS Office of Family and Public Engagement will host office hours in December to meet with other interested groups to ensure that all public concerns are accounted for as the school configuration plan is finalized. DCPS will also provide a platform for online feedback.

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<th>Meetings</th>
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<td>Wilson Building</td>
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<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 5 Community Dialogue</td>
<td>3650 Ely Place, SE</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Langley EC</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td></td>
<td>101 T Street, NE</td>
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</tr>
<tr>
<td></td>
<td>1300 Nicholson Street, NW</td>
<td></td>
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</tr>
</tbody>
</table>

More information and materials are available here.

###

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A much-needed pruning of D.C.'s overbuilt school system
By Editorial Board,  Published: MONDAY, NOVEMBER 12, 7:02 PM ET

EVEN BEFORE DETAILS are released, critics are circling to attack the school-closing proposal that D.C. Schools Chancellor Kaya Henderson will release Tuesday. The shuttering of a beloved school can be one of the hardest blows to a neighborhood. But some schools have to close, and facts ought to trump emotion or nostalgia in the process.

A report commissioned by the administration of Mayor Vincent C. Gray (D) prepared the ground this year. The report examined the geography of school quality, cataloguing neighborhood by neighborhood what was offered by traditional and charter public schools. The report confirmed that there are too many under-enrolled and low-performing schools. Ms. Henderson has made no secret of her belief that school reform depends upon right-sizing the system.

Even after closing 23 schools under former chancellor Michelle A. Rhee, the District operates many more schools for the number of students served than do surrounding jurisdictions or other urban districts of similar size. D.C. has 123 schools for 47,247 students while Fairfax County has 196 schools for 181,536 students, even though Fairfax covers far more area. Many of the District's public schools are operating well below capacity, with some enrolling as few as 131 students. Under-enrolled schools do not allow for the best or most efficient use of resources. Schools with larger enrollments have more robust staffing, including librarians and art teachers, and encourage collaboration that is difficult to achieve in small schools.

Ms. Henderson has been careful to brief council members whose wards will be affected, and she reportedly plans a series of meetings in neighborhoods as plans are refined and finalized. It is important that she explain how students will benefit from the consolidations and also what will become of the closed schools. Previous administrations allowed closed schools to lie unused and deteriorate; Mr. Gray's interest in providing space for quality charter schools is an encouraging sign that better choices will be made with this important real estate.

The D.C. Council has no formal role in school closure decisions, but council members can help build support for the hard choices that need to be made. It will be instructive to see which members rise to that challenge.

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

DCPS 007763
Fab. Thank you both!

Pete do you want me to put this in a Word doc so you can send to KH as part of her packet?

Yup.

Yes.

I'm okay going without that whole paragraph. Does that work for everyone?

Looks good. I'd drop the specific Davis and Langdon references as I am still waiting for Chris to check the numbers and I just don't think the specifics add a ton. You could make that paragraph more generic: small schools spend less on classroom teachers, more on administrative, non-instructional positions. Kaya hasn't even seen the Langdon numbers yet so calling them out in a press release doesn't feel good.

For example, Langdon Education Campus currently enrolls 410 students, while Davis Elementary School enrolls 180 students. Davis spends 34 percent more per pupil than Langdon EC. However, to support basic school functions, Davis spends 112 percent more per pupil on office staff, custodial staff, and other costs. As a result, Davis ES has less money left over for basic instruction. Davis spends 22 percent less than Langdon EC on classroom teachers. Davis ES has 6 more students per classroom teacher than Langdon EC.
Sure, Lisa’s almost as numb as I am on this stuff. LMR, have at it.

DCPS Invites Community Feedback on Proposed List of School Consolidations

DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in 6 wards across the city. The list includes eight elementary schools, two education campuses, four middle schools, one high school, one STAY program and three special education campuses. Most school consolidations would go into effect for the 2013-2014 school year.

Challenges with Current Configuration of Schools:

- The challenge we face in DCPS is clear: our buildings are wildly under-enrolled, our resources are stretched too thin and we’re not providing the compliment of academic supports that our students and families deserve, said Henderson. Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city.

Funds: Overall, DCPS spends less in large and fully-enrolled schools than it is at small and under-enrolled schools. Because DCPS has many under-enrolled schools, DCPS invests in maintaining these schools when it makes more sense to invest more in programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.

Efficiency: Every school requires some basic administration and maintenance, but due to the high number of under-enrolled schools, DCPS spends disproportionately high sums on non-instructional staff and functions, especially in under-enrolled schools. For example, Langdon Education Campus currently enrolls 410 students, while Davis Elementary School enrolls 180 students. Davis spends 34 percent more per pupil than Langdon EC. However, to support basic school functions, Davis spends 112 percent more per pupil on office staff, custodial staff, and other costs. As a result, Davis ES has less money left over for basic instruction. Davis ES has 22 percent less than Langdon EC on classroom teachers. Davis ES has 6 more students per classroom teacher than Langdon EC

Staffing: 45 percent, or nearly half of DCPS schools, have only one teacher for at least one grade level, making shared planning time impossible and forcing teachers to work on lesson plans by themselves. With only one teacher per grade level, small changes in student populations at a specific grade can force larger class sizes. In addition, schools cannot provide flexible grouping to meet specific student needs (for example, small groups for struggling learners.)

Facilities: A priority for DCPS is ensuring as many students as possible are in modernized buildings. Since 2007, DCPS has modernized 45 of the current total of 117 buildings taking into account buildings that were previously modernized, 57 schools: almost half of the school system inventory still await modernization. Even after an enormous, city-wide investment of over $1.3 billion since 2007, almost 20,000 students still attend schools that need modernization.
To achieve our goals of a great school for every single student, we have to use all of our resources well every dollar, every building, and every minute of instructional time. As our schools are currently organized, we can’t achieve our goals, said Henderson.

When making the proposed list, DCPS considered student enrollment and demographic trends in the community, building utilization rates, building condition and its modernization status and the availability of receiving schools to offer students an improved education experience.

Consolidating these 19 school will allow DCPS to offer a high-quality education to all students, use all resources effectively, establish a flexible district that can account for future population growth and ensure the district’s long-term financial stability.

The portfolio of schools in DCPS will shift dramatically after these consolidations. The average school enrollment will increase to 434, up from 378. Overall building utilization rate will be 83 percent, an increase from 73 percent. 30 elementary schools will have fewer than 350 students, instead of 46. 1,700 additional students will have the opportunity to attend school in a modernized building.

<table>
<thead>
<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM:</th>
<th>TO</th>
<th>REASSIGN STUDENTS FROM:</th>
<th>TO</th>
<th>REASSIGN STUDENTS FROM:</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Francis-Stevens EC</td>
<td>1</td>
<td>Marie Reed ES (Elementary Grades)</td>
<td>484</td>
<td>3</td>
<td>Hardy MS (Middle Grades)</td>
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<tr>
<td>2</td>
<td>Garrison ES</td>
<td>2</td>
<td>Seaton ES</td>
<td>439</td>
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<tr>
<td>4</td>
<td>MacFarland MS</td>
<td>4</td>
<td>Roosevelt HS</td>
<td>616</td>
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<td>Roosevelt HS</td>
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<td>4</td>
<td>Sharpe Health School</td>
<td>7</td>
<td>River Terrace</td>
<td>181</td>
<td>5</td>
<td>Cardozo HS</td>
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<td>5</td>
<td>Mamie D Lee School</td>
<td>6,5,7</td>
<td>Eastern (9-11th), Dunbar, Woodson</td>
<td>608, 604, 822</td>
<td>5</td>
<td>Ballou STAY and Roosevelt STAY</td>
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<td>5</td>
<td>CHOICE at Hamilton</td>
<td>7</td>
<td>Neighborhood Schools</td>
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<td>Langdon EC</td>
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<td>5</td>
<td>Marshall ES</td>
<td>7</td>
<td>C.W. Harris ES</td>
<td>407</td>
<td>7</td>
<td>Watson ES</td>
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<td>5</td>
<td>Spingarn STAY</td>
<td>8, 4</td>
<td>Houston ES</td>
<td>356</td>
<td>7</td>
<td>Kelly Miller MS</td>
</tr>
<tr>
<td>6</td>
<td>Prospect LC</td>
<td>7</td>
<td>Aiton ES and Plummer ES</td>
<td>367 and 376</td>
<td>7</td>
<td>Aiton ES and Plummer ES</td>
</tr>
<tr>
<td>6</td>
<td>Shaw at Garnet-Patterson</td>
<td>8</td>
<td>Stanton ES (Elementary Grades)</td>
<td>540</td>
<td>7</td>
<td>Stanton ES (Elementary Grades)</td>
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<tr>
<td>7</td>
<td>Davis ES</td>
<td>8</td>
<td>Kramer MS (Middle Grades)</td>
<td>379</td>
<td>8</td>
<td>Kramer MS (Middle Grades)</td>
</tr>
<tr>
<td>7</td>
<td>Kenilworth ES</td>
<td>8</td>
<td>Hendley ES</td>
<td>511</td>
<td>8</td>
<td>Hendley ES</td>
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<tr>
<td>7</td>
<td>Ron Brown MS</td>
<td>8</td>
<td>Hart and Kramer MS</td>
<td>617 and 379</td>
<td>8</td>
<td>Hart and Kramer MS</td>
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<tr>
<td>7</td>
<td>Smothers ES</td>
<td>8</td>
<td>Turner ES</td>
<td>516</td>
<td>8</td>
<td>Turner ES</td>
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<tr>
<td>8</td>
<td>Winston EC</td>
<td>8</td>
<td>King ES</td>
<td>479</td>
<td>8</td>
<td>King ES</td>
</tr>
</tbody>
</table>
Boundary and Feeder Patterns:
There are no proposed consolidations in Wards one and three. As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns to more evenly distribute students. DCPS has engaged data experts to analyze population and enrollment data. Community engagement will begin this winter and continue through the spring of 2013. New boundaries and feeder patterns will not take effect until the 2014-2015 school year.

Community Engagement:

◆This proposal is a conversation with our communities, ◆ said Henderson. ◆We need to hear from families and community members. We are relying deeply on community feedback and engagement to ensure our succeed. We want to hear the innovative and creative ideas that come from our school communities to help make sure that our consolidation plan represents the best thinking of the city. ◆

DCPS will hold a variety of stakeholder meetings to get feedback on the proposed consolidations, including four scheduled ward-based meetings. In addition, DCPS officials will meet with ANC members, ward-based education councils and other community groups. The DCPS Office of Family and Public Engagement will host office hours in December to meet with other interested groups to ensure that all public concerns are accounted for as school configuration plan is finalized. DCPS will also provide a platform for online feedback.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 15, 2012</td>
<td>4-8 pm</td>
</tr>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 19, 2012</td>
<td>2-6 pm</td>
</tr>
<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
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<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS</td>
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<td>November 29, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
</tbody>
</table>

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Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
There will be community meetings and meetings with groups. This is in no way going to be exclusive.

As the Chancellor and staff worked to develop the list, school boundaries was a consideration, among other factors.

And my sincere apologies, I thought I sent this hours ago and it's been sitting on my desktop.

Thanks,
Melissa

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!

Melissa:
Thanks for your email. I won't worry about the Neval Thomas meeting. It already has been relocated. But you can ask Daniel del Pielago about it. He shared the information with me.

Also, regarding Empower DC, are you saying that the community meetings on school closures will be for select groups and not citywide or in each of the eight wards?

Finally, I submitted my column already. But intend to write a separate one about boundary issues for Tuesday. So can you tell me what you mean when you say: "there was consideration of boundaries issues as we put together our consolidation proposal."

Can you please provide a response to question 2 and 3 by COB Friday. Thanks so much Melissa.

best,
Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Thu, November 08, 2012 12:46 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta 💐

The Chancellor has not directed any principals not to allow a group to use their building. If you have specifics about Neval Thomas, I can look into it.

The Office of Family and Public Engagement is conducting outreach and meetings. I checked in with them. They are scheduled to meet with EmpowerDC at some point after we make the announcement about school consolidations. EmpowerDC is one of many groups that will meet with staff from OFPE. They were never promised a meeting with the Chancellor.

And yes, there was consideration of boundaries issues as we put together our consolidation proposal.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Wednesday, November 07, 2012 1:38 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS)
Subject: RE: school boundaries

Melissa:

Thanks so much. I think I might write something this week, combining the charter school performance stuff with the upcoming closings.

Also, I remain concerned about the answer you are providing regarding boundaries. (See my comment below).
I have answered your questions below within your reply to me.
best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Wed, November 07, 2012 11:59 am
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta I think I have all your questions answered here. Please let me know if I missed anything.

We’re still finalizing the announcement date, so I’m sorry, but I don’t have a firm date to share.

We haven’t heard anything about this issue in Ward 7 and the Chancellor never told any group they could not use a school. I could have the Ward wrong. It was told my advocates they were to use Neval Thomas schools but were informed that the Chancellor (or someone acting on the chancellor’s behalf maybe) told the principal not to left the advocates use the space. The were conducting a public hearing preparation meeting.

We’ll have a very engaging community outreach plan, including community meetings. This is good to hear as Mendelson implied the school system was unable to conduct community meetings.

On Empower DC, can you let me know when she said she would meet with them? This isn’t to say she won’t, but I don’t recollect her making that promise. They indicated they were told this recently and that a meeting was supposed to have been scheduled for this week.

On your question about schools seeking charter authority, nothing like that has happened in over a decade. I believe DME would direct that process, so I don’t have that information. Thanks.

And, on your questions about boundary patterns, we’re not ready to share that information. We haven’t shared it yet. I’ll let you know when we will. Melissa, the hearing on Cheh’s legislation is the same day you all are expected to talk about closings and other things. Even if you aren’t ready to provide any details, was there any consideration of boundaries as you pulled together the closure list?
Thanks,
Melissa

From: jonetta@jonettarosebarras.com
Sent: Tuesday, November 06, 2012 3:57 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

when are you making the announcement?

If you're making this week. No problem. I'm writing for next week. But if you're making it next week, then that's a problem.

Also, I have been told the chancellor prevented a group from meeting at a Ward 7 school. It was helping to prepare parents to testify at next week's hearing and she instructed the principal not to allow the group to use its facility. **Do you know anything about this?**

**Will there be a round of community meetings, after the council hearing? And is she going to keep her commitment to meet with Empower DC?**

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-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 3:52 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta 😊

We won't have a comment or answers to these questions until after we make our announcement.

Thanks,
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To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

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Melissa

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Sent: Tuesday, November 06, 2012 3:38 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

Hey Melissa:

Thanks for getting back with me.

I understand the chancellor has been meeting this week with council members. So there obviously is a draft list that she is circulating or presenting to them. If you want to share an embargoed list, that would be nice. ✦
**I need a comment for my column:** Was there any consideration of the boundaries and feeder patterns as the chancellor decided which schools to close? Was there any thought to the potential impact on ward 3 schools which are over subscribed? Please provide me a comment for my column.

**How will the closings affect the 40 lowest performing schools goal in the 5 year plan?**

I'm on deadline and need responses by 3 PM tomorrow Wed. Nov. 7th

Thanks so much.

best, 
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

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Washington, D.C. 20009
202.640.0301

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-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 2:31 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>

Hi Jonetta 😊

No specific changes to school boundaries will be made when we announce school consolidations changes. When we have a final date for the announcement, I’ll definitely share that.

Thanks,
Melissa

Help 9-1-1 Save Your Life!
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Hi Melissa:

Can you tell me if the Chancellor will be proposing next week changes to school boundaries? Cheh introduced legislation to set a committee to look at them. But I suspect as the chancellor and others have been looking at which schools to close they also concerned feeder patterns and boundaries.

Please let me know if there are going to be changes? If not why?

Thanks so much.

BTW: I will write next week about this and the anticipated closings in advance of Mendelson's Nov. 15th hearing. Do you know when Chancellor Henderson will make the formal announcements about closings?

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

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District of Columbia Public Schools
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November 8, 2012

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NEWS:

Study chides D.C. teacher turnover
Emma Brown/Washington Post:

• The District has higher-than-desirable teacher turnover, but a report released Thursday finds that the public school system is succeeding in holding onto its best teachers at nearly twice the rate as its lowest performers.

Most D.C. charters adequate but needing improvement, board finds
Lisa Gartner/Washington Examiner:

• Most D.C. charter schools met minimum standards but fell short of high performance on ratings released Wednesday by the DC Public Charter School Board.

D.C. charter board releases school ratings
Emma Brown/Washington Post:

• The D.C. Public Charter School Board released charter-school ratings Wednesday that aim to provide a way to assess and compare education choices across the city.

Mixed Responses to Teacher Incentive Program
Dorothy Rowley/Washington Informer:

• An initiative introduced earlier this fall by District of Columbia Public Schools [DCPS] Chancellor Kaya Henderson that recognizes the best teachers, has received mixed reviews surrounding its effectiveness.

Heated Debates Expected over School Closures
Dorothy Rowley/Washington Informer:

• A maelstrom of controversy is erupting over a list of District of Columbia Public School [DCPS] closings that made its way onto the Internet last week. As a result, pressure has been put on D.C. Schools Chancellor Kaya Henderson to come clean about which schools are marked for closure or consolidation.
Moving the best teachers to the worst schools

Jay Mathews/Washington Post:

- Here are two tough questions for D.C. Schools Chancellor Kaya Henderson. They are suggested by a study from TNTP, a nonprofit teacher improvement organization for which Henderson once served as a vice president:

Melissa Salmanowitz
Press Secretary, Office of Communications

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.578.1264
E melissa.salmanowitz@dc.gov
W dcps.dc.gov
@dcpubllcschools

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
From: Melissa Salmanowitz (DCPS) [Melissa.Salmanowitz@dc.gov]
Sent: Thursday, November 08, 2012 8:40 AM
To: Kaya Henderson (DCPS)
Subject: RE: school boundaries

On it!

From: Kaya Henderson (DCPS)
Sent: Wednesday, November 07, 2012 8:45 PM
To: Melissa Salmanowitz (DCPS)
Subject: Fwd: school boundaries

Never heard of the incident at Neval Thomas, nor have I directed any principal not to allow a group to use their building.
I have not promised a meeting with Empower DC. My staff is doing a bunch of outreach and it is possible that they have been in conversation with Empower DC, but I haven't.
Tell her yes, there was consideration of boundary issues as we put together our consolidation proposal.
Sent from my iPhone

Begin forwarded message:

From: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Date: November 7, 2012, 1:38:23 PM EST
To: "Melissa Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Cc: "Kaya Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Subject: RE: school boundaries

Melissa:

Thanks so much. I think I might write something this week, combining the charter school performance stuff with the upcoming closings.

Also, I remain concerned about the answer you are providing regarding boundaries. (See my comment below).

I have answered your questions below within your reply to me.
best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301
Hi Jonetta, I think I have all your questions answered here. Please let me know if I missed anything.

We’re still finalizing the announcement date, so I’m sorry, but I don’t have a firm date to share.

We haven’t heard anything about this issue in Ward 7 and the Chancellor never told any group they could not use a school. I could have the Ward wrong. It was told my advocates they were to use Neval Thomas schools but were informed that the Chancellor (or someone acting on the chancellor’s behalf maybe) told the principal not to let the advocates use the space. The were conducting a public hearing preparation meeting.

We’ll have a very engaging community outreach plan, including community meetings. This is good to hear as Mendelson implied the school system was unable to conduct community meetings.

On Empower DC, can you let me know when she said she would meet with them? This isn’t to say she won’t, but I don’t recollect her making that promise. They indicated they were told this recently and that a meeting was supposed to have been scheduled for this week.

On your question about schools seeking charter authority, nothing like that has happened in over a decade. I believe DME would direct that process, so I don’t have that information.

Thanks.

And, on your questions about boundary patterns, we’re not ready to share that information. We haven’t shared it yet. I’ll let you know when we will. Melissa, the hearing on Cheh’s legislation is the same day you all are expected to talk about closings and other things. Even if you aren’t ready to provide any details, was there any consideration of boundaries as you pulled together the closure list?

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, November 06, 2012 3:57 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

when are you making the announcement?
If you're making this week. No problem. I'm writing for next week. But if you're making it next week, then that's a problem.

Also, I have been told the chancellor prevented a group from meeting at a Ward 7 school. It was helping to prepare parents to testify at next week's hearing and she instructed the principal not to allow the group to use its facility. **Do you know anything about this?**

**Will there be a round of community meetings, after the council hearing? And is she going to keep her commitment to meet with Empower DC?**

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 3:52 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta 😊

We won’t have a comment or answers to these questions until after we make our announcement.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, November 06, 2012 3:38 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

Hey Melissa:

Thanks for getting back with me.
I understand the chancellor has been meeting this week with council members. So there obviously is a draft list that she is circulating or presenting to them. If you want to share an embargoed list, that would be nice.<image001.gif>

**I need a comment for my column**: Was there any consideration of the boundaries and feeder patterns as the chancellor decided which schools to close? Was there any thought to the potential impact on ward 3 schools which are over subscribed?

Please provide me a comment for my column.

**How will the closings affect the 40 lowest performing schools goal in the 5 year plan?**

I'm on deadline and need responses by 3 PM tomorrow Wed. Nov. 7th

Thanks so much.

best,

jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)"
<melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 2:31 pm
To: "jonetta@jonettarosebarras.com"
<jonetta@jonettarosebarras.com>

Hi Jonetta ✅

No specific changes to school boundaries will be made when we announce school consolidations changes. When we have a final date for the announcement, I’ll definitely share that.

Thanks,
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com. Inform first responders in advance!

From: jonetta@jonettarosebarras.com
Sent: Tuesday, November 06, 2012 7:14 AM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: school boundaries

Hi Melissa:

Can you tell me if the Chancellor will be proposing next week changes to school boundaries? Cheh introduced legislation to set a committee to look at them. But I suspect as the chancellor and others have been looking at which schools to close they also concerned feeder patterns and boundaries.

Please let me know if there are going to be changes? If not why? Thanks so much.

BTW: I will write next week about this and the anticipated closings in advance of Mendelson's Nov. 15th hearing. Do you know when Chancellor Henderson will make the formal announcements about closings?

best,
jonetta

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?
Do you know this answer?

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Tuesday, November 06, 2012 5:18 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

Can you please tell me the process for schools in DCPS system to petition to become charters? I'm still working with a 3 PM Wed. deadline. Thanks so much.

jonetta rose barras
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, November 06, 2012 3:52 pm
To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

Hi Jonetta ☺

We won't have a comment or answers to these questions until after we make our announcement.

Thanks,
Melissa

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Sent: Tuesday, November 06, 2012 3:38 PM
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Cc: Henderson, Kaya (DCPS); jonetta@jonettarosebarras.com
Subject: RE: school boundaries

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I'm on deadline and need responses by 3 PM tomorrow Wed. Nov. 7th

Thanks so much.

best,
jonetta

*jonetta rose barras*
author
columnist, Washington Examiner
jonetta@jonettarosebarras.com

P.O. Box 21570
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Subject: RE: school boundaries
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
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To: "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com>

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BTW: I will write next week about this and the anticipated closings in advance of Mendelson's Nov. 15th hearing. Do you know when Chancellor Henderson will make the formal announcements about closings?

best,
jonetta

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columnist, Washington Examiner
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Walking in truth requires courage; are you up for the task?
Media Coverage Summary
District of Columbia Public Schools
Recent News Coverage
November 2, 2012

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SECTIONS
• News
• Blogs

NEWS:

DCPS says list of school closings is phony
Lisa Gartner/Washington Examiner:
  • A list circulating on neighborhood listservs of D.C. public schools purported to be closing is "inaccurate," a school system spokeswoman said Thursday evening.

Fire-damaged DCPS building to become charter school
Lisa Gartner/Washington Examiner:
  • A former DC Public Schools campus that was damaged by a fire this summer is slated to become a charter school, city officials announced Thursday.

BLOGS:

List of purported DCPS school closures is inaccurate, officials say
Emma Brown/DC Schools Insider/Washington Post:
  • A list of proposed D.C. school closings has been flying around neighborhood listserves this evening, but D.C. Public Schools officials say it's not accurate and they didn't produce it.

D.C., flush with money, sends millions to DCPS and charter schools
Emma Brown/DC Schools Insider/Washington Post:
  • The D.C. Council on Thursday grudgingly approved a proposal from Mayor Vincent Gray to send a pile of unspent cash to D.C. public schools and charter schools.

KIPP DC to open new campus at old Webb Elementary School
Emma Brown/DC Schools Insider/Washington Post:
D.C. officials are recommending that charter school operator KIPP DC be allowed to take over the old Webb Elementary School building under a long-term lease.

Melissa Salmanowitz
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Grade.DC.gov has expanded!
Now you can grade the DC Public Library, Police, Fire and EMS, the Office of Unified Communications (311/911 Office on Aging.
Check out www.grade.dc.gov today.
As we move forward with right sizing the district, we will rely on public feedback. This is one more opportunity to listen to community needs, opinions and insight.

We will seek a lot of public feedback as we move forward on school consolidations/closures so this is just one more area where we will listen to the public.

Not idea who the taskforce is.

Follow up from her.

I’m not sure who this taskforce is – are you?

Another question for this taskforce story -- the discussion about whether to give preference to neighb kids for charter schools will be happening as DCPS makes decisions about which schools to close.

a) As this is pretty interrelated (fewer neighborhood schools / charter schools' relations to the neighborhood), how will DCPS keep the taskforce informed of these decisions?

b) Have you set a date for making closure decisions?
interested?

--
LISA GARTNER | Education Reporter
The Washington Examiner | e. lgartner@washingtonexaminer.com | p. 202-459-4956
washingtonexaminer.com | @Lisa_Examiner | 1015 15th St. NW, Suite 500 | D.C. 20005

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.

--
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a) As this is pretty interrelated (fewer neighborhood schools / charter schools' relations to the neighborhood), how will DCPS keep the taskforce informed of these decisions?

b) Have you set a date for making closure decisions?

Hey, I'm writing about the taskforce to consider giving admissions preference to students who live near charter schools, and I'll be mentioning that Chancellor Henderson had expressed interested in getting chartering authority for DCPS. Is she still interested? And if neighborhood preference were to happen, would she still be interested?
Hi Jonetta - This reports relates to events that occurred from 2007-2009. We've taken some critical strides since then in working with our sister agencies. Lessons learned are always instructive and we will continue to review the auditor's findings and recommendations and incorporate them as appropriate with any future right sizing efforts.

Melissa Salmanowitz

Work: 202-535-1096
Cell: 202-578-1264

On Sep 8, 2012, at 12:19 PM, "jonetta@jonettarosebarras.com" <jonetta@jonettarosebarras.com> wrote:

Hi Melissa:

I waited for you to get back to me yesterday (Friday) as we had agreed on the questions about the school closings.

To refresh your memory: A report has indicated it cost the city more than $39 million to close 23 schools in 2007-2008. That included moving costs and (impairment loss) just having the buildings sit around vacant.

An earlier report by Mary Filardo's group also found the DCPS lost money as many of the children from those closed or consolidated schools chose to enroll in charter schools.

So, it appears from these two reports, closing schools cost more than it saved. I had asked if Chancellor Henderson had reviewed the cost of closings from 2007? Whether she had any thoughts about how it was done; and in hindsight how might it be done this next time to ensure real savings--especially since she is counting on closings to help yield the dollars needed to bring certain programs to other schools?

As I mentioned I needed a comment by COB Friday (yesterday). I can wait until Noon Sunday but not any later.

best,
jonetta

jonetta rose barras
author
Walking in truth requires courage; are you up for the task?

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to sign up for critical emergency alerts, go to www.72hours.dc.gov.
For context, it appears he wrote a very similar column in November of last year:

Improved D.C. public schools may breed racial conflict November 3, 2011 By Harry Jaffe

Public schools in the District's Upper Northwest are thriving, thanks to the building modernization programs and education reforms begun under the Fenty Administration.

This is swell for the residents of Upper Caucasia, where the white folks reside. But as schools west of Rock Creek thrive, families in the rest of the city, in primarily black neighborhoods, are asking: Why not us?

In a recent column I prognosticated that D.C.'s wedge issues were more about economics and class than race. I am about to eat those words. In investigating seismic changes affecting our public schools, I see the chance for a nasty era of conflict over race and class in the public schools.

Let's begin with Janney Elementary School in Tenleytown, which opened its renovated building this school season. It's already at capacity and about to burst its seams.

Janney's graduating class will have the option of crossing Wisconsin Avenue and attending Alice Deal Middle School, also the beneficiary of a recent renovation. In decades past, the white and mostly middle-class families who make up Janney might have sent their offspring to a private middle school or moved to Maryland, where the public schools offered a better education. Now they are shipping their kids to Alice Deal en masse.

Deal, which has for years accepted students from across the city, is jammed. When my daughter attended it five years ago, half of her classmates were black. Now Deal is turning vanilla.

Woodrow Wilson Senior High, a few hundred yards west, is the city's largest public high school. It opened its doors on a fabulous renovation in August. Built for 1,500, it is already overenrolled by more than 150 students. For decades it has taken students from Northwest to Southwest, across town by the Anacostia River.

Meanwhile, many public schools in the city's eastern wards are half empty -- and not renovated. Not one of the open-enrollment high schools is even close to full. Many black parents want to send their kids across the park to Deal and Wilson, and in years past, they could.

Those days are over, because white families have returned to the neighborhood schools.

"I have a sense we're not confronting this," says Mary Cheh, who represents Ward 3 where the schools are jammed. "We have to start now; it's going to take time."

It's going to take political fortitude and cause severe pain. More schools in black neighborhoods must be closed. "No question about it," agrees Council Chair Kwame Brown. But will the school system and Brown's colleagues face the wrath of residents opposed to the closings? Brown wants to build new schools in eastern wards that have "parity" with the Northwest schools, where he is able to send his children.
Cheh presented public school Chancellor Kaya Henderson with a boundary map that showed kids from Southwest traveling eight miles to Wilson. Why not move boundaries and send them to the renovated Eastern High, two miles away?

Easy to ask; difficult to achieve.

Harry Jaffe's column appears on Tuesday and Friday. He can be contacted at hjaffe@washingtonexaminer.com.

-----Original Message-----
From: Weber, Peter (DCPS)
Sent: Tuesday, September 04, 2012 1:10 PM
To: Salmanowitz, Melissa (DCPS); Henderson, Kaya (DCPS); DeGuzman, Anthony D. (DCPS); Sutton, Fonda (DCPS)
Subject: RE: cheh.rips.kaya

What's our deadline? We need to strike a balance between not explaining everything and being responsive. MS, let's talk about how to shape that answer.

-----Original Message-----
From: Salmanowitz, Melissa (DCPS)
Sent: Tuesday, September 04, 2012 1:09 PM
To: Weber, Peter (DCPS); Henderson, Kaya (DCPS); DeGuzman, Anthony D. (DCPS); Sutton, Fonda (DCPS)
Subject: RE: cheh.rips.kaya

Thoughts?

"Maximizing access to and use of our school facilities is a high priority for DCPS. School boundaries are an issue we're actively working to address. We know that we need to right size the school district and offer the right portfolio not only of services but of schools and then update the boundaries accordingly. It's an issue not only in Councilmember Cheh's backyard but across the city. We're well aware of the concerns and happy to have a conversation with her if she's interested in discussing not only boundaries, but the broad context of improving our schools."

-----Original Message-----
From: Weber, Peter (DCPS)
Sent: Tuesday, September 04, 2012 1:04 PM
To: Henderson, Kaya (DCPS); Salmanowitz, Melissa (DCPS); DeGuzman, Anthony D. (DCPS); Sutton, Fonda (DCPS)
Subject: RE: cheh.rips.kaya

Agree, but that is too much to include in a press response. We need to figure out how we are communicating that whole message in a way we can control (a little).

-----Original Message-----
From: Henderson, Kaya (DCPS)
Sent: Tuesday, September 04, 2012 1:03 PM
To: Weber, Peter (DCPS); Salmanowitz, Melissa (DCPS); DeGuzman, Anthony D. (DCPS); Sutton, Fonda (DCPS)
Subject: RE: cheh.rips.kaya

I like it. But we need to say that we ARE working on boundaries. We can't work on boundaries until we release our new portfolio of schools, then build the boundaries around the schools that are left!
I'm game to respond. If we respond, we should do so with a statement that says something like:

As the leader of the school district, Chancellor Henderson takes the interests of the entire city on a whole range of issues into account. Maximizing access to and use of our school facilities is certainly high on her priority list. While we expect councilmember Cheh to look out for the concerns of her constituents in her ward, we would expect that she show a greater investment in working with the Chancellor to understand the broader context of the issue of school boundaries in particular and of education reform in general rather than resorting to broad criticisms.

Melissa, what's your take?

-----Original Message-----
From: Henderson, Kaya (DCPS)
Sent: Tuesday, September 04, 2012 12:52 PM
To: Salmanowitz, Melissa (DCPS); DeGuzman, Anthony D. (DCPS); Sutton, Fonda (DCPS); Weber, Peter (DCPS)
Subject: FW: cheh.rips.kaya

See below. Should we respond?

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

Plan TODAY for what’s on the way. September is National Emergency Preparedness Month. To learn how to prepare & to sign up for critical emergency alerts, go to www.72hours.dc.gov.

-----Original Message-----
From: Harry Jaffe [mailto:hjaffe@washingtonian.com]
Sent: Tuesday, September 04, 2012 12:47 PM
To: Henderson, Kaya (DCPS)
Subject: cheh.rips.kaya

says dcps has its "head in the sand" on school boundaries.

she accuses you of "just not doing anything about it."

care to respond? am writing a column today for tomorrow's examiner. 4 p.m. deadline.

harryj @ 202/746-0333
John – I need the final school from you for the first question.

DeGuzman, Anthony D. (DCPS)  
Friday, August 17, 2012 3:35 PM  
To: Salmanowitz, Melissa (DCPS); Lujan, Claudia (DCPS); Petersen, John (DCPS)  
Subject: Re: PRESS REQUEST: Enrollment, Washington Examiner

I would revise the following sentence - "DCPS has a pressing need to revise boundaries" to "DCPS will explore revising its boundaries".

A

Salmanowitz, Melissa (DCPS)  
Friday, August 17, 2012 12:37 PM  
To: Petersen, John (DCPS); Lujan, Claudia (DCPS); DeGuzman, Anthony D. (DCPS)  
Subject: PRESS REQUEST: Enrollment, Washington Examiner

Hi team –
See Lisa's questions below. I spoke with John yesterday and got the majority of this answered. Do you have anything else to add? Need to send to her by 4. My proposed answers are in yellow.

Seeking overall and if possible school-by-school enrollment projections. Are you expecting more, fewer, or the same amount of students? Growth in some parts of the city but not in others? What's behind the trend?

DCPS set ambitious goals for enrollment this year and we're on target to meet them. Our goal was to re-enroll 50 percent of students by the end of the last school year and 90 percent by the first day. We are well on track. In terms of enrollment, the 2012-2013 projection is the same as the previous school year projection. There are specific schools that have been targeted for recruitment and for growth. Eastern High School, for example, is adding a grade level. There are already five schools that have exceeded their enrollment projections including Takoma, Raymond, JO Wilson, Simon, Amidon-Bowen and XX

Obviously school closings will be a hot topic in the upcoming school year. How do they factor into your enrollment predictions? (Ie, if you're expecting more students, is there wait-and-see-ing going on, or not, for example). These are two separate issues. We do not plan on closing any schools for the upcoming school year that begins on August 27th.

Which schools have demountables/learning cottages/portable classrooms, and how many? How many are new this year? 3 schools have demountables. – Deal, Lafayette, Powell. ANTHONY – IS THIS RIGHT?

Although many schools are underenrolled and may need to close, Ward 3 schools are overcrowded and CM Mary Cheh is pushing legislation to re-examine school boundaries. She says DCPS wants to wait and take a "holistic" approach to addressing uneven school enrollments. What's your official take, when some students a mile from the new Eastern are zoned for Wilson, six miles away? CLAUDIA – can we say anything here about boundaries? Something like "We recognize the need to update and improve the boundaries for students. We are working with other city agencies and having conversations with community members about next steps."

This is for Sunday's paper, so I have until Friday early evening - think around 4 before I need to start writing. Hit me up if you have any questions and I'll pelt you with any additional ones that come my way. Again, this story will also talk about MD and VA.

Thanks!
Lisa

Check out the "One City Action Plan"
Read Mayor Gray's comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.
Thank you!

Anthony?

• For second bullet – We only have one school that closed at the end of SY11-12, that would have had an impact on this year’s enrollment projections. River Terrace closed at the end of June, and families in that boundary now have a right to attend Thomas. These new families were factored into Thomas’ enrollment projection for this year.

• For last question - Given changing enrollment trends and demographic changes in the District of Columbia, DCPS has a pressing need to revise boundaries. In doing so, it makes sense to simultaneously consider school closures, the organization of our feeder patterns, as well as our student assignment policy, and make changes in a way that supports our strategic priorities.

AdG, please review the last statement above, I want to make sure you are good with it, before Melissa sends.

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Which schools have demountables/learning cottages/portable classrooms, and how many? How many are new this year? 3 schools have demountables. – Deal, Lafayette, Powell. ANTHONY – IS THIS RIGHT?
Although many schools are underenrolled and may need to close, Ward 3 schools are overcrowded and CM Mary Cheh is pushing legislation to re-examine school boundaries. She says DCPS wants to wait and take a "holistic" approach to addressing uneven school enrollments. What's your official take, when some students a mile from the new Eastern are zoned for Wilson, six miles away? CLAUDIA – can we say anything here about boundaries? Something like "We recognize the need to update and improve the boundaries for students. We are working with other city agencies and having conversations with community members about next steps."

This is for Sunday's paper, so I have until Friday early evening - think around 4 before I need to start writing. Hit me up if you have any questions and I'll pelt you with any additional ones that come my way. Again, this story will also talk about MD and VA.

Thanks!
Lisa

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Here you go!

• DCPS officials and the Mayor have made it clear over that our school system is not appropriately supporting all our students because we have too many under enrolled school buildings.

• As we move forward, we must right-size the district to ensure we can provide the vast array of services and supports we know all children need to succeed. Right now, we’re stretched too thin.

• We have yet to make any decisions about which schools will need to be closed to right-size the district. We do not plan on closing any schools for the upcoming school year that begins on August 27th.

• However, we know that no decision will be made without thorough community engagement and conversations.

• We look forward to talking with parents, community members and other stakeholders in the coming months as the plans develop and unfold and trust that the Chancellor will announce a timetable for these discussions as we move forward.

-----Original Message-----
From: Leonard, Jennifer (EOM)
Sent: Thursday, August 09, 2012 12:31 PM
To: Salmanowitz, Melissa (DCPS)
Subject: RE: NCSL report/school closings

Hi Melissa, it is possible to get something by COB today please?

Thanks,
Jennifer

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[http://www.1nservice.com/uploadedImages/1NService/Home/twitter_logo.jpg](http://www.twitter.com/scontorno)
[http://www.stolaf.edu/services/hr/facebook_logo.png](http://www.facebook.com/washingtonexaminer)
Can I pop in to talk school closings with you in a little while?

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Cc: Sutter, Jessica (EOM); Salmanowitz, Melissa (DCPS); Ruda, Lisa M. (DCPS)
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(c) 312-804-2385
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Do you have time tomorrow at 11:30 to talk about this?

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Sent: Monday, August 06, 2012 6:49 PM
To: Leonard, Jennifer (EOM)
Cc: Sutter, Jessica (EOM); Salmanowitz, Melissa (DCPS); Ruda, Lisa M. (DCPS)
Subject: Re: NCSL report/school closings

Hi Jennifer

In my opinion, this is an example where you should ignore the precise question and focus on your agenda and messaging. Use the opportunity to expand the discussion and discuss DME's great work and desire to bring quality seats to every student in the District. DCPS has no plans to comment publicly on school closings until we are further along in the analysis of boundaries, seats, resources, etc. It would be a huge mistake for us to tell this story prematurely (and through the media). If we put this into the public domain, we will be discussing it for the next six months, at the expense of everything else.

I feel like Contorno is also baiting us a bit by saying there is "consensus" on the need to close schools. If this is going to be so controversial, among whom is there consensus?

Hassan
Sent from my iPhone

On Aug 6, 2012, at 6:01 PM, "Leonard, Jennifer (EOM)" <jennifer.leonard@dc.gov> wrote:

HI Jessica,

This sounds more like a DCPS question to me. Hassan and/or Melissa - can you all provide guidance to Jessica on how to respond and link Mr. Contorno to DCPS?

Thanks,
Jennifer
From: Sutter, Jessica (EOM)
Sent: Monday, August 06, 2012 5:59 PM
To: Leonard, Jennifer (EOM)
Subject: Fw: NCSL report/school closings

Received this today. Please advise as to how to handle. Thanks!
Jessica Sutter
Senior Advisor
Office of the Deputy Mayor for Education Jessica.sutter@dc.gov
202.701.5589

Check out the "One City Action Plan"
Read Mayor Gray's comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.

From: Steven Contorno
To: Sutter, Jessica (EOM)
Cc: Frazier, Brandon (OSSE)
Sent: Mon Aug 06 15:51:12 2012
Subject: NCSL report/school closings

Hi Jessica,

Brandon from OSSE referred me to your office. I'm working on a story based on a NCSL report that was released to reporters today highlighting challenges facing state budgets based on information received from the 50 states and DC. DC mentioned "Public Schools" as an issue it faces and according to information provided by fiscal staff "There is consensus that DCPS needs to close several of its campuses in order to reduce costs. School closings will be a very public and contentious issue. The Chancellor has indicated that the list of closures will be issued in winter of 2012." I was hoping to get further comment on that process and how many schools are being considered and how far along that list is. If you could call me back, I'd appreciate it.

Thank you.

Best,

Steve Contorno
Staff reporter
The Washington Examiner
(o) 202-459-4962
(c) 312-804-2385
(f) 202-459-4994
[http://www.stolaf.edu/services/hr/facebook_logo.png]
Amidon Bowen will use their PWP grant to create a Readers Workshop model that will enhance the current ELA units and improve their students' ability to be critical thinkers and readers.

Worth including?

From: Weber, Peter (DCPS)
Sent: Wednesday, August 01, 2012 10:39 AM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: One more question on Jonetta response

Cool on both.

From: Salmanowitz, Melissa (DCPS)
To: Weber, Peter (DCPS)
Subject: RE: One more question on Jonetta response

It's from Curtis's email that said: With more than 26,000 students eligible for SES, but with limited funding, very few students were able to take advantage of the program, which led to a difficult assessment of whether or not SES has been as effective in schools as we hoped.

And I couldn't find a description about the Amidon-Bowen PWP descriptions. I'm waiting to hear back. I'll add it in when I get it.

From: Weber, Peter (DCPS)
Sent: Wednesday, August 01, 2012 10:26 AM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: One more question on Jonetta response

It looks good to me. The 26k number is from jocelyns email, right?

Also, did you take out the pwp example from the school the kids were at?

From: Salmanowitz, Melissa (DCPS)
To: Weber, Peter (DCPS)
Subject: One more question on Jonetta response

I made one update and took out this line (Similarly the choice program required students to leave their neighborhood school to seek available seats at other schools.) because I feel like the sentence is stronger without it:

First, SES and School Choice will no longer be required as part of No Child Left Behind. This means that we no longer have to spend tax-payer dollars in a way that didn't necessarily work for schools or for students on the whole. SES relied heavily on parents enrolling their students in a program and students attending voluntary tutoring. The tutoring wasn't aligned to the work during the school day, wasn't always well attended, and wasn't proven to be successful. 26,000 students were eligible for mandated tutoring and choice but very few benefited from this option. Rather than continuing to fund these programs, we are directing funding to better support the students and the schools with the greatest need.
Second, we have used some of the money we saved from SES and School Choice and invested it in our Proving What's Possible Grants, which will improve schools for significantly more students and families. Through PWP, $10 million was available in major and targeted grants to let schools choose which innovations and interventions could dramatically help their schools, within the framework of time, talent and technology. All of our 40 lowest performing schools applied for and will be awarded grants, as well as an additional 19 DCPS schools. The funds will be used in ways that will help schools as they decide is best for their school, like to extend the school day, such as what will happen at JC Nalle where they will restructure extended learning time to deliver a strong career and college-readiness curriculum. Students will attend school from 8:45 a.m. to 4:30 p.m. Other PWP winners will use technology to rapidly advance student achievement, like at Kramer Middle School, who will use their funds to implement a blended learning environment that will feature 50 percent online instruction and 50 percent face-to-face instruction in the classroom under teacher supervision. Kramer also will purchase additional technology, like mobile labs, to supplement providing a one-to-one learning environment for all students.

From: Weber, Peter (DCPS)  
Sent: Tuesday, July 31, 2012 4:39 PM  
To: Salmanowitz, Melissa (DCPS)  
Subject: Re: Jonetta response - need your signoff

I think that works.

From: Salmanowitz, Melissa (DCPS)  
To: Weber, Peter (DCPS)  
Sent: Tue Jul 31 16:36:22 2012  
Subject: RE: Jonetta response - need your signoff

First, SES and School Choice will no longer be required as part of No Child Left Behind. This means that we no longer have to spend tax-payer dollars in a way that didn’t necessarily work for schools or for students on the whole. SES relied heavily on parents enrolling their students in a program and students attending voluntary tutoring. The tutoring wasn’t aligned to the work during the school day, wasn’t always well attended, and wasn’t proven to be successful. 26,000 students were eligible for choice but very few benefited from this option. Similarly the choice program required students to leave their neighborhood school to seek available seats at other schools. Rather than continuing to fund these programs, we are directing funding to better support the students and the schools with the greatest need.

Second, we have used some of the money we saved from SES and School Choice (close to $8 million) and invested it in our Proving What's Possible Grants, which will help and improve schools for significantly more students and families. Through PWP, $10 million was available in major and targeted grant to let schools choose which innovations and interventions could dramatically help improve their schools, within the framework of time, talent and technology. All of our 40 lowest performing schools won grants and an additional 18 schools on top of those. The funds will be used to help schools how they need it, like to extend the school day, such as what will happen at JC Nalle where they will restructure extended learning time to deliver a strong career and college-readiness curriculum. Students will attend school from 8:45 a.m. to 4:30 p.m. Other PWP winners will use technology to rapidly advance student achievement, like at Kramer Middle School, who will use their funds to implement a blended learning environment that will feature 50 percent online instruction and 50 percent face-to-face instruction in the classroom under teacher supervision. Kramer also will purchase additional technology, like mobile labs, to supplement providing a one-to-one learning environment for all students.

Melissa Salmanowitz  
Press Secretary, Office of Communications

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC 20002  
Desk: 202.535.1096
Check out the "One City Action Plan"
Read Mayor Gray's comprehensive strategy to create a thriving city for all!
Visit http://onecityactionplan.dc.gov to learn more.
I think not. I think just the school names or the parent group names or whatever you have. Let me know if I can help at all!

From: Henderson, Kaya (DCPS)
Sent: Tuesday, July 24, 2012 12:45 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Williams-Skelton, Angela (DCPS)
Subject: RE: your advocacy for DCPS

I answered 3 on the phone with her.
I think we gave her info from Claudia on 2.
Otherwise, I think we’re good. Do I really have to tell her the names of the people I met with?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kayahenderson@dc.gov
W dcps.dc.gov

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Wednesday, April 25, 2012 8:38 AM
To: Henderson, Kaya (DCPS-OOC)
Cc: Salmanowitz, Melissa (DCPS); jonetta@jonettarosebarras.com
Subject: your advocacy for DCPS

Hello Chancellor Henderson:
I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:

1. The names of school/parent groups with whom you have personally met over the past year?

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta

jonetta rose barras  
Columnist, Washington Examiner  
publisher, jonettarosebarras.com

P.O.Box 21570  
Washington, D.C. 20009  
202.640.0301

Walking in truth requires courage; are you up for the task?
Grade Your Government!

Share your thoughts on key DC Government services.
Check out the new grade.dc.gov and give your feedback via web, text or social media.
Learn more at www.grade.dc.gov

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1. The names of school/parent groups with whom you have personally met over the past year?

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com
Walking in truth requires courage; are you up for the task?
Sent.

I don't know what else to do.

---

From: Salmanowitz, Melissa (DCPS)  
Sent: Monday, May 14, 2012 5:06 PM  
To: jonetta@jonettarosebarras.com  
Cc: Henderson, Kaya (OOC)  
Subject: RE: outstanding requests

Hi Jonetta

When DCPS consolidated and closed schools, we made sure each school had an art, music and a physical education teacher. We ensured all schools had instructional coaches. We also supplied wrap around services including social workers and school psychologists to ease challenging transitions for students. I expect to have more detailed information but that will take a little more time.

As for the Chancellor's schedule, if you'd like to submit a FOIA request, I'm happy to connect you with the person who can help facilitate that request. It remains our goal to be transparent your request takes time because it means going through every hour of every day for the past 18 months. We will continue to work on it but it will not be done by this week.

You also asked about the retirement option. Many, if not most, of our calculations and budgeting are based on formulas. In anticipation of reaching an agreement with the WTU on the early retirement option, we budgeted for this in our FY13 budget based on the number of expected teachers who would be eligible for the early retirement option. To arrive at an accurate budget, we estimated those who would be eligible to choose this option from past year's excessing data. The retirement is a separate option than the $25,000 option.

Please let me know if there is anything else you need.

Best,
Melissa

---

From: jonetta@jonettarosebarras.com  
Sent: Monday, May 14, 2012 3:43 PM  
To: Salmanowitz, Melissa (DCPS)  
Cc: Henderson, Kaya (OOC); jonetta@jonettarosebarras.com  
Subject: RE: outstanding requests

Hi Melissa:

You agreed to provide me a date when you would have information about the chancellor's schedule. If I don't get the information this week--it's been more than two weeks since I made this request--then I will have to file a formal complaint in the mayor's office. This is technically a violation of the city's FOIA and certainly against the administration's claim of transparency.
As for the school closings, I really need that information today. I think you saw my deadline is today COB. I expected you to get back to me Friday. Tomorrow will be too late. I asked for this information two weeks ago as well. **If I don't receive the information by deadline, I will not in the column that I made the request of the Chancellor who said she would get back to me. I made the request of you and you said you would get back to me. I did not receive any information from either of you.** I hope you will work hard to satisfy the request.

While I write a column, I still have deadline that must be met.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message --------
Subject: RE: outstanding requests
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Mon, May 14, 2012 2:03 pm
To: <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>

Hi Jonetta ✿

Thanks for checking in ✿ hope you had a nice weekend. I've made a request for the information about closings, after we clarified on Friday more specifically what it was that you wanted. I will let you know tomorrow where that it is.

As for the Chancellor's calendar, we continue to go through it to cull together the list that you want. It is incredibly time consuming and we don't have the staff to be able to turn it around quickly. I'm sorry it's taken longer than you expected. We will continue to work on it.

I also expect an answer to clarify your retirement question shortly and I'll send that over as soon as I have it.

Thanks,
Melissa

From: jonetta@jonettarosebarras.com [mailto:jonetta@jonettarosebarras.com]
Sent: Monday, May 14, 2012 1:42 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Henderson, Kaya (OOC); jonetta@jonettarosebarras.com
Subject: outstanding requests
Hi Melissa:

There are some outstanding issues to which you have not fully responded. I had asked for a report on investments DCPS officials made during the last round of school closings. There was a promise of more resources. What has happened.

Also, you were to provide me a date when you would have the information regarding the Chancellor's community and other meetings. Please know that as we enter week three, your response has taken longer than allowable under DC's FOIA.

I am on a 5PM deadline. I appreciate your efforts to meet it.

best,
jonetta

jonetta rose barras
Columnist, Washington Examiner
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Walking in truth requires courage; are you up for the task?
I like it! I expanded on a few of your thoughts, bolded and underlined below.

The chancellor’s goal is to have as many tools as possible at her disposal to make sure that we can provide excellent, innovative schools for all students. There is no one approach that can accomplish this. We want to work with our current teachers and staff to provide new opportunities included extended day for our kids. We need to right-size the district’s schools, which means we want to close schools that are underperforming and under-enrolled and open new schools that will meet our students need and attract new students to the district. We want to explore the opportunity to create charter schools where innovative leaders can take advantage of some DCPS strengths including our academic plan while not being bound by other requirements. By having a bigger toolbox, and using all the tools we can at our disposal, we increase our ability to serve kids.

See below for a request from Jonetta Rose Barrras.

Shanita/Claudia – can you help me with an answer for #2 (in yellow)? I think we need an overarching description and then a few specific examples of the type of work being done in OFPE and with recruitment.

Pete – can you help me with an answer for #3 (in green)? Again, I don't think we need more than a few sentences that describe how authority would work and why it would be helpful.

Ideally, if you can get back to me by the end of the day, we can send them back to the Chancellor and then over to Jonetta tomorrow.

Thank you!

***

Hello Chancellor Henderson:

I am preparing to write a column that raises concerns about the lack of a strong advocacy voice for traditional public schools. In preparation for that essay, I hope you will provide the following information:
1. The names of school/parent groups with whom you have personally met over the past year? (ANGIE IS WORKING ON THIS)

2. A description of the DCPS student/family recruitment strategy. As I recall, under your predecessor, the system was airing radio ads and running bus ads. I have not heard or seen any in the last year.

3. Finally, you have indicated you want to close/consolidate schools. But at the same time, you have talked of creating charter schools. Why do you believe you don't have the authority, right now, to introduce radical or innovative structures for DCPS?

I would appreciate your response to these questions by COB Friday, April 27. Thanks so much.

best,
jonetta

Melissa Salmanowitz
Press Secretary, Office of Communications

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.578.1264

E melissa.salmanowitz@dc.gov
W dcps.dc.gov
@dcpublcschools
Yes, I'll pull that together now.

From: Henderson, Kaya (OOC)
Sent: Monday, April 09, 2012 3:41 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Weber, Peter (OOC)
Subject: Re: Statement/thoughts on librarians

Thanks. I'm going to use this as an opportunity to talk about small schools, the need to close schools.

Can you get me some info on the avg spend/kid at a small school vs. a medium sized school?

Sent from my iPhone

On Apr 9, 2012, at 3:19 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

In these tough budget times, we have to make tough budget choices. Our decision to eliminate the allocation for a librarian at our smallest schools was not made easily. We know the importance of school librarians and the role of literacy at our schools. We intend to keep our libraries open and running, using creative solutions through community partnerships to help staff the libraries. We will also continue to rely on our partners, like Target, FedEx and others who help keep our libraries vibrant, and our parents and volunteers who help make a real difference in the absence of librarians.
GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Deputy Mayor for Education

January 26, 2012
FOR IMMEDIATE RELEASE

Contact: Dan Kaufman
(202) 884-7368, (202) 290-0993 (cell)

D.C. Deputy Mayor for Education Releases Study Identifying Neighborhoods with Greatest Education Service Gaps

Represents first step towards providing all District students with high-quality education opportunities

Washington, D.C. — An independent study commissioned by the D.C. Deputy Mayor for Education (DME) and released today identifies the ten communities across the District with the greatest gap between student demand and supply of high-quality education opportunities in the public system.

The study, Quality Schools: Every Child, Every School, Every Neighborhood, was conducted by the nonprofit IFF, based in Chicago, which has performed similar studies in other cities. It examined traditional public schools and charter schools in the District in each of the 39 neighborhood clusters, and then categorized them into four tiers based on school performance, ranging from “performing” (Tier 1) schools with high DC-CAS proficiency rates or steady improvement over the past five years to the most underperforming schools (Tier 4).

“All parents want and deserve quality schools for their children,” said Deputy Mayor for Education, De'Shawn Wright. “The report we are releasing today provides objective and very valuable information about neighborhoods in the city where we are not providing adequate high-quality public education opportunities, and now we know precisely where we must focus our efforts.”

“The report represents an important step forward in our ongoing education reform work,” noted Mayor Vincent C. Gray. “It provides an unprecedented level of clarity for both parents and policymakers and will inform key decisions for years to come. I look forward to a constructive public dialogue as we all work together to ensure our children get the world class education they deserve.”

Wright continued, “Our goal is to ensure that children across the city have access to high-quality education opportunities in their neighborhood, while maintaining and supporting the diversity of our public schools.”

To make progress towards this goal, DME will be working closely with D.C. Public Schools (DCPS) and the Public School Charter Board (PCSB) leadership in the months ahead, using the study’s findings as a starting point to identify potential alternatives and solutions. Together, the first step will be to engage parents and community members in each of these ten highest-need communities to review the data, solicit their feedback, and discuss the solutions available to close the education opportunity gaps.

In a joint statement, DCPS Chancellor Kaya Henderson and PCSB Executive Director Scott Pearson said “We applaud Deputy Mayor Wright and his team for leading this analysis of high quality education options in the District of Columbia. We wholeheartedly agree that we must provide additional quality seats for parents and families of the District in each and every neighborhood, regardless of background, circumstance or income level.”
“This is just the first step in the process. No final decisions will be made until my office, DCPS, PCSB and other school representatives have had a thorough conversation with the community and conducted a comprehensive review of the solutions available to us,” added Wright.

The report found that 68 percent of the total gap between student need for performing schools and current available supply is concentrated in ten neighborhood clusters. Further, only 15 percent of charter school students and 13 percent of DCPS students are currently attending a Tier 1 school.

For a copy of the full report, visit http://dme.dc.gov/DC/DME/IFF+Needs+Assessment+Report

###
Hi Jonetta,

When DCPS consolidated and closed schools, we made sure each school had an art, music and a physical education teacher. We ensured all schools had instructional coaches. We also supplied wrap around services including social workers and school psychologists to ease challenging transitions for students. I expect to have more detailed information but that will take a little more time.

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Best,
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jonetta

jonetta rose barras
Columnist, Washington Examiner
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Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?

-------- Original Message -------­
Subject: RE: outstanding requests
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Mon, May 14, 2012 2:03 pm
To: <jonetta@jonettarosebarras.com>
Cc: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>

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Cc: Henderson, Kaya (OOC); jonetta@jonettarosebarras.com
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jonetta rose barras
Columnist, Washington Examiner
publisher, jonettarosebarras.com

P.O.Box 21570
Washington, D.C. 20009
202.640.0301

Walking in truth requires courage; are you up for the task?
Thanks for this. So you know exactly what happened, after we spoke, I called her and asked what she needed. She said she wanted a written statement. I gave her our statement and connected her with Darrell and then never heard back. It didn't seem like there was more I could do and she didn't ask for more information.

Ms. Mohammed,

There is no proposed merger of Coolidge and Roosevelt currently under consideration, and DCPS has not completed a plan for closings. Perhaps that's the reason why you aren't getting what you’re looking for. There are no proposals or documents that speak to either of those scenarios.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
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Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

The contacts from the school system about the proposed merger/renovations or modernization of Coolidge and Roosevelt SHS were NOT very helpful. As a former school board member who chaired the facilities management committee, I hoped to see a plan. Instead I got a line of pontification.

If school officials are having public meetings about the proposals there is something written and I would appreciate if I could view it for my story. Don't attempt to pacify me with a line or two of meaningless thoughts.

Please provide me with information about the proposals for Coolidge and Roosevelt SHS. Are either of these schools proposed to close? If so, when and what will be done with the facility once it has been taken out of the DCPS inventory?
Valencia Mohammed
Reporter
Afro American Newspaper
202-710-6713
5 new people recently signed Chris Sondreal’s petition "Chancellor Henderson, Mayor Gray, Councilmember Evans, and the DC Council: Do not close Francis Stevens EC" on Change.org.

There are now 126 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:

Dear Kaya Henderson (Chancellor, DCPS),

Please do not close Francis Stevens EC. The Francis Stevens PTA, prospective parents, and community members object to Chancellor Henderson’s recommendation to close Francis Stevens Education Campus and relocate students to schools across the city – and repurposing our building as a High School. By doing so, Chancellor Henderson discounts the thoughtful initiatives the staff and parent community has put into place to foster healthy, permanent, and sustainable growth. Francis Stevens should remain open because:

* Francis Stevens is growing – there is demand for what it offers. Ward 2 now has nearly as many children ages 0-5 as it does school age children. It makes little sense to close this school given the increasing demand it is seeing for early childhood instruction. Last year, the early childhood program turned away an entire classroom of students because DCPS would not staff the room. DCPS cannot turn away students and criticize our school for under-enrollment in the same breath.  

* Consolidation in the name of efficiency – and without regard for educational quality – will drive more children away from DCPS, and has the potential to damage outcomes for those children who remain. Francis Stevens itself is the product of a consolidation in 2008, which wiped out many parent leaders. A new generation of families is filling up the early years. We’re motivated, we’re connected, and we’re all in.  

* Francis Stevens hosts a unique Vision Program for visually-impaired students from PS3 through Grade 8. These students will be removed from their peers and teachers, and sent an unfamiliar campus on the other side of the city.  

* DCPS cannot treat education like any other commodity: It’s a thoughtful process that cannot be arbitrarily shuttled from one building to another, naively expecting the same outcome regardless of place. Education needs to be nurtured, and in fact Francis Stevens test scores have been improving. This school can succeed precisely because it has manageable size, diversity, and history – the residents of the White House are in-boundary – and we have a vast range of commercial and community organizations nearby to support us.  

* Francis Stevens’ location in downtown DC makes it attractive to out of boundary families from every ward in Washington. It is a long-term, viable, and safe option for working parents who want their children’s public schooling – up to eleven years of it from PS3 to Grade 8 – to take place near downtown DC. It is positioned to recruit it students city-wide and operate entrepreneurially, much like a charter. We, the undersigned, strongly oppose the Chancellor’s proposal in the most emphatic terms.

Sincerely,

121. Robin Appia Washington, District Of Columbia  
122. Stephanie Goforth Temple Hills, Maryland  
123. Ayme Torres Washington, District Of Columbia  
124. andrew mummey Buffalo, New York  
125. Sallie Routh Washington, District Of Columbia
Jennifer,

Looks like the cause of the concern is Candi Petersen, the ousted VP of the WTU. Contrary to her ascertain, there is no list of possible school closures. Her claim that Cardozo is on such a list is just plain inaccurate.

We would not be undertaking to the full and complete modernization of the Cardozo SHS if we didn't intent to re-open it. Cardozo's staff decrease for next year is fully aligned with their loss of students. That being said, DCPS fully intends to reopen the new Cardozo building and we are looking forward to ensuring the program inside the building measures up to the awesome building that will result from the modernization.

LMR

Hi Lisa,

Alice Speck has apparently sent our office a number of emails asking about the future of Cardozo. Can DCPS please provide an appropriate response for us? Getting some emails on CW Harris so will forward you another email shortly.

Thanks,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 307
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov

Download DC311 and Start Reporting Today!
With the new DC311 free smartphone app, reporting an issue to 311 is now easier than ever.
From: Alice Speck [mailto:alice.speck@gmail.com]
Sent: Thursday, May 03, 2012 12:20 PM
To: Sutter, Jessica (EOM)
Subject: Fwd: Cardozo

The latest below.

"We can never have a strong community or city without a strong public school system." -Arne Duncan
Sent from my iPhone

Begin forwarded message:

From: "Kevin Fox (SHS)" <kevin.fox@dc.gov>
Date: May 3, 2012 11:30:48 AM EDT
To: eyboyd1@aol.com
Cc: Alice Speck <alice.speck@gmail.com>
Subject: Re: Cardozo

Thanks Evelyn. We're a bit confused also. Again, this statement came from a community member at a meeting at Bell which was addressing the DCPS budget changes and their effects on ESL programs. He stated he was working with the community, after receiving many emails and was in dialogue with DCPS about "taking their school back". I don't know what that means but I could certainly make some assumptions....

Our principal stated this morning to us that the school building we will move back into will likely NOT be the building we (a committee of teachers, students, neighbors, parents, staff....) spent over a year planning and designing. The folks downtown, being purely data driven, are making decisions.

Overall, yes, it's very confusing, frustrating...

On Thu, May 3, 2012 at 10:53 AM, Evelyn Boyd Simmons <eyboyd1@aol.com> wrote:
BTW, I'll be participating in the Ward 2 State of the School planning meeting tonight with other parent leaders, DCPS and Evans' Ed staff person. It would be great if I could get a handle on these issues before 4pm or so today in case there is anything specific I can raise there.

Sent via BlackBerry by AT&T

From: "Evelyn Boyd Simmons" <eyboyd1@aol.com>
Date: Thu, 3 May 2012 14:45:05 +0000
To: Kevin Fox (SHS)<kevin.fox@dc.gov>
ReplyTo: eyboyd1@aol.com
Cc: Alice Speck<alice.speck@gmail.com>
Subject: Re: Cardozo

I'm confused by the "take their school back" talk from the community member. What does that mean exactly? Give the building to a charter school?

For me, the solution is not as simple as closure vs non-closure but it seems clear that
deliberations could use a strong, clear, united voice from parents and community. Agree we need to get on the same page. Happy to meet before the may 17 parent leaders meeting -- during the day if that's possible. Mornings are best.

Evelyn
Sent via BlackBerry by AT&T

From: "Kevin Fox (SHS)" <kevin.fox@dc.gov>
Date: Thu, 3 May 2012 10:14:42 -0400
To: <eyboyd1@aol.com>
Cc: Alice Speck<alice.speck@gmail.com>
Subject: Re: Cardozo

Hi Alice & Evelyn,
Well its been a tough few days here and tomorrow worse- when letters of dismissal/ teachers staff being excessed are handed out-

Regardless of that, there's also been talk from both Mayor Gray at a meeting last night who said "Cardozo will never, ever fill that building" referencing the new building AND another community member at Bell Tues night stating "members of the community have expressed their desire to take their school back". Evidently they've had audience with DCPS and have been organizing. I don't know who they are but when questioned the person had no idea about the things we do here at Cardozo...

This is all very disconcerting and if you all have idea about these things WE ALL NEED TO WORK TOGETHER as we have been doing in the name of public education for all.

Thanks

On Wed, May 2, 2012 at 3:57 PM, Evelyn Boyd Simmons <eyboyd1@aol.com> wrote:
Alice,

I understand the alarm and I am curious to know what Kevin might be hearing.

I have to believe that spending millions on the school only to turn around and close it for reasons that it did not take an IFF study to tell them would be political suicide. I am much more worried about Shaw.

Be sure to raise this at our meeting May 17 Parent Leaders meeting with Dr. Theodore Thompson,
Deputy Chief, Office of School Turnaround. I will get the meeting notice out in the next few days.

Evelyn
Sent via BlackBerry by AT&T

From: Alice Speck <alice.speck@gmail.com>
Date: Wed, 2 May 2012 12:59:42 -0400
To: Kevin Fox (SHS)<kevin.fox@dc.gov>
Cc: Evelyn Boyd Simmons<eyboyd1@aol.com>
Subject: Re: Cardozo PTA Updates- Mtg 4/17

Dear Kevin,
I find the first paragraph of this email of great concern. Just got off the phone with Candi to understand basic info about what the reality might be. Do you have any thoughts??

Alice

On Wed, May 2, 2012 at 8:38 AM, Kevin Fox (SHS) <kevin.fox@dc.gov> wrote:

May 1, 2012

Cardozo PTA & Community,

As you all are aware- Cardozo Senior High School is on the proposed list of at risk schools to be closed in 2012-13. Hopefully we can all help to mobilize Cardozo parents, teachers, school staff, community and alumni to get involved in fighting the Cardozo Senior High School closing.

Join the 21st Century School Fund; DC VOICE; Empower DC; SHAPPE; WeActRadio.com for a community discussion on the PUBLIC's vision for public education in DC. Thursday, May 3, 2012; 5:30 PM-8 PM at the Dorothy Height/Benning Neighborhood Library; 3935 Benning Rd. N.E. Washington, DC 20019(1/3 mile from the Benning Ave. Metro- Blue Line. Parking available at the East River Park Shopping Center, directly behind the new library.)

Please help spread the word about this important meeting! For more information call Nancy at 202-745-3745 ext.15 or email at nhuvendick@21csf.org <mailto:nhuvendick@21csf.org>

Discussion topics include:
Putting parents and community back in public education decisions
Neighborhood schools of right: a functional system of schools
Staff turnover: What happens when good teachers and principals leave?
Comprehensive community schools and genuine achievement.

Thanks for your attention.

Candi Peterson, LICSW
Cardozo Senior High School
1300 Clifton Street, NW
Washington, DC
candi.peterson@dc.gov <mailto:candi.peterson@dc.gov>

--

Alice Speck
c.703.786.2266
Twitter: @AliceSpeck
They upped it to $3M for his bill. Pete and I think we can find the money within our FY 13 budget, but will need more than a minute to redirect it (which is what we are telling the chair's office).

LMR

From: Henderson, Kaya (OOC)  
Sent: Wednesday, May 02, 2012 11:25 AM  
To: Ruda, Lisa M. (OOC)  
Cc: Weber, Peter (OOC)  
Subject: Re: legislative session

That's fine.

Sent from my iPhone

On May 2, 2012, at 7:30 AM, "Ruda, Lisa M. (OOC) <Lisa.Ruda@dc.gov> wrote:

Here are the issues and resolution that Pedro and I are proposing:

? Chair needs $1M from us for his Omnibus bill. We will propose that $1M of our FY 13 budget is tied to the early warning work (truancy) and teacher effectiveness (changes to IMPACT to support the 40-40). This is not new money it is simply tying how we currently spend to his bill.

? We were going to commit $200K to ensuring that students at the 40 schools have access to materials or technology decided to get students reading. We are not committing to restoring any librarian positions, but will commit to get the library lady in Carey's shop to look at access to books, complex texts and technology (to get access) in the 40 and provide the $200k to plug the holes at the 40 if needed. The Chair totally got your message around micro-managing but they are trying to look responsive to the concerns they have heard.

The fact that the Chair is supporting our almost $800M total budget is huge. These changes are minor in our view. Please let us know if you think differently we owe them something by Noon and think is reasonable.

From: Henderson, Kaya (OOC)  
Sent: Wednesday, May 02, 2012 9:44 AM  
To: Ruda, Lisa M. (OOC)  
Subject: Re: legislative session

When I spoke with the chair on Monday night, he told me he was supporting our budget as is, and would probably only deal with "the librarian issue," so in the nicest way possible, I gave him the business
on why he shouldn't go near the issue. By the end, he got it and said he'd stay away, but it would be helpful for you to reinforce with his team so they aren't swayed by the noise.

A few key points:
1. What is the point of DCPS setting policies and strategies to meet its own objectives if Council can simply overturn those decisions? It renders DCPS and the Chancellor obsolete. Once the public understands that they can go to the Council to override the Chancellor, no Chancellor worth a dime will come to work here.

2. If I had an additional $2.3 mill, I wouldn't spend it on part-time librarians, as the investment is still not enough.

3. In fact, we've under-invested in libraries, extra-curriculars, technology, athletics and a number of other things. In order to make the appropriate investments in all of those areas, we need to close schools.

4. The Chair has said that he supports school closings, but this toe in the water on closings and his willingness to relent so easily makes me wonder where he'll be on the actual hard work of closings.

Sent from my iPhone
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Sent from my iPhone
Hmmmm. Let me check. I thought we asked the Mayor to sign the closing order a couple of months ago. We plan to close it (it is not funding in our FY 13 budget). But, with CAS starting today, I’m wondering if we should sit for a bit . . . but the Chancellor has been really clear (publicly that we are closing it).

LMR

From: Wright, De'Shawn (EOM) [mailto:deshawn.wright@dc.gov]
Sent: Tuesday, April 17, 2012 1:09 PM
To: Ruda, Lisa M. (OOC); Leonard, Jennifer (EOM)
Subject: FW: River Terrace Elementary School - Third Email

Anything that we are prepared to share publicly yet about the future use of RT? If not, I can punt. May help for me to give them a sense of timing about the decision so they relax.

From: Dhampt@aol.com [mailto:Dhampt@aol.com]
Sent: Tuesday, April 17, 2012 11:56 AM
To: Wright, De'Shawn (EOM)
Cc: Thompson, Joshua (EOM); bsgarnett26@gmail.com; Majorwsh@aol.com; ce_culver@hotmail.com; rlott@fcc.gov; dcampbell1@starpower.net; wareesmajeeed@yahoo.com; jjgai2001@yahoo.com; joanneprue@verizon.net; daniel@empowerdc.org; rlpat8535@gmail.com; adrian.hasty@ferc.gov; lawrence.jordan@csosa.gov; Rosarlee47@aol.com; ehunt@hunton.com; ydbing@hotmail.com; cherise@tekcomics.com; tombrown1@yahoo.com; Alexander, Yvette (COUNCIL); Mendelson, Phil (COUNCIL); Brown, Kwame (COUNCIL); Gray, Vincent (EOM); Duffie, Celeste (COUNCIL); amin_muslim@sprint.blackberry.net; joannonroestbenedict@ymail.com; variickamez@verizon.net; julette.w.smith@verizon.net; ladycpj@yahoo.com; wandajcarter1@verizon.net
Subject: Re: River Terrace Elementary School - Third Email

Good morning Mr. Wright,

I hope that you are well. As stated in your March 13, 2012 email response below, I am writing to ascertain the status of your inquiry to Chancellor Henderson and DCPS staff on the usage of the River Terrace Elementary School (RTES) for FY12/13 and beyond. The proposed June 2012 closing date is rapidly approaching. The River Terrace Elementary Committee and community leaders have recommended viable alternatives in writing and testimony to closing this renovated facility to DCPS representatives, our city officials and elected officials. Unfortunately, plans have move ahead without consistent and full community engagement.

I remind you again that the River Terrace Community Organization (RTCO) meets every 3rd Wednesday at the RTES at 34th and Dix Streets, NE at 6:30pm. Johnny Gaither, RTCO president is copied in this email for your convenience.

Thank you for facilitating follow up to this critical issue facing our River Terrace community. We await your formal response and look forward to meeting with you soon.

Dianne Hampton, Member
River Terrace Elementary School Committee

The Chancellor and her team are considering various potential education-related/community uses for the building. To my knowledge no final decision has been made about the future use of the site; I will inquire with DCPS about the timing and
Good afternoon Deputy Mayor Wright,

I am writing as follow up to my March 5, 2012 email request to you regarding the River Terrace Elementary School's impending closure in June 2012. As I indicated in the earlier email below, leaders and residents living in the River Terrace neighborhood have been told repeatedly by city officials that you have specific plans for the usage of the building, which is a primary community entity. It is my hope the facility will continue to be a viable educational resource for our youth and families.

I would like to remind you again, the River Terrace Community Organization (RTCO) monthly meeting is Wednesday, March 21, 2012 at 6:30pm. Should you choose this venue to communicate with our community, please notify Johnny Gaither, President, RTCO at jgai2001@yahoo.com as well as, in your response to my email.

Your consideration to this request is paramount to our community.

Thank you,
Dianne Hampton, River Terrace Resident and
Member, River Terrace School Committee
202-399-2660 ph/fax
dhampt@aol.com email

Dear Deputy Mayor Wright,

We are residents of the River Terrace Community. With the impending closure of our neighborhood elementary school in June 2012, we are writing to schedule a meeting to explore alternatives and ascertain your plans for the future of this community resource. Other city officials have repeatedly told us that you have specific intentions for the building. We are sure you can understand that we would rather hear directly and officially from you, as to what your intentions and goals for the building are during this critical juncture that will determine the fate of our community.

It should be noted the River Terrace Community Organization (RTCO) meets the 3rd Wednesday of every month from 6:30p.m to 8:30 p.m., at the Elementary School, 34th & Dix Streets, NE. We encourage you to come and speak with our entire community in the immediate future. Alternatively,
should you wish to entertain our small group that has been working diligently to keep the school open, we would be more than happy to avail our schedules to meet at your convenience.

This is a watershed moment for our community and we are committed to attaining the most positive outcome possible for River Terrace that is beneficial to the education, growth and development of our children. Please feel free to contact Dianne Hampton with your preference. Her email address is provided below in the partial list of Committee members. We look forward to hearing from you soon.

Thank you for your consideration to our request.

River Terrace Elementary School Committee

Cinque Culver ✉ culver.ce@gmail.com
Diana Onley-Campbell ✉ dcampbell1@starpower.net
Dianne Hampton ✉ dhampt@aol.com
Warees Majeed - wareesmajeed@yahoo.com

Cc: Johnny Gaither, President, RTCO
    Joanne Prue, Commissioner, ANC 7D04
What schools budgeted differs from what we funded. I'd drop #1.

Sent from my iPhone

On Apr 3, 2012, at 5:05 PM, "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov> wrote:

Just checking if you are good w/ this. OCOMM saying reporter is on deadline. See below for detail

From: Christopher Rinkus <christopher.rinkus@dc.gov>
Date: Tue, 3 Apr 2012 15:05:26 -0400
To: "Ruda, Lisa M. (DCPS-OOC)" <Lisa.Ruda@dc.gov>
Subject: Re: DCPS Libraries

LM\Melissa contacted me w/ the questions below. I wrote this up. Does it work for you? If yes, I can copy you on response and send on.

1. In FY12 (current school year), 3 schools budgeted for 2 librarians, 69 schools budgeted for 1 librarian, and 25 schools budgeted for a part-time librarian. 30 schools did not budget for a librarian.
   o In FY13 (upcoming school year), 1 school budgeted for 2 librarians, 48 schools budgeted for 1 librarian, and 16 schools budgeted for a part-time librarian. 58 schools did not budget for a librarian.
2. For FY13, schools with fewer than 299 students did not receive an allocation for a librarian. Those schools are still able to budget for the position but do not receive directed funding for the position, nor are required to budget for that position. Schools with 300 or more students received an allocation for a full-time librarian.
   o In FY12, schools with fewer than 250 students received an allocation for a part-time, or 0.5, librarian. Schools with greater than 250 students received an allocation for a full-time librarian.
3. The rise in operating costs was not matched by increased revenue. That creates a pressure, and in order to balance the budget, savings or reductions need to be identified.

From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Tue, 3 Apr 2012 14:44:50 -0400
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: FW: RE: DCPS Libraries

She needs these today. See below.

From: Jessica Gould [mailto:jgould@wamu.org]
Sent: Tuesday, April 03, 2012 2:41 PM
To: Salmanowitz, Melissa (DCPS)
Subject: RE: RE: DCPS Libraries
Hi Melissa -

I need to turn in my script today, so let me see if I can streamline the questions.

1. Lisa said she'd check on how many schools went without librarians in FY 2011-12, and how many are planning to do so in FY 2012-13. I'd like to include that info if possible. I was told it was 25 for 2011-12 and 58 for 2012-13.

2. She also said she had to double check the threshold numbers. Is this accurate: Schools with 299 or fewer students will no longer have a librarian budgeted -- a change from last year when schools with 250 students or under had a half-time librarian allocated and schools with 250 students or more had a full time librarian allocated.

3. She said costs outstripped revenue. What does that mean in this case?

Thank you!
Jessica

----"Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote: ----
To: "Jessica Gould" <jgould@wamu.org>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: 04/03/2012 02:36PM
Subject: RE: RE: DCPS Libraries

Sure thing! It became a bit of a crazy day (I don't know how since our kids are on spring break!). Can I get you these answers by first thing tomorrow morning or do you need them sooner?

From: Jessica Gould [mailto:jgould@wamu.org]
Sent: Tuesday, April 03, 2012 2:34 PM
To: Salmanowitz, Melissa (DCPS)
Subject: RE: RE: DCPS Libraries

Hi Melissa -

The iPhone tape sounds good. Thanks for making that work.

Here are a couple follow-up questions from our conversation.

1. Lisa said she’d check on how many schools went without librarians in FY 2011-12, and how many are planning to do so in FY 2012-13. I’d like to include that info if possible. I was told it was 25 for 2011-12 and 58 for 2012-13.

2. She also said she had to double check the threshold numbers. Is this accurate: Schools with 299 or fewer students will no longer have a librarian budgeted -- a change from last year when schools with 250 students or under had a half-time librarian allocated and schools with 250 students or more had a full time librarian allocated.

3. If you want to send me any information (past press releases perhaps) about partnerships that support DCPS libraries (Target, FedEx, or parents) feel free. I've spoken with some parents, so I've got a bit of background on that.

4. Which school is closing?

5. Lisa mentioned that there were hard decisions to make, and that these cuts allowed for
funding for world languages and algebra programs, as well as the preservation of arts, music and physical education funding. Can you give me a sentence or two about what those world languages and algebra programs do and how they benefited from the additional funding?

That's it for now!
Thanks!!
Jessica (202) 465-0179

-----"Salmanowitz, Melissa (DCPS)" <melissa.salmnanowitz@dc.gov> wrote: -----

To: "Jessica Gould" <gould@wamu.org>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmnanowitz@dc.gov>
Date: 04/03/2012 11:10AM
Subject: RE: RE: DCPS Libraries

What number should she call you on?

From: Jessica Gould [mailto:gould@wamu.org]
Sent: Tuesday, April 03, 2012 11:02 AM
To: Salmanowitz, Melissa (DCPS)
Subject: RE: RE: DCPS Libraries

Yes, it's using the voice memo feature. It only tapes in seven minute increments, but we shouldn't need more than 2 or at most 3 of those. It's just that our producer really frowns on phone tape. Of course, I'd love to just come by and do it myself. It would be easy for me to get there and then we wouldn't have to worry about the iPhone. Are you sure you'd prefer to do it by phone?

-----"Salmanowitz, Melissa (DCPS)" <melissa.salmnanowitz@dc.gov> wrote: -----

To: "Jessica Gould" <gould@wamu.org>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmnanowitz@dc.gov>
Date: 04/03/2012 10:54AM
Subject: RE: RE: DCPS Libraries

I have an iPhone ◆ could I tape her? Is it using the voice memo feature?

From: Jessica Gould [mailto:gould@wamu.org]
Sent: Tuesday, April 03, 2012 10:48 AM
To: Salmanowitz, Melissa (DCPS)
Subject: RE: RE: DCPS Libraries

Hi Melissa -

Let's do 1 pm. Does she have a landline and an iPhone by chance? If so, I can help her tape her responses into the iPhone which has clearer sound than phone tape while we speak on
Hey Jessica.

So Lisa Ruda, our Chief of Staff, is free to talk between 12:45 and 2, but she needs to do it over the phone.

What time is best for you in there?

Thanks!

From: Jessica Gould [mailto:jgould@wamu.org]
Sent: Monday, April 02, 2012 9:03 PM
To: Lewis, Frederick (DCPS-OOC)
Cc: Salmanowitz, Melissa (DCPS)
Subject: Re: RE: DCPS Libraries

Dear Melissa and Fred -

I hope you had a nice weekend and that spring break is treating you well.

I'm finishing up my story about the 2012-13 school budgets and their effects on DCPS libraries and I'd like to get a comment from the chancellor or you before my deadline, which is COB Tuesday.

As it's written now, my script discusses how the individual school budgets shift librarians from a core staffing position to a flexible one, and that schools with 299 or fewer students will no longer have a librarian budgeted -- a change from last year when schools with 250 students or under had a half-time librarian and schools with 250 students or more had a full time librarian.
I have plenty of comments from school librarians and from parents who are upset with the change. I’d love to include some statements from DCPS about the rationale for the shift, and why it’s necessary. If these changes free up funds for other important priorities, it would be great to include that too. I’d hate to have the story lean so much in one direction. So let’s see if we can find a time for a brief interview (no more than 15 minutes) sometime tomorrow to balance things out. I’d be happy to swing by your office whenever works for you. And of course, if you know of other stakeholders who will speak up for these changes, let me know and I’ll include them too.

Thanks!

Jessica (202) 465-0179

-----"Lewis, Frederick (DCPS-OOC)" <frederick.lewis@dc.gov> wrote: -----

To: "Jessica Gould" <jgould@wamu.org>, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
From: "Lewis, Frederick (DCPS-OOC)" <frederick.lewis@dc.gov>
Date: 03/28/2012 03:47PM
Subject: RE: DCPS Libraries

Hi Jessica. I’m working on this

Join Mayor Gray’s One City ❄ One Hire - 10,000 Jobs Campaign
❄ Putting District Residents Back to Work ❄ One Hire at a Time❄
Learn more at http://onecityonehire.org

From: Jessica Gould [mailto:jgould@wamu.org]
Sent: Wednesday, March 28, 2012 1:20 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Lewis, Frederick (DCPS-OOC)
Subject: Re: DCPS Libraries

Hi Melissa -
First of all, I’m sorry to hear that you’re sick. There seems to be something going around. I hope you’re taking care of yourself!

Thank you for the clarification regarding the budget changes. I’d still like to set up a meeting with someone from your office or the mayor’s office, whichever you think is best, to articulate exactly what’s being proposed. As you probably know, parents are very concerned, and I want to get the accurate info out there. For radio, it’s always better to have tape of an official rather than my reading a statement.

And while I understand that no libraries are slated for closure, I’d still like to visit one of the programs that’s being affected (where a librarian position is being switched from full-time to part-time, for example). I understand that the list includes Hine, Johnson, Banneker, Seaton, Simon, and Spingarn, and I’d love to visit any one of those where I could showcase
the work that's being done and get some sound of a librarian reading to a student or helping students with a project.

I'd happily visit one of the creative models you mentioned as well. For instance, I'm told Ross has had a longtime volunteer who runs the library. If that person is still there, that could be a great program to feature. If you have other ideas, let me know.

I've added Fred to this email because I know that schools go on break on Friday and I worry about the time crunch. I imagine I can set up an interview with a budget specialist for next week, but it seems to me that any in-school sound I get will have to be tomorrow or Friday.

Thanks,
Jessica (202) 465-0179

-----"Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote: -----

To: "Jessica Gould" <jgould@wamu.org>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: 03/28/2012 01:02PM
Subject: Re: DCPS Libraries

Hey Jessica - We do not envision the closure of school libraries. During the current fiscal year, we allocated about 105 total Librarian/Media Specialist positions to schools based on their size. Schools with fewer than 250 students (the FY12 definition of a "small school") received an allocation for a part-time position plus this was about 30 schools for the current school year. Of the 105 total positions that were allocated for the current fiscal year, 66 schools budgeted a full-time position, and 27 schools budgeted a part-time position. This shift in funding did not result in any libraries closing. Schools do have the flexibility to operate their libraries with different models, including through community or parent partnerships. We intend to continue supporting those creative models. For the upcoming school year, we've made a decision to extend this policy to schools with fewer than 300 students.

I am home sick today but I'm happy to discuss this more tomorrow if you have any follow up questions.

On Mar 28, 2012, at 12:59 PM, "Jessica Gould" <jgould@wamu.org> wrote:

Dear Melissa -

I've received some calls from concerned parents about proposed changes to the funding guidelines for DCPS libraries. With that in mind, I wanted to set up an interview with someone within DCPS or in the mayor's budget office (whichever you recommend) to get some clarity on exactly what's being proposed and the impact on local schools.

I'd also like to arrange a visit to a school where the library program might be affected. For example, I'm told that Eliot-Hine will not have a librarian next year. I also hear that Johnson, Banneker, Seaton, Simon and Spingarn will be impacted. With your permission, I'd like to visit and tape one of those library classes to highlight the work that's being done. I know that schools go on break on Friday, so if we could set something up for tomorrow or Friday morning, I would appreciate it.

Feel free to give me a call with any questions at (202) 465-0179.
Thanks!
Jessica Gould
Reporter, WAMU 88.5 News
Jennifer,
I am not sure what to say other than we are going to revise boundaries as part of any closing discussions/decisions in Fall/Winter 2012. We want to align closings and boundaries with the IFF work.
LMR

From: Leonard, Jennifer (EOM) [mailto:jennifer.leonard@dc.gov]
Sent: Thursday, March 01, 2012 5:00 PM
To: DeGuzman, Anthony D. (DCPS)
Cc: Ruda, Lisa M. (OOC); Lujan, Claudia (DCPS); Bleyer, Marc (EOM); Salimi, Scheherazade (EOM); Sutton, Fonda (DCPS-OOC)
Subject: Need response by 10am Fri - Ward 3 Update

DCPS Friends!

We need to get back to Cheh by 10am tomorrow if we hope to avoid legislation. If someone can provide responses to the below and/or provide a response that we can give to Cheh (if DCPS has not already done so) about DCPS' plans and timing for assessing school boundaries before 10am, would really appreciate it.

Thanks,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
202-727-0953 (desk)
202-257-4056 (cell)

From: Leonard, Jennifer (EOM)
To: DeGuzman, Anthony D. (DCPS)
Cc: Ruda, Lisa M. (DCPS-OOC); Lujan, Claudia (DCPS); Bleyer, Marc (EOM); Salimi, Scheherazade (EOM)
Sent: Fri Feb 24 13:35:35 2012
Subject: RE: Ward 3 Update

Thanks Anthony. Really appreciate all your help, especially now that I have met w/ Drew and he told me you just met with him yesterday and am sure you have a very similar conversation!

Two questions the first one which I hope is easy, the second which will require some conversation:

1. How many students go from Jefferson Middle School to Wilson High School? As you probably know, Cheh would really like to alter the Ward 3 boundaries asap. They want Jefferson to feed into Eastern instead of Wilson. How many students would this impact? Not saying we need to go down this route, just told Drew I'd follow up on this and we can figure out if this is even a reasonable solution, in a perfect world.
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Please advise on how to best determine responses to these questions. Happy to do a call with any or all of you. We told Drew we’d follow up with him by end of next week.

Thanks,
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dme.dc.gov

From: DeGuzman, Anthony D. (DCPS)
Sent: Friday, February 24, 2012 10:44 AM
To: Leonard, Jennifer (EOM)
Cc: Ruda, Lisa M. (DCPS-OOC); Lujan, Claudia (DCPS); Bleyer, Marc (EOM)
Subject: Re: Ward 3 Update

Hey Jennifer,
I’m not sure they’ll push back on any schools except possibly finding additional capital that is not contemplated in the CIP for Deal to renovate the Rose building. I would hope that she sees that we have demonstrated that we’re attune to the ward’s space needs and have taken clear action to address it. Examples abound Janney, Mann and Hearst additions, Deal infill of 2010, etc. This is all despite the fact that the last council asked to enforce a "fix-it-first" requirement, not binding. Via "fix-it-first" some suggested prohibiting any new square footage for schools until we complete all the phase one projects. DCPS and DGS have been clear that this is not a prudent approach as there are several schools, a portion in ward 3, that just can't wait because of grade configuration changes or long standing overcapacity issues. Cheh and I/Chancellor have discussed this and I would hope that she sees the proof/facts by simply looking at the CIP. She and Drew have expressed concerns about "temporary" modulars might be used or seen as the only "fix." Unfortunately not all the capital can be pulled forward and we have a short term obligation to house the students over the next few years that are rising through the school. The key word is "temporary." It is no one’s intent to make modulars a long term solution, thus the money for additions. I hope that helps.

As for the boundary tweaks, my office has not had explicitly conversations about that so some if might be news.

Anthony
So they are aware of the facilities items but not the out of boundary / lottery items? Also, I am sure I am going to get more push-back on what means as this is really at the heart of Cheh’s question so if you could provide any more info, that would be great. Otherwise, I will just direct Cheh/Drew to you!

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From: DeGuzman, Anthony D. (DCPS)
Sent: Friday, February 24, 2012 10:03 AM
To: Leonard, Jennifer (EOM); Lujan, Claudia (DCPS); Ruda, Lisa M. (DCPS-OOC)
Cc: Bleyer, Marc (EOM)
Subject: Re: Ward 3 Update

Hi Jennifer,
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Anthony

From: Jennifer Leonard <jennifer.leonard@dc.gov>
Date: Fri, 24 Feb 2012 09:58:34 -0500
To: Claudia Lujan <claudia.lujan@dc.gov>, Lisa Ruda <lisa.ruda@dc.gov>, Anthony deGuzman <anthony.deguzman@dc.gov>
Cc: "Bleyer, Marc (EOM)" <marc.bleyer@dc.gov>
Subject: RE: Ward 3 Update

Thanks so much, Claudia. Will any of this be new information to Cheh’s office? And my guess is that Cheh’s office will continue to have questions about all of the below, so it seems much more expedient for their office to be speaking directly with you all, which I know you have, so who should I direct Drew to if he wants to continue to discuss this?

Jennifer

Jennifer Guste Leonard
From: Lujan, Claudia (DCPS)  
Sent: Friday, February 24, 2012 9:39 AM  
To: Leonard, Jennifer (EOM); Ruda, Lisa M. (DCPS-OOC); DeGuzman, Anthony D. (DCPS)  
Cc: Bleyer, Marc (EOM)  
Subject: Re: Ward 3 Update

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Murch ◆ capital allocated in CIP for addition; additional temporary classrooms added in 2011 to accommodate short/near-term capacity concerns leading up to the expansion.

Key ◆ added two classrooms in 2011 to accommodate bubble in student body enrollment; will monitor closely and work with the principal to ascertain need for more permanent solution

From: Leonard, Jennifer (EOM)  
To: Ruda, Lisa M. (DCPS-OOC); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS)  
Sent: Fri Feb 24 09:31:33 2012  
Subject: Ward 3 Update

Hi Everyone,

We're meeting with Cheh's office at 12 today ◆ can we get the explanation of how DCPS is addressing short-term capacity issues in the schools we discussed before then please?

Thanks,
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Welcome and Thanks (5 minutes)  

De’Shawn

- Goals of the work
  - To provide more quality education opportunities for students and families of the District.

- Why the Quality Schools study?
  - To assess the quality of education options available to families in different parts of the city and to help focus our efforts since we cannot do everything at once.
  - We now know precisely where we must focus our efforts to create more high-quality education options.
  - The number that various folks have been using (36, 38, 40) regarding the recommendation for closures is completely irrelevant. The point is that we have to use every tool available to provide more quality education opportunities for students and families of the District.

- Now what?
  - This report is a component of the process. From here, DCPS, charter school representatives, OSSE, the State Board of Ed, and DME are going to meet with residents in high-needs areas to review the data and consider the solutions we have available.
  - No decisions have been made, and none will be made until we’ve had a thorough conversation with the community and a comprehensive review of our options.
  - We need your help to build an interest in participation and in recruiting community members to take part in the engagement.

Why Have You Been Invited Today and What are We Hoping to Learn from You? (5 minutes)  

De’Shawn

- We want you to know that this is the beginning of the process and we’re asking for your input to structure the process appropriately.
- We would like your help in building up a conversation with the community and in finding the right set of recommendations for each neighborhood.
- We want you to have a voice and a chance to influence the process of bringing more quality school options to your community.
- We want you to have an opportunity to hear what the reality is around what is possible, for better and/or worse.
- We want you to have an opportunity to see your ideas and input implemented on a month to month planning basis.
- We want to provide a transparent process. No surprises. Being part of the process means that you will be present as options are presented and considered.
Purpose and Process (30 minutes) Jessica

- Sharing the data for your community (20 minutes)
  - Deep-dive on the report data for the cluster(s)
  - Chance for questions on data

- 2012 Community Engagement Plan (10 minutes)
  - Multiple meetings
    - Will be round-table, facilitated conversations
    - Will focus on a series of topics
      - Vision for quality schools; “temperature taking;” trust building
      - Options DCPS and PCSB can provide;
      - Role of facilities;
      - Creating a workable plan for your community
    - Want a large contingent from the community and broad cross-section of stakeholders (parents, school personnel, students, residents) who will bring many visions of quality schools for the neighborhoods;
    - While we will ensure face-to-face meetings, we’ll need multiple ways to interact with your community.
  - Need community help
    - Recruiting community members to take part in the engagement; we need your help to build an interest in participation
    - For the meetings: finding strong facilitators from the community; perhaps you will consider facilitating or helping us identify individuals or groups from your community who would be interested and willing to serve as facilitators
      - We will be working with a contractor who will train and support these community facilitators; contractor TBD

Questions for the Advisors & Discussion (15 minutes) Jessica

- We’ve paired your clusters together because...(share logic – size of cluster, number of schools, patterns of student travel, etc.). Do you have any objections to this?
- What else do we need to know as we begin this process in your community?
- What other groups should we reach out to as we begin? Others who were not in this meeting who should be considered “advisors?” Facilitators?
- Additional information about your schools and community that we should know?
- What are the different mechanisms we can get feedback from your community? Web portal? Twitter? Focus groups? Ward councils providing input?
Close Under-Enrolled District of Columbia Public Schools

The District should close under-enrolled schools to reduce costs and improve student achievement. Schools to be closed should be identified using the same process employed by the District of Columbia Public Schools (DCPS) through the recent school consolidation process and in conjunction with the study of all public schools commissioned by the Deputy Mayor for Education and now underway.

Implementation of this initiative will create a first-year (FY13) net cost of $20,000 and a five-year (FY13-17) net savings of approximately $40 million.

BACKGROUND

Due to demographic and population shifts over the last several decades, the District of Columbia Public Schools (DCPS) has a large number of schools that are under-enrolled. Over one-third of DCPS schools have enrollments of under 300 students, and over 80% have enrollments of under 500 students.

Ultimately, the result of having an excessive number of school facilities means that fewer resources can be directly invested in classrooms. Each school requires a certain amount of administrative, overhead, and maintenance costs to operate. As the District continues to strive for improved performance under enormous budgetary pressures, it is imperative to reviews its portfolio of all public schools (both DCPS and charter schools), and implement changes that will ultimately benefit District parents and children.

This report presents an initial, directional analysis of potential cost savings that could result from closing under-enrolled schools. Further study and significant community outreach will be necessary in order to refine this proposal and provide specific recommendations regarding potential school closures. More specifically, the Deputy Mayor for Education has commissioned a study of all public school facilities and seats within the District of Columbia. This recommendation should be reviewed, revised and finalized once that study is completed.

FINDINGS

The average enrollment at DCPS schools is significantly below comparable school averages. Average enrollment per DCPS school is 397 students, while the average enrollment for city school districts tracked by the Council of the Great City Schools (CGCS) is 596 students, a difference of over 33% for the average DCPS school.
When compared to selected individual school districts, even those with a large inventory of school buildings, DCPS still falls at the bottom of the list. The table included in the appendix to this report provides additional statistical detail.

DCPS has a significant number of small schools, which limits the District’s ability to provide a full curriculum and services to all of its students. More than one-third of all DCPS schools (44 of 119 schools) are under 300 students and over 80% of all DCPS schools (97 of 119 schools) are under 500 students.

Based on the Council of the Great City Schools data, the District has an excess of 39 schools. That is, if the District had the same average number of students per schools as the Council of the Great City Schools, it would need only 80 schools. The costs and savings in this report are based on a reduction of only 20 schools.

**RECOMMENDATIONS**

DCPS should implement a comprehensive process to ultimately close approximately 20 schools. These school closures would bring DCPS’s student-to-school ratio to a more reasonable level that would allow DCPS to maximize the resources it could dedicate to students.

DCPS should work with the Executive Office of the Mayor to develop a detailed communication plan to work collectively with District communities to address concerns and potential issues and challenges with receiving schools. The schools should be identified through a rigorous data analysis. Based on results of community engagement process, DCPS should finalize the list of schools for closure and establish a detailed transition plan for each school.

It should be noted that while this initiative is important for the reasons described above, it will be emotional and difficult. There are many stakeholders to involve, including the Council, community organizations, and the general public within the affected communities. Ultimately, failure to further consolidate DCPS facilities will mean fewer resources that can be dedicated to District students and a less robust educational environment for students overall.

Again, this recommendation is preliminary and must be reviewed when the study commissioned by the Deputy Mayor for Education is completed.

**FISCAL IMPACT**

Implementation of this initiative is estimated to create a first-year (FY13) net cost of $20,000 and a five-year (FY13-17) net savings of approximately $39,410,000. The charts below summarize the savings and associated implementation costs, along with the associated decrease in FTEs.
The savings were estimated as follows: School closings were staggered over a three-year period, with two school closings included in FY13, nine in FY14, and nine in FY15. (The timing is conservative, as it is likely that all or almost all closings could actually be achieved by FY14.) The costs saved by closing each school were estimated as the sum of the average fixed costs, administrative costs, custodial costs, and non-classroom teaching staff costs (e.g., librarians, art teachers, music teachers, physical education staff, coaches, guidance counselors, etc.) of an average school. This was estimated at $950,000 based on current DCPS cost statistics.

The one-time implementation costs were estimated based on having approximately 4 staff manage the closings each year, at an estimated cost of $500,000 annually for three years (with the first year staff costs reduced to $150,000 due to the limited number of school closings). Logistical and warehousing costs were estimated at approximately $4.5 million ($225,000 per school), based on 2008 actual expenditures. Severance costs were estimated at approximately $7.5 million ($375,000 per school). The following chart provides annual one-time implementation cost calculations.

### ONE-TIME IMPLEMENTATION COSTS

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td># of School Closings</td>
<td>1</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Staff Costs</td>
<td>$150,000</td>
<td>$500,000</td>
<td>$500,000</td>
</tr>
<tr>
<td>Logistical Costs</td>
<td>$225,000</td>
<td>$2,250,000</td>
<td>$2,025,000</td>
</tr>
<tr>
<td>Severance Costs</td>
<td>$375,000</td>
<td>$3,750,000</td>
<td>$3,375,000</td>
</tr>
<tr>
<td>Total Annual Costs</td>
<td>$750,000</td>
<td>$6,500,000</td>
<td>$5,900,000</td>
</tr>
</tbody>
</table>

Ongoing implementation costs were based on an assumption that each closing of a school would require one additional transportation route at an average annual cost of $100,000 per school and $120,000 per closed school for one to two additional staff persons at other schools to absorb the increased student load.

The change in FTEs was based on an average decrease of 10 FTEs per school closing, based on information provided by DCPS.
# APPENDIX TO REPORT [---J

## CLOSE UNDERUTILIZED DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Average number of students per school and variance from DCPS average in selected school districts

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Schools</th>
<th>Average</th>
<th>% Variance from DCPS</th>
<th>Equivalent DCPS Schools</th>
<th>Variance-Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>47,247</td>
<td>119</td>
<td>397</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Baltimore, MD</td>
<td>83,800</td>
<td>204</td>
<td>411</td>
<td>3%</td>
<td>115</td>
<td>(4)</td>
</tr>
<tr>
<td>Boston, MA</td>
<td>57,050</td>
<td>134</td>
<td>426</td>
<td>7%</td>
<td>111</td>
<td>(8)</td>
</tr>
<tr>
<td>Minneapolis, MN</td>
<td>34,570</td>
<td>72</td>
<td>480</td>
<td>21%</td>
<td>98</td>
<td>(21)</td>
</tr>
<tr>
<td>Atlanta, GA</td>
<td>47,944</td>
<td>96</td>
<td>499</td>
<td>26%</td>
<td>95</td>
<td>(24)</td>
</tr>
<tr>
<td>Milwaukee, WI</td>
<td>81,372</td>
<td>158</td>
<td>515</td>
<td>30%</td>
<td>92</td>
<td>(27)</td>
</tr>
<tr>
<td>San Antonio, TX</td>
<td>55,086</td>
<td>91</td>
<td>605</td>
<td>52%</td>
<td>78</td>
<td>(41)</td>
</tr>
<tr>
<td>Austin, TX</td>
<td>86,929</td>
<td>124</td>
<td>701</td>
<td>77%</td>
<td>67</td>
<td>(52)</td>
</tr>
<tr>
<td>Duval County, FL</td>
<td>125,186</td>
<td>177</td>
<td>707</td>
<td>78%</td>
<td>67</td>
<td>(52)</td>
</tr>
<tr>
<td>Charlotte, NC</td>
<td>135,638</td>
<td>178</td>
<td>762</td>
<td>92%</td>
<td>62</td>
<td>(57)</td>
</tr>
<tr>
<td>Clark County, NV</td>
<td>309,480</td>
<td>357</td>
<td>867</td>
<td>118%</td>
<td>55</td>
<td>(64)</td>
</tr>
</tbody>
</table>
Talking Points

- The Mayor’s office commissioned a report to assess the quality of education options available to families in different parts of the city.
- The report we are releasing today provides very valuable information about neighborhoods in the city where we are not providing enough high-quality public education options.
- With this report, we now know precisely where we must focus our efforts to create more high-quality education options.
- This report is the beginning — not the end — of the process. From here, DCPS, charter school representatives, and I are going to meet with residents in high-needs areas to review the data and consider the solutions we have available.
- No decisions have been made, and none will be made until we’ve had a thorough conversation with the community and a comprehensive review of our options.

Quick Facts

- Total # of students included in the study: 60,248
- Total # of students in the District: 75,585
- DCPS in-study students: 39,595
- Charter in-study students: 29,252
- Total # of quality seats needed District-wide: 39,758
- Total # of quality seats needed in the priority areas: 27,070
- % of total seats needed that are K-5: 53%
- % of total seats needed that are 6-8: 18%
- % of total seats needed that are 9-12: 29%

Performance

# of schools by sector by tier

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter</td>
<td>13</td>
<td>14</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>DCPS</td>
<td>19</td>
<td>17</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>31</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

- Tier 4 schools generally have less than 30% of students performing at or above grade level
Capacity by Tier

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Enrollment Ceiling</td>
<td>9,437</td>
<td>12,818</td>
<td>4,537</td>
<td>4,434</td>
</tr>
<tr>
<td>DCPS Building Capacity</td>
<td>9,280</td>
<td>12,700</td>
<td>18,340</td>
<td>21,610</td>
</tr>
<tr>
<td>District Total</td>
<td>18,717</td>
<td>25,518</td>
<td>22,877</td>
<td>26,044</td>
</tr>
<tr>
<td>Total Top Ten Priority Areas</td>
<td>3,850</td>
<td>10,484</td>
<td>9,827</td>
<td>17,005</td>
</tr>
</tbody>
</table>

Commute

- DCPS students that attend school in their neighborhood cluster or an adjacent cluster: **74%**
- Charter students that attend school in their neighborhood cluster or an adjacent cluster: **57%**

Geography

- % of students in Tier 1 schools in northwest DC who live in clusters 2 & 18 (which are just east of Rock Creek Park): **13%**
- % of students in Tier 1 schools in northwest DC who live in top ten priority neighborhoods: **22%**
- % of students in Tier 1 schools in northwest DC who live in cluster or an adjacent cluster: **57%**
- # of Tier 1 schools east of the river: **6**
- % of students in Tier 1 schools east of the river who live east of the river: **86%**

Top Ten Priority Areas

- % of the total service need that these neighborhood clusters represent: **68%**
- Tier 1 capacity in the priority areas: 3,850
- Tier 2 capacity in the priority areas: 10,484
- Tier 3 capacity in the priority areas: 9,827
- Tier 4 capacity in the priority areas: 17,005

Priority Neighborhoods

1. Congress Heights, Bellevue, Washington Highlands + Bolling AFB
2. Brightwood Park, Crestwood, Petworth
3. Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
4. Douglas, Shipley Terrace
5. Capitol View, Marshall Heights, Benning Heights
6. Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
7. Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
8. Ivy City, Arboretum, Trinidad, Carver Langston
9. Brookland, Brentwood, Langdon
10. Woodland/Fort Stanton, Garfield Heights, Knox Hill
January 26, 2012

Dear District of Columbia Citizens:

I am pleased to share Quality Schools: Every Child, Every School, Every Neighborhood. The report, prepared by IFF, provides quantitative and very valuable information about neighborhoods in the city where we are not providing adequate high-quality public education opportunities. With this initial study, we now know precisely where we must focus our efforts and can work in partnership to build upon the findings and recommendations presented.

All parents want and deserve quality schools for their children. Our goal is to ensure that children across the city have access to high-quality education opportunities in their neighborhood, while maintaining and supporting the diversity of our District Schools.

To make progress towards this goal, community partnership and input are vital. Without wide-ranging support and community buy-in, the systemic change necessary for our children is impossible. Our first step will be for my office, DC Public Schools (DCPS), and the Public Charter School Board (PCSB) to meet with community stakeholders to review the data; understand the unique and neighborhood-specific needs, values, and priorities; and consider options that will allow us to expand more high-quality education options in targeted areas.

This is just the first step in the process. We are not taking any further steps until my office, DCPS, PCSB and school leaders have had a thorough conversation with the community and conducted a comprehensive review of the solutions available to us.

We recognize that an undertaking of this magnitude requires the greatest possible collaboration between all stakeholders in the District. We ask for your participation and input in this historic effort, and we look forward to partnering with you in the months to come.

Best,

De'Shawn Wright
Deputy Mayor for Education

1350 Pennsylvania Avenue NW, Washington, D.C. 20004
Just saw.
LMR

From: Ruda, Lisa M. (OOC) [Lisa.Ruda@dc.gov]  
Sent: Thursday, January 26, 2012 10:02 AM  
To: Leonard, Jennifer (EOM)  
Subject: RE: Final report  
Attachments: image001.wmz; image005.png; image004.png

From: Leonard, Jennifer (EOM) [mailto:jennifer.leonard@dc.gov]  
Sent: Thursday, January 26, 2012 10:00 AM  
To: Ruda, Lisa M. (OOC)  
Subject: RE: Final report

Marc says he copied you - let me know if you didn’t get it please.

Jennifer Guste Leonard  
Chief of Staff  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave, NW, Suite 303  
Washington, DC 20004  
(202) 727-0953 (office)  
(202) 257-4056 (cell)  
(202) 727-8198 (fax)  
Jennifer.Leonard@dc.gov  
dmme.dc.gov

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]  
Sent: Thursday, January 26, 2012 9:58 AM  
To: Leonard, Jennifer (EOM)  
Subject: RE: Final report

Cool. Blind copy me so I can forward to the instructional superintendents so they are not surprised if the principals reach out to them.
LMR

From: Leonard, Jennifer (EOM) [mailto:jennifer.leonard@dc.gov]  
Sent: Thursday, January 26, 2012 9:58 AM  
To: Ruda, Lisa M. (OOC)  
Subject: RE: Final report

Never mind – apparently they are all in global so we found them!

Jennifer Guste Leonard  
Chief of Staff  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave, NW, Suite 303  
Washington, DC 20004
From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Thursday, January 26, 2012 9:56 AM
To: Leonard, Jennifer (EOM)
Subject: RE: Final report

We sent it already this morning. I can give you the principal emails if you want. LMR

From: Leonard, Jennifer (EOM) [mailto:jennifer.leonard@dc.gov]
Sent: Thursday, January 26, 2012 9:55 AM
To: Ruda, Lisa M. (OOC)
Subject: FW: Final report

Hi there,

How to best share something like the below from OW with the principals? He’d like to send it from his email.

Thanks,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 303
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
jennifer.leonard@dc.gov
dme.dc.gov

From: Wright, De'Shawn (EOM)
Sent: Thursday, January 26, 2012 9:51 AM
To: Wright, De'Shawn (EOM)
Cc: Leonard, Jennifer (EOM); Bleyer, Marc (EOM)
Subject: Final report

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Deputy Mayor for Education

January 26, 2012
Dear friends:

I am very pleased to share *Quality Schools: Every Child, Every School, Every Neighborhood*. The report, prepared by IFF, provides quantitative and very valuable information about neighborhoods in the city where we are not providing adequate high-quality public education opportunities. With this initial study, we now know precisely where we must focus our efforts and can work in partnership to build upon the findings and recommendations presented.

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We recognize that an undertaking of this magnitude requires the greatest possible collaboration between all stakeholders in the District. We ask for your participation and input in this historic effort, and we look forward to partnering with you in the months to come.


Best,

De’Shawn A. Wright  
Deputy Mayor for Education  
The John A. Wilson Building  
1350 Pennsylvania Avenue, NW  
Washington, DC 20004  
Phone: 202.727.3636  
Fax: 202.272.0246  
E-mail: deshawn.wright@dc.gov

**Join Mayor Gray at the One City Summit on February 11, 2012**

Let Your Voice Be Heard – Help the District become a more livable, vibrant, and inclusive city — for everyone.

Open to all DC residents  
Sign up at [www.onecitysummit.dc.gov](http://www.onecitysummit.dc.gov)
Yup. And, I got absolutely no response from the Chancellor last night (and this a.m.) when I tried to get feedback from her Mayor's meeting and key items like signing the River Terrace ES closing order and the PRC release. Ughhhhh.

LMR

From: Charles, Hassan (DCPS)
Sent: Thursday, January 26, 2012 9:17 AM
To: Ruda, Lisa M. (OOC)
Subject: Re: Quality Schools: Every Child, Every School, Every Neighborhood Study

Going to be one of those days...

Sent from my iPad

On Jan 26, 2012, at 8:46 AM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

Not sure if you saw what Turque posted last night, but he calls out some individual DCPS schools by name he says other things, but the identified school communities may only see the word close. They may need some additional info/help.

LMR

Many public schools in D.C.'s poorest area should be transformed or shut, study says; more charters recommended

By Bill Turque, Thursday, January 26, 12:00 AM

A new study commissioned by D.C. Mayor Vincent C. Gray recommends that the city turn around or close more than three dozen traditional public schools in its poorest neighborhoods and expand the number of high-performing charter schools.

( Read the full text of Quality Schools: Every Child, Every School, Every Neighborhood )

The findings of the study by the Chicago-based IFF, to be made public Thursday, are likely to rekindle impassioned debate about possible school closures and the future of public education in the District. The study also signals the start of an unprecedented attempt to coordinate decision
making between two school sectors that have operated independently and at times competed for funding and other resources.

More than 40 percent of the city’s 78,000 public students attend publicly funded, independently operated charter schools, the largest concentration in the nation outside of New Orleans. At current rates of growth, a majority of the city’s public enrollment could be in charters within three to four years.

Some advocates of traditional public schools have raised questions about possible bias in the study. IFF, which provides financial support and real estate consulting to nonprofit organizations, has made more than $57 million in loans to charter schools, according to information it provided the District. The study was underwritten by a $100,000 grant from the Walton Family Foundation, one of the nation’s leading benefactors of charter schools. Walton is also a major private donor to D.C. Public Schools. Company officials have said that their work looks at both school sectors objectively.

The study could also eventually serve as the basis for another major round of traditional public school closures, a politically and emotionally bruising process last undertaken by then-Chancellor Michelle A. Rhee during Mayor Adrian M. Fenty’s administration. Although traditional public school enrollment has leveled off at about 46,000 after decades of decline, the system still has an excess of capacity. More than 40 schools have 300 or fewer students, many of them struggling academically.

City officials said that decisions about any major restructuring will not be made for at least a year and only after close consultation with affected communities.

Gray (D) said Wednesday that there is no basis for concerns that he will hand the city school system over to charter schools, especially given the hundreds of millions of dollars the District has invested in renovating and rebuilding traditional school campuses.

“It’s ludicrous,” he said. “I believe very strongly in both sectors, and I’m looking for the best education solutions.”

DeShawn Wright, the deputy mayor for education, said the plan is to meet with Chancellor Kaya Henderson, who heads the school system, and charter school leaders to map out a scenario for meeting the needs of underserved neighborhoods.

The report is organized as a supply-and-demand analysis that divided the city into 39 groups of neighborhoods.

Using a formula based on standardized test score trends and projections to 2016, it separated eligible public schools into quartiles, or four performance tiers. Schools without adequate test data were excluded from the study.

In schools designated Tier 1, anywhere from 60 to 100 percent of students tested at or above grade level and showed the steepest improvement curves.

Researchers then looked at student populations in each neighborhood cluster to determine which communities had the largest shortage of seats in top-tier schools.
The biggest shortage about 27,000 seats is concentrated within 10 neighborhood clusters, most of them south and east of the Anacostia River in wards 7 and 8 and others cutting across portions of wards 1 and 5 in Northeast and Northwest Washington. More than half of the shortfall is for kindergarten through fifth grade.

The bulk of IFF’s findings are not new, but they place in bolder relief than ever the dearth of good schools in the city’s poorest neighborhoods. Of the 45 schools assessed by IFF as Tier 1, just six are in wards 7 and 8. All are public charter schools. Of the 39 schools in Tier 4 the lowest rating 22 are in wards 7 and 8. Eighteen are traditional public schools; four are public charters.

Among the areas identified by IFF as having the greatest need is the group of Ward 8 neighborhoods that includes Congress Heights, Bellevue, Washington Highlands and Bolling Air Force Base. Only two of the 14 schools studied in those neighborhoods are in Tier 1, and they are both charters: Achievement Prep and Friendship Tech Prep. The firm recommended attempting to turn around or close all four traditional public schools in Tier 4 Simon, Patterson, Terrell-McGogney and Ferebee-Hope elementary and closing two bottom-rung charter schools, Center City Congress Heights (pre-K to 8) and Imagine Southeast (pre-K to 5). It also suggested investing more resources into improving a Tier 2 charter, Friendship Southeast elementary.

The report says that any closures of traditional public schools should be offset by new charters or building new traditional schools.

Most of the other surveys of the 10 critical neighborhood clusters follow the pattern. In all, 38 traditional public schools and three charter schools were recommended for turnaround or closure.

In the report, IFF urges the city to consider expanding the footprint of charter schools in the 10 targeted neighborhood clusters. It calls for the D.C. Public Charter School Board to authorize about 6,500 new charter seats (current enrollment is about 32,000). It also recommends that the board actively recruit the highest performing charter school operators and ask them to replicate their performing school model in the top 10 clusters, using former public school buildings as incentives.

It’s virtually certain that city officials will tinker with IFF’s recommendations. The report lists for turnaround or possible closure, for example, schools that have received tens of millions of dollars in capital investment, including the new H.D. Woodson High School in Ward 7.

Wright said the IFF study would be just the beginning of a lengthy review requiring lifting the hood over each underserved area for a close look at its needs.

This is complicated work, he said, and it’s got to be done on a neighborhood-by-neighborhood basis.
Principals,

I want to make you aware of a developing news story. Today, an independent study entitled Quality Schools: Every Child, Every School, Every Neighborhood Study that was commissioned by the Deputy Mayor for Education and funded by the Walton Family Foundation, will be released. The study was conducted by the public policy and research department of IFF, a regional community development financial institution based in Chicago, IL.

Quality Schools is a study about communities, children and access to high performing schools. It is a supply and demand analysis that provides data to maximize the allocation and impact of resources. Its methodology is based on the premise that all students should have the choice of a high performing school in their respective neighborhoods. Thus, at the heart of this study is the question, How do neighborhoods in the District have the greatest need for performing seats, be it in a DCPS or public charter facility?

The results of the study will be familiar to most, if not all, of us. It will indicate a dearth of quality seats in neighborhoods such as Congress Heights, Deanwood, Petworth, Trinidad, Anacostia, and so on. I am writing you this note primarily to assure you that this study does not change or alter our immediate
facilities needs or plans. Though some in the media will imply the report has been created to justify school closures or consolidations, the fact is, we will continue to evaluate DCPS schools based on enrollment, need and performance, just as we always have.

The culmination of the study is a ranking of every District facility into four quartiles (Tiers 1-4), as well as a ranking of neighborhoods based upon their need for additional high quality or Tier 1 seats. While I do not see any groundbreaking discoveries in the report, I can see that some of the data, in conjunction with other qualitative analyses initiated by DCPS, can assist us in making more informed, long-term decisions that are properly aligned with the Mayor’s and the Chancellor’s vision for public education in the city.

If you have any additional questions, feel free to contact me or Anthony DeGuzman (COO). We will be happy to address any issues you may have. As usual, all media inquiries should be directed to Melissa Salmanowitz (Press Secretary) and Hassan Charles (Director) in the Office of Communications. They have worked closely with the Deputy Mayor and State Superintendent’s Office in preparing for the public release of these documents.

John Davis,
Chief of Schools
I'm good.

LMR

On Jan 25, 2012, at 7:00 PM, "Leonard, Jennifer (EOM)" <jennifer.leonard@dc.gov> wrote:

Hassan and Lisa,

We’re finalizing the press release from the Deputy Mayor for the IFF study. Can we get your thoughts on the Chancellor’s comfort level with doing a joint statement from DCPS and PCSB in the press release? See below –

In a joint statement, DCPS Chancellor Kaya Henderson and PCSB Executive Director Scott Pearson said “We applaud Deputy Mayor Wright and his team for leading this analysis of high quality education options in the District of Columbia. We wholeheartedly agree that we must provide additional quality seats for parents and families of the District in each and every neighborhood, regardless of background, circumstance or income level.”

Many thanks,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 303
Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
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From: Ruda, Lisa M. (OOC) [Lisa.Ruda@dc.gov]
Sent: Wednesday, January 25, 2012 9:16 AM
To: McNeil, Joyce (OOS)
Subject: FW: Deck
Attachments: DCPS-20120119_MGMT_TEAM_SCHL_FUNDING_v3_FORPRINT.pdf; image001.jpg

Can you print two color copies? I need by noon for Mayor’s meeting.
LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Thursday, January 19, 2012 12:07 AM
To: Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC); McNeil, Joyce (OOS); Jonathan Travers
Subject: RE: Deck

Joyce,

Attached is our presentation for tomorrow. Thanks so much for your help getting it out to the management team and printing copies. Due to color charts and graphs, it would be great if you are able to print the copies in color - 2 slides to a page is how we generally do it if that works for you.

Let me know if you have any questions, and where I should pick up copies tomorrow.

Thanks again,
Kristen

----------------------------------------------------------------------------------------------------------------------------------------

ERS
Kristen Burton Ferris I Manager
Education Resource Strategies
1 Brook Street I Watertown, MA 02472
T: 617.600.4612 I F: 617.607.8957
ERSstrategies.org I kferris@erstrategies.org

Rethinking Resources for Student Success
Check out the new ERS series "Practical Tools for District Reform."
Resource guides and online tools available at edweek.org.

Explore School Budget Hold’em to learn what’s possible in tough times.

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Wednesday, January 18, 2012 5:39 PM
To: Kristen Ferris
Cc: Weber, Peter (OOC); McNeil, Joyce (OOS)
Subject: RE: Deck

Joyce can assist.
LMR
Lisa,

Thanks for the info and thoughts below. The only other thing we will need for the meeting is help printing copies of the deck for the management team if possible. I am waiting for Jonathan to get off a plane tonight to incorporate a last round of edits & then I will send the final deck late tonight. I just send a note to Joyce with that info too. Hope we are not causing inconvenience with this timeline.

Let me know if there will be someone around tomorrow who might be able to help with printing. Thanks so much, Kristen

Kristen Burton Ferris | Manager
Education Resource Strategies
1 Brook Street | Watertown, MA 02472
T: 617.600.4612 | F: 617.607.8957
ERSstrategies.org | kferris@erstrategies.org

Rethinking Resources for Student Success
Check out the new ERS series “Practical Tools for District Reform.”
Resource guides and online tools available at edweek.org.

Explore School Budget Hold’em to learn what’s possible in tough times.

Kristen,

Tomorrow, we will be in the Chancellor’s conference room (12th floor).

ERS should plan to start tomorrow at 1:45 p.m. We will devote 90 minutes to the discussion. However, I encourage you to begin to wrap up the discussion around 3:00 p.m. We always tend to go a little longer with questions or comments and the additional 15 minutes will ensure we end at 3:15 p.m. when we have a hard stop for another presentation.

Thanks for your note below. I am not sure how much MT feedback is going to help with #1. Pete’s direction to ERS is the correct one and I am not sure that we want the full MT who will be just getting deeper into your work moving us in a different direction. I know we (Pete, me) will take the comments from MT as well as your school visits and meetings with Carey and Nathaniel to determine if we need you to take something off the table. But, I think this is a smaller group discussion after MT with you, Pete and/or me after we have a chance to do a check-in with the MT after your briefing and your other work this week.
Is there anything else you need for tomorrow’s meeting?

Please forward to me your final presentation when it is ready. I will get it to the chiefs in advance of the meeting.

Thanks much,

LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, January 17, 2012 7:23 PM
To: Ruda, Lisa M. (OOC)
Subject: RE: Deck

Lisa,

Thanks for the feedback. I am going to work tonight to condense significantly and we will be sure to frame FY14 lens carefully. We appreciate your help as well with any framing and in keeping the conversation moving. Given what you say below re: FY13, we are thinking that a helpful frame for the discussion of the main takeaways is:

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I will send you something final once we have it. We are around all day Thursday – let me know if you feel like it would be helpful to check-in again at all in advance of 2, and whether we should plan to start at 145 or 2.

Thanks,
Kristen

Rethinking Resources for Student Success
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From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Tuesday, January 17, 2012 2:12 PM
To: Kristen Ferris
Subject: RE: Deck
Thanks Kristen. This was helpful. I really think that you are going to need to work to condense what is presented. 47 slides is a lot – particularly if you want to have discussion. Many of the slides are “heavy” (filled with data that will take a second to digest – although many of the conclusions are not a surprise). You will need to find a way to keep the conversation moving. I can help – but worry about the length of the deck.

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LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, January 17, 2012 1:12 PM
To: Ruda, Lisa M. (OOC)
Subject: Deck

Hi Lisa,

Attached is the draft deck. A few notes to guide you in where to focus to get a sense of what’s there:

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Kristen
FOR IMMEDIATE RELEASE
(202) 884-7368, (202) 290-0993 (cell)

D.C. Deputy Mayor’s Office Releases Study Identifying Neighborhoods with Greatest Education Service Gaps

Represents first step towards providing all District students with high-quality education opportunities

Washington, D.C.—An independent study commissioned by the D.C. Deputy Mayor for Education at the request of Mayor Vincent Gray and released today identifies the ten communities across the District with the greatest gap between student demand and supply of high-quality education opportunities in the public system.

The study, *Quality Schools: Every Child, Every School, Every Neighborhood*, was conducted by the nonprofit Illinois Facilities Fund (IFF), which has performed similar studies in other cities. It examined traditional public schools and charter schools in the District in each of the 39 neighborhood clusters, and then categorized them into four tiers based on school performance, ranging from “performing” (Tier 1) schools with high DC-CAS proficiency rates or steady improvement over the past five years to the worst-performing schools (Tier 4).

The report found that 68 percent of the total gap between student need for performing schools and current available supply is concentrated in just ten neighborhood clusters. Further, only 15 percent of charter school students and 13 percent of DCPS students are currently attending a Tier 1 school.

“With this data in hand, our goal must now be to ensure that children across the city have access to high-quality education opportunities near where they live,” said Deputy Mayor of Education De’Shawn Wright.

“Our parents want quality schools for their children closer to home,” he added. “The report we are releasing today provides very valuable information about neighborhoods in the city where we are not providing enough high-quality public education opportunities, and now we know precisely where we must focus our efforts.”

To make progress towards this goal, the Deputy Mayor’s office will be working closely with the D.C. Public Schools (DCPS) and the Public School Charter Board (PCSB) leadership in the months ahead, using the study’s findings as a starting point to identify alternatives and solutions. Together, their first step will be to engage parents and community members in each of these ten highest-need communities to review the data, solicit their feedback on the study’s findings and discuss the solutions available to close the education opportunity gaps.

“This is just the first step in the process. We’re not taking any further steps until my office, DCPS, PCSB and other school representatives have had a thorough conversation with the community and a comprehensive review of the solutions available to us,” added Wright.

For a copy of the full report, visit XXXXX.
I can do an hour at 2:30 to 3:30 p.m.

LMR

From: Jonathan Travers
Sent: Thu 1/19/2012 12:19 PM
To: Kristen Ferris; Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC)
Subject: Times for next week

Lisa-

Per our conversation, here are our windows for our debrief next Thurs:

12-1:30
2:30-4:30

We’re looking at a 45-60 min block somewhere in these times.

Thanks.

JT

--

Jonathan Travers  Director  
Education Resource Strategies  
1 Brook Street  Watertown, MA 02472  
T: 617.607.8965  F: 617.607.8957  
ERSstrategies.org  mailto:Name@ersstrategies.org

Rethinking Resources for Student Success

Explore School Budget Hold‘em to learn what’s possible in tough times.

From: Kristen Ferris
Sent: Thursday, January 19, 2012 12:07 AM
To: Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC); McNeil, Joyce (OOS); Jonathan Travers
Subject: RE: Deck

Joyce,
Attached is our presentation for tomorrow. Thanks so much for your help getting it out to the management team and printing copies. Due to color charts and graphs, it would be great if you are able to print the copies in color - 2 slides to a page is how we generally do it if that works for you.

Let me know if you have any questions, and where I should pick up copies tomorrow.

Thanks again,
Kristen
From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Wednesday, January 18, 2012 10:12 AM
To: Kristen Ferris
Cc: Weber, Peter (OOC)
Subject: RE: Deck

Kristen,

Tomorrow, we will be in the Chancellor’s conference room (12th floor).

ERS should plan to start tomorrow at 1:45 p.m. We will devote 90 minutes to the discussion. However, I encourage you to begin to wrap up the discussion around 3:00 p.m. We always tend to go a little longer with questions or comments and the additional 15 minutes will ensure we end at 3:15 p.m. when we have a hard stop for another presentation.

Thanks for your note below. I am not sure how much MT feedback is going to help with #1. Pete’s direction to ERS is the correct one and I am not sure that we want the full MT who will be just getting deeper into your work moving us in a different direction. I know we (Pete, me) will take the comments from MT as well as your school visits and meetings with Carey and Nathaniel to determine if we need you to take something off the table. But, I think this is a smaller group discussion after MT with you, Pete and/or me after we have a chance to do a check-in with the MT after your briefing and your other work this week.

Is there anything else you need for tomorrow’s meeting?

Please forward to me your final presentation when it is ready. I will get it to the chiefs in advance of the meeting.

Thanks much,

LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, January 17, 2012 7:23 PM
To: Ruda, Lisa M. (OOC)
Subject: RE: Deck

Lisa,

Thanks for the feedback. I am going to work tonight to condense significantly and we will be sure to frame FY14 lens carefully. We appreciate your help as well with any framing and in keeping the conversation moving. Given what you say below re: FY 13, we are thinking that a helpful frame for the discussion of the main takeaways is:
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I will send you something final once we have it. We are around all day Thursday – let me know if you feel like it would be helpful to check-in again at all in advance of 2, and whether we should plan to start at 145 or 2.

Thanks,
Kristen

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Tuesday, January 17, 2012 2:12 PM
To: Kristen Ferris
Subject: RE: Deck

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LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, January 17, 2012 1:12 PM
To: Ruda, Lisa M. (OOC)
Subject: Deck

Hi Lisa,
Attached is the draft deck. A few notes to guide you in where to focus to get a sense of what’s there:

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Please let me know if you have feedback on the highest priority ways to spend the time (or other types of feedback).

Kristen
I can do an hour at 2:30 to 3:30 p.m.

LMR

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Sent: Thu 1/19/2012 12:19 PM  
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Lisa-

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JT
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Let me know if you have any questions, and where I should pick up copies tomorrow.

Thanks again,
Kristen

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ERS
Kristen Burton Ferns I Manager
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From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Wednesday, January 18, 2012 5:39 PM
To: Kristen Ferris
Cc: Weber, Peter (OOC); McNeil, Joyce (OOS)
Subject: RE: Deck

Joyce can assist.
LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Wednesday, January 18, 2012 5:33 PM
To: Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC)
Subject: RE: Deck

Lisa,

Thanks for the info and thoughts below. The only other thing we will need for the meeting is help printing copies of the deck for the management team if possible. I am waiting for Jonathan to get off a plane tonight to incorporate a last round of edits & then I will send the final deck late tonight. I just send a note to Joyce with that info too. Hope we are not causing inconvenience with this timeline.

Let me know if there will be someone around tomorrow who might be able to help with printing. Thanks so much,
Kristen

-----------------------------------------------------------------------------------------------
From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Wednesday, January 18, 2012 10:12 AM
To: Kristen Ferris
Cc: Weber, Peter (OOC)
Subject: RE: Deck

Kristen,

Tomorrow, we will be in the Chancellor’s conference room (12th floor).

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Please let me know if you have feedback on the highest priority ways to spend the time (or other types of feedback).

Kristen
The next MT is Thursday (1/19) from 2-3:30 p.m. The ERS group is coming in town and is doing a presentation. We are working to add 30 minutes to the front or back end for you to discuss food service with the MT.

Stay tuned.

LMR

-----Original Message-----
From: DeGuzman, Anthony D. (DCPS) [mailto:anthony.deguzman@dc.gov]
Sent: Tuesday, January 17, 2012 7:23 AM
To: Ruda, Lisa M. (OOC)
Subject: Next MT meeting

Good morning Lisa. Can you tell me when the next MT meeting will occur and how much time we'll have to discuss food service? For some reason I don't see it in my colander for this Thursday.

Anthony

Join Mayor Gray at the One City Summit on February 11, 2012 Let Your Voice Be Heard - Help Washington, DC become a more livable, vibrant, and inclusive city - for everyone.
Open to all DC residents
Sign up at www.onecitysummit.dc.gov
Please feel free to call me between 12 and 1 p.m. at 202-724-5629. If I don’t answer, Joyce McNeil will.

LMR

-----Original Message-----
From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Monday, January 16, 2012 4:23 PM
To: Ruda, Lisa M. (OOC)
Subject: RE: Ers meeting

Lisa, I wanted to check in on this. Does tomorrow afternoon still work for you? We have a window between 12 and 1 when we are not in school visits - are you available in that window?
Thanks, Kristen

Kristen Burton Ferris  Manager
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-----Original Message-----
From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Thursday, January 12, 2012 7:51 PM
To: Kristen Ferris
Subject: RE: Ers meeting

Unfortunately, I am booked solid tomorrow. I can do a call on Tuesday (probably after Noon).

LMR

From: Kristen Ferris
Sent: Thu 1/12/2012 7:40 PM
To: Ruda, Lisa M. (OOC)
Subject: RE: Ers meeting

That would be great. On our end, sooner rather than later is better as we are visiting schools on Tuesday and Wednesday of next week. Is there a time that works for you tomorrow?
Kristen Burton Ferris 1 Manager

Education Resource Strategies

1 Brook Street 1 Watertown, MA 02472

T: 617.600.4612 1 F: 617.607.8957

ERStrategies.org 1 kferris@erstrategies.org Rethinking Resources for Student Success

Check out the new ERS series "Practical Tools for District Reform."
Resource guides and online tools available at edweek.org.

Explore School Budget Hold'em to learn what's possible in tough times.

-----Original Message-----
From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Thursday, January 12, 2012 7:40 PM
To: Kristen Ferris
Subject: RE: Ers meeting

Kristen,

We should talk at some point so we are clear on expectations for MT -- time, goals etc -- for 1/19.

LMR

From: Kristen Ferris
Sent: Thu 1/12/2012 7:30 PM
To: Weber, Peter (OOC); Davis, John L. (OOC)
Cc: Ruda, Lisa M. (OOC)
Subject: RE: Ers meeting

John,

Hello again! Sometime in February we will facilitate a management team session on school resource use at the elementary level. We will share what we learned during school visits, as well as some of our quantitative metrics for resource use like class size. We would love to have the opportunity to get your input on our planned analysis early on to make sure it helps move you forward on the questions you are thinking about.

Let me know if there are times on Thursday that might work.

Thanks,
-Kristen

Kristen Burton Ferris 1 Manager

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John, Carey, and Nathaniel. Kristen from ERS (included on this email) will be in town next week for some school visits. While she is here, she will also meet with management team. In addition, I would like for her to have a chance to sit with each of you. Nathaniel, she will want to talk to you about our special education investments. Carey and John, she would like to talk to you about our work in elementary schools. Can you all find time to meet with her, ideally on Thursday afternoon?

I'll leave it to you sly to get in touch.

Sent from my iPad
Questions and Answers Regarding Proposal to Close River Terrace Elementary School

Q: Why is this proposal being considered?
A: Last year, DCPS delayed the closing of River Terrace ES in an effort to increase enrollment. This past year, DCPS central office worked with the River Terrace community towards these efforts. However, River Terrace continues to have a very low enrollment relative to all other PS-5 schools in DCPS (with 137 students). With an enrollment decline of 44% over the past six years, River Terrace is the smallest elementary school in DCPS and is unable to sustain a robust PS-5 school program with comprehensive academic and extracurricular opportunities. Thomas Elementary has had recent improvements in its building and with additional students will be able to offer an even broader academic and extracurricular program. By transitioning River Terrace students to Thomas, we are confident we can enhance the academic, enrichment, and support services offered to all students. By closing severely under-enrolled schools, DCPS can reallocate resources currently spent on maintaining half-empty buildings towards programs that directly impact students.

Q: What support did DCPS provide River Terrace Elementary School in an effort to build its enrollment?
A: DCPS central office provided the school with the following targeted support:
- Assisted in the development of a marketing/outreach plan
- Created flyers and brochures
- Developed website and Facebook pages
- Offered citywide advertising opportunities
- Helped organize school level enrollment events; and
- Provided local media contact list

Q: What are the benefits of attending a school with a larger enrollment?
A: Schools with a larger enrollment are able to offer more academic classes, extracurricular activities, partnerships, and support services to students at the school. With a larger staff, there are more opportunities for teachers to collaborate and work in grade-level teams to improve the instruction offered to all students.

Q: When would this closure occur? What changes would take place this year?
A: If this proposal is approved, River Terrace would close at the end of the 2011-2012 school year. Additionally, stakeholders from both school communities, with support from the central office, would work together over the course of the winter and spring to ensure a smooth transition for staff, students, families, and community. Students would transition to Thomas Elementary at the beginning of the 2012-2013 school year.

Q: How would students from River Terrace get to Thomas safely?
A: Student safety is the highest priority, and we recognize the challenge posed by the need for many students to cross Benning Road to get to Thomas Elementary. As a result, DCPS would provide daily bus service in the morning and afternoon between River Terrace and Thomas. This would include a bus immediately after school as well as at the conclusion of after-school activities. Any student wishing to take advantage of this would have free daily transportation to and from the receiving school.

12/13/11
Additionally, we would work closely with the Metropolitan Police Department (MPD) and District Department of Transportation (DDOT) to identify safe walking routes and determine if additional crossing guards are needed or should be deployed in different locations.

**Q: What does the Thomas facility offer?**
Thomas Elementary School received a Phase 1 modernization during the summer of 2010. As a result, Thomas now has modernized academic spaces complete with new furnishings and equipment, and enhancements to modernize the acoustic, lighting, ergonomics, technology, climate and comfort of the classrooms to support 21st century learning needs. In the near future, modernization of the school’s common area, fields and building systems will continue.

**Q: Would students be able to continue to participate in existing afterschool programs and partnerships?**
A: We are committed to ensuring that we retain as much stability as possible for students. Programs currently at River Terrace would continue to operate as they do this year. We will work with afterschool programs and partners to determine if they are open to continuing their programs at Thomas for the next school year. We would also solicit feedback from River Terrace families on existing programs that are highly valued and would prioritize relocating these programs to the new site.

**Q: What are the program offerings at Thomas?**
A: Thomas Elementary implements the Schoolwide Application Model (SAM), which is a general education support approach that focuses on fully integrating and coordinating resources to improve academic and social outcomes for all students. Additionally, like River Terrace, Thomas has a strong focus on health and fitness and participates in the Fun Fly Fit Fitness and Wellness Program and is a member of the Alliance for Healthy Schools. They also participate in a food pilot program receiving food made from scratch from DC Central Kitchen. Students also stay physically fit by participating on the school’s step team. Thomas has numerous community partners including DC Reads, Everybody Wins, and the Embassy Adoption Program. We would also look at the partnerships and programming at River Terrace and work to transfer successful programs and partnerships to the new school.

**Q: How would you address potential conflicts between groups of students from the two schools?**
A: Based on the experience of recent school consolidations, we are confident that with appropriate adult support, our students would be able to form positive relationships across students groups as they get to know each other. Proposing this closure in the fall allows school leadership ample time to work with staff, students, and families to ensure a smooth transition. If the proposal is implemented, there will be opportunities for students and families to meet prior to the consolidation to help facilitate a positive school culture.

**Q: How would staff at River Terrace be affected?**
A: River Terrace staff would be excessed and subject to the provisions of the relevant collective bargaining agreements. We anticipate that as a result of the closure there would be additional positions available at Thomas and that some River Terrace staff members would be able to move to the new site if they choose. Staffing decisions for open positions at Thomas would be made by Thomas Principal Ruth Barnes once school budgets become available in the early spring. Any River Terrace staff member who requests an interview at Thomas will be granted one and considered for any available positions in their area. River Terrace staff interested in working at Thomas will also have opportunities to learn about the school and will be able to work with their human resources staffing specialists to consider this and other options. Additionally, DCPS will hold several job fairs where employees can learn about and apply for available positions at other DCPS schools during the spring.
Q: What would happen to the River Terrace building?
A: Should this proposal be approved, DCPS would turn control of the building back to the city. The building would continue to have city maintenance and upkeep and the Office of the Deputy Mayor for Education would lead a community process around potential options for reuse.

Q: How would the central office support River Terrace during this process?
A: If the proposal is approved, interested parents, teachers, staff, and community members from both schools would come together to develop a transition plan with central office support. This plan would include opportunities for groups of students, parents, staff, and community to meet and get to know each other, and for school staff to work together professionally to develop a shared vision for success. Depending on identified needs, other DCPS staff and representatives of city agencies such as MPD and DDOT would also provide support.

Q: If the proposal is approved, would River Terrace parents receive a preference in the out-of-boundary lottery?
A: Yes, if you would like your child to apply to attend a school other than Thomas, current River Terrace students would receive a preference in the out-of-boundary lottery. The out-of-boundary application period is open from January 30, 2012 to February 27, 2012 and offers an opportunity for parents to apply for enrollment at a school outside their neighborhood school. River Terrace students would have the second preference in the out-of-boundary lottery, after siblings, due to their status as students at a closing school. Applications are submitted online through the DCPS website, and staff from the school or from the DCPS central office will be happy to help families with the process.

Q: Why was Thomas chosen as the receiving school as opposed to Kenilworth?
A: Thomas is the closest school to River Terrace; Kenilworth is 1.5 miles away. Thomas has sufficient capacity to receive additional students and received a facility modernization this past summer. Current River Terrace students who would prefer to attend Kenilworth - or another DCPS school - will receive preference in the out-of-boundary lottery.

Q: Who makes the final decision about whether the school is closed?
A: Chancellor Henderson will make a recommendation to Mayor Gray who will make the final decision.

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Ha!

From: Williams-Skelton, Angela (OOC)
To: Ruda, Lisa M. (OOC)
Sent: Tue Dec 06 15:35:19 2011
Subject: RE: dec. 16

I need a new shiny iPad2!!!!

From: Ruda, Lisa M. (OOC)
Sent: Tuesday, December 06, 2011 2:56 PM
To: Williams-Skelton, Angela (OOC)
Subject: RE: dec. 16

Thanks. I will bring my shiny new iPad2.
LMR

From: Williams-Skelton, Angela (OOC)
Sent: Tuesday, December 06, 2011 2:54 PM
To: Ruda, Lisa M. (OOC); Weber, Peter (OOC)
Subject: RE: dec. 16

ok

Best,

Angela

Angela Williams-Skelton
Executive Assistant to the Chancellor

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE, Suite 1216
Washington, DC 20002
T 202 535 1581
F 202 535-1557
E angela.williams-skelton@dc.gov
W dcps.dc.gov

From: Ruda, Lisa M. (OOC)
Sent: Tuesday, December 06, 2011 2:53 PM
Thanks Pete!  Ang, can you add me to the 12/16 ERS briefing with the Chancellor?

LMR

I do care. I really want you to join.

Cool. Do you care if I join?

LMR

Have tentatively set up ERS briefing with Kaya (by phone) for Dec. 16.
Thanks. I will bring my shiny new iPad2.
LMR

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Angela

Angela Williams-Skelton  
Executive Assistant to the Chancellor

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE, Suite 1216  
Washington, DC  20002  
T 202 535-1581  
F 202 535-1557  
E angela.williams-skelton@dc.gov  
W dcps.dc.gov

From: Weber, Peter (OOC)  
Sent: Tuesday, December 06, 2011 2:51 PM  
To: Ruda, Lisa M. (OOC)  
Subject: Re: dec. 16

I do care. I really want you to join.
Cool. Do you care if I join?
LMR

From: Weber, Peter (OOC)
Sent: Tuesday, December 06, 2011 1:42 PM
To: Ruda, Lisa M. (OOC)
Subject: dec. 16

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Subject: Re: dec. 16

I do care. I really want you to join.

From: Ruda, Lisa M. (OOC)
To: Weber, Peter (OOC)
Sent: Tue Dec 06 14:50:17 2011
Subject: RE: dec. 16

Cool. Do you care if I join?

LMR

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Sent: Tuesday, December 06, 2011 1:42 PM
To: Ruda, Lisa M. (OOC)
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Have tentatively set up ERS briefing with Kaya (by phone) for Dec. 16.
Do you want me to tell you where I am ready to stick Carey's tokens?????

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Have tentatively set up ERS briefing with Kaya (by phone) for Dec. 16.
Close Under-Enrolled District of Columbia Public Schools

The District should close under-enrolled schools to reduce costs and improve student achievement. Schools to be closed should be identified using the same process employed by the District of Columbia Public Schools (DCPS) through the recent school consolidation process.

Implementation of this initiative will create a first-year (FY13) net savings of $110,000 and a five-year (FY13-17) net savings of approximately $40 million.

BACKGROUND

Due to demographic and population shifts over the last several decades, the District of Columbia Public Schools (DCPS) has a large number of schools that are under-enrolled. Over one-third of DCPS schools have enrollments of under 300 students, and over 80% have enrollments of under 500 students.

Ultimately, the result of having an excessive number of school facilities means that fewer resources can be directly invested in classrooms. Each school requires a certain amount of administrative, overhead, and maintenance costs to operate. As the District continues to strive for improved performance under enormous budgetary pressures, it is imperative to reviews its portfolio of schools, and implement changes that will ultimately benefit the ultimate stakeholders of DCPS — District parents and children.

FINDINGS

The average enrollment at DCPS schools is significantly below comparable school averages. Average enrollment per DCPS school is 397 students, while the average enrollment for city school districts tracked by the Council of the Great City Schools (CGCS) is 596 students, a difference of over 33% for the average DCPS school.

<table>
<thead>
<tr>
<th></th>
<th>DCPS FY2012</th>
<th>Council of the Great City Schools</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>119</td>
<td>11,537</td>
<td>101,979</td>
</tr>
<tr>
<td>Students</td>
<td>47,247</td>
<td>6,871,654</td>
<td>49,265,572</td>
</tr>
<tr>
<td>Students/school</td>
<td>397.0</td>
<td>595.6</td>
<td>483.1</td>
</tr>
</tbody>
</table>

Note: Data from the Council of the Great City Schools for school year 2009-2010.
When compared to selected individual school districts, even those with a large inventory of school buildings, DCPS still falls at the bottom of the list. The table included in the appendix to this report provides additional statistical detail.

DCPS has a significant number of small schools, which limits the District’s ability to provide a full curriculum and services to all of its students. More than one-third of all DCPS schools (44 of 119 schools) are under 300 students and over 80% of all DCPS schools (97 of 119 schools) are under 500 students.

Based on the Council of the Great City Schools data, the District has an excess of 39 schools. That is, if the District had the same average number of students per schools as the Council of the Great City Schools, it would need only 80 schools. The costs and savings in this report are based on a reduction of only 20 schools.

**RECOMMENDATIONS**

DCPS should implement a comprehensive process to ultimately close approximately 20 schools. These schools closures would bring DCPS’s student-to-school ratio to a more reasonable level that would allow DCPS to maximize the resources it could dedicate to students.

DCPS should work with the Executive Office of the Mayor to develop a detailed communication plan to work collectively with District communities to address concerns and potential issues and challenges with receiving schools. The schools should be identified through a rigorous data analysis. Based on results of community engagement process, DCPS should finalize the list of schools for closure and establish a detailed transition plan for each school.

It should be noted that while this initiative is important for the reasons described above, it will be emotional and difficult. There are many stakeholders to involve, including the Council, community organizations, and the general public within the affected communities. However, the risks of not consolidating DCPS schools is greater. The large number of facilities and declining enrollment will contribute to the loss of more teaching positions. Ultimately, failure to further consolidate DCPS facilities will mean fewer resources that can be dedicated to District students and a less robust educational environment for students overall.

**FISCAL IMPACT**

Implementation of this initiative is estimated to create a first-year (FY13) net savings of $110,000 and a five-year (FY13-17) net savings of approximately $39,790,000. The charts below summarize the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)</th>
</tr>
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<tbody>
<tr>
<td>2013</td>
<td>$1,900,000</td>
<td>$1,350,000</td>
<td>$440,000</td>
<td>$110,000</td>
<td>(18)</td>
</tr>
<tr>
<td>2014</td>
<td>$10,450,000</td>
<td>$5,900,000</td>
<td>$2,420,000</td>
<td>$2,130,000</td>
<td>(99)</td>
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<td>2015</td>
<td>$19,000,000</td>
<td>$5,900,000</td>
<td>$4,400,000</td>
<td>$8,700,000</td>
<td>(180)</td>
</tr>
<tr>
<td>2016</td>
<td>$19,000,000</td>
<td>$0</td>
<td>$4,400,000</td>
<td>$14,600,000</td>
<td>(180)</td>
</tr>
<tr>
<td>2017</td>
<td>$19,000,000</td>
<td>$0</td>
<td>$4,400,000</td>
<td>$14,600,000</td>
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<tr>
<td>TOTAL</td>
<td>$65,700,000</td>
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<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local*</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
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<tbody>
<tr>
<td>2013</td>
<td>$110,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$110,000</td>
</tr>
<tr>
<td>2014</td>
<td>$2,130,000</td>
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<td>2015</td>
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<td>2016</td>
<td>$14,600,000</td>
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<td>2017</td>
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Deliberative Process

* Note: Though it is anticipated that all savings will ultimately benefit local funding, it is possible that some eliminated/excessed positions may be non-locally funded.

The savings were estimated as follows: School closings were staggered over a three-year period, with two school closings included in FY13, nine in FY14, and nine in FY15. (The timing is conservative, as it is likely that all or almost all closings could actually be achieved by FY14.)

The costs saved by closing each school were estimated as the sum of the average fixed costs, administrative costs, custodial costs, and non-teacher staff costs (e.g., librarians, art teachers, music teachers, physical education staff, coaches, guidance counselors, etc.) of an average school. This was estimated at $950,000 based on current DCPS cost statistics.

The one-time implementation costs were estimated based on having approximately 4 staff manage the closings each year, at an estimated cost of $500,000 annually for three years (with the first year staff costs reduced to $150,000 due to the limited number of school closings). Logistical and warehousing costs were estimated at approximately $4.5 million ($225,000 per school), based on 2008 actual expenditures. Severance costs were estimated at approximately $7.5 million ($375,000 per school). The following chart provides annual one-time implementation cost calculations.

<table>
<thead>
<tr>
<th>ONE-TIME IMPLEMENTATION COSTS</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td># of School Closings</td>
<td>2</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Staff Costs</td>
<td>$150,000</td>
<td>$500,000</td>
<td>$500,000</td>
</tr>
<tr>
<td>Logistical Costs</td>
<td>$450,000</td>
<td>$2,025,000</td>
<td>$2,025,000</td>
</tr>
<tr>
<td>Severance Costs</td>
<td>$750,000</td>
<td>$3,375,000</td>
<td>$3,375,000</td>
</tr>
<tr>
<td>Total Annual Costs</td>
<td>$1,350,000</td>
<td>$5,900,000</td>
<td>$5,900,000</td>
</tr>
</tbody>
</table>

Ongoing implementation costs were based on an assumption that each closing of a school would require one additional transportation route at an average annual cost of $100,000 per school and $120,000 per closed school for one to two additional staff persons at other schools to absorb the increased student load.

The change in FTEs was based on an average decrease of 9 FTEs per school closing, based on information provided by DCPS.
# APPENDIX TO REPORT [#---]  
## CLOSE UNDERUTILIZED DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Average number of students per school and variance from DCPS average in selected school districts

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Schools</th>
<th>Average</th>
<th>% Variance from DCPS</th>
<th>Equivalent DCPS Schools</th>
<th>Variance-Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>47,247</td>
<td>119</td>
<td>397</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Baltimore, MD</td>
<td>83,800</td>
<td>204</td>
<td>411</td>
<td>3%</td>
<td>115</td>
<td>(4)</td>
</tr>
<tr>
<td>Boston, MA</td>
<td>57,050</td>
<td>134</td>
<td>426</td>
<td>7%</td>
<td>111</td>
<td>(8)</td>
</tr>
<tr>
<td>Minneapolis, MN</td>
<td>34,570</td>
<td>72</td>
<td>480</td>
<td>21%</td>
<td>98</td>
<td>(21)</td>
</tr>
<tr>
<td>Atlanta, GA</td>
<td>47,944</td>
<td>96</td>
<td>499</td>
<td>26%</td>
<td>95</td>
<td>(24)</td>
</tr>
<tr>
<td>Milwaukee, WI</td>
<td>81,372</td>
<td>158</td>
<td>515</td>
<td>30%</td>
<td>92</td>
<td>(27)</td>
</tr>
<tr>
<td>San Antonio, TX</td>
<td>55,086</td>
<td>91</td>
<td>605</td>
<td>52%</td>
<td>78</td>
<td>(41)</td>
</tr>
<tr>
<td>Austin, TX</td>
<td>86,929</td>
<td>124</td>
<td>701</td>
<td>77%</td>
<td>67</td>
<td>(52)</td>
</tr>
<tr>
<td>Duval County, FL</td>
<td>125,186</td>
<td>177</td>
<td>707</td>
<td>78%</td>
<td>67</td>
<td>(52)</td>
</tr>
<tr>
<td>Charlotte, NC</td>
<td>135,638</td>
<td>178</td>
<td>762</td>
<td>92%</td>
<td>62</td>
<td>(57)</td>
</tr>
<tr>
<td>Clark County, NV</td>
<td>309,480</td>
<td>357</td>
<td>867</td>
<td>118%</td>
<td>55</td>
<td>(64)</td>
</tr>
</tbody>
</table>
Cool. Thanks.
LMR

From: Weber, Peter (OOC)
Sent: Monday, November 28, 2011 4:14 PM
To: Ruda, Lisa M. (OOC); Henderson, Kaya (OOC)
Subject: RE: Jan. 19 MT meeting

Absolutely.

From: Ruda, Lisa M. (OOC)
Sent: Monday, November 28, 2011 4:13 PM
To: Henderson, Kaya (OOC); Weber, Peter (OOC)
Subject: RE: Jan. 19 MT meeting

I would love to join also it might help with school budget development this year.
LMR

From: Henderson, Kaya (OOC)
Sent: Monday, November 28, 2011 2:55 PM
To: Weber, Peter (OOC)
Cc: Ruda, Lisa M. (OOC)
Subject: Re: Jan. 19 MT meeting

Sorry. I was just suggesting a preview for me. I'd love to sit in on one of your meetings. Can you put something on my schedule?

Sent from my iPad

On Nov 28, 2011, at 2:50 PM, "Weber, Peter *(OOC)*" <peter.weber@dc.gov> wrote:

I have two concerns on that front.

First, our MT meetings are pretty much taken up with getting our strategic planning and budgeting done.

Second, I don't want folks to get confused hearing from ers, dan katzir, and starr while trying to get work done.

All that said, I'm having a series of meetings over the next few weeks to get a dump on their findings to date. Happy to have you or anyone else join. I've asked to get an early look, so their presentation won't be completely polished. I can also just give you a down load whenever you want it.
Any chance to get a preview before Christmas? I feel like I have no idea what they are working on.

Sent from my iPad

On Nov 28, 2011, at 1:23 PM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

Sounds good on all fronts from my perspective.
LMR

From: Weber, Peter (OOC)  
Sent: Monday, November 28, 2011 1:22 PM  
To: Ruda, Lisa M. (OOC); Henderson, Kaya (OOC)  
Subject: Jan. 19 MT meeting

I’ve asked the ERS folks to hold off on presenting most of their analysis until after we have a good handle on school budget allocations. However, I don’t want to push them off to far since we do want to get their analysis in time to direct them so that we get useful planning for the next budget cycle (FY 2014). I’d like to have them come present to MT on January 19. At this point, they should have some information on the equity with which we distribute funds, data on how schools spend money, and some optimal school size information (I’ll have a better sense of what they’ll be presenting by later in December).

I have two questions. First, can we use the Jan. 19 MT meeting to let ERS present. My timeline shows that we should be done with much of our budget work besides communications work by then.

Second, can we stretch MT to 3 hours for them to present. Ideally, they wanted longer, but I plan to push them into a shorter time frame to make sure we use the time well. As I get more information about what they have to present, I can figure out if we can go even shorter.

The retreat we have scheduled for Jan. is during a week when Kaya is out of town, so I’m guessing we won’t have a January retreat.

Thoughts?
Restructure Food Service Operations at the District of Columbia Public Schools

DCPS should restructure its food service operations to reduce costs while continuing to improve meal quality for students.

BACKGROUND

In FY11, DCPS spent $12.9 million of local funds on food service operations, in addition to meal reimbursements and collections revenue. Structural change is necessary to limit this program’s encroachment on local operating funds while continuing to improve meal quality for students.

This initiative contemplates investigating multiple options for operating structures, based on best practices at other similarly profiled school districts who have demonstrated positive financial and program quality results in their food service programs. Based on the results of this investigation, a plan for a new food services operating structure will be developed. The plan may include existing contract modifications and/or a request for proposals (RFP) process. The process of developing the plan will consider pricing, quality, and operating risks associated with various operating structures in order to select a final operating structure that will improve program quality and financial results.

FINDINGS

Currently, DCPS’s primary food service vendor incurs losses per site of approximately $100,000 at 107 sites. In FY11, DCPS piloted programs with two other vendors at 14 sites, incurring losses of approximately $25,000 per site. The two-piloted vendors were awarded contracts to serve 7 schools each for school year 2010-2011 with the primary vendor servicing the rest of the schools in the district. Improvements in food quality in school year 2010-2011 resulted in an increase in participation across all wards in the district. An additional 2 million meals were served for $1 million dollars less than in school year 2009-2010. DCPS Food & Nutrition Services is prepared to continue this trend by implementing additional cost saving measures.

The pilot program contracts are structured on a flat per meal cost basis, while the current DCPS primary food services vendor contract is structured on a cost reimbursement basis. (In addition, the current primary vendor employs unionized labor (the union contract is with the primary vendor, not DCPS), while the pilot program labor is non-unionized.)

While DCPS food service has some financial result limitations given that schools are under enrolled, there are successful food programs at districts with similar demographics from which learnings about their operating structure can be leveraged to improve the financial and quality results.

Comparable district analysis conducted to date indicates that the DCPS primary vendor food cost is 58% of revenue compared to industry median of 35% and the DCPS primary vendor labor cost is 72% of revenue compared to industry median of 49%. In addition, there is a potential 20% wage cost difference between union and non-union labor.

If the financial results of the pilot program ($75,000 in savings per site) were replicated at all 107 DCPS sites, the total annual savings would be approximately $8 million. However, based on a more detailed analysis by DCPS of management and labor savings, supply savings, and vendor taxes and insurance, the estimated aggregate savings is likely to be approximately $4.4 million.

In addition, additional revenue could be realized through the following actions:
Decrease inventory waste. DCPS could increase the price of paid student lunches by $1.00, from $1.35 to $2.35 for elementary and from $1.60 to $2.60 for secondary. Two districts most comparable to DCPS in terms of size of overall enrollment and the free/reduced demographic of the student body are East Baton Rouge, Louisiana and St. Paul, Minnesota. Both of these districts run financially breakeven or better food service operations and have been cited by Council for Greater City Schools as best practice districts for food service. In East Baton Rouge, the cost of a student paid meal in [is $2.00 and $2.25 for elementary and secondary respectively; in [St. Paul], the cost is $1.85 and $2.10 respectively. A per meal paid price increase of $1.00 would put DCPS’ paid price over a smaller market like E. Baton Rouge by 15-17%. The increase would generate approximately $310,000 per year for DCPS.

Improve paid student collection. Currently, only approximately 25% of meals served to students that are subject to payment are actually paid. By implementing a new policy to better enforce student payments, DCPS estimates it can increase collections by 7.5%, or approximately $30,000 annually.

Decrease inventory waste. By implementing an ordering and inventory system, DCPS estimates that it can reduce waste and save approximately $500,000 annually.

Increase supper service for the Department of Parks and Recreation (DPR). By expanding its profitable supper service to DPR facilities, DCPS estimates it can generate approximately $80,000 annually.

Implement Provision 2 reclassification. Each year, schools collect forms from families that indicate their economic status. These forms are used to determine the lunch payment status for each student (free / reduced / paid) and to calculate the school and district’s overall free/reduced population. Dozens of schools within DCPS are on Provision 2. Provision 2 is an option in the federal School Breakfast Program and National School Lunch Program for schools to reduce the paperwork and simplify the logistics of operating school meals programs. Schools that opt for Provision 2 serve meals to all students at no charge. Provision 2 schools pay the difference between the cost of serving meals at no charge to all students and the federal reimbursement (Source: Provision 2 of the National School Lunch Act - www.frac.org/pdf/provision2.PDF). This difference is calculated based on a “base year” assessment of the school’s free and reduced lunch population. In recent years, DCPS has re-rated the base year of certain schools, generating a 7% increase in the number of students in those schools eligible for free/reduced lunch, and increasing the reimbursement from the federal government. DCPS is looking to re-rate up to 20 more schools, which could generate savings estimated to be approximately $256,000 annually.

Move technology support in-house. By transitioning technology support for its food services from a contractor to in-house support, DCPS estimates that it will save approximately $190,000 annually.

Transition vendors for summer meals. DCPS currently uses its primary food service vendor to provide meals to summer school students. DCPS primary vendors provide a same or better quality meal for $0.75 per meal less than the primary vendor. By transitioning vendors to provide meals to summer school students (estimated $290,000 student meals per summer), DCPS estimates it can save approximately $220,000 annually.

RECOMMENDATIONS

DCPS should immediately begin further research and make site visits to successful food programs at similar profile districts (defined as districts with high quality food programs that operate at, or near, financial breakeven). During 2012, DCPS should make contract modifications and/or issues requests for competitive bids from operators so that the new food operations system is implemented by mid-2012.

Meanwhile, the following initiatives should be undertaken to enhance revenues and contain costs for FY13 (or earlier) and beyond:
  o Increase meal price increases for both students and adults
  o Implement new paid student charge policies
  o Implement Provision 2 reclassifications
  o Implement inventory/ordering system to promote waste reduction
  o Increase supper service to DPR facilities
  o Transition vendors for summer meals
  o Move technology support services in-house

Comparable districts should be reviewed in depth as part of restructuring DCPS food operations and the operating structure decision should be based on pricing, program quality for students and operating risks. Best practices should be solicited on the front end of this process from...
similarly profiled school districts that have achieved positive financial results coupled with good food quality.
FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings/revenue of $5,063 million and a five-year (FY13-17) net savings/revenue of approximately $28.321 million. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings and Revenue</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings and Revenue (Costs)</th>
<th>FTE Increase (Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$5,063,230</td>
<td>$1,000,000</td>
<td>$0</td>
<td>$4,063,230</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>2014</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td>$0</td>
</tr>
<tr>
<td>2015</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td>$0</td>
</tr>
<tr>
<td>2016</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td>$0</td>
</tr>
<tr>
<td>2017</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$29,321,626</td>
<td>$1,000,000</td>
<td>$0</td>
<td>$28,321,626</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

*Notes: Currently, DCPS vendors employ the vast majority of food service workers and management. At this time, there is no anticipated significant change in DCPS-employed staff levels.

The savings/revenue will be realized from the following funding sources:

**Savings Breakdown**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$4,063,230</td>
<td>$0</td>
<td>$0</td>
<td>$4,063,230</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>$6,064,599</td>
<td>$0</td>
<td>$0</td>
<td>$6,064,599</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$28,321,626</td>
<td>$0</td>
<td>$0</td>
<td>$28,321,626</td>
<td></td>
</tr>
</tbody>
</table>

The savings were calculated as follows:

- **Restructured food contract**: Assumes a “bottoms-up basis” for food, paper, labor, fringe, and other non-personnel costs such as rent, travel, maintenance, and utilities. Based on an analysis of expected management and labor costs, supply costs, and vendor taxes and insurance, savings were estimated as $3,436,572 in FY13 and $4,437,491 during FY14, FY15, FY16, and FY17.

- **Increase in charge for paid adult meals**: Based on estimates of the number of meals that would be served and paid, additional revenue was estimated as $313,523 annually.

- **Increase in charge for paid student meals**: Based on estimates of the number of meals that would be served and paid, additional revenue was estimated as $39,489 annually.

- **New paid student charge policy**: DCPS estimates revenue of $31,680 annually based on increased collections of payments for student meals through a better enforcement policy. DCPS estimates an increase of $6,504 in FY13.

- **Decreased waste**: Based on current food costs and estimated decrease of $62,504, DCPS estimates savings of $150,000 from implementing an inventory and management system.

- **DPR supper service**: DCPS estimates an increase of $78,750 annually by expanding supper service at DPR facilities. The estimate is based on the estimated additional meals served and the average per-meal profit.

- **Transition summer vendors**: DCPS estimates that transitioning summer vendors will result in annual savings of $217,500, based on an estimate of per-meal costs decreasing by $0.75 and 290,000 meals served.

- **In-house technology support**: DCPS estimates saving $189,440 annually, based on the current cost plus the estimated cost of in-house staff.
**Improve the Delivery of Custodial Services at the District of Columbia Public Schools**

**DCPS should restructure the provision of custodial services in all schools to bring costs more in line with industry standards.**

**BACKGROUND**

The current costs for custodial services at DCPS are higher than the industry standard. There is also a significant opportunity to improve service levels at schools. By restructuring the provision of custodial services at schools, DCPS can realize substantial savings while maintaining or improving the current level of service.

**FINDINGS**

The quality of custodial services at DCPS facilities is not meeting the expectations of DCPS management. Moreover, DCPS’s custodial costs are high compared with other jurisdictions.

Custodial costs at DCPS are $2.30 per total square foot. According to the Council of the Great City Schools (CGCS), comparable districts pay between $1.35 to $2.00 per total square foot, and the median cost for all districts taking part in the CGCS study was $1.64 per total square foot.

In addition, total square footage per DCPS custodial staff (including foremen and maintenance) is relatively low at 22,483 square feet; the industry median reported in the CGCS study was 24,554 total square feet.

Further, the number of square feet cleaned per DCPS custodian is low. The Association of School Business Officials recommends that custodians clean 20,000 square feet per day. DCPS has 412.5 custodial and maintenance staff (excluding foremen) and these positions are responsible for 7,046,102 of classroom space (excluding 5.3 million square feet of non-classroom or unoccupied space), which equates to 17,081 square feet per employee.

Moreover, there are 136 foremen positions assigned to 107 buildings. Comparable school districts use regional foremen staffing, assigning multiple schools to each foreman.

**RECOMMENDATIONS**

DCPS should restructure its current custodial staffing model so that there is no more than one foremen position per building and so that each custodian is responsible for at least 19,000 square feet of space to be cleaned. (This plan would result in custodial costs of $2.08/square foot in FY2014, which is still higher than industry standards.)

To reach this goal, DCPS should conduct principal, teacher, and custodian interviews to gather service level requirement information and current quality data. DCPS should review costs, staffing structures, the responsibilities of foremen, custodians and maintenance workers, and service level data and requirements to determine specific gaps in service or opportunities for rationalization.

DCPS should also develop a request for proposals (RFP) for the outsourcing of custodial services to determine potential costs with outsourcing.

To implement this plan, in FY12 DCPS should conduct stakeholder interviews, identify best practice operations at similarly profiled districts, develop custodial service requirements data, and review the positions and responsibilities of foremen, custodians, and maintenance workers. DCPS should also begin discussions with relevant unions regarding the planned changes.

In FY13, DCPS should formulate a staffing plan, continue union discussions, and develop an RFP and/or...
labor agreement terms. In FY14, DCPS should transition to the new operating structure.

DCPS should hire four FTEs to implement the restructuring process and manage the services provided by custodians on a long-term basis.

It bears emphasizing that DCPS custodians are unionized and this initiative may result in a reduction in force (RIF), or potentially an outsourcing of the function, which would require Council approval. Moreover, a RIF or outsourcing will generate scrutiny from many Council and District constituencies (including labor leadership).

**FISCAL IMPACT**
Implementation of this initiative will create a first-year (FY14) net savings of $2,371,000 (no savings in FY13) and a five-year (FY13-17) net savings of approximately $13,222,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/(Costs)</th>
<th>FTE Increase/(Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$0</td>
<td>$0</td>
<td>$289,000</td>
<td>($289,000)</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
<td>$3,864,000</td>
<td>$1,198,000</td>
<td>$295,000</td>
<td>$2,371,000</td>
<td>(70.5)</td>
</tr>
<tr>
<td>2015</td>
<td>$3,941,000</td>
<td>$0</td>
<td>$301,000</td>
<td>$3,640,000</td>
<td>-</td>
</tr>
<tr>
<td>2016</td>
<td>$4,020,000</td>
<td>$0</td>
<td>$307,000</td>
<td>$3,713,000</td>
<td>-</td>
</tr>
<tr>
<td>2017</td>
<td>$4,100,000</td>
<td>$0</td>
<td>$313,000</td>
<td>$3,787,000</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$15,925,000</td>
<td>$0</td>
<td>$1,505,000</td>
<td>$13,222,000</td>
<td>(66.5)</td>
</tr>
</tbody>
</table>

*Notes: Additional four FTEs to manage restructuring and new cleanliness guidelines. Initiative would impact 415 custodians and 29 foremen.

The savings will be realized from the following funding sources:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>($289,000)</td>
<td></td>
<td></td>
<td></td>
<td>($289,000)</td>
</tr>
<tr>
<td>2014</td>
<td>$2,371,000</td>
<td></td>
<td></td>
<td></td>
<td>$2,371,000</td>
</tr>
<tr>
<td>2015</td>
<td>$3,640,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,640,000</td>
</tr>
<tr>
<td>2016</td>
<td>$3,713,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,713,000</td>
</tr>
<tr>
<td>2017</td>
<td>$3,787,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,787,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$13,222,000</td>
<td></td>
<td></td>
<td></td>
<td>$13,222,000</td>
</tr>
</tbody>
</table>

The savings were calculated by comparing a steady-state budget forecast for current custodians, foremen, and building personnel (gardeners and maintenance workers) against a restructured custodian staffing of one foreman per DCPS building location (versus the current staffing of 136 foremen for 107 locations) and one custodian per 19,000 square (versus the current average of 17,000). This would result in the reduction of 29 foremen at an
average salary plus benefits of $65,132 annually. In addition, this would result in the reduction of 41.5 custodial positions at an average salary plus benefits of $48,652 annually.

One-time implementation costs were calculated as three months of severance costs for each terminated employee. Ongoing implementation costs were calculated as the salaries plus benefits of the four employees (at $75,252 annually) necessary to plan and implement the restructuring.
DCPS should perform a thorough review of school-based teaching and non-teaching positions to ensure that school-based resources are aligned with student needs and reduced to be more consistent with national averages.

**BACKGROUND**
When compared to other school districts of a similar size, DCPS has a large number of school-based staff. DCPS can reduce the number of positions.

**FINDINGS**
The student-to-staff ratio at DCPS is low when compared to districts of similar size and to the national average, as shown in the following chart:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Staff</th>
<th>Ratio</th>
<th>% Variance to DCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS – Total Staff</td>
<td>47,247</td>
<td>7,928</td>
<td>6.0</td>
<td>---</td>
</tr>
<tr>
<td>Minneapolis (1)</td>
<td>34,570</td>
<td>5,320</td>
<td>6.5</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Boston</td>
<td>57,050</td>
<td>8,035</td>
<td>7.1</td>
<td>-16.1%</td>
</tr>
<tr>
<td>San Antonio</td>
<td>55,086</td>
<td>7,632</td>
<td>7.2</td>
<td>-17.4%</td>
</tr>
<tr>
<td>Baltimore</td>
<td>83,800</td>
<td>10,800</td>
<td>7.8</td>
<td>-23.2%</td>
</tr>
<tr>
<td>United States (2)</td>
<td>49,265,044</td>
<td>6,328,318</td>
<td>7.8</td>
<td>-23.4%</td>
</tr>
</tbody>
</table>

Notes
(1) Excludes transportation and food service staff, since DCPS does not employ staff to provide these services
(2) National Center for Education Statistics data from school year 2008-2009

In addition, disparities exist within DCPS schools and school types. To quantify these disparities, DCPS

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1 The student-to-teacher ratio at DCPS is also significantly below both the national average and the average of other urban school districts tracked by the Council of the Great City Schools (CGCS). The DCPS student-to-teacher ratio 12.8, while the national average is 15.2 and the CGCS average is 15.7. The variance with the DCPS ratio is therefore greater than 15% in both instances.
calculated the median student-to-staff ratio for all schools (excluding special education and English language learners staff) by school type. If all schools were staffed at median level by school type, approximately 103 positions could be eliminated.

<table>
<thead>
<tr>
<th>School type</th>
<th>Median Students to Staff</th>
<th>Total # of schools</th>
<th># of schools below median</th>
<th>Average positions eliminated to return to median</th>
<th>Total positions eliminated to get to median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary schools</td>
<td>10.0</td>
<td>68</td>
<td>34</td>
<td>1.8</td>
<td>59.9</td>
</tr>
<tr>
<td>PreK-8 schools</td>
<td>10.7</td>
<td>16</td>
<td>8</td>
<td>1.8</td>
<td>14.2</td>
</tr>
<tr>
<td>Middle schools</td>
<td>11.0</td>
<td>14</td>
<td>7</td>
<td>1.2</td>
<td>8.6</td>
</tr>
<tr>
<td>High schools</td>
<td>14.1</td>
<td>16</td>
<td>8</td>
<td>2.6</td>
<td>20.5</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
<td>103.2</td>
</tr>
</tbody>
</table>

(1) Excludes special education and English language learning staff as well as custodians
(2) Excludes special education and alternative schools

Note: Custodians were excluded from this analysis because custodial staffing is addressed in a separate initiative. Special education and English language learning staff were excluded from this analysis, since any initiatives that would affect these service providers should be specifically targeted to these service areas.

By aligning staff resources to the median for each school type, DCPS will both better distribute resources across schools and move its staffing model more in line with the national average. (After implementation of this initiative, the student to staff ratio would increase from 5.95 to 6.03.)

RECOMMENDATIONS

DCPS should perform a thorough review of school staffing levels and how school staff is allocated. DCPS should update its comprehensive staffing model and allocate revised budgets to schools for FY 2013 based on this updated model. School-based staffing levels should be lowered to be more consistent with the national average and should be made more consistent across schools.

FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings of $4,917,000 and a five-year (FY13-17) net savings of approximately $39,862,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/(Costs)</th>
<th>FTE Increase/(Reduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$8,312,000</td>
<td>$3,396,000</td>
<td>$0</td>
<td>$4,917,000</td>
<td>(103)</td>
</tr>
<tr>
<td>2014</td>
<td>$8,479,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,479,000</td>
<td>---</td>
</tr>
<tr>
<td>2015</td>
<td>$8,648,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,648,000</td>
<td>---</td>
</tr>
<tr>
<td>2016</td>
<td>$8,821,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,821,000</td>
<td>---</td>
</tr>
<tr>
<td>2017</td>
<td>$8,997,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,997,000</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$43,257,000</td>
<td>$3,396,000</td>
<td>$0</td>
<td>$39,862,000</td>
<td>(103)</td>
</tr>
</tbody>
</table>

The savings will be realized from the following funding sources:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$4,917,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$4,917,000</td>
</tr>
<tr>
<td>2014</td>
<td>$8,479,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,479,000</td>
</tr>
<tr>
<td>2015</td>
<td>$8,648,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,648,000</td>
</tr>
</tbody>
</table>
The savings and implementation costs were calculated as follows:

- **Gross savings.** DCPS estimated gross savings by conducting a median FTE analysis by school and school-type and quantifying the impact to school staffing by having all schools with low student to staff ratios raised to the median for their school type. The result of the analysis follows:

<table>
<thead>
<tr>
<th>School type</th>
<th>Median Students to Staff (1)</th>
<th>Total number of schools (2)</th>
<th>Number of schools below median</th>
<th>Average positions eliminated to return to median</th>
<th>Total positions eliminated to get to median</th>
<th>Average cost per position</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary schools</td>
<td>10.0</td>
<td>68</td>
<td>34</td>
<td>1.8</td>
<td>59.9</td>
<td>$74,606</td>
<td>$4,471,045</td>
</tr>
<tr>
<td>PreK-8 schools</td>
<td>10.7</td>
<td>16</td>
<td>8</td>
<td>1.8</td>
<td>14.2</td>
<td>$79,530</td>
<td>$1,124,761</td>
</tr>
<tr>
<td>Middle schools</td>
<td>11.0</td>
<td>14</td>
<td>7</td>
<td>1.2</td>
<td>8.6</td>
<td>$91,540</td>
<td>$784,661</td>
</tr>
<tr>
<td>High schools</td>
<td>14.1</td>
<td>16</td>
<td>8</td>
<td>2.6</td>
<td>20.5</td>
<td>$86,106</td>
<td>$1,767,780</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td></td>
<td></td>
<td>103.2</td>
<td></td>
<td>$78,977</td>
<td>$8,149,246</td>
</tr>
</tbody>
</table>

(1) Excludes special education and English language learning staff as well as custodians
(2) Excludes special education and alternative schools

- **Costs.** DCPS estimated the costs of implementation as follows:
  - One-time costs. Staff positions were assumed to be eliminated through a reduction in force. Due to a potential blend of union and non-union staff, a higher severance cost of 5 months for each position was assumed. Total severance costs were calculated as follows:
    - Total positions eliminated: 103.2
    - Average cost per position: $78,977 annually (monthly of $6,581.4)
    - Five months of pay: $32,907 severance per eliminated position
    - Total severance: $3,396,000
  - Recurring costs. No recurring implementation costs are expected.

- **Key assumptions.**
  - Budget growth rate: 2%
Improve the Individualized Education Program Process to Reduce the Number of Dedicated Aides

DCPS should revise its individualized education program (IEP) process to reduce the number of dedicated aides unnecessarily assigned to special education students. To reach this goal, DCPS should:

- Implement structured procedures to assign dedicated aides during the IEP development process, including a phase-out process if appropriate; and
- Identify a central-office function to verify that all IEPs have adhered to the revised dedicated aide request process.

BACKGROUND

A dedicated aide is an adult who provides support to a special education student to satisfy the student’s IEP. A dedicated aide may provide services such as accompanying the student during the day, assisting the student with transitions between classes, and assisting the student with mobility, note taking, and communication.

An IEP team is responsible for determining whether a student receives a dedicated aide. The IEP team evaluates the student’s needs, develops an IEP for the student, and determines how best to provide the student with a free and appropriate public education in the least restrictive environment. All special education students are eligible for a dedicated aide, but only if the aide is necessary to meet the legal requirement for a free and appropriate public education. The policy of DCPS’s Office of Special Education allows less burdensome (and less costly) interventions to be implemented before resorting to a dedicated aide.

By revising the process by which dedicated aides are assigned as part of an IEP, DCPS can reduce the number of aides assigned while at the same time ensuring that the student is educated in the least restrictive environment.

FINDINGS

DCPS’s current IEP process does not align with the best practices for assignment of dedicated aides, which would include a more thorough review process and a centralized review of dedicated aide approvals.

Dedicated aides are oversubscribed for the current population of special education students at DCPS. The current ratio is 1 dedicated aide for every 27 special education students. Given the types of needs evidenced...
by DCPS special education students, historical trends of dedicated aide use on a per pupil basis within DCPS, and a thorough review of current dedicated aide allocations, the expected ratio of dedicated aides to DCPS special education students should be approximately 38 to 1 based upon DCPS’s current population.

DCPS implemented a review of dedicated aides in 2010 that resulted in a reduction of approximately 60 aides in four months. This one-time review included a school-by-school analysis, regular monitoring of new IEPs and communication to special education coordinators. This initiative intends to institutionalize the gains made during 2010 and will result in incremental changes to how dedicated aides are staffed going forward.

Each dedicated aide currently costs approximately $30,000 annually. By right sizing the ratio of dedicated aides to special education students, DCPS could reduce the total number of dedicated aides by almost 70, when the initiative is fully implemented.

DCPS will incur costs for the implementation of alternative assistance methods for the special education students who will no longer have dedicated aides. Those costs, however, are estimated to be a fraction of the costs of the dedicated aides (as described in the Fiscal Impact section).

RECOMMENDATIONS

To achieve a level of dedicated aides more appropriate to DCPS’s special education population, DCPS should implement a revised process to assign dedicated aides to special education students. DCPS can reach this goal by changing its IEP process alone; there is no need to change the IEP policy.

DCPS should develop a checklist and guidelines that will be issued to all schools as part of the IEP development process and should establish a centralized review of dedicated aide requests.

Coupled with the new process to assign dedicated aides, DCPS should invest in non-aide solutions to assist students to help them transition from dedicated to non-dedicated aides. Some of these solutions include assistive technology and training for school staff.

DCPS should implement the IEP process changes by the end of spring 2012, to fully realize cost savings by FY2014.

FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings of $1,281,000 and a five-year (FY13-17) net savings of approximately $8,469,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$1,591,000</td>
<td>$0</td>
<td>$310,000</td>
<td>$1,281,000</td>
<td>(60)</td>
</tr>
<tr>
<td>2014</td>
<td>$2,122,000</td>
<td>$0</td>
<td>$370,000</td>
<td>$1,752,000</td>
<td>(25)</td>
</tr>
<tr>
<td>2015</td>
<td>$2,101,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,751,000</td>
<td>(6)</td>
</tr>
<tr>
<td>2016</td>
<td>$2,143,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,793,000</td>
<td>3</td>
</tr>
<tr>
<td>2017</td>
<td>$2,252,000</td>
<td>$0</td>
<td>$360,000</td>
<td>$1,892,000</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$10,209,000</td>
<td>$0</td>
<td>$1,740,000</td>
<td>$8,469,000</td>
<td>(86)</td>
</tr>
</tbody>
</table>

*Notes 93 of the 265 dedicated aides currently on staff are contractors. The first FTEs eliminated pursuant to this initiative will be contracted positions.

The savings will be realized from the following funding sources:
The savings and implementation costs were calculated as follows:

1. **Projected steady state demand for dedicated aides** for FY2013 to FY2017.
   - Calculated current ratio for dedicated aides of 27:1 (253 aides at October 2011 vs. FY12 estimated DCPS special education population of 6,755)
   - Projected demand for dedicated aides by maintaining the 27:1 ratio through FY2017
   - Calculated the number of FTEs required based on existing ratio
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2013
   - Steady-state budget = total FTEs * average cost per FTE

2. **Projected revised demand for dedicated aides** based on new process
   - Key assumption: Assuming successful implementation of revised dedicated aides process, OSE believes that steady-state demand for dedicated aides should ultimately be 180 FTEs (for current student population of 6,755 students)
   - OSE believes that this initiative will take up to two full years to fully realize changes to the dedicated aide staffing. Therefore, the first full year of implementation, FY13, is estimated at 200 FTEs, and FY14 through FY17 are estimated at 180 FTEs. This equates to a revised special education student to dedicated aide ratio of 34:1 in FY2013, and 38:1 from FY14 through FY17.
   - Using these revised dedicated aide ratios, calculated number of FTEs required based on the projected number of special education students in DCPS through FY17 (same student projection as steady-state)
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2017
   - Revised dedicated aide budget = total FTEs (revised) * average cost per FTE
### REVISED STATE FORECAST

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education enrollment (a)</td>
<td>6,533</td>
<td>6,310</td>
<td>6,087</td>
<td>6,178</td>
<td>6,270</td>
<td></td>
</tr>
<tr>
<td>Revised dedicated aide ratio (b)</td>
<td>1:33.8</td>
<td>1:37.6</td>
<td>1:37.6</td>
<td>1:37.4</td>
<td>1:37.5</td>
<td></td>
</tr>
<tr>
<td>Estimated dedicated aides (FTEs) (c = a / b)</td>
<td>193</td>
<td>168</td>
<td>162</td>
<td>165</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>Inflation rate (d)</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Cost per FTE (e)</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$32,473</td>
<td>$33,122</td>
<td></td>
</tr>
<tr>
<td>Total cost (f = c * e)</td>
<td>$5,905,800</td>
<td>$5,243,616</td>
<td>$5,157,471</td>
<td>$5,358,039</td>
<td>$5,531,445</td>
<td>$27,196,371</td>
</tr>
</tbody>
</table>

#### 3. Gross savings

Difference between revised dedicated aide budget and steady state budget.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steady state forecast (a)</td>
<td>$7,497,000</td>
<td>$7,366,000</td>
<td>$7,259,000</td>
<td>$7,501,000</td>
<td>$7,784,000</td>
<td>$37,407,000</td>
</tr>
<tr>
<td>Revised forecast (b)</td>
<td>$5,906,000</td>
<td>$5,244,000</td>
<td>$5,157,000</td>
<td>$5,358,000</td>
<td>$5,531,000</td>
<td>$27,196,000</td>
</tr>
<tr>
<td>Gross savings (c = a - b)</td>
<td>$1,591,000</td>
<td>$2,122,000</td>
<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
</tbody>
</table>

#### 4. Costs

- **One-time costs**
  - Assumption is that reduction will come from pool of contracted dedicated aides (93) and turnover of DCPS-employed aides

- **Recurring costs**
  - Assistive technology, teacher training, and other student support in place of dedicated aides and potential legal costs

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal costs (a)</td>
<td>$50,000</td>
<td>$30,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>Non-personnel costs (including assistive technology) (b)</td>
<td>$260,000</td>
<td>$340,000</td>
<td>$330,000</td>
<td>$330,000</td>
<td>$340,000</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Total recurring costs (c = a + b)</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
</tbody>
</table>

#### 5. Net Savings

Net one-time and recurring costs from gross savings.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross savings (a)</td>
<td>$1,591,000</td>
<td>$2,122,000</td>
<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
<tr>
<td>Recurring costs (b)</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
<tr>
<td>Net savings (c = a - b)</td>
<td>$1,281,000</td>
<td>$1,752,000</td>
<td>$1,751,000</td>
<td>$1,793,000</td>
<td>$1,892,000</td>
<td>$8,470,000</td>
</tr>
</tbody>
</table>

#### 6. Key assumptions

- Budget growth rate: 2%
- Special education enrollment: DCPS-forecasted special education enrollment from FY13 to FY17 (including additional non-public students)
Improve the Individualized Education Program Process to Reduce the Number of Dedicated Aides

DCPS should revise its individualized education program (IEP) process to reduce the number of dedicated aides unnecessarily assigned to special education students. To reach this goal, DCPS should:

- Implement structured procedures to assign dedicated aides during the IEP development process, including a phase-out process if appropriate; and

- Identify a central-office function to verify that all IEPs have adhered to the revised dedicated aide request process.

BACKGROUND
A dedicated aide is an adult who provides support to a special education student to satisfy the student’s IEP. A dedicated aide may provide services such as accompanying the student during the day, assisting the student with transitions between classes, and assisting the student with mobility, note taking, and communication.

An IEP team is responsible for determining whether a student receives a dedicated aide. The IEP team evaluates the student’s needs, develops an IEP for the student, and determines how best to provide the student with a free and appropriate public education in the least restrictive environment. All special education students are eligible for a dedicated aide, but only if the aide is necessary to meet the legal requirement for a free and appropriate public education. The policy of DCPS’s Office of Special Education allows less burdensome (and less costly) interventions to be implemented before resorting to a dedicated aide.

By revising the process by which dedicated aides are assigned as part of an IEP, DCPS can reduce the number of aides assigned while at the same time ensuring that the student is educated in the least restrictive environment.

FINDINGS
DCPS’s current IEP process does not align with the best practices for assignment of dedicated aides, which would include a more thorough review process and a centralized review of dedicated aide approvals.

Dedicated aides are oversubscribed for the current population of special education students at DCPS. The current ratio is 1 dedicated aide for every 27 special education students. Given the types of needs evidenced...
by DCPS special education students, historical trends of dedicated aide use on a per pupil basis within DCPS, and a thorough review of current dedicated aide allocations, the expected ratio of dedicated aides to DCPS special education students should be approximately 38 to 1 based upon DCPS’s current population.

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Each dedicated aide currently costs approximately $30,000 annually. By right sizing the ratio of dedicated aides to special education students, DCPS could reduce the total number of dedicated aides by almost 70, when the initiative is fully implemented.

DCPS will incur costs for the implementation of alternative assistance methods for the special education students who will no longer have dedicated aides. Those costs, however, are estimated to be a fraction of the costs of the dedicated aides (as described in the Fiscal Impact section).

RECOMMENDATIONS

To achieve a level of dedicated aides more appropriate to DCPS’s special education population, DCPS should implement a revised process to assign dedicated aides to special education students. DCPS can reach this goal by changing its IEP process alone; there is no need to change the IEP policy.

DCPS should develop a checklist and guidelines that will be issued to all schools as part of the IEP development process and should establish a centralized review of dedicated aide requests.

Coupled with the new process to assign dedicated aides, DCPS should invest in non-aide solutions to assist students to help them transition from dedicated to non-dedicated aides. Some of these solutions include assistive technology and training for school staff.

DCPS should implement the IEP process changes by the end of spring 2012, to fully realize cost savings by FY2014.

FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings of $1,281,000 and a five-year (FY13-17) net savings of approximately $8,469,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$1,591,000</td>
<td>$0</td>
<td>$310,000</td>
<td>$1,281,000</td>
<td>(60)</td>
</tr>
<tr>
<td>2014</td>
<td>$2,122,000</td>
<td>$0</td>
<td>$370,000</td>
<td>$1,752,000</td>
<td>(25)</td>
</tr>
<tr>
<td>2015</td>
<td>$2,101,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,751,000</td>
<td>(6)</td>
</tr>
<tr>
<td>2016</td>
<td>$2,143,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,793,000</td>
<td>3</td>
</tr>
<tr>
<td>2017</td>
<td>$2,252,000</td>
<td>$0</td>
<td>$360,000</td>
<td>$1,892,000</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$10,209,000</td>
<td>$0</td>
<td>$1,740,000</td>
<td>$8,469,000</td>
<td>(86)</td>
</tr>
</tbody>
</table>

*Notes 93 of the 265 dedicated aides currently on staff are contractors. The first FTEs eliminated pursuant to this initiative will be contracted positions.

The savings will be realized from the following funding sources:
The savings and implementation costs were calculated as follows:

1. **Projected steady state demand for dedicated aides** for FY2013 to FY2017.
   - Calculated current ratio for dedicated aides of 27:1 (253 aides at October 2011 vs. FY12 estimated DCPS special education population of 6,755)
   - Projected demand for dedicated aides by maintaining the 27:1 ratio through FY2017
   - Calculated the number of FTEs required based on existing ratio
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2013
   - Steady-state budget = total FTEs * average cost per FTE

<table>
<thead>
<tr>
<th>STEADY STATE FORECAST</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education</td>
<td>6,533</td>
<td>6,310</td>
<td>6,087</td>
<td>6,178</td>
<td>6,270</td>
<td></td>
</tr>
<tr>
<td>enrollment (a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current dedicated aide</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td></td>
</tr>
<tr>
<td>ratio (b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated dedicated</td>
<td>245</td>
<td>236</td>
<td>228</td>
<td>231</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>aides (FTEs) (c = a / b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inflation rate (d)</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Cost per FTE (e)</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$32,473</td>
<td>$33,122</td>
<td></td>
</tr>
<tr>
<td>Total cost (f = c * e)</td>
<td>$7,497,000</td>
<td>$7,366,032</td>
<td>$7,258,663</td>
<td>$7,501,255</td>
<td>$7,783,770</td>
<td>$37,406,719</td>
</tr>
</tbody>
</table>

2. **Projected revised demand for dedicated aides** based on new process
   - Key assumption: Assuming successful implementation of revised dedicated aides process, OSE believes that steady-state demand for dedicated aides should ultimately be 180 FTEs (for current student population of 6,755 students)
   - OSE believes that this initiative will take up to two full years to fully realize changes to the dedicated aide staffing. Therefore, the first full year of implementation, FY13, is estimated at 200 FTEs, and FY14 through FY17 are estimated at 180 FTEs. This equates to a revised special education student to dedicated aide ratio of 34:1 in FY2013, and 38:1 from FY14 through FY17.
   - Using these revised dedicated aide ratios, calculated number of FTEs required based on the projected number of special education students in DCPS through FY17 (same student projection as steady-state)
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2017
   - Revised dedicated aide budget = total FTEs (revised) * average cost per FTE
### REVISED STATE FORECAST

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education enrollment (a)</td>
<td>6,533</td>
<td>6,310</td>
<td>6,087</td>
<td>6,178</td>
<td>6,270</td>
<td></td>
</tr>
<tr>
<td>Revised dedicated aide ratio (b)</td>
<td>1:33.8</td>
<td>1:37.6</td>
<td>1:37.6</td>
<td>1:37.4</td>
<td>1:37.5</td>
<td></td>
</tr>
<tr>
<td>Estimated dedicated aides (FTEs) (c = a / b)</td>
<td>193</td>
<td>168</td>
<td>162</td>
<td>165</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>Inflation rate (d)</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Cost per FTE (e)</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$32,473</td>
<td>$33,122</td>
<td></td>
</tr>
<tr>
<td>Total cost (f = c * e)</td>
<td>$5,905,800</td>
<td>$5,243,616</td>
<td>$5,157,471</td>
<td>$5,358,039</td>
<td>$5,531,445</td>
<td>$27,196,371</td>
</tr>
</tbody>
</table>

3. **Gross savings.** Difference between revised dedicated aide budget and steady state budget.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steady state forecast (a)</td>
<td>$7,497,000</td>
<td>$7,366,000</td>
<td>$7,259,000</td>
<td>$7,501,000</td>
<td>$7,784,000</td>
<td>$37,407,000</td>
</tr>
<tr>
<td>Revised forecast (b)</td>
<td>$5,906,000</td>
<td>$5,244,000</td>
<td>$5,157,000</td>
<td>$5,358,000</td>
<td>$5,531,000</td>
<td>$27,196,000</td>
</tr>
<tr>
<td>Gross savings (c = a - b)</td>
<td>$1,591,000</td>
<td>$2,122,000</td>
<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
</tbody>
</table>

4. **Costs.**
   - One-time costs
     - Assumption is that reduction will come from pool of contracted dedicated aides (93) and turnover of DCPS-employed aides
   - Recurring costs
     - Assistive technology, teacher training, and other student support in place of dedicated aides and potential legal costs

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal costs (a)</td>
<td>$50,000</td>
<td>$30,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>Non-personnel costs (including assistive technology) (b)</td>
<td>$260,000</td>
<td>$340,000</td>
<td>$330,000</td>
<td>$330,000</td>
<td>$340,000</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Total recurring costs (c = a + b)</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
</tbody>
</table>

5. **Net Savings.** Net one-time and recurring costs from gross savings.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross savings (a)</td>
<td>$1,591,000</td>
<td>$2,122,000</td>
<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
<tr>
<td>Recurring costs (b)</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
<tr>
<td>Net savings (c = a - b)</td>
<td>$1,281,000</td>
<td>$1,752,000</td>
<td>$1,751,000</td>
<td>$1,793,000</td>
<td>$1,892,000</td>
<td>$8,470,000</td>
</tr>
</tbody>
</table>

6. **Key assumptions.**
   - Budget growth rate: 2%
   - Special education enrollment: DCPS-forecasted special education enrollment from FY13 to FY17 (including additional non-public students)
Right-Size School-Based Staffing Levels at DCPS

DCPS should perform a thorough review of school-based teaching and non-teaching positions to ensure that school-based resources are aligned with student needs and reduced to be more consistent with national averages.

BACKGROUND
When compared to other school districts of a similar size, DCPS has a large number of school-based staff. DCPS can reduce the number of positions.

FINDINGS
The student-to-staff ratio at DCPS is low when compared to districts of similar size and to the national average, as shown in the following chart:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Staff</th>
<th>Ratio</th>
<th>% Variance to DCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS – Total Staff</td>
<td>47,247</td>
<td>7,928</td>
<td>6.0</td>
<td>---</td>
</tr>
<tr>
<td>Minneapolis (1)</td>
<td>34,570</td>
<td>5,320</td>
<td>6.5</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Boston</td>
<td>57,050</td>
<td>8,035</td>
<td>7.1</td>
<td>-16.1%</td>
</tr>
<tr>
<td>San Antonio</td>
<td>55,086</td>
<td>7,632</td>
<td>7.2</td>
<td>-17.4%</td>
</tr>
<tr>
<td>Baltimore</td>
<td>83,800</td>
<td>10,800</td>
<td>7.8</td>
<td>-23.2%</td>
</tr>
<tr>
<td>United States (2)</td>
<td>49,265,044</td>
<td>6,328,318</td>
<td>7.8</td>
<td>-23.4%</td>
</tr>
</tbody>
</table>

Notes
(1) Excludes transportation and food service staff, since DCPS does not employ staff to provide these services.
(2) National Center for Education Statistics data from school year 2008-2009.

In addition, disparities exist within DCPS schools and school types. To quantify these disparities, DCPS

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1 The student-to-teacher ratio at DCPS is also significantly below both the national average and the average of other urban school districts tracked by the Council of the Great City Schools (CGCS). The DCPS student-to-teacher ratio 12.8, while the national average is 15.2 and the CGCS average is 15.7. The variance with the DCPS ratio is therefore greater than 15% in both instances.
calculated the median student-to-staff ratio for all schools (excluding special education and English language learners staff) by school type. If all schools were staffed at median level by school type, approximately 103 positions could be eliminated.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F = E * D</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td></td>
<td>Total # of schools</td>
<td># of schools below median</td>
<td>Average positions eliminated to return to median</td>
<td>Total positions eliminated to get to median</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>10.0</td>
<td>68</td>
<td>34</td>
<td>1.8</td>
<td>59.9</td>
</tr>
<tr>
<td>PreK-8 schools</td>
<td>10.7</td>
<td>16</td>
<td>8</td>
<td>1.8</td>
<td>14.2</td>
</tr>
<tr>
<td>Middle schools</td>
<td>11.0</td>
<td>14</td>
<td>7</td>
<td>1.2</td>
<td>8.6</td>
</tr>
<tr>
<td>High schools</td>
<td>14.1</td>
<td>16</td>
<td>8</td>
<td>2.6</td>
<td>20.5</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
<td>103.2</td>
</tr>
</tbody>
</table>

(1) Excludes special education and English language learning staff as well as custodians
(2) Excludes special education and alternative schools

Note: Custodians were excluded from this analysis because custodial staffing is addressed in a separate initiative. Special education and English language learning staff were excluded from this analysis, since any initiatives that would affect these service providers should be specifically targeted to these service areas.

By aligning staff resources to the median for each school type, DCPS will both better distribute resources across schools and move its staffing model more in line with the national average. (After implementation of this initiative, the student to staff ratio would increase from 5.95 to 6.03.)

RECOMMENDATIONS

DCPS should perform a thorough review of school staffing levels and how school staff is allocated. DCPS should update its comprehensive staffing model and allocate revised budgets to schools for FY 2013 based on this updated model. School-based staffing levels should be lowered to be more consistent with the national average and should be made more consistent across schools.

FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings of $4,917,000 and a five-year (FY13-17) net savings of approximately $39,862,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$8,312,000</td>
<td>$3,396,000</td>
<td>$0</td>
<td>$4,917,000</td>
<td>(103)</td>
</tr>
<tr>
<td>2014</td>
<td>$8,479,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,479,000</td>
<td>---</td>
</tr>
<tr>
<td>2015</td>
<td>$8,648,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,648,000</td>
<td>---</td>
</tr>
<tr>
<td>2016</td>
<td>$8,821,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,821,000</td>
<td>---</td>
</tr>
<tr>
<td>2017</td>
<td>$8,997,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,997,000</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$43,257,000</td>
<td>$3,396,000</td>
<td>$0</td>
<td>$39,862,000</td>
<td>(103)</td>
</tr>
</tbody>
</table>

The savings will be realized from the following funding sources:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$4,917,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$4,917,000</td>
</tr>
<tr>
<td>2014</td>
<td>$8,479,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,479,000</td>
</tr>
<tr>
<td>2015</td>
<td>$8,648,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,648,000</td>
</tr>
</tbody>
</table>
The savings and implementation costs were calculated as follows:

- **Gross savings.** DCPS estimated gross savings by conducting a median FTE analysis by school and school-type and quantifying the impact to school staffing by having all schools with low student to staff ratios raised to the median for their school type. The result of the analysis follows:

  | School type          | Median Students to Staff (1) | Total number of schools (2) | Number of schools below median | Average positions eliminated to return to median | Total positions eliminated to get to median | Average cost per position | Total cost  
  |----------------------|------------------------------|-----------------------------|-------------------------------|------------------------------------------------|------------------------------------------|----------------------------|------------  
  | Elementary schools   | 10.0                         | 68                          | 34                            | 1.8                                            | 59.9                                     | $74,606                    | $4,471,045  
  | PreK-8 schools       | 10.7                         | 16                          | 8                             | 1.8                                            | 14.2                                     | $79,530                    | $1,124,761  
  | Middle schools       | 11.0                         | 14                          | 7                             | 1.2                                            | 8.6                                      | $91,540                    | $784,661   
  | High schools         | 14.1                         | 16                          | 8                             | 2.6                                            | 20.5                                     | $86,106                    | $1,767,780  
  | Total                | 114                          |                             |                               |                                                |                                         | $78,977                    | $8,149,246  

(1) Excludes special education and English language learning staff as well as custodians  
(2) Excludes special education and alternative schools

- **Costs.** DCPS estimated the costs of implementation as follows:
  - One-time costs. Staff positions were assumed to be eliminated through a reduction in force. Due to a potential blend of union and non-union staff, a higher severance cost of 5 months for each position was assumed. Total severance costs were calculated as follows:
    - Total positions eliminated: 103.2  
    - Average cost per position: $78,977 annually (monthly of $6,581.4)  
    - Five months of pay: $32,907 severance per eliminated position  
    - Total severance: $3,396,000  
  - Recurring costs. No recurring implementation costs are expected.

- **Key assumptions.**  
  - Budget growth rate: 2%
Restructure Food Service Operations at the District of Columbia Public Schools

DCPS should restructure its food service operations to reduce costs while continuing to improve meal quality for students.

BACKGROUND

In FY11, DCPS spent $12.9 million of local funds on food service operations, in addition to meal reimbursements and collections revenue. Structural change is necessary to limit this program’s encroachment on local operating funds while continuing to improve meal quality for students.

This initiative contemplates investigating multiple options for operating structures, based on best practices at other similarly profiled school districts who have demonstrated positive financial and program quality results in their food service programs. Based on the results of this investigation, a plan for a new food services operating structure will be developed. The plan may include existing contract modifications and/or a request for proposals (RFP) process. The process of developing the plan will consider pricing, quality, and operating risks associated with various operating structures in order to select a final operating structure that will improve program quality and financial results.

FINDINGS

Currently, DCPS’ primary food service vendor incurs losses per site of approximately $100,000 at 107 sites. In FY11, DCPS piloted programs with two other vendors at 14 sites, incurring losses of approximately $25,000 per site. The two piloted vendors were awarded contracts to service 7 schools each for school year 2010-2011 with the primary vendor servicing the rest of the schools in the district. Improvements in food quality in school year 2010-2011 resulted in an increase in participation across all wards in the district. An additional 2 million meals were served for $1 million dollars less than in school year 2009-2010. DCPS Food & Nutrition Services is prepared to continue this trend by implementing additional cost saving measures.

The pilot program contracts are structured on a flat per meal cost basis, while the current DCPS primary food services vendor contract is structured on a cost reimbursement basis. (In addition, the current primary vendor employs unionized labor (the union contract is with the primary vendor, not DCPS), while the pilot program labor is non-unionized.)

While DCPS food service has some financial result limitations given that schools are under enrolled, there are successful food programs at districts with similar demographics from which learnings about their operating structure can be leveraged to improve the financial and quality results.

Comparable district analysis conducted to date indicates that the DCPS primary vendor food cost is 58% of revenue compared to industry median of 35% and the DCPS primary vendor labor cost is 72% of revenue compared to industry median of 49%. In addition, there is a potential 20% wage cost difference between union and non-union labor.

If the financial results of the pilot program ($75,000 in savings per site) were replicated at all 107 DCPS sites, the total annual savings would be approximately $8 million. However, based on a more detailed analysis by DCPS of management and labor savings, supply savings, and vendor taxes and insurance, the estimated aggregate savings is likely to be approximately $4.4 million.

In addition, additional revenue could be realized through the following actions:
Increase the meal price for students. DCPS could increase the price of paid student lunches by $1.00, from $--- to $--. The increased price would be in line with other jurisdictions; for example, the cost of a student paid meal in [City 1] is $---; in [City 2] is $----, and in [City 3] is $----. The increase would generate approximately $310,000 per year. [DCPS, please insert the current and future prices. Please also give examples of prices from other urban jurisdictions.]

Increase the meal price for adults. DCPS could increase the price of paid adult lunches by $2.50, from $-- to $---. The increased price would be in line with other jurisdictions; for example, the cost of an adult paid meal in [City 1] is $---; in [City 2] is $----, and in [City 3] is $----. This increase would generate approximately $40,000 per year. [DCPS, insert the current and future prices. Please also give examples of prices from other urban jurisdictions.]

Improve paid student collection. Currently, only approximately 25% of meals served to students that are subject to payment are actually paid. By implementing a new policy to better enforce student payments, DCPS estimates it can increase collections by 7.5%, or approximately $30,000 annually.

Decrease inventory waste. By implementing an ordering and inventory system, DCPS estimates that it can reduce waste and save approximately $500,000 annually.

Increase supper service for the Department of Parks and Recreation (DPR). By expanding its profitable supper service to DPR facilities, DCPS estimates it can generate approximately $80,000 annually.

Implement Provision 2 reclassification. [DCPS, please describe what Provision 2 reclassification is.] Savings generated by this action are estimated to be approximately $256,000 annually.

Move technology support in-house. By transitioning technology support for its food services from a contractor to in-house support, DCPS estimates that it will save approximately $190,000 annually.

Transition vendors for summer meals. By [DCPS, please describe what transitioning vendors for summer meals is.], DCPS estimates it can save approximately $220,000 annually.

RECOMMENDATIONS

DCPS should immediately begin further research and make site visits to successful food programs at similar profile districts (defined as districts with high quality food programs that operate at, or near, financial breakeven). During 2012, DCPS should make contract modifications and/or issues requests for competitive bids from operators so that the new food operations system is implemented by mid-2012.

Meanwhile, the following initiatives should be undertaken to enhance revenues and contain costs for FY13 (or earlier) and beyond:

- Increase meal price increases for both students and adults
- Implement new paid student charge policies
- Implement Provision 2 reclassifications
- Implement inventory/ordering system to promote waste reduction
- Increase supper service to DPR facilities
- Transition vendors for summer meals
- Move technology support services in-house

Comparable districts should be reviewed in depth as part of restructuring DCPS food operations and the operating structure decision should be based on pricing, program quality for students and operating risks. Best practices should be solicited on the front end of this process from similarly profiled school districts that have achieved positive financial results coupled with good food quality.
FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings/revenue of $5,063 million and a five-year (FY13-17) net savings/revenue of approximately $28.321 million. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings and Revenue</th>
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<tbody>
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<td>2013</td>
<td>$5,063,230</td>
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<td></td>
</tr>
<tr>
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*Notes: Currently, DCPS vendors employ the vast majority of food service workers and management. At this time, there is no anticipated significant change in DCPS-employed staff levels.

The savings/revenue will be realized from the following funding sources:

<table>
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<tr>
<th>Fiscal Year</th>
<th>Local</th>
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The savings were calculated as follows:

- Restructured food contract: Assumes a “bottoms-up basis” for food, paper, labor, fringe and other non-personnel costs such as rent, travel, maintenance and utilities. Based on an analysis of expected management and labor costs, supply costs, and vendor taxes and insurance, savings were estimated as $3,436,572 in FY13 and $4,437,941 during FY14, FY15, FY16, and FY17.

- Increase in charge for paid student meals. Based on estimates of the number of meals that would be served and paid, additional revenue was estimated as $313,523 annually.

- Increase in charge for paid adult meals. Based on estimates of the number of meals that would be served and paid, additional revenue was estimated as $39,489 annually.

- New paid student charge policy. DCPS estimates receiving $31,680 annually from increased collections of payments for student meals through a reduced enforcement policy.

- DPR supper service. DCPS estimates an increase of $78,750 annually by expanding supper service at DPR facilities. The estimate is based on the estimated additional meals served and the average per-meal profit.

- Transition summer vendors. DCPS estimates that transitioning summer vendors will result in annual savings of $217,500, based on an estimate of per-meal costs decreasing by $0.75 and 290,000 meals served.

- In-house technology support. DPCS estimates saving $189,440 annually, based on the current cost of outsourced contractors and the estimated cost of in-house staff.
Thanks.

LMR

On Nov 18, 2011, at 12:18 PM, "Henderson, Kaya \(OOC\)" <Kaya.Henderson@dc.gov> wrote:

I'm good with it. Thanks.

Sent from my iPad

On Nov 18, 2011, at 12:16 PM, "Weber, Peter \(OOC\)" <peter.weber@dc.gov> wrote:

I think that is totally right. Between the iff work, the lack of coordination with charters and the need for a clear communications plan, I can't imagine putting this out as a reduction plan.

We should hold back for now.

----- Original Message ----- 
From: Ruda, Lisa M. (OOC) 
To: Weber, Peter (OOC); Henderson, Kaya (OOC) 
Sent: Fri Nov 18 07:21:06 2011 
Subject: One City

In light of the ongoing IFF work, my inclination is to pull (not submit) the school closures proposal as part of the reduction initiatives. We will still propose some right sizing through our normal and ongoing work down the road. However based on how the IFF stuff (and roll out is going), we don't gain a darn thing by submitting a closure plan now. Plus, I don't want to put the Mayor in a corner. Pete and I have talked (preliminarily) about this change but I wanted to circle back. Thoughts?

LMR
Restructure Food Service Operations at the District of Columbia Public Schools

**DCPS** should restructure its food service operations to reduce costs while continuing to improve meal quality for students.

**BACKGROUND**

In FY11, DCPS spent $12.9 million of local funds on food service operations, in addition to meal reimbursements and collections revenue. Structural change is necessary to limit this program’s encroachment on local operating funds while continuing to improve meal quality for students.

This initiative contemplates investigating multiple options for operating structures, based on best practices at other similarly profiled school districts who have demonstrated positive financial and program quality results in their food service programs. Based on the results of this investigation, a plan for a new food services operating structure will be developed. The plan may include existing contract modifications and/or a request for proposals (RFP) process. The process of developing the plan will consider pricing, quality, and operating risks associated with various operating structures in order to select a final operating structure that will improve program quality and financial results.

**FINDINGS**

Currently, DCPS’s primary food service vendor incurs losses per site of approximately $100,000 at 107 sites. In FY11, DCPS piloted programs with two other vendors at 14 sites, incurring losses of approximately $25,000 per site. The two piloted vendors were awarded contracts to service 7 schools each for school year 2010-2011 with the primary vendor servicing the rest of the schools in the district. Improvements in food quality in school year 2010-2011 resulted in an increase in participation across all wards in the district. An additional 2 million meals were served for $1 million dollars less than in school year 2009-2010. DCPS Food & Nutrition Services is prepared to continue this trend by implementing additional cost saving measures.

The pilot program contracts are structured on a flat per meal cost basis, while the current DCPS primary food services vendor contract is structured on a cost reimbursement basis. (In addition, the current primary vendor employs unionized labor (the union contract is with the primary vendor, not DCPS), while the pilot program labor is non-unionized.)

While DCPS food service has some financial result limitations given that schools are under enrolled, there are successful food programs at districts with similar demographics from which learnings about their operating structure can be leveraged to improve the financial and quality results.

Comparable district analysis conducted to date indicates that the DCPS primary vendor food cost is 58% of revenue compared to industry median of 35% and the DCPS primary vendor labor cost is 72% of revenue compared to industry median of 49%. In addition, there is a potential 20% wage cost difference between union and non-union labor.

If the financial results of the pilot program ($75,000 in savings per site) were replicated at all 107 DCPS sites, the total annual savings would be approximately $8 million. However, based on a more detailed analysis by DCPS of management and labor savings, supply savings, and vendor taxes and insurance, the estimated aggregate savings is likely to be approximately $4.4 million.

In addition, additional revenue could be realized through the following actions:
Increase the meal price for students. DCPS could increase the price of paid student lunches by $1.00, from $--- to $--. The increased price would be in line with other jurisdictions; for example, the cost of a student paid meal in [City 1] is $---; in [City 2] is $----, and in [City 3] is $----. The increase would generate approximately $310,000 per year. [DCPS, please insert the current and future prices. Please also give examples of prices from other urban jurisdictions.]

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Implementation of this initiative will create a first-year (FY13) net savings/revenue of $5,063 million and a five-year (FY13-17) net savings/revenue of approximately $28,321 million. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

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The savings were calculated as follows:

- **Restructured food contract:** Assumes a “bottoms-up basis” for food, paper, labor, fringe and other non-personnel costs such as rent, travel, maintenance and utilities. Based on an analysis of expected management and labor costs, supply costs, and vendor taxes and insurance, savings were estimated as $3,436,572 in FY13 and $4,437,941 during FY14, FY15, FY16, and FY17.
Right-Size School-Based Staffing Levels at DCPS

DCPS should perform a thorough review of school-based teaching and non-teaching positions to ensure that school-based resources are aligned with student needs and reduced to be more consistent with national averages.

BACKGROUND
When compared to other school districts of a similar size, DCPS has a large number of school-based staff. DCPS can reduce the number of positions within schools with little to no impact on student performance.

FINDINGS
The student-to-staff ratio at DCPS is low when compared to districts of similar size and to the national average, as shown in the following chart: 1

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Staff</th>
<th>Ratio</th>
<th>% Variance to DCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS - Total Staff</td>
<td>47,247</td>
<td>7,928</td>
<td>6.0</td>
<td>---</td>
</tr>
<tr>
<td>Minneapolis (1)</td>
<td>34,570</td>
<td>5,320</td>
<td>6.5</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Boston</td>
<td>57,050</td>
<td>8,035</td>
<td>7.1</td>
<td>-16.1%</td>
</tr>
<tr>
<td>San Antonio</td>
<td>55,086</td>
<td>7,632</td>
<td>7.2</td>
<td>-17.4%</td>
</tr>
<tr>
<td>Baltimore</td>
<td>83,800</td>
<td>10,800</td>
<td>7.8</td>
<td>-23.2%</td>
</tr>
<tr>
<td>United States (2)</td>
<td>49,265,044</td>
<td>6,328,318</td>
<td>7.8</td>
<td>-23.4%</td>
</tr>
</tbody>
</table>

Notes
(1) Excludes transportation and food service staff, since DCPS does not employ staff to provide these services
(2) National Center for Education Statistics data from school year 2008-2009

1 The student-to-teacher ratio at DCPS is also significantly below both the national average and the average of other urban school districts tracked by the Council of the Great City Schools (CGCS). The DCPS student-to-teacher ratio 12.8, while the national average is 15.2 and the CGCS average is 15.7. The variance with the DCPS ratio is therefore greater than 15% in both instances.
In addition, disparities exist within DCPS schools and school types. To quantify these disparities, DCPS calculated the median student-to-staff ratio for all schools (excluding special education and English language learners staff) by school type. If all schools were staffed at median level by school type, approximately 103 positions could be eliminated.

<table>
<thead>
<tr>
<th>School type</th>
<th>Median Students to Staff (1)</th>
<th>Total # of schools (2)</th>
<th># of schools below median</th>
<th>Average positions eliminated to return to median</th>
<th>Total positions eliminated to get to median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary schools</td>
<td>10.0</td>
<td>68</td>
<td>34</td>
<td>1.8</td>
<td>59.9</td>
</tr>
<tr>
<td>PreK-8 schools</td>
<td>10.7</td>
<td>16</td>
<td>8</td>
<td>1.8</td>
<td>14.2</td>
</tr>
<tr>
<td>Middle schools</td>
<td>11.0</td>
<td>14</td>
<td>7</td>
<td>1.2</td>
<td>8.6</td>
</tr>
<tr>
<td>High schools</td>
<td>14.1</td>
<td>16</td>
<td>8</td>
<td>2.6</td>
<td>20.5</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
<td>103.2</td>
</tr>
</tbody>
</table>

(1) Excludes special education and English language learning staff as well as custodians

By aligning staff resources to the median for each school type, DCPS will both better distribute resources across schools and move its staffing model more in line with the national average. (After implementation of this initiative the student to staff ratio would increase from 5.95 to 6.03.)

**RECOMMENDATIONS**

DCPS should perform a thorough review of school staffing levels and how school staff is allocated. DCPS should update its comprehensive staffing model and allocate revised budgets to schools for FY 2013 based on this updated model. School-based staffing levels should be lowered to be more consistent with the national average and should be made more consistent across schools.

**FISCAL IMPACT**

Implementation of this initiative will create a first-year (FY13) net savings of $4,917,000 and a five-year (FY13-17) net savings of approximately $39,862,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)</th>
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<tbody>
<tr>
<td>2013</td>
<td>$8,312,000</td>
<td>$3,396,000</td>
<td>$0</td>
<td>$4,917,000</td>
<td>(103)</td>
</tr>
<tr>
<td>2014</td>
<td>$8,479,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,479,000</td>
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</tr>
<tr>
<td>2015</td>
<td>$8,648,000</td>
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<td>---</td>
</tr>
<tr>
<td>2016</td>
<td>$8,821,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,821,000</td>
<td>---</td>
</tr>
<tr>
<td>2017</td>
<td>$8,997,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,997,000</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$43,257,000</td>
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<td>$0</td>
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<td>(103)</td>
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The savings and implementation costs were calculated as follows:

- **Gross savings.** DCPS estimated gross savings by conducting a median FTE analysis by school and school-type and quantifying the impact to school staffing by having all schools with low student to staff ratios raised to the median for their school type. The result of the analysis follows:

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<td>59.9</td>
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<td>$4,471,045</td>
</tr>
<tr>
<td>PreK-8 schools</td>
<td>10.7</td>
<td>16</td>
<td>8</td>
<td>1.8</td>
<td>14.2</td>
<td>$79,530</td>
<td>$1,124,761</td>
</tr>
<tr>
<td>Middle schools</td>
<td>11.0</td>
<td>14</td>
<td>7</td>
<td>1.2</td>
<td>8.6</td>
<td>$91,540</td>
<td>$784,661</td>
</tr>
<tr>
<td>High schools</td>
<td>14.1</td>
<td>16</td>
<td>8</td>
<td>2.6</td>
<td>20.5</td>
<td>$86,106</td>
<td>$1,767,780</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>114</td>
<td></td>
<td></td>
<td>103.2</td>
<td>$78,977</td>
<td>$8,149,246</td>
</tr>
</tbody>
</table>

(1) Excludes special education and English language learning staff as well as custodians
(2) Excludes special education and alternative schools

- **Costs.** DCPS estimated the costs of implementation as follows:
  - One-time costs. Staff positions were assumed to be eliminated through a reduction in force. Due to a potential blend of union and non-union staff, a higher severance cost of 5 months for each position was assumed. Total severance costs were calculated as follows:
    - Total positions eliminated: 103.2
    - Average cost per position: $78,977 annually (monthly of $6,581.4)
    - Five months of pay: $32,907 severance per eliminated position
    - Total severance: $3,396,000
  - Recurring costs. No recurring implementation costs are expected.

- **Key assumptions.**
  - Budget growth rate: 2%
Improve the Individualized Education Program Process to Reduce the Number of Dedicated Aides

DCPS should revise its individualized education program (IEP) process to reduce the number of dedicated aides unnecessarily assigned to special education students. To reach this goal, DCPS should:

- Implement structured procedures to assign dedicated aides during the IEP development process, including a phase-out process if appropriate; and
- Identify a central-office function to verify that all IEPs have adhered to the revised dedicated aide request process.

BACKGROUND

A dedicated aide is an adult who provides support to a special education student to satisfy the student’s IEP. A dedicated aide may provide services such as accompanying the student during the day, assisting the student with transitions between classes, and assisting the student with mobility, note-taking, and communication.

An IEP team is responsible for determining whether a student receives a dedicated aide. The IEP team evaluates the student’s needs, develops an IEP for the student, and determines how best to provide the student with a free and appropriate public education in the least restrictive environment. All special education students are eligible for a dedicated aide, but only if the aide is necessary to meet the legal requirement for a free and appropriate public education. The policy of DCPS’s Office of Special Education allows less burdensome (and less costly) interventions to be implemented before resorting to a dedicated aide.

By revising the process by which dedicated aides are assigned as part of an IEP, DCPS can reduce the number of aides assigned while at the same time ensuring that the student is educated in the least restrictive environment.

FINDINGS

DCPS’s current IEP process does not align with the best practices for assignment of dedicated aides, which would include a more thorough review process and a centralized review of dedicated aide approvals.

Dedicated aides are oversubscribed for the current population of special education students at DCPS. The current ratio is 1 dedicated aide for every 27 special education students. Given the types of needs evidenced...
by DCPS special education students, historical trends of dedicated aide use on a per pupil basis within DCPS, and a thorough review of current dedicated aide allocations, the expected ratio of dedicated aides to DCPS special education students should be approximately 38 to 1.

DCPS implemented a review of dedicated aides in 2010 that resulted in a reduction of approximately 60 aides in four months. This one-time review included a school-by-school analysis, regular monitoring of new IEPs and communication to special education coordinators. This initiative intends to institutionalize the gains made during 2010 and will result in incremental changes to how dedicated aides are staffed going forward.

Each dedicated aide currently costs approximately $30,000 annually. By right-sizing the ratio of dedicated aides to special education students, DCPS could reduce the total number of dedicated aides by almost 70, when the initiative is fully implemented.

DCPS will incur costs for the implementation of alternative assistance methods for the special education students who will no longer have dedicated aides. Those costs, however, are estimated to be a fraction of the costs of the dedicated aides (as described in the Fiscal Impact section).

RECOMMENDATIONS

To achieve a level of dedicated aides more appropriate to DCPS’s special education population, DCPS should implement a revised process to assign dedicated aides to special education students. DCPS can reach this goal by changing its IEP process alone; there is no need to change the IEP policy.

DCPS should develop a checklist and guidelines that will be issued to all schools as part of the IEP development process and should establish a centralized review of dedicated aide requests.

Coupled with the new process to assign dedicated aides, DCPS should invest in non-aide solutions to provide assistance to students to help them transition from dedicated to non-dedicated aides. Some of these solutions include assistive technology and training for school staff.

DCPS should implement the IEP process changes by the end of Spring 2012, to fully realize cost savings by FY2014.

FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings of $1,281,000 and a five-year (FY13-17) net savings of approximately $8,469,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$1,591,000</td>
<td>$0</td>
<td>$310,000</td>
<td>$1,281,000</td>
<td>(60)</td>
</tr>
<tr>
<td>2014</td>
<td>$2,122,000</td>
<td>$0</td>
<td>$370,000</td>
<td>$1,752,000</td>
<td>(25)</td>
</tr>
<tr>
<td>2015</td>
<td>$2,101,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,751,000</td>
<td>(6)</td>
</tr>
<tr>
<td>2016</td>
<td>$2,143,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,793,000</td>
<td>3</td>
</tr>
<tr>
<td>2017</td>
<td>$2,252,000</td>
<td>$0</td>
<td>$360,000</td>
<td>$1,892,000</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$10,209,000</td>
<td>$0</td>
<td>$1,740,000</td>
<td>$8,469,000</td>
<td>(86)</td>
</tr>
</tbody>
</table>

*Notes 93 of the 265 dedicated aides currently on staff are contractors. The first FTEs eliminated pursuant to this initiative will be contracted positions.

The savings will be realized from the following funding sources:
Deliberative Process

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$1,281,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,281,000</td>
</tr>
<tr>
<td>2014</td>
<td>$1,752,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,752,000</td>
</tr>
<tr>
<td>2015</td>
<td>$1,751,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,751,000</td>
</tr>
<tr>
<td>2016</td>
<td>$1,793,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,793,000</td>
</tr>
<tr>
<td>2017</td>
<td>$1,892,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,892,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$8,469,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,469,000</td>
</tr>
</tbody>
</table>

The savings and implementation costs were calculated as follows:

1. **Projected steady state demand for dedicated aides** for FY2013 to FY2017.
   - Calculated current ratio for dedicated aides of 27:1 (253 aides at October 2011 vs. FY12 estimated DCPS special education population of 6,755)
   - Projected demand for dedicated aides by maintaining the 27:1 ratio through FY2017
   - Calculated the number of FTEs required based on existing ratio
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2013
   - Steady-state budget = total FTEs * average cost per FTE

<table>
<thead>
<tr>
<th>STEADY STATE FORECAST</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education enrollment (a)</td>
<td>6,533</td>
<td>6,310</td>
<td>6,087</td>
<td>6,178</td>
<td>6,270</td>
<td></td>
</tr>
<tr>
<td>Current dedicated aide ratio (b)</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td></td>
</tr>
<tr>
<td>Estimated dedicated aides (FTEs) (c = a / b)</td>
<td>245</td>
<td>236</td>
<td>228</td>
<td>231</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>Inflation rate (d)</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Cost per FTE (e)</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$32,473</td>
<td>$33,122</td>
<td></td>
</tr>
<tr>
<td>Total cost (f = c * e)</td>
<td>$7,497,000</td>
<td>$7,366,032</td>
<td>$7,258,663</td>
<td>$7,501,255</td>
<td>$7,783,770</td>
<td></td>
</tr>
</tbody>
</table>

2. **Projected revised demand for dedicated aides** based on new process
   - Key assumption: Assuming successful implementation of revised dedicated aides process, OSE believes that steady-state demand for dedicated aides should ultimately be 180 FTEs (for current student population of 6,755 students)
   - OSE believes that this initiative will take up to two full years to fully realize changes to the dedicated aide staffing. Therefore, the first full year of implementation, FY13, is estimated at 200 FTEs, and FY14 through FY17 are estimated at 180 FTEs. This equates to a revised special education student to dedicated aide ratio of 34:1 in FY2013, and 38:1 from FY14 through FY17.
   - Using these revised dedicated aide ratios, calculated number of FTEs required based on the projected number of special education students in DCPS through FY17 (same student projection as steady-state)
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2017
   - Revised dedicated aide budget = total FTEs (revised) * average cost per FTE

3
### Deliberative Process

<table>
<thead>
<tr>
<th>REVISED STATE FORECAST</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education enrollment (a)</td>
<td>6,533</td>
<td>6,310</td>
<td>6,087</td>
<td>6,178</td>
<td>6,270</td>
<td></td>
</tr>
<tr>
<td>Revised dedicated aide ratio (b)</td>
<td>1:33.8</td>
<td>1:37.6</td>
<td>1:37.6</td>
<td>1:37.4</td>
<td>1:37.5</td>
<td></td>
</tr>
<tr>
<td>Estimated dedicated aides (FTEs) (c = a / b)</td>
<td>193</td>
<td>168</td>
<td>162</td>
<td>165</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>Inflation rate (d)</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Cost per FTE (e)</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$32,473</td>
<td>$33,122</td>
<td></td>
</tr>
<tr>
<td>Total cost (f = c * e)</td>
<td>$5,905,800</td>
<td>$5,243,616</td>
<td>$5,157,471</td>
<td>$5,358,039</td>
<td>$5,531,445</td>
<td>$27,196,371</td>
</tr>
</tbody>
</table>

#### 3. Gross savings
Difference between revised dedicated aide budget and steady state budget.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steady state forecast (a)</td>
<td>$7,497,000</td>
<td>$7,366,000</td>
<td>$7,259,000</td>
<td>$7,501,000</td>
<td>$7,784,000</td>
<td>$37,407,000</td>
</tr>
<tr>
<td>Revised forecast (b)</td>
<td>$5,906,000</td>
<td>$5,244,000</td>
<td>$5,157,000</td>
<td>$5,358,000</td>
<td>$5,531,000</td>
<td>$27,196,000</td>
</tr>
<tr>
<td>Gross savings (c = a - b)</td>
<td>$1,591,000</td>
<td>$2,122,000</td>
<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
</tbody>
</table>

#### 4. Costs
- **One-time costs**
  - Assumption is that reduction will come from pool of contracted dedicated aides (93) and turnover of DCPS-employed aides
- **Recurring costs**
  - Assistive technology, teacher training, and other student support in place of dedicated aides and potential legal costs

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal costs (a)</td>
<td>$50,000</td>
<td>$30,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>Non-personnel costs (including assistive technology) (b)</td>
<td>$260,000</td>
<td>$340,000</td>
<td>$330,000</td>
<td>$330,000</td>
<td>$340,000</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Total recurring costs (c = a + b)</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
</tbody>
</table>

#### 5. Net Savings
Net one-time and recurring costs from gross savings.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross savings (a)</td>
<td>$1,591,000</td>
<td>$2,122,000</td>
<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
<tr>
<td>Recurring costs (b)</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
<tr>
<td>Net savings (c = a - b)</td>
<td>$1,281,000</td>
<td>$1,752,000</td>
<td>$1,751,000</td>
<td>$1,793,000</td>
<td>$1,892,000</td>
<td>$8,470,000</td>
</tr>
</tbody>
</table>

#### 6. Key assumptions
- Budget growth rate: 2%
- Special education enrollment: DCPS-forecasted special education enrollment from FY13 to FY17 (including additional non-public students)
Improve the Delivery of Custodial Services at the District of Columbia Public Schools

**DCPS should restructure the provision of custodial services in all schools to bring costs more in line with industry standards.**

**BACKGROUND**

The current costs for custodial services at DCPS are higher than the industry standard. There is also a significant opportunity to improve service levels at schools. By restructuring the provision of custodial services at schools, DCPS can realize substantial savings while maintaining or improving the current level of service.

**FINDINGS**

The quality of custodial services at DCPS facilities is not meeting the expectations of DCPS management. Moreover, DCPS’s custodial cost are high compared with other jurisdictions.

Custodial costs at DCPS are $2.30 per total square foot. According to the Council of the Great City Schools (CGCS), comparable districts pay between $1.35 to $2.00 per total square foot, and the median cost for all districts taking part in the CGCS study was $1.64 per total square foot.

In addition, total square footage per DCPS custodial staff (including foremen and maintenance) is relatively low at 22,483 square feet; the industry median reported in the CGCS study was 24,554 total square feet.

Further, the number of square feet cleaned per DCPS custodian is low. The Association of School Business Officials recommends that custodians clean 20,000 square feet per day. DCPS has 412.5 custodial and maintenance staff (excluding foremen) and these positions are responsible for 7,046,102 of classroom space (excluding 5.3 million square feet of non-classroom or unoccupied space), which equates to 17,081 square feet per employee.

Moreover, there are 136 foremen positions assigned to 107 buildings. Comparable school districts use regional foremen staffing, assigning multiple schools to each foreman.

**RECOMMENDATIONS**

DCPS should restructure its current custodial staffing model so that there is no more than one foremen position per building and so that each custodian is responsible for at least 19,000 square feet of space to be cleaned. (This plan would result in custodial costs of $2.08/square foot in FY2014, which is still higher than industry standards.)

To reach this goal, DCPS should conduct principal, teacher, and custodian interviews to gather service level requirement information and current quality data. DCPS should review costs, staffing structures, the responsibilities of foremen, custodians and maintenance workers, service level data and requirements to determine specific gaps in service or opportunities for rationalization.

DCPS should also develop a request for proposals (RFP) for the outsourcing of custodial services to determine potential costs with outsourcing.

To implement this plan, in FY12 DCPS should conduct stakeholder interviews, identify best practice operations at similarly profiled districts, develop custodial service requirements data, and review the positions and responsibilities of foremen, custodians, and maintenance workers. DCPS should also begin discussions with relevant unions regarding the planned changes.

In FY13, DCPS should formulate a staffing plan, continue union discussions, and develop an RFP and/or
labor agreement terms. In FY14, DCPS should transition to the new operating structure.

DCPS should hire four FTEs to implement the restructuring process and manage the services provided by custodians on a long-term basis.

It bears emphasizing that DCPS custodians are unionized and this initiative may result in a reduction in force (RIF), or potentially an outsourcing of the function, which would require Council approval. Moreover, a RIF or outsourcing will generate scrutiny from many Council and District constituencies (including labor leadership).

**FISCAL IMPACT**

Implementation of this initiative will create a first-year (FY14) net savings of $2,371,000 (no savings in FY13) and a five-year (FY13-17) net savings of approximately $13,222,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$0</td>
<td>$0</td>
<td>$289,000</td>
<td>($289,000)</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
<td>$3,864,000</td>
<td>$1,198,000</td>
<td>$295,000</td>
<td>$2,371,000</td>
<td>(70.5)</td>
</tr>
<tr>
<td>2015</td>
<td>$3,941,000</td>
<td>$0</td>
<td>$301,000</td>
<td>$3,640,000</td>
<td>-</td>
</tr>
<tr>
<td>2016</td>
<td>$4,020,000</td>
<td>$0</td>
<td>$307,000</td>
<td>$3,713,000</td>
<td>-</td>
</tr>
<tr>
<td>2017</td>
<td>$4,100,000</td>
<td>$0</td>
<td>$313,000</td>
<td>$3,787,000</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$15,925,000</td>
<td>$0</td>
<td>$1,505,000</td>
<td>$13,222,000</td>
<td>(66.5)</td>
</tr>
</tbody>
</table>

*Notes Additional four FTEs to manage restructuring and new cleanliness guidelines Initiative would impact 415 custodians and 29 foremen

The savings will be realized from the following funding sources:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>($289,000)</td>
<td></td>
<td></td>
<td></td>
<td>($289,000)</td>
</tr>
<tr>
<td>2014</td>
<td>$2,371,000</td>
<td></td>
<td></td>
<td></td>
<td>$2,371,000</td>
</tr>
<tr>
<td>2015</td>
<td>$3,640,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,640,000</td>
</tr>
<tr>
<td>2016</td>
<td>$3,713,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,713,000</td>
</tr>
<tr>
<td>2017</td>
<td>$3,787,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,787,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$13,222,000</td>
<td></td>
<td></td>
<td></td>
<td>$13,222,000</td>
</tr>
</tbody>
</table>

The savings were calculated by comparing a steady-state budget forecast for current custodians, foremen, and building personnel (gardeners and maintenance workers) against a restructured custodian staffing of one foreman per DCPS building location (versus the current staffing of 136 foremen for 107 locations) and one custodian per 19,000 square (versus the current average of 17,000). This would result in the reduction of 29 foremen at an
average salary plus benefits of $65,132 annually. In addition, this would result in the reduction of 41.5 custodial positions at an average salary plus benefits of $48,652 annually.

One-time implementation costs were calculated as three months of severance costs for each terminated employee. Ongoing implementation costs were calculated as the salaries plus benefits of the four employees (at $75,252 annually) necessary to plan and implement the restructuring.
Improve the Delivery of Custodial Services at the District of Columbia Public Schools

DCPS should restructure the provision of custodial services in all schools to bring costs more in line with industry standards.

BACKGROUND

The current costs for custodial services at DCPS are higher than the industry standard. There is also a significant opportunity to improve service levels at schools. By restructuring the provision of custodial services at schools, DCPS can realize substantial savings while maintaining or improving the current level of service.

FINDINGS

The quality of custodial services at DCPS facilities is not meeting the expectations of DCPS management. Moreover, DCPS's custodial cost are high compared with other jurisdictions.

Custodial costs at DCPS are $2.30 per total square foot. According to the Council of the Great City Schools (CGCS), comparable districts pay between $1.35 to $2.00 per total square foot, and the median cost for all districts taking part in the CGCS study was $1.64 per total square foot.

In addition, total square footage per DCPS custodial staff (including foremen and maintenance) is relatively low at 22,483 square feet; the industry median reported in the CGCS study was 24,554 total square feet.

Further, the number of square feet cleaned per DCPS custodian is low. The Association of School Business Officials recommends that custodians clean 20,000 square feet per day. DCPS has 412.5 custodial and maintenance staff (excluding foremen) and these positions are responsible for 7,046,102 of classroom space (excluding 5.3 million square feet of non-classroom or unoccupied space), which equates to 17,081 square feet per employee.

Moreover, there are 136 foremen positions assigned to 107 buildings. Comparable school districts use regional foremen staffing, assigning multiple schools to each foreman.

RECOMMENDATIONS

DCPS should restructure its current custodial staffing model so that there is no more than one foremen position per building and so that each custodian is responsible for at least 19,000 square feet of space to be cleaned. (This plan would result in custodial costs of $2.08/square foot in FY2014, which is still higher than industry standards.)

To reach this goal, DCPS should conduct principal, teacher, and custodian interviews to gather service level requirement information and current quality data. DCPS should review costs, staffing structures, the responsibilities of foremen, custodians and maintenance workers, and service level data and requirements to determine specific gaps in service or opportunities for rationalization.

DCPS should also develop a request for proposals (RFP) for the outsourcing of custodial services to determine potential costs with outsourcing.

To implement this plan, in FY12 DCPS should conduct stakeholder interviews, identify best practice operations at similarly profiled districts, develop custodial service requirements data, and review the positions and responsibilities of foremen, custodians, and maintenance workers. DCPS should also begin discussions with relevant unions regarding the planned changes.

In FY13, DCPS should formulate a staffing plan, continue union discussions, and develop an RFP and/or...
labor agreement terms. In FY14, DCPS should transition to the new operating structure.

DCPS should hire four FTEs to manage and implement the restructuring process. [DCPS, why are the four FTEs needed after the restructuring is implemented? (Their salaries are continued through FY17.)]

It bears emphasizing that DCPS custodians are unionized and this initiative may result in a reduction in force (RIF), or potentially an outsourcing of the function, which would require Council approval. Moreover, a RIF or outsourcing will generate scrutiny from many Council and District constituencies (including labor leadership).

**FISCAL IMPACT**

Implementation of this initiative will create a first-year (FY14) net savings of $2,371,000 (no savings in FY13) and a five-year (FY13-17) net savings of approximately $13,222,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$0</td>
<td>$0</td>
<td>$289,000</td>
<td>($289,000)</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
<td>$3,864,000</td>
<td>$1,198,000</td>
<td>$295,000</td>
<td>$2,371,000</td>
<td>(70.5)</td>
</tr>
<tr>
<td>2015</td>
<td>$3,941,000</td>
<td>$0</td>
<td>$301,000</td>
<td>$3,640,000</td>
<td>-</td>
</tr>
<tr>
<td>2016</td>
<td>$4,020,000</td>
<td>$0</td>
<td>$307,000</td>
<td>$3,713,000</td>
<td>-</td>
</tr>
<tr>
<td>2017</td>
<td>$4,100,000</td>
<td>$0</td>
<td>$313,000</td>
<td>$3,787,000</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$15,925,000</td>
<td>$0</td>
<td>$1,505,000</td>
<td>$13,222,000</td>
<td>(66.5)</td>
</tr>
</tbody>
</table>

*Notes: Additional four FTEs to manage restructuring and new cleanliness guidelines Initiative would impact 415 custodians and 29 foremen

The savings will be realized from the following funding sources:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>($289,000)</td>
<td></td>
<td></td>
<td></td>
<td>($289,000)</td>
</tr>
<tr>
<td>2014</td>
<td>$2,371,000</td>
<td></td>
<td></td>
<td></td>
<td>$2,371,000</td>
</tr>
<tr>
<td>2015</td>
<td>$3,640,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,640,000</td>
</tr>
<tr>
<td>2016</td>
<td>$3,713,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,713,000</td>
</tr>
<tr>
<td>2017</td>
<td>$3,787,000</td>
<td></td>
<td></td>
<td></td>
<td>$3,787,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$13,222,000</td>
<td></td>
<td></td>
<td></td>
<td>$13,222,000</td>
</tr>
</tbody>
</table>

The savings were calculated by comparing a steady-state budget forecast for current custodians, foremen, and building personnel (gardeners and maintenance workers) against a restructured custodian staffing of one foreman per DCPS building location (versus the current staffing of 136 foremen for 107 locations) and one custodian per
19,000 square (versus the current average of 17,000). This would result in the reduction of 29 foremen at an average salary plus benefits of $65,132 annually. [DCPS, please provide # used.] In addition, this would result in the reduction of 41.5 custodial positions at an average salary plus benefits of $48,652 annually. [DCPS, please provide # used.]

One-time implementation costs were calculated as three months of severance costs for each terminated employee. Ongoing implementation costs were calculated as the salaries plus benefits of the four employees (at $75,252 annually [DCPS, please provide # used.]) necessary to plan and implement the restructuring.
Right-Size School-Based Staffing Levels at DCPS

DCPS should perform a thorough review of school-based teaching and non-teaching positions to ensure that school-based resources are aligned with student needs and reduced to be more consistent with national averages.

BACKGROUND
When compared to other school districts of a similar size, DCPS has a large number of school-based staff. DCPS can reduce the number of positions within schools with little to no impact on student performance.

FINDINGS
The student-to-teacher ratio at DCPS is significantly below both the national average and the average of other urban school districts tracked by the Council of the Great City Schools, as shown in the following chart:

<table>
<thead>
<tr>
<th></th>
<th>DCPS FY2012 Budget</th>
<th>CGCS Average (1)</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>47,247</td>
<td>6,871,654</td>
<td>49,265,572</td>
</tr>
<tr>
<td>Teacher FTEs</td>
<td>3,688</td>
<td>437,855</td>
<td>3,246,705</td>
</tr>
<tr>
<td>Ratio</td>
<td>12.8</td>
<td>15.7</td>
<td>15.2</td>
</tr>
<tr>
<td>DCPS Variance</td>
<td>---</td>
<td>(2.9)</td>
<td>(2.4)</td>
</tr>
<tr>
<td>DCPS % Variance</td>
<td>-18.4%</td>
<td>-15.6%</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the student-to-staff ratio at DCPS is low when compared to districts of similar size and to the national average, as shown in the following chart:   [DCPS: Is there a CGCS average that can also be used in this chart, to be consistent with the prior chart?]

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Staff</th>
<th>Ratio</th>
<th>% Variance to DCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS – Total Staff</td>
<td>47,247</td>
<td>7,928</td>
<td>6.0</td>
<td>---</td>
</tr>
<tr>
<td>Minneapolis (1)</td>
<td>34,570</td>
<td>5,320</td>
<td>6.5</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Boston</td>
<td>57,050</td>
<td>8,035</td>
<td>7.1</td>
<td>-16.1%</td>
</tr>
<tr>
<td>San Antonio</td>
<td>55,086</td>
<td>7,632</td>
<td>7.2</td>
<td>-17.4%</td>
</tr>
<tr>
<td>Baltimore</td>
<td>83,800</td>
<td>10,800</td>
<td>7.8</td>
<td>-23.2%</td>
</tr>
<tr>
<td>United States (2)</td>
<td>49,265,044</td>
<td>6,328,318</td>
<td>7.8</td>
<td>-23.4%</td>
</tr>
</tbody>
</table>

Notes
(1) Excludes transportation and food service staff [DCPS, what value is the Minneapolis comparison if it does not include these staff? Or has Minneapolis been adjusted to be consistent with the other examples? Can this example be explained or deleted?]
(2) National Center for Education Statistics data from school year 2008-2009
In addition, disparities exist within DCPS schools and school types. To quantify these disparities, DCPS calculated the median student-to-staff ratio for all schools (excluding special education and English language learners staff) by school type. If all schools were staffed at median level by school type, approximately 103 positions could be eliminated.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F = E * D</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Median Students to Staff (1)</td>
<td>Total number of schools (2)</td>
<td>Number of schools below median</td>
<td>Average positions eliminated to return to median</td>
<td>Total positions eliminated to get to median</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>10.0</td>
<td>68</td>
<td>34</td>
<td>1.8</td>
<td>59.9</td>
</tr>
<tr>
<td>PreK-8 schools</td>
<td>10.7</td>
<td>16</td>
<td>8</td>
<td>1.8</td>
<td>14.2</td>
</tr>
<tr>
<td>Middle schools</td>
<td>11.0</td>
<td>14</td>
<td>7</td>
<td>1.2</td>
<td>8.6</td>
</tr>
<tr>
<td>High schools</td>
<td>14.1</td>
<td>16</td>
<td>8</td>
<td>2.6</td>
<td>20.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>114</td>
<td></td>
<td></td>
<td>103.2</td>
</tr>
</tbody>
</table>

(1) Excludes special education and English language learning staff as well as custodians
(2) Excludes special education and alternative schools
Note: Custodians were excluded from this analysis because custodial staffing is addressed in a separate initiative. Special education and English language learning staff were excluded from this analysis.

By aligning staff resources to the median for each school type, DCPS will both better distribute resources across schools and move its staffing model more in line with the national average. (After implementation of this initiative the student to staff ratio would increase from 5.95 to 6.03.

[DCPS, the flow of the data that is provided is confusing. This section starts off by stating that DCPS has a low ratio of students to staff. But instead of recommending directly that the District reduce this ratio to the national average, the recommendation is that staffing be aligned with the DCPS school median. Will this put DCPS at higher or lower than the national average? Were custodians not included because they are covered by another initiative? Why are special education and ELL excluded? Please provide more context to link all of this data together.]

RECOMMENDATIONS

DCPS should perform a thorough review of school staffing levels and how school staff is allocated. DCPS should update its comprehensive staffing model and allocate revised budgets to schools for FY 2013 based on this updated model. School-based staffing levels should be lowered to be more consistent with the national average and should be made more consistent across schools

FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings of $4,917,000 and a five-year (FY13-17) net savings of approximately $39,862,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$8,312,000</td>
<td>$3,396,000</td>
<td>$0</td>
<td>$4,917,000</td>
<td>(103)</td>
</tr>
<tr>
<td>2014</td>
<td>$8,479,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,479,000</td>
<td>---</td>
</tr>
<tr>
<td>2015</td>
<td>$8,648,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,648,000</td>
<td>---</td>
</tr>
<tr>
<td>2016</td>
<td>$8,821,000</td>
<td>$0</td>
<td>$0</td>
<td>$8,821,000</td>
<td>---</td>
</tr>
</tbody>
</table>
The savings will be realized from the following funding sources:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Local</th>
<th>Special Purpose</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$4,917,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$4,917,000</td>
</tr>
<tr>
<td>2014</td>
<td>$8,479,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,479,000</td>
</tr>
<tr>
<td>2015</td>
<td>$8,648,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,648,000</td>
</tr>
<tr>
<td>2016</td>
<td>$8,821,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,821,000</td>
</tr>
<tr>
<td>2017</td>
<td>$8,997,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$8,997,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$39,862,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$39,862,000</td>
</tr>
</tbody>
</table>

The savings and implementation costs were calculated as follows:

- **Gross savings.** DCPS estimated gross savings by conducting a median FTE analysis by school and school-type and quantifying the impact to school staffing by having all schools with low student to staff ratios raised to the median for their school type. The result of the analysis follows:

<table>
<thead>
<tr>
<th>School type</th>
<th>Median Students to Staff (1)</th>
<th>Total number of schools (2)</th>
<th>Number of schools below median</th>
<th>Average positions eliminated to return to median</th>
<th>Total positions eliminated to get to median</th>
<th>Average cost per position</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary schools</td>
<td>10.0</td>
<td>68</td>
<td>34</td>
<td>1.8</td>
<td>59.9</td>
<td>$74,606</td>
<td>$4,471,045</td>
</tr>
<tr>
<td>PreK-8 schools</td>
<td>10.7</td>
<td>16</td>
<td>8</td>
<td>1.8</td>
<td>14.2</td>
<td>$79,530</td>
<td>$1,124,761</td>
</tr>
<tr>
<td>Middle schools</td>
<td>11.0</td>
<td>14</td>
<td>7</td>
<td>1.2</td>
<td>8.6</td>
<td>$91,540</td>
<td>$784,661</td>
</tr>
<tr>
<td>High schools</td>
<td>14.1</td>
<td>16</td>
<td>8</td>
<td>2.6</td>
<td>20.5</td>
<td>$86,106</td>
<td>$1,767,780</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td></td>
<td>103</td>
<td>2.9</td>
<td>103.2</td>
<td>$78,977</td>
<td>$8,149,246</td>
</tr>
</tbody>
</table>

(1) Excludes special education and English language learning staff as well as custodians
(2) Excludes special education and alternative schools

- **Costs.** DCPS estimated the costs of implementation as follows:
  - One-time costs. Staff positions were assumed to be eliminated through a reduction in force. Due to a potential blend of union and non-union staff, a higher severance cost of 5 months for each position was assumed. Total severance costs were calculated as follows:
    - Total positions eliminated: 103.2
    - Average cost per position: $78,977 annually (monthly of $6,581.4)
    - Five months of pay: $32,907 severance per eliminated position
    - Total severance: $3,396,000
  - Recurring costs. No recurring implementation costs are expected.

  [DCPS, what about the costs of bringing the high-ratio schools to the median by providing them with more staff? If this is not going to happen, this should be explained in the recommendations section.]

- **Key assumptions.**
  - Budget growth rate: 2%
Improve the Individualized Education Program Process to Reduce the Number of Dedicated Aides

DCPS should revise its individualized education program (IEP) process to reduce the number of dedicated aides unnecessarily assigned to special education students. To reach this goal, DCPS should:

- Implement structured procedures to assign dedicated aides during the IEP development process, including a phase-out process if appropriate; and
- Identify a central-office function to verify that all IEPs have adhered to the revised dedicated aide request process.

BACKGROUND

A dedicated aide is an adult who provides support to a special education student to satisfy the student’s IEP. A dedicated aide may provide services such as accompanying the student during the day, assisting the student with transitions between classes, and assisting the student with mobility, note-taking, and communication.

An IEP team is responsible for determining whether a student receives a dedicated aide. The IEP team evaluates the student’s needs, develops an IEP for the student, and determines how best to provide the student with a free and appropriate public education in the least restrictive environment. All special education students are eligible for a dedicated aide, but only if the aide is necessary to meet the legal requirement for a free and appropriate public education. The policy of DCPS’s Office of Special Education allows less burdensome (and less costly) interventions to be implemented before resorting to a dedicated aide.

By revising the process by which dedicated aides are assigned as part of an IEP, DCPS can reduce the number of aides assigned while at the same time ensuring that the student is educated in the least restrictive environment.

FINDINGS

DCPS’s current IEP process does not align with the best practices for assignment of dedicated aides. [DCPS, please describe what the current process is and what the best practice is.]

Dedicated aides are oversubscribed for the current population of special education students at DCPS. The current ratio is 1 dedicated aide for every 27 special education students. The [national average is ...] [DCPS please provide comparative information.] Given the types of needs evidenced by DCPS special education students, the expected ratio of dedicated aides to DCPS special education students should be approximately 38 to 1. [Note to DCPS: This ratio is taken from fiscal impact section.]
DCPS implemented a review of dedicated aides in 2010 that resulted in a reduction of approximately 60 aides in four months. This one-time review included a school-by-school analysis, regular monitoring of new IEPs and communication to special education coordinators. This initiative intends to institutionalize the gains made during 2010 and will result in incremental changes to how dedicated aides are staffed going forward.

Each dedicated aide currently costs approximately $30,000 annually. By right-sizing the ratio of dedicated aides to special education students, DCPS could reduce the total number of dedicated aides by almost 70, when the initiative is fully implemented.

DCPS will incur costs for the implementation of alternative assistance methods for the special education students who will no longer have dedicated aides. Those costs, however, are estimated to be a fraction of the costs of the dedicated aides (as described in the Fiscal Impact section).

RECOMMENDATIONS

To achieve a level of dedicated aides more appropriate to DCPS’s special education population, DCPS should implement a revised process to assign dedicated aides to special education students. DCPS can reach this goal by changing its IEP process alone; there is no need to change the IEP policy.

DCPS should develop a checklist and guidelines that will be issued to all schools as part of the IEP development process and should establish a centralized review of dedicated aide requests.

Coupled with the new process to assign dedicated aides, DCPS should invest in non-aide solutions to provide assistance to students to help them transition from dedicated to non-dedicated aides. Some of these solutions include assistive technology and training for school staff.

DCPS should implement the IEP process changes by the end Spring 2012, to fully realize cost savings by FY2014.

FISCAL IMPACT

Implementation of this initiative will create a first-year (FY13) net savings of $1,281,000 and a five-year (FY13-17) net savings of approximately $8,469,000. The chart below summarizes the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/(Costs)</th>
<th>FTE Increase/(Reduction)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$1,591,000</td>
<td>$0</td>
<td>$310,000</td>
<td>$1,281,000</td>
<td>(60)</td>
</tr>
<tr>
<td>2014</td>
<td>$2,122,000</td>
<td>$0</td>
<td>$370,000</td>
<td>$1,752,000</td>
<td>(25)</td>
</tr>
<tr>
<td>2015</td>
<td>$2,101,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,751,000</td>
<td>(6)</td>
</tr>
<tr>
<td>2016</td>
<td>$2,143,000</td>
<td>$0</td>
<td>$350,000</td>
<td>$1,793,000</td>
<td>3</td>
</tr>
<tr>
<td>2017</td>
<td>$2,252,000</td>
<td>$0</td>
<td>$360,000</td>
<td>$1,892,000</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$10,209,000</td>
<td>$0</td>
<td>$1,740,000</td>
<td>$8,469,000</td>
<td>(86)</td>
</tr>
</tbody>
</table>

*Notes: 93 of the 265 Dedicated Aides currently on staff are contractors. First FTEs eliminated will be contracted positions.

The savings will be realized from the following funding sources:
The savings and implementation costs were calculated as follows:

1. **Projected steady state demand for dedicated aides** for FY2013 to FY2017.
   - Calculated current ratio for dedicated aides of 27:1 (253 aides at October 2011 vs. FY12 estimated DCPS special education population of 6,755)
   - Projected demand for dedicated aides by maintaining the 27:1 ratio through FY2017
   - Calculated the number of FTEs required based on existing ratio
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2013
   - Steady-state budget = total FTEs * average cost per FTE

<table>
<thead>
<tr>
<th>STEADY STATE FORECAST</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education enrollment (a)</td>
<td>6,533</td>
<td>6,310</td>
<td>6,087</td>
<td>6,178</td>
<td>6,270</td>
<td></td>
</tr>
<tr>
<td>Current dedicated aide ratio (b)</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td>1:27</td>
<td></td>
</tr>
<tr>
<td>Estimated dedicated aides (FTEs) (c = a / b)</td>
<td>245</td>
<td>236</td>
<td>228</td>
<td>231</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>Inflation rate (d)</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Cost per FTE (e)</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$32,473</td>
<td>$33,122</td>
<td></td>
</tr>
<tr>
<td>Total cost (f = c * e)</td>
<td>$7,497,000</td>
<td>$7,366,032</td>
<td>$7,258,663</td>
<td>$7,501,255</td>
<td>$7,783,770</td>
<td>$37,406,719</td>
</tr>
</tbody>
</table>

2. **Projected revised demand for dedicated aides** based on new process
   - **Key assumption**: Assuming successful implementation of revised dedicated aides process, OSE believes that steady-state demand for dedicated aides should ultimately be 180 FTEs (for current student population of 6,755 students)
   - OSE believes that this initiative will take up to two full years to fully realize changes to the dedicated aide staffing. Therefore, the first full year of implementation, FY13, is estimated at 200 FTEs, and FY14 through FY17 are estimated at 180 FTEs. This equates to a revised special education student to dedicated aide ratio of 34:1 in FY2013, and 38:1 from FY14 through FY17.
   - Using these revised dedicated aide ratios, calculated number of FTEs required based on the projected number of special education students in DCPS through FY17 (same student projection as steady-state)
   - Estimated cost per FTE based on current cost of $30,000, increased by an inflation factor of 2% per year through FY2017
   - Revised dedicated aide budget = total FTEs (revised) * average cost per FTE

<table>
<thead>
<tr>
<th>REVISED STATE FORECAST</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education enrollment (a)</td>
<td>6,533</td>
<td>6,310</td>
<td>6,087</td>
<td>6,178</td>
<td>6,270</td>
<td></td>
</tr>
<tr>
<td>Revised dedicated aide ratio (b)</td>
<td>1:33.8</td>
<td>1:37.6</td>
<td>1:37.6</td>
<td>1:37.4</td>
<td>1:37.5</td>
<td></td>
</tr>
</tbody>
</table>
### Deliberative Process

<table>
<thead>
<tr>
<th>Estimated dedicated aides (FTEs) ( c = a / b )</th>
<th>193</th>
<th>168</th>
<th>162</th>
<th>165</th>
<th>167</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inflation rate ( d )</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Cost per FTE ( e )</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$32,473</td>
<td>$33,122</td>
</tr>
<tr>
<td>Total cost ( f = c \times e )</td>
<td>$5,905,800</td>
<td>$5,243,616</td>
<td>$5,157,471</td>
<td>$5,358,039</td>
<td>$5,531,445</td>
</tr>
</tbody>
</table>

3. **Gross savings.** Difference between revised dedicated aide budget and steady state budget.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steady state forecast ( a )</td>
<td>$7,497,000</td>
<td>$7,366,000</td>
<td>$7,259,000</td>
<td>$7,501,000</td>
<td>$7,784,000</td>
<td>$37,407,000</td>
</tr>
<tr>
<td>Revised forecast ( b )</td>
<td>$5,906,000</td>
<td>$5,244,000</td>
<td>$5,157,000</td>
<td>$5,358,000</td>
<td>$5,531,000</td>
<td>$27,196,000</td>
</tr>
<tr>
<td>Gross savings ( c = a - b )</td>
<td>$1,591,000</td>
<td>$2,122,000</td>
<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
</tbody>
</table>

4. **Costs.**
   - One-time costs
     - Assumption is that reduction will come from pool of contracted dedicated aides (93) and turnover of DCPS-employed aides
   - Recurring costs
     - Personnel, assistive technology, teacher training, and other student support in place of dedicated aides and potential legal costs

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal costs ( a )</td>
<td>$50,000</td>
<td>$30,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>Non-personnel costs (including assistive technology) ( b )</td>
<td>$260,000</td>
<td>$340,000</td>
<td>$330,000</td>
<td>$330,000</td>
<td>$340,000</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Total recurring costs ( c = a + b )</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
</tbody>
</table>

[DCPS, should “Non-personnel costs” in the chart instead be “Personnel costs”? If not, where are personnel costs included?]

5. **Net Savings.** Net one-time and recurring costs from gross savings.

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$2,101,000</td>
<td>$2,143,000</td>
<td>$2,252,000</td>
<td>$10,210,000</td>
</tr>
<tr>
<td>Recurring costs ( b )</td>
<td>$310,000</td>
<td>$370,000</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$360,000</td>
<td>$1,740,000</td>
</tr>
<tr>
<td>Net savings ( c = a - b )</td>
<td>$1,281,000</td>
<td>$1,752,000</td>
<td>$1,751,000</td>
<td>$1,793,000</td>
<td>$1,892,000</td>
<td>$8,470,000</td>
</tr>
</tbody>
</table>

6. **Key assumptions.**
   - Budget growth rate: 2%
   - Special education enrollment: DCPS-forecasted special education enrollment from FY13 to FY17 (including additional non-public students)

DCPS 007983
See below.

LMR

Begin forwarded message:

From: "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov>
Date: November 4, 2011 1:48:01 PM EDT
To: "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov>, "Weber, Peter (OOC)" <peter.weber@dc.gov>, "DeGuzman, Anthony D. (OOC)" <anthony.deguzman@dc.gov>
Subject: IFF Briefing - Monday

Marc from EOM wanted to connect about Monday’s debrief on the IFF work. We just got off the phone. His draft agenda follows my initials – but two big takeaways: (1) the IFF stuff is still draft and the agenda will be changed accordingly, and (2) EOM is envisioning some type of communications rollout of the IFF results on November 29th that needs to be coordinated with other happenings (our budget hearing the following day, scorecard release, One City stuff, holiday break). Moreover, the IFF stuff is likely to cause panic of widespread school closings – we have to be on the offensive and be clear that this is not the case (this year).

LMR

IFF Final Results and Recommendations

November 7, 2011 12:00 – 2:00pm

Wilson Building, Rm. 527

AGENDA

1. Data and Findings (IFF)
   a. Walk through the final results
   b. How to read and interpret the report
2. Recommendations (IFF)
   a. Discuss the full range of recommendations
   b. Determine what level of recommendation to publish
   c. Describe what other jurisdictions have done with this work

3. Rollout and Post-release strategy (DME)
   a. Describe the rollout and post-release communications and community engagement strategy
   b. Set roles in communications and community engagement

4. Calendar and Next Steps (DME)
   a. Discuss the high-level calendar for community engagement
   b. What are your concerns and needs?
   c. Timeline for determining strategies to close the gap

5. Message (DME)
   a. Goal: High quality schools in every neighborhood; a high quality seat for every student.
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Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
“Putting District Residents Back to Work – One Hire at a Time”
Learn more at http://onecityonehire.org

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
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From: Ruda, Lisa M. (OOC) [Lisa.Ruda@dc.gov]
Sent: Thursday, October 27, 2011 12:45 PM
To: DeGuzman, Anthony D. (OOC); Weber, Peter (OOC)
Subject: Re: school consolidations talk

Thank you.
LMR

From: DeGuzman, Anthony D. (OOC)
To: Weber, Peter (OOC); Ruda, Lisa M. (OOC)
Sent: Thu Oct 27 12:43:19 2011
Subject: Re: school consolidations talk

Works for me.
A

From: Weber, Peter (OOC)
To: Ruda, Lisa M. (OOC); DeGuzman, Anthony D. (OOC)
Sent: Thu Oct 27 12:26:40 2011
Subject: RE: school consolidations talk

Absolutely. I'm picturing this as just a 30 min where do we go from here conversation.

From: Ruda, Lisa M. (OOC)
Sent: Thursday, October 27, 2011 12:26 PM
To: Weber, Peter (OOC); DeGuzman, Anthony D. (OOC)
Subject: Re: school consolidations talk

Can we say 2:30? I have meetings until that time.

From: Weber, Peter (OOC)
To: DeGuzman, Anthony D. (OOC); Ruda, Lisa M. (OOC)
Sent: Thu Oct 27 12:07:27 2011
Subject: school consolidations talk

LMR, do you have time today at 2 to chat about how we can move forward with a school consolidation conversation?
Perfect.

From: Weber, Peter (OOC)
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Can we say 2:30? I have meetings until that time.

LMR, do you have time today at 2 to chat about how we can move forward with a school consolidation conversation?
Cool!
LMR

From: Henderson, Kaya (OOC)
To: Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC)
Sent: Fri Oct 14 06:38:55 2011
Subject: Re: OCFO Talkers

Yup. We ran through our strategy last week. Mayor is taking the lead.

From: Ruda, Lisa M. (OOC)
To: Henderson, Kaya (OOC)
Cc: Weber, Peter (OOC)
Sent: Fri Oct 14 06:14:46 2011
Subject: Re: OCFO Talkers

Goulet is on the invite. Don't want it to devolve into budget pressures meeting. Should really be about OCFO support and gD.
LMR

From: Henderson, Kaya (OOC)
To: Ruda, Lisa M. (OOC); Williams-Skelton, Angela (OOC)
Cc: Weber, Peter (OOC)
Sent: Fri Oct 14 06:07:45 2011
Subject: Re: OCFO Talkers

Thanks.

From: Ruda, Lisa M. (OOC)
To: Williams-Skelton, Angela (OOC)
Cc: Henderson, Kaya (OOC); Weber, Peter (OOC)
Subject: OCFO Talkers

Ang,

Kaya will need these talking points for her meeting with the Mayor and Dr. Gandhi on Monday. This is slightly different than her regular Mayor meeting where we would have a bunch of issues, agenda and back-up folder. For this one, she needs these talking points.
I will get with Pete as we also want to make sure she has our current projected spending pressures for FY 12. George has been sending documents back and forth and it makes sense to wait a day before we give her the final. B/c whatever the final is, it is likely to change by the meeting.

Thanks,
LMR

From: Weber, Peter (OOC)
Sent: Tuesday, October 04, 2011 12:24 PM
To: Henderson, Kaya (OOC)
Cc: Ruda, Lisa M. (OOC)
Subject: ocfotalkers

Kaya, you asked for a rundown of OCFO mis-steps in the prior month. Below is my quick list, organized in three categories. I'm sure there is more that I could have included, but this is a fair sample.

OCFO has Failed on Core CFO Functions

- Failure to report on FY 2011 close until after the fiscal year ended
- Failure to act with urgency to complete FY 2012 budget load
- OCFO has not shown leadership on getting DCPS’ FY 2012 budget completed. They have let program offices take the lead on budget development and, when engaged in the process, have been prone to errors including charging items incorrectly, failing to move funding with positions, and overstating shortfalls.

OCFO fails to work collaboratively with DCPS

- Resisted working with Head Start on revised reimbursement process even after HHS required DCPS to revise process
- Shared a memo on spending pressures with the Mayor and CFO prior to meeting with DCPS staff to agree on the issues.
- Held a staff retreat on the last day of the fiscal year and a pay day even though critical work including the FY 2011 close were not complete. Did not inform chancellor or her staff of this until the night before the retreat.
- After promising data to ERS, the consultants working on improving our budgeting process, OCFO failed to meet agreed upon deadlines for submission.
- Provided little assistance during One City budget reduction activity.
- DCPS learned today (Oct. 4) that OCFO will not address staffing shortfalls at schools until spending pressures are addressed. OCFO has not done anything to address spending pressures.

OCFO is mistake prone

- Failed to reserve FY 2011 funds for principal bonuses, as instructed by DCPS program staff even after working on the issue consistently for months.
- Delayed payment to staff who worked in the summer of 2010 due to paperwork errors.
- Incorrectly informed the Mayor’s budget staff that DCPS did not budget for school opening.
From: Ruda, Lisa M. (OOC) [Lisa.Ruda@dc.gov]  
Sent: Friday, October 14, 2011 6:15 AM  
To: Henderson, Kaya (OOC)  
Cc: Weber, Peter (OOC)  
Subject: Re: OCFO Talkers

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From: Henderson, Kaya (OOC)  
To: Ruda, Lisa M. (OOC); Williams-Skelton, Angela (OOC)  
Cc: Weber, Peter (OOC)  
Sent: Fri Oct 14 06:07:45 2011  
Subject: Re: OCFO Talkers

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To: Henderson, Kaya (OOC)  
Cc: Ruda, Lisa M. (OOC)  
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Ang,

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Thanks,
LMR

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• Incorrectly informed the Mayor’s budget staff that DCPS did not budget for school opening.
Chancellor,

Here is the revised email. The only changes are as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

LMR
**

Mayor,

As we are not meeting this week, I wanted to update you on the following matters:

- **Athletic Director.** Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes.

- **Upcoming Bill Turque Story.** Bill Turque is working on a story involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn't find jobs, took Option 3 (the extra year), and still couldn't find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.
One City Performance Review (OCPR). On Friday, all agencies (including DCPS) will submit the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were aware of what we plan to submit as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security, technology). We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

We will be submitting the following six initiatives as part of Friday’s submission:

1. Close underutilized schools: We are considering a range of 3-23 schools over the next 5 years. We have closed 28 schools since 2007. The multi-year time frame allows us to incorporate the work of IFF, complete enrollment projections and school budgeting changes. It also affords us an opportunity to stagger the closing of a high school.

<table>
<thead>
<tr>
<th>Action</th>
<th>Number of Schools Impacted – Proposal Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announce Schools Proposed for Closing &amp; Engage Community</td>
<td>Dec. 11</td>
</tr>
<tr>
<td>Actually Close the Schools</td>
<td>3</td>
</tr>
<tr>
<td>Realize Savings from the School Closings</td>
<td>FY 13</td>
</tr>
</tbody>
</table>

2. Reduce school staffing costs: We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms – changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our work force. We do not plan to include a specific number of staff or targeted groups in our submission.

3. Close or scale back STAY programs: These adult education programs may ultimately transfer to other agencies such as DME, OSSE or UDC.

4. Reduce costs associated with dedicated aides: DCPS must strengthen the process of assigning aides to ensure only those students who need aides receive them.

5. Improve quality of custodial services and reduce costs: We are exploring how outsourcing can improve building cleanliness, maintain buildings and possibly reduce costs.

6. Reduce costs associated with food service contracts: We plan to re-bid our food service contract and eliminate costly provisions including mandatory union wage scales.
Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.

- **FY 12 Projected Spending Pressures and Use of FY 11 Funds.** We are meeting on Friday with DME, OBP and DCPS-OCFO to review DCPS’s projected spending pressures for FY 12. We believe that our projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year’s opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charge costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. I will update you after Friday’s meeting as to where we stand, but I think we have a viable solution.

We also anticipate receiving some information next week relative to the FY 11 close.

Mayor, please let me know if you have any questions or need any additional information – particularly around the OCPR submission. I am happy to delay the submission if it would make more sense for us to discuss this at our weekly meeting next week.

Kaya
Memorandum of Agreement Between the District of Columbia Public Schools, the Office of the Deputy Mayor for Education for the District of Columbia and IFF

This Memorandum of Agreement ("MOA") is entered into between the District of Columbia Public Schools (DCPS), the Office of the Deputy Mayor for Education for the District of Columbia and IFF ("Researcher"), a research partnership, pursuant to 34 CFR 99.31(a)(6)(ii)(C), as of the last date set forth on the signature page hereeto.

The purpose of this MOA is to document the terms under which DCPS will provide access to information, which may include personally-identifiable student information, for approved research projects and to designate authorized representatives of the parties consistent with applicable federal and state laws concerning access to and confidentiality of student record information. This MOA must be accompanied by a research proposal approved by DCPS.

During the term of this MOA, both parties will take necessary steps to facilitate the implementation of the provisions outlined in the MOA.

The proposed study (the "Project") will examine public school quality and capacity by neighborhood in the District of Columbia for the 2010-2011 school year. Using available data on schools, students and DC neighborhoods, the study will assess public school capacity in all DC neighborhoods based on school performance. The Deputy Mayor for Education and DCPS will use the results of this study to inform their decisions around resource allocation. The final report will be publicly released in late October, 2011. A complete description of the Project is attached hereeto as "Attachment A." As described herein, Researchers will have access to DCPS data and information for a limited duration for use in the Project identified in this MOA and any amendments to it.

This MOA sets forth the requirements for the sharing of certain data by DCPS with Researcher’s organization. In accordance with 34 C.F.R. § 99.31 (6)(i), DCPS may disclose personally identifiable information from an education record of a student without consent if the disclosure is to organizations conducting studies for, or on behalf of, DCPS to (A) Develop, validate, or administer predictive tests; (B) Administer student aid programs; or (C) improve instruction.

By signing below, DCPS and Researcher certify that Researcher’s organization is conducting the Project for, or on behalf of, DCPS. The Project will assist DCPS in improving instruction.
Memorandum of Agreement

Even though Researcher is conducting the Project for or on behalf of DCPS, nothing in this MOA shall be construed to imply any official endorsement or warranting of the work or services of Researcher by DCPS. All DCPS data received by Researcher will be used by Researcher for the sole purpose described in this MOA.

To complete the Project, Researcher is requesting available student-level data from SY09-10 and SY10-11. Researcher is requesting from DCPS the following data on all DCPS students in SY09-10 and SY10-11 to meet the requirements of the Project:

- Anonymous Student ID
- School of attendance
- Address of residence
- Grade level
- Special needs
- Race
- Free/Reduced Lunch Status

Such data will be provided to Researcher if available. DCPS will not be responsible for funding any component of the Project and is under no obligation to supply Researcher with individuals willing to participate in the Project. All individuals participating in the Project, if any, will be asked to do so voluntarily by Researcher.

To affect the transfer of data and information that is subject to federal and local confidentiality laws, and to ensure that the required confidentiality of personally identifiable information shall always be maintained, Researcher agrees with the following terms and conditions:

1. To comply in all respects with the provisions outlined in the DCPS Process and Requirements to Conduct Research or Obtain Confidential Data attached hereto as "Attachment B" ("DCPS Data Policy")

2. To comply in all respects with the provisions of the Family Educational Right to Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). Researcher will notify DCPS in the event of a breach of any measures to keep confidential the data received pursuant to this MOA. Researcher will also make all reasonable efforts to cure any such breach and to prevent further breaches, and to inform DCPS of such efforts. Nothing in this agreement shall be construed to allow Researcher to maintain, use, disclose, or share data received pursuant to this MOA in a manner prohibited by any federal or District of Columbia laws or regulations.

3. Researcher shall obtain institutional Review Board approval for the Project and all other necessary approvals from authorized officials of Researcher's organization prior to beginning the Project, and provide documentation of such approvals to DCPS. Researcher will also obtain informed consent from Project participants as described in the DCPS Data Policy. In particular, consent forms are always required when the Project involves access to students.
4. Researcher shall ensure s/he, along with all affiliated personnel, contractors and volunteers participating in the Project, submits to all background checks required by DCPS, including a criminal background check as required by the Criminal Background Checks for the Protection of Children Act of 2004 (D.C. Code § 4-1501.01, et seq. [2009]) and any rules promulgated thereunder. Researcher shall also ensure that they, along with any affiliated personnel, contractors and volunteers who have not submitted to a DCPS background check, will be restricted from having unsupervised access to DCPS students while participating in the Project.

5. That for purposes of this Project and for ensuring Researcher’s compliance with the terms of this MOA and all applicable local and federal laws, Researcher shall designate an official to act as temporary custodian of the data received by Researcher pursuant to this MOA and the contact person for all matters related to this MOA, which person shall initially be the Researcher representative identified in Section IX ("Temporary Custodian"). Researcher will promptly notify DCPS of the name and contact information for any newly designated Temporary Custodian. The Temporary Custodian shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to the MOA, including confirmation of completion of the Project, destruction of DCPS data and certification of that destruction. DCPS or its agents may upon request review the records required to be kept by Researcher under this MOA.

6. To use data shared under the MOA for no purpose other than the research Project described in this agreement, and as authorized under 34 CFR §§ 99.31(a)(6). Nothing in the MOA shall be construed to authorize Researcher to have access to DCPS data beyond that included in the scope of the MOA, or to permit access to such data by entities other than the Parties. Researcher further agrees not to share data received under the MOA with any other entity, except as permitted by this MOA and applicable law. Researcher understands that the MOA does not convey ownership of DCPS data to Researcher.

7. To put procedures in place to safeguard the confidentiality and integrity of personal data, to place limitations on its use and to maintain compliance with applicable privacy laws. Researcher shall require all affiliated employees, contractors, and agents of any kind participating in the Project to comply with the MOA, the DCPS Data Policy, the DCPS Confidentiality Agreement and all applicable provisions of FERPA and other laws with respect to the data and information shared under the MOA. Researcher agrees to require and maintain a confidentiality agreement from each affiliated employee, contractor, or agency with access to data pursuant to the MOA in the form of “Attachment C”. Nothing in this section authorizes Researcher to share data and information provided under the MOA with any other individual or entity for any purpose.

8. That personally identifiable information collected in the course of conducting the Project is confidential. Researcher will not disclose data produced to them under the MOA in any manner that could identify any individual or school, except as authorized by FERPA, to any entity other than DCPS, or authorized employees, contractors, and agents affiliated with Researcher and who are working on the Project. Researcher and persons participating in the Project on behalf of the Researcher shall neither disclose nor otherwise release data and reports relating to an individual or school, nor disclose information relating to a group or category of individuals without ensuring the confidentiality of individuals in that group.

Publications and reports of these data and information related to them, including preliminary Project descriptions and draft reports, shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any individual or school.

9. To not provide any data obtained under this MOA to any entity or person ineligible to receive data protected by FERPA, or prohibited from receiving data from any entity by virtue of a finding under 34 CFR § 99.31(a)(6)(iv)
10. Upon termination of the MOA or two years after the publication of reports related to the Project, whichever occurs first, to return all data files and hard copy records transferred pursuant to the MOA to DCPS and purge any copies of such data from its computer systems. Researcher agrees to require all affiliated employees, contractors, or agents of any kind working on the Project to comply with this provision. No entity is authorized to continue research using the data obtained under the MOA upon the termination of this agreement and the Project described herein. Researcher will destroy all data obtained under the MOA and amendments to it when no longer needed for the Project. Nothing in this MOA authorizes Researcher to maintain data beyond the time period needed to complete the Project.

11. That Researcher has the right, consistent with scientific standards, to publish, present, or use the study results from the Project, but only if the publication, presentation or use does not permit personal identification of DCPS students or their parents by individuals other than authorized representatives of Researcher. In order to protect the confidentiality of previously identified confidential information disclosed to Researcher, Researcher agrees to provide to DCPS any proposed publications or presentations which are to make public any findings, data, or results of the Project for DCPS’s review, comment and approval at least fourteen (14) days prior to submission of a manuscript or abstract for publication or the date of the presentation.

12. To provide DCPS with one electronic and at least one paper copy of the final versions of all reports and other documents associated with the Project. DCPS reserves the right to use the information in the research report and research findings for educational programming or services, planning, solicitation of grants, staff development, and any other purposes to improve instruction or services to DCPS students.

13. To provide DCPS with one electronic copy and at least one paper copy of the data files, codebooks and the computer code/instrument used to create data analysis files and perform analyses for the Project. DCPS agrees to keep these files for at least seven years.

14. Upon request from DCPS, to present research findings at a DCPS-sponsored symposium.

15. Upon request from DCPS, obtain signed consents (in the form attached hereto as “Attachment D”) for any students appearing in any videotaping, recording or filming performed by Researcher (“Recording”). Researcher shall be responsible for maintaining the confidentiality of Recording according to the provisions of this MOA related to use of confidential information and for destroying Recording upon completion of the Project.

By signing below, each Researcher represents that s/he is authorized to execute this agreement and is bound to all terms of the MOA, and to bind all related or affiliated institutions, individuals, employees or contractors who may have access to data received pursuant to this MOA or who may own, lease, or control equipment or facilities of any kind where the data is stored, maintained or used in any way.

This MOA takes effect upon signature by the authorized representative of each party and shall remain in effect for five (5) years thereafter or through completion of the Project, whichever occurs first. Early termination of the MOA shall occur upon written notice of termination by either party. The MOA is renewable for additional periods upon mutual
written agreement by the authorized representative of each party. DCPS reserves the right to request additional changes to approved research proposals.

Researcher agrees to hold harmless and indemnify DCPS and the District of Columbia, including their officers, agents, employees and independent contractors for and against all losses and liabilities, including any resulting expenses and costs, without limitation, arising out of Researcher’s use of any data provided by DCPS under this MOA.

Researcher agrees that DCPS and the District of Columbia, including their officers, agents, employees and independent contractors, shall not be liable to Researcher for any loss whatsoever arising from this MOA, and all claims therefore are hereby released to DCPS and the District of Columbia, including their officers, agents, employees and independent contractors, who may plead this release in bar thereof, in any suit, demand and claim for same.

The following individuals are the contact points for each party under this MOA:

Marc Bleyer
Capital Program Manager
Office of the Deputy Mayor for Education
Government of the District of Columbia
1350 Pennsylvania Ave., Ste. 303
Washington, DC 20004
Phone: (202) 727-9543
Email: marc.bleyer@dc.gov

R. Jovita Baber, Ph.D.
One N. LaSalle St., Suite 700
Chicago, IL 60602
Phone: (312) 596-5130
Fax: (312) 629-0060
Email: jbaber@iff.org
www.iff.org

Office of Data and Accountability contact person:

Kelly Linker
Research and Evaluation Coordinator, District of Columbia Public Schools
1200 First Street, NE 12FL
Washington, DC 20002
Phone: (202) 724-4651
Memorandum of Agreement

Fax: (202) 442-5026
Email: kelly.linker@dc.gov

These individuals are responsible for the management and coordination of the requirements for each respective party under this agreement. Copies of correspondence related to the modification, amendment, extension or termination of this agreement, or any other legal matter pertaining to this agreement, shall be furnished to these individuals with additional copies to:

Robert Utiger
General Counsel, District of Columbia Public Schools
1200 First Street, NE 10FL
Washington, DC 20002
Phone: (202) 442-5168
Fax: (202) 442-5098
Email: robert.utiger@dc.gov

1. Researcher may not assign any right, obligation or other interest under the MOA to any other party.
2. This MOA constitutes and contains the entire agreement between the parties with respect to the subject matter hereof and supersedes any prior and contemporaneous oral or written agreements between the parties.
3. Any dispute arising under this agreement shall be resolved in accordance with the laws of The District of Columbia.
4. This agreement may be executed in two or more counterparts, all of which shall have the same force and effect.
5. The terms of this MOA may be modified only upon a prior written amendment agreement executed by all parties to this MOA.
6. The parties have caused this agreement to be executed by their duly authorized representatives. By signing this agreement DCPS and Researcher signify that each party understands and will comply with the conditions stated above.

District of Columbia Public Schools

[Signature]
Kay Henderson
Chancellor
District of Columbia Public Schools

9/6/11
Date

Researcher/organization
Memorandum of Agreement

Researcher/organization

__________________________
Marc Bleyer
Capital Program Manager
Office of the Deputy Mayor for Education
Government of the District of Columbia

__/__
R. Joyce Barber, Ph.D.
Director of Research
IFF

Date: 5/17/2011

__________________________
Maura O‘Donovan
Research Project Manager
IFF

Date: 5/17/2011
Ms. Branche,

We allocate budgets based upon the average cost of positions. We do not use actual salaries that contradicts our agreement with the WTU and is arguably illegal as it may predispose a school to hire an individual with more or less experience (which is often tied to age). The staffing model and average salaries we used as well as a list of the CSM full schools is included in the attached budget guide which can also be found on our website. This reflects the funds allocated to each school (as opposed to the positions the school elects to create). These averages should dictate the funding amounts you need. I have included this year and last year’s budget guides for your reference. Again, the information you need is included in these documents.

I should not be the source of information as to what the Examiner reported. However, I believe the slides I previously sent you (with the average reduction to CSM Full schools of $380K) was the $400K in additional staffing the CSM Full Schools received to which the writer referenced.

I continue to remain concerned that you do not fully understand how we allocate funds to individual schools and how schools develop the school budget (with positions) that best meets their local community needs. If you would like to discuss the allocation process in any greater detail or if you need additional clarification, please do not hesitate to reach out to us. Like you, we have a vested interest in ensuring your report is accurate. Accurate findings only help us improve our processes moving forward.

Thank you,

LMR

Ms. Ruda,

Thank you for your response however, the information on CSM –Full Schools for 2011 was interesting but not what we requested. We requested the amount of enhanced funding for “wraparound services” that 30 elementary and middle schools and pre-K through eighth-grade campuses received over the last two years because these schools absorbed students from buildings closed in 2008.

While it is quite possible that the information on CSM-Full Schools for 2011 could be used to calculate per school enhanced funding, that is not my expertise. Our goal is to deliver an accurate audit report. Toward that end, please provide a specific dollar amount for wraparound services each school.

The May 3 edition of the Examiner cited $400K in enhanced funding for Amidon-Bowen to address school closing costs. Is the Examiner report accurate?
We made our initial request for the amount of enhanced funding on March 9. While we are cognizant of the many demands that you and Ms. Artis face, I am certain that you can appreciate the fact that our office faces similar demands from the Council to complete this audit. We need the requested information to complete this audit.

It would be most helpful and greatly appreciated if DCPS would respond to our request this week.

Yolanda Branche

From: Ruda, Lisa M. (OOC) [mailto:Lisa.Ruda@dc.gov]
Sent: Wednesday, May 11, 2011 11:09 AM
To: Branche, Yolanda (ODCA)
Cc: Artis, Sharon (DCPS-OOC)
Subject: RE: Follow Up - DCPS Wraparound services

Ms. Branche,

As we previously shared, the CSM-Full schools were the 30 schools receiving students from schools that were closed in recent years. Those schools received an enhanced staffing allocation. In other words, they were allocated positions (i.e. guidance counselors, psychologists) and had lower staffing threshold (i.e. for assistant principals) that other elementary or middle schools that were designated as CSM-Standard.

We allocate funding to schools based upon the average salary tied to positions that we believe are necessary to support a full academic program (art, music, physical education) and the wrap around services we believe are essential to support our students.

For the upcoming year, we received the CSM-Full model to more closely reflect the CSM-Standard model. On average, CSM Full Schools lost an average of $380K as a result of these staffing changes. Please note that the ultimate amount of funding a CSM Full loses or gains depends on factors other than the CSM-Full model including anticipated student enrollment and whether the school will add early childhood programs (which are funded at a higher staffing level). I have included a summary of how we create school allocations for your reference.

The attached power point was provided to the Council at our recent budget hearing. Slides 18 and 19 specifically relate to the CSM Full model and delineate the positions that were provided to CSM Full schools as opposed to other DCPS schools.

LMR

From: Artis, Sharon (OOC)
Sent: Tuesday, May 10, 2011 11:18 AM
To: Branche, Yolanda (ODCA)
Cc: Ruda, Lisa M. (OOC)
Subject: RE: Follow Up - DCPS Wraparound services

Good morning Yolanda,

Yes, Ms. Ruda and I have talked about your request. I’ve shared your email with her and have asked her to weigh to address this informational request. I’ve copied her on this email as well to make sure she’s looped in on our prior email exchange.
Lisa, as discussed can you please provide insight to the DC Auditor relating to DCPS wraparound services?

I will follow up and get you information on DCPS accomplishments which relates to the 2nd request below.

Regards,

Sharon

---

**From:** Yolanda Branche [mailto:Yolanda.Branche@dc.gov]  
**Sent:** Tuesday, May 10, 2011 9:31 AM  
**To:** Artis, Sharon (OOC)  
**Subject:** Follow Up - DCPS Wraparound services

Sharon,

Hopefully you and Ms. Ruda had a chance to discuss our request for data on enhanced funding for wrap around services. If so, when can we expect the information?

On another matter, we would like to include a description of recent DCPS accomplishments in the report. The caption will read, **DCPS provided the Auditor with the following information regarding recent DCPS accomplishments:**

In addition to reviewing the cost of the school consolidation, we want to emphasize the fact that DCPS has an enormous mission that it handles extremely well. Would it be possible for you to provide this information within the next week?

Yolanda

---

**From:** Artis, Sharon (OOC) [mailto:Sharon.Artis@dc.gov]  
**Sent:** Thursday, May 05, 2011 9:31 AM  
**To:** Branche, Yolanda (ODCA)  
**Cc:** Jackson, Dianne Y. (ODCA)  
**Subject:** RE: Follow Up March Audit Request - DCPS Wraparound services

Yolanda,

I received your voice message yesterday and working to identified who has the requested information. I’m meeting with Lisa Ruda at noon to discuss. Working on it.

Sharon

---

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**Sent:** Thursday, May 05, 2011 9:09 AM  
**To:** Artis, Sharon (OOC)  
**Cc:** Jackson, Dianne Y. (ODCA)  
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Sharon,
I left a voicemail for you yesterday requesting information on the status of the attached request. In addition to the Washington Post referred to in the attached email, the May 3 edition of the Examiner cited $400K in enhanced funding for Amidon-Bowen to address school closing costs.

To complete our audit we reiterate our request for a report on the amount of enhanced funding for “wraparound services” that 30 elementary and middle schools and pre-K through eighth-grade campuses received over the last two years because these schools absorbed students from buildings closed in 2008.

We requested this information in March. I realize that you are swamped but a response would be greatly appreciated.

Yolanda

From: Dianne Jackson [mailto:dianney.jackson@dc.gov]
Sent: Wednesday, March 16, 2011 2:59 PM
To: 'Artis, Sharon (OOC)'; 'Musara, Munetsi (DCPS)'
Cc: 'Branche, Yolanda (ODCA)'; 'Clark, Tial (ODCA)'
Subject: RE: DCPS Wraparound services

Sharon,

Please advise as to the status of the request below.

Thank you,

Dianne

From: Dianne Jackson [mailto:dianney.jackson@dc.gov]
Sent: Wednesday, March 09, 2011 2:51 PM
To: 'Artis, Sharon (OOC)'; 'Musara, Munetsi (DCPS)'
Cc: 'Branche, Yolanda (ODCA)'; 'Clark, Tial (ODCA)'
Subject: DCPS Wraparound services
Importance: High

Sharon,

As you know we are conducting an audit of the closure and consolidation of 23 D.C. Public Schools. As part of that audit we request a report on the amount of enhanced funding for “wraparound services” that 30 elementary and middle schools and pre-K through eighth-grade campuses received over the last two years because these schools absorbed students from buildings closed in 2008. Please include an explanation of the wraparound services that were provided. Funding for wraparound services was referred to in the March 5 edition of the Washington Post. This is a link to the article:

http://www.washingtonpost.com/wp-dyn/content/article/2011/03/0S/AR2011030503483.html?referrer=emailarticle

We would appreciate receiving the information on the total amount of enhanced funding for “wraparound services” no later than the close of business on Friday, March 11.

Dianne Jackson, Analyst
Office of District of Columbia Auditor
717 14th Street, NW, Suite 900
Washington, DC 20005

DCPS 008010
Confidentiality Notice. This e-mail message, including any attachments, is intended only for the person or entity to which it is addressed and contains information which may be confidential, legally privileged, proprietary in nature, or otherwise protected by law from disclosure. If you received this message in error, you are hereby notified that reading, sharing, copying, or distributing this message, or its contents, is prohibited. If you have received this message in error, please telephone or reply to me immediately and delete all copies of the message.
Ms. Branche,

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Dianne Jackson, Analyst
Office of District of Columbia Auditor
717 14th Street, NW, Suite 900
Washington, DC 20005
www.dcauditor.org
202-727-8989 (Office)
202-724-8814 (Fax)
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You will want to get someone from the CFO’s office. Pete and I are not having any budget discussions with 3rd parties (Post, SHAPPE) without having OCFO there. Otherwise, we are not speaking with one voice – and, we totally don’t understand the full budget book.

LMR

Lisa and Pete,

We’re planning to meet with this lawyer from CLC tomorrow to discuss the special ed specific questions below per Judith Sandalow’s request to RJN. Just wanted to give you a heads up about the questions we’re getting and also highlight the “Other DCPS Questions” CLC is planning to bring up. We’re not going to answer the ‘Other DCPS questions’ or anything related to OSSE.

NR

------ Forwarded Message

From: Josh Gupta-Kagan <JGupta-kagan@ChildrensLawCenter.org>
Date: Tue, 5 Apr 2011 16:10:44 -0400
To: Neela Rathinasamy <neela.rathinasamy@dc.gov>
Subject: Children’s Law Center budget questions

Dear Neela,

Thanks in advance for meeting with me on Thursday. I very much appreciate your time. Below are a list of our questions based on the Mayor’s proposed budget for DCPS – we really appreciate whatever answers you can provide when we meet. Please call or email if I can clarify any of these questions.

Sincerely,
Josh Gupta-Kagan

Special education budget questions

- Per pupil allotment and weighting for special education. Generally, we are hoping to understand how the increased weightings are reflected in the budget tables and, more fundamentally, what they will mean for individual schools.

- The BSA includes a “special education compliance fund” which is not included in the DCPS budget chapter, and we are hoping you could explain that difference.

- The Early Stages budget is increased $2.6M to $6.6M; what will that increase provide?
• The “special education instruction” line is up $3.3M; what will that increase provide?

• The related services line is down $19.5M. I understand from Dr. Nyankori’s emails with Judith that this is not a cut, and I am hoping you can explain what that line does reflect.

• The budget reflects cuts to the OSE central office ($2.6M) and OSE school support ($8.2M). What specifically will be cut?

• Are any special education schools slated for closure and, if so, what are the budget implications?

• We have several questions regarding special education transportation and non-public tuition budgets. We know that they fall under OSSE’s authority and we’ll have questions out to them as well, but thought you might be able to shed light on them.

  o The Non-Public Tuition budget includes a $7.78 million cut to “account for efforts of cross-agency initiatives to reduce costs and reduce the number of students in non-public schools.” We would love to know (a) how much of this reduction results from “reduced costs” and whether those costs come from the proposed rate setting regulations or from something else; and (b) how much results from reduced NPS enrollment and whether they have projections based on individual schools, age groups, or types of disabilities.

  o The special education transportation budget includes a $6.2M and 111 FTE cut. What specific types of FTEs will be cut – aides, drivers, admin, etc.? Will these cuts lead to a consolidation of routes?

Other DCPS budget questions

• The early childhood education line is down $15.8M. Given the District’s investment in early childhood education and increasing preschool and pre-K enrollment, we are guessing that the money has been shifted elsewhere and is not cut, and I am hoping you can confirm that.

• The student hearings line is increased by $359,000. What will that increase provide? (We are hopeful that it will allow for more timely student discipline hearings)

• Student transitory services for homeless students is has $167,000 budgeted – compared with zero in FY’10. What explains that shift; has this task been transferred back from OSSE to LEAs?

• The student attendance line is increased $286,000 to $411,000; will these funds address truancy issues or something else?

Josh Gupta-Kagan
Senior Attorney
Children’s Law Center
616 H Street NW, Suite 300
Washington, DC 20001
Phone: (202) 467-4900 ext. 585
Fax: (202) 552-7085

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Important Steps Taken to Continue Reform Efforts, But Enhanced Planning Could Improve Implementation and Sustainability
approach teachers DCPS and Is 2010 School Year Challenges encountered allocating its 2008-2009 school year. This new staffing model was intended to provide all schools with a core of teachers including art, music, and physical education, as well as social workers. It also was intended to provide all schools with reading coaches who work with teachers to improve reading instruction. Prior to this change, DCPS allocated funding to schools using a weighted student formula, which distributed funds to schools on a per pupil basis, so that the greater the enrollment of a school, the greater the amount allocated to that school. Principals then chose how to staff the school based on the amount of funding available, staffing requirements, and their perception of the school's needs. Consequently, some schools—especially smaller schools—did not have the student enrollment to support programs, such as music and art, and other schools that had the funds to support those programs opted not to do so. While the new staffing model ensures a core staff at all schools regardless of enrollment, DCPS allowed principals to request changes based on their school's needs. However, DCPS lacked a transparent process for making changes to the staffing allocation. In particular, DCPS did not establish or communicate clear guidance or criteria on how such requests would be treated. Further, DCPS granted or denied requests for changes to the original staffing allocation on a school-by-school basis, and it is unclear whether similar requests were treated in a consistent manner. A more transparent process, one that made public their rationale for decisions, would have helped assure stakeholders, including the D.C. Council, that changes to staffing allocations were made consistently and fairly. The D.C. Council and several community groups have criticized the process for its lack of transparency and questioned the

1In addition to a standard funding amount, students with certain characteristics are funded at greater levels to account for the increased cost of educating them. For example, schools with students who are English language learners and students with disabilities are allocated additional funds.

2This issue may have been more acute prior to closing 23 schools due to declining enrollment.

3This core can be supplemented with other positions based on enrollment or to comply with laws and regulations applicable to certain student populations, such as students with disabilities and English language learners.

4Under the new staffing model, a school may choose to trade a position offered by the new staffing model for another position based on its needs. For example, a school may employ an art teacher funded by a private entity. A principal at such a school could then trade that art position assigned by the staffing model for a regular classroom teacher.
I will review the list and get back to you with an estimate.

LMR

From: Artis, Sharon (OOC)  
Sent: Thursday, February 03, 2011 11:16 AM  
To: Ruda, Lisa M. (OOC)  
Subject: FW: Audit DCPS Closure and Consolidation of 23 Schools

LMR,

They didn’t specify a date but I’m sure they will be calling soon looking for the information. Please let me know when you will have the requested information ready for delivery to the auditors?

Thanks,

Sharon

From: Yolanda Branche [mailto:Yolanda.Branche@dc.gov]  
Sent: Monday, January 24, 2011 3:44 PM  
To: Ruda, Lisa M. (OOC)  
Cc: Artis, Sharon (OOC); Jackson, Dianne Y. (ODCA)  
Subject: Audit DCPS Closure and Consolidation of 23 Schools

Ms. Ruda,

Thank you for taking the time to meet with us regarding the audit of the closure of 23 DC public schools. As you may recall, during our meeting we requested the following items:

- A copy of the chart outlining the DCPS SY 08 Comprehensive Staffing Model. If the chart does not list core teachers required under the Full Staffing Model, please provide a list of core teachers that DCPS required under the Full Staffing Model.

- A list of DCPS approved SY 08 Budget Petitions for waivers of core teacher required under the Full Staffing Model. Please include the name of the school requesting the Budget Petition, the type (e.g. art) of core teacher waived and a copy of DCPS notification to the school approving the Budget Petition.

During our meeting we also discussed published reports stating school consolidation and closures would increase specific categories of DCPS personnel. Attached please find:

- Mayor Fenty’s testimony regarding school consolidation and increases in DCPS personnel in the following categories: Art, Music, PE, Social Workers, Psychologists, Literacy and Math Coaches.

- A press release dated June 12, 2008, stating: *School Consolidations. So every student in every classroom can have resources such as art, music, guidance counselors and a school nurse, the administration announced plans to close 23 schools after a thorough set of community meetings and public input process.*
• GAO report stating: **DCPS changed the way it allocated teachers across its schools for the 2008-2009 school year.** This new staffing model was intended to provide all schools with a core of teachers including art, music, and physical education, as well as social workers. It also was intended to provide all schools with reading coaches who work with teachers to improve reading instruction.

To ensure the accuracy of the audit report, please provide a copy of any subsequent press release, testimony, or other public document explaining the change from the above cited published reports, to the view expressed during our meeting that the purpose of school closures and consolidations was to improve programming. While we agree that DCPS can improve programming by increasing teachers, there is an important distinction between improving programming and increases in specific categories of teachers and other personnel.

Regarding the moving and storage of fixtures, furnishings, equipment, and educational materials from closing schools to receiving schools, please provide copies of all DCPS directives to OPEFM regarding moving and storage. We are particularly interested in DCPS directives regarding the sequencing of the moving and storage of items. Specifically, did DCPS direct items to be moved from closing schools, to warehouses, then to receiving schools? Or did DCPS direct items to be moved from closing schools to receiving schools, with surplus items being sent to warehouses?

We appreciate the assistance that DCPS has provided during this audit. Do not hesitate to contact us with questions regarding this request. At your earliest convenience please let us know when the requested items will be delivered.

Yolanda Branche
*Senior Analyst*
*Office of the D.C. Auditor*
Thanks PW,
LMR

From: Weber, Peter (OOC)
Sent: Monday, December 19, 2011 9:48 AM
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)
Cc: Williams-Skelton, Angela (OOC)
Subject: FW: Deck for Chancellor update

Attached is the deck for our conversation with ERS this afternoon. There is a ton of data, but I asked them to focus on three main things:

1. An analysis of our budget to identify spending that is unusually high (compared to similar districts) to determine if these investments are strategic.
2. An analysis of our special education spending to see if our investment makes sense going forward.
3. An analysis of our school funding to identify inequities based on school size and other factors which may not serve a strategic function.
Questions and Answers Regarding Proposal to Close River Terrace Elementary School

Q: Why is this proposal being considered?  
A: Last year, DCPS delayed the closing of River Terrace ES in an effort to increase enrollment. This past year, DCPS central office worked with the River Terrace community towards these efforts. However, River Terrace continues to have a very low enrollment relative to all other PS-5 schools in DCPS (with 137 students). With an enrollment decline of 44% over the past six years, River Terrace is the smallest elementary school in DCPS and is unable to sustain a robust PS-5 school program with comprehensive academic and extracurricular opportunities. Thomas Elementary has had recent improvements in its building and with additional students will be able to offer an even broader academic and extracurricular program. By transitioning River Terrace students to Thomas, we are confident we can enhance the academic, enrichment, and support services offered to all students. By closing severely under-enrolled schools, DCPS can reallocate resources currently spent on maintaining half-empty buildings towards programs that directly impact students.

Q: What support did DCPS provide River Terrace Elementary School in an effort to build its enrollment?  
A. DCPS central office provided the school with the following targeted support:
   - Assisted in the development of a marketing/outreach plan
   - Created flyers and brochures
   - Developed website and Facebook pages
   - Offered citywide advertising opportunities
   - Helped organize school level enrollment events; and
   - Provided local media contact list

Q: What are the benefits of attending a school with a larger enrollment?  
A: Schools with a larger enrollment are able to offer more academic classes, extracurricular activities, partnerships, and support services to students at the school. With a larger staff, there are more opportunities for teachers to collaborate and work in grade-level teams to improve the instruction offered to all students.

Q: When would this closure occur? What changes would take place this year?  
A: If this proposal is approved, River Terrace would close at the end of the 2011-2012 school year. Additionally, stakeholders from both school communities, with support from the central office, would work together over the course of the winter and spring to ensure a smooth transition for staff, students, families, and community. Students would transition to Thomas Elementary at the beginning of the 2012-2013 school year.

Q: How would students from River Terrace get to Thomas safely?  
A: Student safety is the highest priority, and we recognize the challenge posed by the need for many students to cross Benning Road to get to Thomas Elementary. As a result, DCPS would provide daily bus service in the morning and afternoon between River Terrace and Thomas. This would include a bus immediately after school as well as at the conclusion of afterschool activities. Any student wishing to take advantage of this would have free daily transportation to and from the receiving school.
Additionally, we would work closely with the Metropolitan Police Department (MPD) and District Department of Transportation (DDOT) to identify safe walking routes and determine if additional crossing guards are needed or should be deployed in different locations.

Q: What does the Thomas facility offer?
Thomas Elementary School received a Phase 1 modernization during the summer of 2010. As a result, Thomas now has modernized academic spaces complete with new furnishings and equipment, and enhancements to modernize the acoustic, lighting, ergonomics, technology, climate and comfort of the classrooms to support 21st century learning needs. In the near future, modernization of the school’s common area, fields and building systems will continue.

Q: Would students be able to continue to participate in existing afterschool programs and partnerships?
A: We are committed to ensuring that we retain as much stability as possible for students. Programs currently at River Terrace would continue to operate as they do this year. We will work with afterschool programs and partners to determine if they are open to continuing their programs at Thomas for the next school year. We would also solicit feedback from River Terrace families on existing programs that are highly valued and would prioritize relocating these programs to the new site.

Q: What are the program offerings at Thomas?
A: Thomas Elementary implements the Schoolwide Application Model (SAM), which is a general education support approach that focuses on fully integrating and coordinating resources to improve academic and social outcomes for all students. Additionally, like River Terrace, Thomas has a strong focus on health and fitness and participates in the Fun Fly Fit Fitness and Wellness Program and is a member of the Alliance for Healthy Schools. They also participate in a food pilot program receiving food made from scratch from DC Central Kitchen. Students also stay physically fit by participating on the school’s step team. Thomas has numerous community partners including DC Reads, Everybody Wins, and the Embassy Adoption Program. We would also look at the partnerships and programming at River Terrace and work to transfer successful programs and partnerships to the new school.

Q: How would you address potential conflicts between groups of students from the two schools?
A: Based on the experience of recent school consolidations, we are confident that with appropriate adult support, our students would be able to form positive relationships across students groups as they get to know each other. Proposing this closure in the fall allows school leadership ample time to work with staff, students, and families to ensure a smooth transition. If the proposal is implemented, there will be opportunities for students and families to meet prior to the consolidation to help facilitate a positive school culture.

Q: How would staff at River Terrace be affected?
A: River Terrace staff would be excessed and subject to the provisions of the relevant collective bargaining agreements. We anticipate that as a result of the closure there would be additional positions available at Thomas and that some River Terrace staff members would be able to move to the new site if they choose. Staffing decisions for open positions at Thomas would be made by Thomas Principal Ruth Barnes once school budgets become available in the early spring. Any River Terrace staff member who requests an interview at Thomas will be granted one and considered for any available positions in their area. River Terrace staff interested in working at Thomas will also have opportunities to learn about the school and will be able to work with their human resources staffing specialists to consider this and other options. Additionally, DCPS will hold several job fairs where employees can learn about and apply for available positions at other DCPS schools during the spring.
Q: What would happen to the River Terrace building?
A: Should this proposal be approved, DCPS would turn control of the building back to the city. The building would continue to have city maintenance and upkeep and the Office of the Deputy Mayor for Education would lead a community process around potential options for reuse.

Q: How would the central office support River Terrace during this process?
A: If the proposal is approved, interested parents, teachers, staff, and community members from both schools would come together to develop a transition plan with central office support. This plan would include opportunities for groups of students, parents, staff, and community to meet and get to know each other, and for school staff to work together professionally to develop a shared vision for success. Depending on identified needs, other DCPS staff and representatives of city agencies such as MPD and DDOT would also provide support.

Q: If the proposal is approved, would River Terrace parents receive a preference in the out-of-boundary lottery?
A: Yes, if you would like your child to apply to attend a school other than Thomas, current River Terrace students would receive a preference in the out-of-boundary lottery. The out-of-boundary application period is open from January 30, 2012 to February 27, 2012 and offers an opportunity for parents to apply for enrollment at a school outside their neighborhood school. River Terrace students would have the second preference in the out-of-boundary lottery, after siblings, due to their status as students at a closing school. Applications are submitted online through the DCPS website, and staff from the school or from the DCPS central office will be happy to help families with the process.

Q: Why was Thomas chosen as the receiving school as opposed to Kenilworth?
A: Thomas is the closest school to River Terrace; Kenilworth is 1.5 miles away. Thomas has sufficient capacity to receive additional students and received a facility modernization this past summer. Current River Terrace students who would prefer to attend Kenilworth - or another DCPS school - will receive preference in the out-of-boundary lottery.

Q: Who makes the final decision about whether the school is closed?
A: Chancellor Henderson will make a recommendation to Mayor Gray who will make the final decision.

Q: What is the current enrollment of River Terrace and in comparison to other schools?
A: River Terrace’s October 2011 reported enrollment was 137 making it the smallest elementary school, and represents a 44% decline over the past six years.
Close Under-Enrolled District of Columbia Public Schools

The District should close under-enrolled schools to reduce costs and improve student achievement. Schools to be closed should be identified using the same process employed by the District of Columbia Public Schools (DCPS) through the recent school consolidation process.

Implementation of this initiative will create a first-year (FY13) net savings of $110,000 and a five-year (FY13-17) net savings of approximately $40 million.

BACKGROUND

Due to demographic and population shifts over the last several decades, the District of Columbia Public Schools (DCPS) has a large number of schools that are under-enrolled. Over one-third of DCPS schools have enrollments of under 300 students, and over 80% have enrollments of under 500 students.

Ultimately, the result of having an excessive number of school facilities means that fewer resources can be directly invested in classrooms. Each school requires a certain amount of administrative, overhead, and maintenance costs to operate. As the District continues to strive for improved performance under enormous budgetary pressures, it is imperative to reviews its portfolio of schools, and implement changes that will ultimately benefit the ultimate stakeholders of DCPS — District parents and children.

FINDINGS

The average enrollment at DCPS schools is significantly below comparable school averages. Average enrollment per DCPS school is 397 students, while the average enrollment for city school districts tracked by the Council of the Great City Schools (CGCS) is 596 students, a difference of over 33% for the average DCPS school.

<table>
<thead>
<tr>
<th></th>
<th>DCPS FY2012</th>
<th>Council of the Great City Schools</th>
<th>National Average</th>
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<tbody>
<tr>
<td>Schools</td>
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<td>101,979</td>
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<tr>
<td>Students</td>
<td>47,247</td>
<td>6,871,654</td>
<td>49,265,572</td>
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<tr>
<td>Students/school</td>
<td>397.0</td>
<td>595.6</td>
<td>483.1</td>
</tr>
</tbody>
</table>

Note: Data from the Council of the Great City Schools for school year 2009-2010.
When compared to selected individual school districts, even those with a large inventory of school buildings, DCPS still falls at the bottom of the list. The table included in the appendix to this report provides additional statistical detail.

DCPS has a significant number of small schools, which limits the District’s ability to provide a full curriculum and services to all of its students. More than one-third of all DCPS schools (44 of 119 schools) are under 300 students and over 80% of all DCPS schools (97 of 119 schools) are under 500 students.

Based on the Council of the Great City Schools data, the District has an excess of 39 schools. That is, if the District had the same average number of students per school as the Council of the Great City Schools, it would need only 80 schools. The costs and savings in this report are based on a reduction of only 20 schools.

RECOMMENDATIONS

DCPS should implement a comprehensive process to ultimately close approximately 20 schools. These school closures would bring DCPS’s student-to-school ratio to a more reasonable level that would allow DCPS to maximize the resources it could dedicate to students.

DCPS should work with the Executive Office of the Mayor to develop a detailed communication plan to work collectively with District communities to address concerns and potential issues and challenges with receiving schools. The schools should be identified through a rigorous data analysis. Based on results of community engagement process, DCPS should finalize the list of schools for closure and establish a detailed transition plan for each school.

It should be noted that while this initiative is important for the reasons described above, it will be emotional and difficult. There are many stakeholders to involve, including the Council, community organizations, and the general public within the affected communities. However, the risks of not consolidating DCPS schools is greater. The large number of facilities and declining enrollment will contribute to the loss of more teaching positions. Ultimately, failure to further consolidate DCPS facilities will mean fewer resources that can be dedicated to District students and a less robust educational environment for students overall.

FISCAL IMPACT

Implementation of this initiative is estimated to create a first-year (FY13) net savings of $110,000 and a five-year (FY13-17) net savings of approximately $39,790,000. The charts below summarize the savings and associated implementation costs, along with the associated decrease in FTEs.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Initiative Savings</th>
<th>One-Time Implementation Costs</th>
<th>Annual Operating Costs</th>
<th>Net Savings/ (Costs)</th>
<th>FTE Increase/ (Reduction)</th>
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<tr>
<td>2013</td>
<td>$1,900,000</td>
<td>$1,350,000</td>
<td>$440,000</td>
<td>$110,000</td>
<td>(18)</td>
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<td>$5,900,000</td>
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<td>(99)</td>
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<td>(180)</td>
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<tr>
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<td>$4,400,000</td>
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<td>(180)</td>
</tr>
<tr>
<td>2017</td>
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<td>$0</td>
<td>$4,400,000</td>
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<td>(180)</td>
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<tr>
<td>TOTAL</td>
<td>$65,700,000</td>
<td>$13,500,000</td>
<td>$16,060,000</td>
<td>$39,790,000</td>
<td>(180)</td>
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<thead>
<tr>
<th>Fiscal Year</th>
<th>Local*</th>
<th>Special Purpose</th>
<th>Federal</th>
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<tr>
<td>TOTAL</td>
<td>$39,790,000</td>
<td>$0</td>
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</tr>
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</table>
Deliberative Process

* Note: Though it is anticipated that all savings will ultimately benefit local funding, it is possible that some eliminated/excessed positions may be non-locally funded.

The savings were estimated as follows: School closings were staggered over a three-year period, with two school closings included in FY13, nine in FY14, and nine in FY15. (The timing is conservative, as it is likely that all or almost all closings could actually be achieved by FY14.) The costs saved by closing each school were estimated as the sum of the average fixed costs, administrative costs, custodial costs, and non-teacher staff costs (e.g., librarians, art teachers, music teachers, physical education staff, coaches, guidance counselors, etc.) of an average school. This was estimated at $950,000 based on current DCPS cost statistics.

The one-time implementation costs were estimated based on having approximately 4 staff manage the closings each year, at an estimated cost of $500,000 annually for three years (with the first year staff costs reduced to $150,000 due to the limited number of school closings). Logistical and warehousing costs were estimated at approximately $4.5 million ($150,000 per school), based on 2008 actual expenditures. Severance costs were estimated at approximately $7.5 million ($835,000 per school). The following chart provides annual one-time implementation cost calculations.

<table>
<thead>
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<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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<tbody>
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<td># of School</td>
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<td>9</td>
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<tr>
<td>Closings</td>
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<td></td>
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<tr>
<td>Staff Costs</td>
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<td>$500,000</td>
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<td>Costs</td>
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<tr>
<td>Severance Costs</td>
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<tr>
<td>Total Annual</td>
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<tr>
<td>Costs</td>
<td></td>
<td></td>
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</tr>
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</table>

Ongoing implementation costs were based on an assumption that each closing of a school would require one additional transportation route at an average annual cost of $100,000 per school and $120,000 per closed school for one to two additional staff persons at other schools to absorb the increased student load.

The change in FTEs was based on an average decrease of 9 FTEs per school closing, based on information provided by DCPS.
APPENDIX TO REPORT [#---]

CLOSE UNDERUTILIZED DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Average number of students per school and variance from DCPS average in selected school districts

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Schools</th>
<th>Average</th>
<th>% Variance from DCPS</th>
<th>Equivalent DCPS Schools</th>
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</table>
Cool. Thanks.
LMR

From: Weber, Peter (OOC)
Sent: Monday, November 28, 2011 4:14 PM
To: Ruda, Lisa M. (OOC); Henderson, Kaya (OOC)
Subject: RE: Jan. 19 MT meeting

Absolutely.

From: Ruda, Lisa M. (OOC)
Sent: Monday, November 28, 2011 4:13 PM
To: Henderson, Kaya (OOC); Weber, Peter (OOC)
Subject: RE: Jan. 19 MT meeting

I would love to join also it might help with school budget development this year.
LMR

From: Henderson, Kaya (OOC)
Sent: Monday, November 28, 2011 2:55 PM
To: Weber, Peter (OOC)
Cc: Ruda, Lisa M. (OOC)
Subject: Re: Jan. 19 MT meeting

Sorry. I was just suggesting a preview for me. I’d love to sit in on one of your meetings. Can you put something on my schedule?

Sent from my iPad

On Nov 28, 2011, at 2:50 PM, "Weber, Peter (OOC)" <peter.weber@dc.gov> wrote:

I have two concerns on that front.

First, our MT meetings are pretty much taken up with getting our strategic planning and budgeting done.

Second, I don’t want folks to get confused hearing from ers, dan katzir, and starr while trying to get work done.

All that said, I’m having a series of meetings over the next few weeks to get a dump on their findings to date. Happy to have you or anyone else join. I’ve asked to get an early look, so their presentation won’t be completely polished. I can also just give you a download whenever you want it.
Any chance to get a preview before Christmas? I feel like I have no idea what they are working on.

Sent from my iPad

On Nov 28, 2011, at 1:23 PM, "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov> wrote:

Sounds good on all fronts from my perspective.
LMR

From: Weber, Peter (OOC)
Sent: Monday, November 28, 2011 1:22 PM
To: Ruda, Lisa M. (OOC); Henderson, Kaya (OOC)
Subject: Jan. 19 MT meeting

I've asked the ERS folks to hold off on presenting most of their analysis until after we have a good handle on school budget allocations. However, I don't want to push them off to far since we do want to get their analysis in time to direct them so that we get useful planning for the next budget cycle (FY 2014). I'd like to have them come present to MT on January 19. At this point, they should have some information on the equity with which we distribute funds, data on how schools spend money, and some optimal school size information (I'll have a better sense of what they'll be presenting by later in December).

I have two questions. First, can we use the Jan. 19 MT meeting to let ERS present. My timeline shows that we should be done with much of our budget work besides communications work by then.

Second, can we stretch MT to 3 hours for them to present. Ideally, they wanted longer, but I plan to push them into a shorter time frame to make sure we use the time well. As I get more information about what they have to present, I can figure out if we can go even shorter.

The retreat we have scheduled for Jan. is during a week when Kaya is out of town, so I'm guessing we won't have a January retreat.

Thoughts?
I would love to join also it might help with school budget development this year.

LMR

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Thoughts?
Thanks.

LMR

On Nov 18, 2011, at 12:18 PM, "Henderson, Kaya (OOC)" <Kaya.Henderson@dc.gov> wrote:

I'm good with it. Thanks.

Sent from my iPad

On Nov 18, 2011, at 12:16 PM, "Weber, Peter (OOC)" <peter.weber@dc.gov> wrote:

I think that is totally right. Between the iff work, the lack of coordination with charters and the need for a clear communications plan, I can't imagine putting this out as a reduction plan.

We should hold back for now.

----- Original Message -----  
From: Ruda, Lisa M. (OOC)  
To: Weber, Peter (OOC); Henderson, Kaya (OOC)  
Sent: Fri Nov 18 07:21:06 2011  
Subject: One City

In light of the ongoing IFF work, my inclination is to pull (not submit) the school closures proposal as part of the reduction initiatives. We will still propose some right sizing through our normal and ongoing work down the road. However based on how the IFF stuff (and roll out is going), we don't gain a darn thing by submitting a closure plan now. Plus, I don't want to put the Mayor in a corner. Pete and I have talked (preliminarily) about this change but I wanted to circle back. Thoughts?

LMR
Marc from EOM wanted to connect about Monday’s debrief on the IFF work. We just got off the phone. His draft agenda follows my initials – but two big takeaways: (1) the IFF stuff is still draft and the agenda will be changed accordingly, and (2) EOM is envisioning some type of communications rollout of the IFF results on November 29th that needs to be coordinated with other happenings (our budget hearing the following day, scorecard release, One City stuff, holiday break). Moreover, the IFF stuff is likely to cause panic of widespread school closings – we have to be on the offensive and be clear that this is not the case (this year).

LMR

IFF Final Results and Recommendations
November 7, 2011 12:00 – 2:00pm
Wilson Building, Rm. 527

AGENDA

1. Data and Findings (IFF)
   a. Walk through the final results
   b. How to read and interpret the report
2. Recommendations (IFF)
   a. Discuss the full range of recommendations
   b. Determine what level of recommendation to publish
   c. Describe what other jurisdictions have done with this work
3. Rollout and Post-release strategy (DME)
   a. Describe the rollout and post-release communications and community engagement strategy
   b. Set roles in communications and community engagement
4. Calendar and Next Steps (DME)
   a. Discuss the high-level calendar for community engagement
   b. What are your concerns and needs?
   c. Timeline for determining strategies to close the gap
5. Message (DME)
   a. Goal: High quality schools in every neighborhood; a high quality seat for every student.
Will do! We talked to Don at 2:00 p.m. yesterday regarding the reprogramming. I think it will go this week (maybe Monday), but I think we are ok. Pete?

LMR

From: Henderson, Kaya (OOC)
Sent: Wednesday, November 02, 2011 10:15 AM
To: Ruda, Lisa M. (OOC); Weber, Peter (OOC); Sutton, Fonda (OOC)
Subject: RE: Mayor's Meeting

Is the reprogramming still held up? Shouldn’t we update 3b?
Take issue #8 off the agenda. Yay!

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

From: Ruda, Lisa M. (OOC)
Sent: Tuesday, November 01, 2011 5:44 PM
To: Weber, Peter (OOC); Henderson, Kaya (OOC); Sutton, Fonda (OOC)
Subject: Mayor’s Meeting

Draft agenda for Mayor’s meeting. Please shout with changes/additions.

LMR
**

Meeting with Mayor Gray and Deputy Mayor Wright
November 2, 2011

AGENDA

1. Council
   a. Chair’s Teacher Incentive Legislation: Make sure Mayor is aware of it.
   b. CM Orange Legislation: Make sure Mayor is aware of it

2. CFO: Standing Item

3. Budget
   a. FY 12 Possible Pressures: Status Report: George believes the potential FY 12 pressures is now $6M, we believe it is closer to $3M.
b. **FY 12 Anticipated Reprogramming**: GD will not submit until all FY 12 pressures are addressed. This negatively impacts school budgets (Sharpe Health AP example).

c. **FY 11 Close**: No information yet.

4. **Enrollment**
   a. We are working with OSSE to finalize the FY 12 reported enrollment numbers (enrollment on 10/5/11). OSSE will report DCPS’s reported enrollment as 46,191 — which is 1,056 students less than what was projected as part of the FY 12 budget. Charter numbers will likely be about 250 students more than they projected for FY 12.

5. **Facilities**
   a. CIP, IFF Study
      i. We need to submit DCPS’s capital needs for FY 13-18 by Thursday, 10/20. We are reluctant to submit without the results of the IFF work and the school closing proposal included in the One City Performance Review process.

6. **Turkey Bowl**: Bob advised the Chancellor that there were issues with the agreement. Waiting for details from Bob.

7. **FYI**
   a. **WaPo Editorial from Chancellor**: Will run on Sunday.
   b. **Security Contract**: We don’t want to change vendors
   c. **Charter Caps**: Need some equity
   d. **SBOE**: Fonda is getting a number of inquiries from members. They may need some direction from DME as to their role.
   e. **Early Stages**: Grand opening next week for new Minnesota Avenue site.
   f. **Athletic Director**: New AD (Stephanie Evans) starts next Monday. Does the Mayor want to meet with her to discuss vision?

8. **KH Contract Update**
Meeting with Mayor Gray and Deputy Mayor Wright
November 2, 2011

AGENDA

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e. **Early Stages:** Grand opening next week for new Minnesota Avenue site.

f. **Athletic Director:** New AD (Stephanie Evans) starts next Monday. Does the Mayor want to meet with her to discuss vision?

8. **KH Contract Update**
Ok

----- Original Message ----- 
From: Henderson, Kaya (OOC) 
To: Ruda, Lisa M. (OOC) 
Subject: FW: KH items for Mayor

Pls include on my next agenda. Only items #2 and #3 as I already discussed item #1 with him.

Kaya Henderson
Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202.535-1581
E kaya.henderson@dc.gov
W dcps.dc.gov

-----Original Message-----
From: Smith, Abigail (OOC) 
Sent: Tuesday, October 04, 2011 11:05 PM 
To: Weber, Peter (OOC) 
Cc: Henderson, Kaya (OOC); DeGuzman, Anthony D. (OOC); Lujan, Claudia (DCPS) 
Subject: KH items for Mayor

Pete-
I have three follow ups for the Mayor from my check in with Kaya yesterday. Pasted below and attached (in easier to read format). The first two items require input and/or decisions from the Mayor. I probably provided way too much detail, so feel free to pare.

For the Chancellor's check-in with the Mayor

1) School Closure 
Bottom line:
We propose moving forward with closing River Terrace and not pursuing any other school closures at the moment.
The details:
• Given all of the studies and planning work happening over the coming months (IFF, ERS, MFP), we don't think it makes sense to do a major round of closures for the coming year. Final decisions would need to be announced by early January, which doesn't give us time to digest the study results and engage the community.
• River Terrace's enrollment this year is 141 - an increase of 1 student from last year. It is our smallest elementary school, and too small to sustain a strong program. We gave the community significant support in student recruitment, which may have helped stem the loss, but enrollment did not increase. RT's per pupil expenditure this year is $11,427; Hendley's (with 341 students) is $9,799.
• The proposal would still be to consolidate with Neval Thomas, and to offer bus service for the students who are actually travelling for the RT neighborhood (about half the students). Annual saving would be around $600,000.

2) Destination schools for Eaton and Bancroft Bottom line:
• Change the current status of dual destination schools for Eaton and Bancroft to a single destination school. Eaton's destination school would be Hardy; Bancroft's would be Lincoln. Both schools currently have Deal as an additional guaranteed option. All Eaton and Bancroft students who live in-boundary for Deal would continue to have that guaranteed option.

The details:
• In 2008 DCPS established a policy of designating a guaranteed destination school for each elementary, education campus, and middle school. With so many elementary schools' boundaries divided between two middle schools, and so many out-of-boundary students in those schools, this new policy allowed for continuity and predictability for students and families. OOB students no longer have to apply to remain in their current school's feeder pattern.
• At that time, Deal was in need of students and both Bancroft and Eaton's boundaries overlap in part with Deal's. So while Eaton is closer to Hardy, and Bancroft to Lincoln, we allowed for the dual option to provide families with more choice.
• At this point, Deal is well over its building capacity, with 1020 students in a building built for 950. Without making any policy change, that number will go up next year. Hearst has a 5 grade that will feed to Deal for the first time, creating further pressure.
• Possible alternatives to this proposal are: adding multiple demountables and/or rescinding the destination school right from all out-of-boundary students in Deal's feeders (Janney, Lafayette, Murch, Hearst), requiring them to return to their neighborhood middle school. Neither option makes sense for DCPS as a whole.

3) Enrollment
Bottom line:
• Enrollment is down somewhat from last year, while we had projected a small increase. We have lost most of the ground that we gained in last year's increase.

The details:
• The official count will be pulled end of day Wednesday, so the following numbers will increase slightly before then. As of Tuesday morning, total DCPS enrollment was 45,844. Last year's October 5 count was 46,515, so that's a 1.4% drop (671 students). We had projected an increase of 732, so are 3% under projection.
• PS/PK is overall up from last year - an increase of 142. But we had projected an increase of 296 in PS/PK combined, so we fell short.
• 9th grade is significantly up from last year and well over projection. That is largely due to Wilson, Eastern, and Woodson - all success stories of modernized buildings and revived or new programs.
• 11th and 12th grade are way under projection, which is very concerning. We lost a much higher percentage of students than normal and are looking into where those young people are.
• We also saw significant enrollment losses at a few schools that have had negative press in the last year: Dunbar, Hardy, Hearst, Noyes, Thomson. But there were also some drops at schools that don't have an obvious explanation.
• The Shaed/Emery consolidation was a success from an enrollment transition perspective, with 81% of eligible students from those two schools coming to Langley, and 94% remaining in DCPS.
Thanks,

LMR

On Sep 27, 2011, at 5:28 PM, "Henderson, Kaya \(OOC\)" <Kaya.Henderson@dc.gov> wrote:

I did. Sorry if I didn’t confirm.

Kaya Henderson
Chancellor
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1200 First Street, NE
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Chancellor,

Did you send the email below to the Mayor last week (when you did not meet)? I am putting tomorrow’s agenda together and just need to know if we need to cover these topics.

Thank you,

LMR
Did you send the Mayor the email update? If so, cool. If not, think about it for today as the One City reduction initiatives are due tomorrow. We (like all agencies) are supposed to submit them via a quickbase application. However, the Mayor should have a heads up from you. Also, you may want to think about whether we actually submit via quickbase. Our work will be completed and we could just as easily deliver it to EOM on a flash drive. I am worried that a bunch of folks will have access to our initiatives and even though folks signed confidentiality agreements, once it is out there, it is out there.

Just some thoughts.

LMR

Chancellor,

Here is the revised email. The only changes are as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

LMR

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Mayor,

As we are not meeting this week, I wanted to update you on the following matters:

- **Athletic Director.** Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes.

- **Upcoming Bill Turque Story.** Bill Turque is working on a story involving two grievances that the WTU is filing against DCPS. The first grievance is on behalf of the 21 Effective and Highly Effective teachers who took the bonuses a year ago, were excessed, couldn't find jobs, took Option 3 (the extra year), and still couldn't find jobs at the end of this year. We terminated the employment of these individuals as many were certified in subjects for whom we do not have a significant need, and many clearly had other issues that made them a poor fit for every school at which they interviewed. The second grievance is for the five individuals who were excessed a year ago, and who wanted Option 2 (early retirement). We could not afford Option 2. DCPS-OAG provided a legal opinion supporting our position. Nathan Saunders is contending we acted in bad faith, despite the fact that the contract is clear that this provision is subject to "necessary budget and government approvals." We believe we had an agreement with President Saunders to provide these staff members an additional year to find a placement. We provided the additional year, but the WTU is pursuing the grievance.

- **One City Performance Review (OCPR).** On Friday, all agencies (including DCPS) will submit the initial drafts of their reduction initiatives for consideration as part of the FY 13 budget. I wanted to make sure you were aware of what we plan to submit as some of the initiatives we have discussed and most, if not all, are likely to generate significant negative reaction from the community.

As you know, DCPS allocates almost 95% of its resources to schools and school support (as opposed to central office) in the areas of personnel, fixed costs and contracted services (food, security, technology). We have identified reduction initiatives that target these areas and will allow us to save funding and reinvest in critical areas.

- We will be submitting the following six initiatives as part of Friday’s submission:

  1. Close underutilized schools: We are considering a range of 3-23 schools over the next 5 years. We have closed 28 schools since 2007. The multi-year time frame allows us to incorporate the work of IFF, complete enrollment projections and
school budgeting changes. It also affords us an opportunity to stagger the closing of a high school.

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<th>Action</th>
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<td>Dec. 11</td>
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<tr>
<td>Announce Schools Proposed for Closing &amp; Engage Community</td>
<td>3</td>
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<tr>
<td>Actually Close the Schools</td>
<td></td>
</tr>
<tr>
<td>Realize Savings from the School Closings</td>
<td>FY 13</td>
</tr>
</tbody>
</table>

2. Reduce school staffing costs: We would reduce school staff (teachers and non-teaching positions through a combination of mechanisms – changing staffing allocation, increasing salaries, changing budget model etc. We would make a similar reduction at the central level to align our central support without our work force. We do not plan to include a specific number of staff or targeted groups in our submission.

3. Close or scale back STAY programs: These adult education programs may ultimately transfer to other agencies such as DME, OSSE or UDC.

4. Reduce costs associated with dedicated aides: DCPS must strengthen the process of assigning aides to ensure only those students who need aides receive them.

5. Improve quality of custodial services and reduce costs: We are exploring how outsourcing can improve building cleanliness, maintain buildings and possibly reduce costs.

6. Reduce costs associated with food service contracts: We plan to re-bid our food service contract and eliminate costly provisions including mandatory union wage scales.

Detail regarding the above initiatives as well as our spending patterns is attached. With the exception of the dedicated aide initiative, I will not propose any additional initiatives related to special education spending as I believe our ongoing work around non-public tuition and transportation will identify efficiencies and savings related to special education.
FY 12 Projected Spending Pressures and Use of FY 11 Funds. We are meeting on Friday with DME, OBP and DCPS-OCFO to review DCPS’s projected spending pressures for FY 12. We believe that our projected FY 12 spending pressure is between $10-15M. We believe we can eliminate the pressure by using FY 11 funds to replace the FY 12 advance funds that we dedicated to this year’s opening. DCPS has budget authority to use FY 12 funds prior to October 1st to prepare for the opening of school. DCPS could effectively decide to use less of our advance dollars and instead charges costs to FY 11. In FY 10, we used over $25M in FY 11 advance funds. As such, we reduced our FY 11 budget by $25M before the fiscal year even began. A memo detailing this option (and others) is attached for your reference. I will update you after Friday is meeting as to where we stand, but I think we have a viable solution.

We also anticipate receiving some information next week relative to the FY 11 close.

Mayor, please let me know if you have any questions or need any additional information – particularly around the OCPR submission. I am happy to delay the submission if it would make more sense for us to discuss this at our weekly meeting next week.

Kaya
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LMR

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DCPS 008049
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Mayor, please let me know if you have any questions or need any additional information – particularly around the OCPR submission. I am happy to delay the submission if it would make more sense for us to discuss this at our weekly meeting next week.
Kaya
Chancellor,

Here is the revised email. The only changes are as follows: (1) added a timeline on closings, (2) took out the part that DCPS-OCFO agrees with the reduction plan; and (3) said information on the FY 11 close would come next week.

LMR
**

Mayor,

As we are not meeting this week, I wanted to update you on the following matters:

- **Athletic Director.** Last week, I interviewed four finalists for the position of Athletic Director. I have asked my team to forward the top three candidates to you for brief interviews prior to a final decision. My office is working with your scheduler to coordinate interview times and we will make sure your office has summaries of qualifications and resumes.

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Kaya
Will do. Give me 10 minutes and I will add the chart with a timeline. Also, DME just called and said George called DME and said using the FY 11 money to cover school opening costs won't work. Stay tuned.

LMR

-----Original Message-----
From: Henderson, Kaya (OOC)
Sent: Wednesday, September 21, 2011 2:10 PM
To: Ruda, Lisa M. (OOC)
Cc: Weber, Peter (OOC)
Subject: Re: Draft Email Update for Mayor

Can we not put a timeline in this memo even if we have one in mind? I want to be flexible in case the mayor is willing to move a little more quickly?

Sent from my iPad

On Sep 21, 2011, at 2:07 PM, "Ruda, Lisa M. \(OOC\)" <Lisa.Ruda@dc.gov> wrote:

> 5 years is the format from OCPR. Our plan is basically 3 this year (the ones we already proposed) and then we would stack the rest next year -- which gives time for engagement and then closing before the 2014 presidential election. We can't do major closings this year as the IFF, ERS work and additional enrollment stuff won't be done. The big closing would be announced in December 2012, doing engagement during that time (December 2012-January 2013), and actually closing in June 13.
>
> -----Original Message-----
> From: Henderson, Kaya (OOC)
> Sent: Wednesday, September 21, 2011 2:02 PM
> To: Ruda, Lisa M. (OOC)
> Cc: Weber, Peter (OOC)
> Subject: Re: Draft Email Update for Mayor
> 
> why are we saying we'll close schools over 5 years?
> 
> Sent from my iPad
> 
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> 
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<OCPR Initial Submission.pptx>
<EOM spending pressure document.doc>
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Kaya
The documents are with OGC now. Bob and Omar are out today, but I will get them to review on Tuesday and either sign for you on Tuesday (if they are ready) or get them ready for your signature when you return on Wednesday.

LMR

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Perfect. Thanks.

Kaya Henderson

Chancellor

District of Columbia Public Schools
1200 First Street, NE
12th Floor
Washington, DC 20002
T 202 535-1581
E kava.henderson@dc.gov
W dcps.dc.gov

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Kelly works in ODA. When I contacted her, she said management had concerns with the documents that were not being addressed by DME. I tracked down the concerns, it looks like Abby was management. She has some concerns with the study designs that she said she expressed to DME early on, but DME never addressed. That being said, she is going to push the documents through the signature process and deal with those concerns offline with DME so as to not delay the work.

I am checking with Abby to see where the documents actually are in the review process and will send a note back to De\ Shawn and copy you.

LMR

---

DCPS 008064
DME says this has been with Kelly Linker and they aren't getting movement on it. Who's Kelly Linker, and can we get this done?

From: Wright, De'Shawn (EOM) <deshawn.wright@dc.gov>
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)
Subject: Fw: Data Request Documents

Chancellor:
Per our discussion, please see the attached documents that require your review/approval for IFF (facility study). Your assistance in expediting this request is appreciated as we are under a very tight timeline to produce the report by the end of the October.

DW

From: Sutter, Jessica (OSSE)
To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
Subject: FW: Data Request Documents

FYI on IFF and MOA

Jessica Sutter
Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov

From: Linker, Kelly (ODA) [mailto:kelly.linker@dc.gov]
Sent: Wednesday, August 31, 2011 1:30 PM
To: Sutter, Jessica (OSSE)
Cc: Shin, Sujie (DCPS)
Subject: Data Request Documents

Hi Jessica,

Per your conversation with Sujie, here is the request that DME submitted to DCPS as well as the original scope of work from IFF. I'm also attaching the clean Word version of the MOA that Marc and I worked on.

I had previously flagged to Marc on 8/17 that I received some questions from upper management about the methodology being used for the project. It's my understanding that the current concerns arose out of that discussion, though I don't know the details.

Thanks,

Kelly

Kelly Linker
Research and Evaluation Coordinator
Office of Data and Accountability
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To subscribe to real-time text message and email updates on emergency and traffic incidents, visit https://textalert.ema.dc.gov/register.php.

Deputy Mayor,

The documents are moving through our approval process and should be wrapped up early next week. They were held up because our folks had some questions as they believe the study design does not match the data request and that some questions about the design itself that have not been answered. That being said, we are moving the documents through the approval process. Abby Smith will continue to work with your office to address the outstanding issues and concerns, but that will not hold up approval of the documents.

I will keep my eye on this one until it is done.

LMR

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Kelly works in ODA. When I contacted her, she said management had concerns with the documents that were not being addressed by DME. I tracked down the concerns, it looks like Abby was management she has some concerns with the study designs that she said she expressed to DME early on, but DME never addressed. That being said, she is going to push the documents through the signature process and deal with those concerns offline with DME so as to not delay the work.

I am checking with Abby to see where the documents actually are in the review process and will send a note back to De'Shawn and copy you.

LMR

From: Henderson, Kaya (OOC)
Sent: Wednesday, August 31, 2011 4:48 PM
To: Ruda, Lisa M. (OOC)
Subject: Fw: Data Request Documents
Importance: High

DME says this has been with Kelly Linker and they aren’t getting movement on it. Who’s Kelly Linker, and can we get this done?

From: Wright, De'Shawn (EOM) <deshawn.wright@dc.gov>
To: Henderson, Kaya (OOC); Ruda, Lisa M. (OOC)
Cc: Sutter, Jessica (OSSE); Leonard, Jennifer (EOM)
Subject: Fw: Data Request Documents

Chancellor:
Per our discussion, please see the attached documents that require your review/approval for IFF (facility study). Your assistance in expediting this request is appreciated as we are under a very tight timeline to produce the report by the end of the October.

DW

From: Sutter, Jessica (OSSE)
To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
Subject: FW: Data Request Documents

FYI on IFF and MOA

Jessica Sutter
Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
202.727.6054 (o)
Hi Jessica,

Per your conversation with Sujie, here is the request that DME submitted to DCPS as well as the original scope of work from IFF. I'm also attaching the clean Word version of the MOA that Marc and I worked on.

I had previously flagged to Marc on 8/17 that I received some questions from upper management about the methodology being used for the project. It's my understanding that the current concerns arose out of that discussion, though I don't know the details.

Thanks,

Kelly

Kelly Linker
Research and Evaluation Coordinator
Office of Data and Accountability
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE, 12th Floor
Washington, DC 20002
T: 202.724.4651
F: 202.442.5792
E: kelly.linker@dc.gov
W: http://dcps.dc.gov/

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Let me check it out for you.

LMR

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To: Wright, De'Shawn (EOM); Leonard, Jennifer (EOM)
Subject: FW: Data Request Documents

FYI on IFF and MOA

Jessica Sutter
Senior Advisor (School Quality)
Office of the Deputy Mayor for Education
202.727.6054 (o)
202.701.5589 (c)
jessica.sutter@dc.gov

From: Linker, Kelly (ODA) [mailto:kelly.linker@dc.gov]
Sent: Wednesday, August 31, 2011 1:30 PM
To: Sutter, Jessica (OSSE)
Cc: Shin, Sujie (DCPS)
Subject: Data Request Documents
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Whatever you need. I am plowing through budget petitions so just grab me when you are able.

LMR

Got it.
Lisa- I'm going to try and find you today to talk for 5 min about what is realistic for you to pull together in terms of an overview for chiefs re the budget picture. I feel like in an ideal world, we'd see a basic version of what you did in the school budget presentation, but for central. E.g., major funding streams and how they are changing, implications of those changes, etc. Just the basic story, inasmuch as we know it.

Abigail Smith via BlackBerry

I was talking about the decisions that tie to the numbers (e.g. reduced partnerships, reduced after-school etc.).

LMR

Yup, I think knowing the nuts and bolts of what our budget numbers are would be helpful. But what I am talking about is actually getting on the table the strategic tradeoffs that everyone is already baking in to their budget revisions for 12. While on the one hand we're not ready for those conversations (e.g. we don't have the curriculum stuff far along to know what the need is), on the other hand chiefs are mtg with OCFO and making assumptions about their budget parameters for the coming year - and therefore their strategic priorities. And none of this is taking into account what is happening in other divisions, let alone whether we want to make some big bets that require significant changes for next year.

I realize we are also in the midst of the 3 year planning process with Broad, but by the time that is done it will be too late for next year.

Abigail Smith via BlackBerry
It would not hurt to get everyone on the same page with respect to our budget up and downs. Some folks have heard part but we have not heard all together. We would need some structure as the CAO stuff sometimes has a life of its own. I don't think this is a long discussion.

LMR

On Mar 14, 2011, at 9:10 PM, "Smith, Abigail (OOC)" <Abigail.Smith@dc.gov> wrote:

Thoughts on what's below? The more I think about it (and talk with other chiefs about it), the more I am anxious to spend some time getting ahead of the strategic priorities we're all essentially setting right now as we do our FY12 budgets. This happens every year - cart before the horse, and then we never catch up. (Alright - that metaphor didn't pan out, but you know what I mean).

So some of that is around whether we want to make some big bets (see below), but some of it is just around what chiefs are prioritizing at this point. And/or what strategic decisions chiefs are making to change course in the coming year, in order to accommodate next year's budget.

If you all think we're just not in a position to have any of these conversations, let's just stick with the two Broad sessions, and then any regular MT agenda items that are ready for discussion.

As of now most of the day is being taken up by two different sessions with our Broad friends:

1) Review of other districts' strat plans for purposes of informing our own approach (Tim DeRoche)
2) Innovation in the classroom: a national scan of new personalized learning models (Christina Heitz)

I was also planning on using a little time to get feedback on our "narrative of reform to this point" document, which we will have in something between an outline and a draft form.

The chiefs had expressed real interest in taking some time to look at what more fundamental changes in approach we might consider as we face these significant budget limitations. We could only really spend 60-90 minutes, but I wonder if we should begin vetting some of these more extreme ideas and what they would take. The most obvious is another significant round of school closures - drastically reducing our footprint, and what all of the implications of that might be. But there are other ideas we may want to throw out there.

And because we did not have MT last week, are there more immediate agenda items we just need to address on Thursday? If so, how long would you want for those? We could do that first thing in the morning.
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LMR

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From: Smith, Abigail (OOC)
Sent: Mon 3/14/2011 1:14 AM
To: Henderson, Kaya (OOC); Weber, Peter (OOC); Ruda, Lisa M. (OOC)
Subject: MT retreat - need your thoughts

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And because we did not have MT last week, are there more immediate agenda items we just need to address on Thursday? If so, how long would you want for those? We could do that first thing in the morning.
Pedro,
You wrote a really good letter.
LMR

From: Weber, Peter (DCPS)
Sent: Saturday, January 12, 2013 1:09 PM
To: Henderson, Kaya (DCPS); Ruda, Lisa M. (DCPS); Sutton, Fonda (DCPS)
Subject: Re: Moving forward together

Nice.

From: Henderson, Kaya (DCPS)
Sent: Sat Jan 12 12:21:17 2013
Subject: Fwd: Moving forward together

Success!

Sent from my iPhone

Begin forwarded message:

From: "Catania, David A. (COUNCIL)"<DCATANIA@DCCOUNCIL.US>
Date: January 12, 2013, 11:05:07 AM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Subject: RE: Moving forward together

Kaya – Thank you for your email! I appreciate very much the framework that you have outlined below. It represents a thoughtful approach and I support it. I especially welcome your invitation to meet/talk frequently to discuss the challenges and opportunities that face our public school system and the children that we serve. Next week will be particularly busy for you given the planned events and the announcement surrounding school closings. If your time permits, I’m free next Thursday evening to talk. Our relationship is very important to me and to the success of our efforts. I am mindful, as I know that you are, of what is at stake! Please feel free to call me at any time if you have concerns or issues that you would like to discuss. Have a great weekend! I’ll see you Monday evening.
David

From: Henderson, Kaya (DCPS) [mailto:Kaya.Henderson@dc.gov]
Sent: Friday, January 11, 2013 6:27 PM
To: Catania, David A. (COUNCIL)
Subject: Moving forward together
David,

Thanks again, for a very productive meeting last week and for our frank conversation last night. I am looking forward to our work together to make a huge difference in the lives of our children!

As I mentioned last night, one key to ensuring a strong, on-going relationship is a set of shared expectations and structures that will allow you, me, and our staffs to collaborate effectively. To that end, I want to first make sure we have a schedule for getting you the information that you have already requested, then put in place a system to ensure that we continue to share information well.

To date, we have received the following requests from you and your staff. We plan to provide the information or to facilitate the relevant meetings or visits by the dates below.

- Meeting to discuss DCPS FY 2013 school-based reprogramming: Completed January 11
- Visits one Ward 7 schools: Scheduled for January 15
- Briefing on IMPACT and DCPS Human Capital strategy: To be scheduled week of January 22
- FY 2013 school budget data: To be scheduled week of January 22

Once we have taken care of this initial set of requests, I propose we move to a system where DCPS schedules a school visit(s), a briefing, and an update meeting each week. For example, on Tuesday each week, we can schedule for you and your team to visit two schools. On Thursday of each week, we can hold a two hour block of time during which DCPS briefs you and your team. On Fridays each week, a single point of contact from each of our offices can meet to discuss future school visits, upcoming briefings, and our shared approach.

I am particularly interested in provided weekly briefings because they will allow us to explore individual topics at a deeper level, will allow our teams to work together organically, and will help us build a shared knowledge base that will allow us to move forward collaboratively. Potential topics for briefings include:

- DCPS grant management and high risk status;
- Truancy/Child abuse
- Medicaid reimbursement;
- City-wide coordination of wrap-around services including health and mental health;
- DCPS’ instructional approach to literacy;
- Improved efficiencies in large contracts such as food service; and
- Community engagement.

As you complete your school visits and learn more about DCPS’ work, we can add to and modify this schedule.

I would also like to continue our conversation from last night to make sure that you and I continue to be well-aligned. While my schedule for the next week is very busy given my commitments to Standing Ovation on Monday and our school consolidation announcement on Thursday, I am happy to make time in the evening next week to ensure that you and I have time for a one-on-one conversation. I believe that it is critical for us to continue to develop our personal relationship so that we can move forward in this important work together.

As part of that conversation, I’m especially interested in understanding how I should engage with the other committee members, and with the rest of the Council. Perhaps we can schedule one briefing per
month with committee members and their staffs about a topic that you and I agree warrants their attention. I think setting clear expectations with them will serve us best.

Finally, as we move forward in our shared work, it is very clear that we will likely need to adjust our staffing to ensure we have the personnel we need to meet Council’s requests. We will keep you posted of these changes.

As I think about the possibilities before us, I’m excited. I believe that your leadership can help accelerate the work we have already begun in improving our schools. Once we have established our shared goals and structures, I believe that we can move forward rapidly in this work. I continue to believe that collaboration and coordination will be the keys to our shared success.

Looking forward to your thoughts on this.

Kaya

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

Support the DC One Fund Campaign, Each One Give One.
Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Very nice.

LMR

From: Henderson, Kaya (DCPS)
Sent: Saturday, January 12, 2013 12:21 PM
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); Sutton, Fonda (DCPS)
Subject: Fwd: Moving forward together

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Looking forward to your thoughts on this.

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Of course.
LMR

From: Murphy, Christopher (EOM)
Sent: Friday, January 11, 2013 6:01 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

Great. Can I ask Pedro to reach out to Melissa and sked a time on Tuesday when she can run him through the rollout?

From: Ruda, Lisa M. (DCPS)
Sent: Friday, January 11, 2013 5:57 PM
To: Murphy, Christopher (EOM)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

Yes.

As I understand it, Kaya and the Mayor were talking about meeting this weekend to review the final plan (Kaya made it sound like Sunday, but I don’t see it on the calendar -- also, not sure how firm they were about meeting).

My plan would be to get you the order Monday (probably hand it to you at the Cabinet meeting my guess is I will step in for Kaya) once I know Kaya and the Mayor have connected.

The announcement is Thursday so I would think on Tuesday we can run through everything.
LMR

From: Murphy, Christopher (EOM)
Sent: Friday, January 11, 2013 5:56 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

I just asked the mayor about the formal process last night. Neither of us knew. Yes, work it directly through me. My discretion is known throughout the land. :)

Do you want to have it hand-delivered to me?

Can your team working on the rollout of the consolidations connect with Pedro and brief him on how it will go down? We need to think through how, if at all, we talk about it. And obviously when.
From: Ruda, Lisa M. (DCPS)
Sent: Friday, January 11, 2013 5:50 PM
To: Murphy, Christopher (EOM)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

Chris,

Did Kaya mention to you that we need to have the Mayor sign the order closing schools by 1/17? I am a little reluctant to send the order via the normal channels as it will include the list of schools that will actually close. Is this something you or someone you can point me to can assist with? I hate to have this floating around before the public announcement.

Thank you,
LMR

From: Murphy, Christopher (EOM)
Sent: Friday, January 11, 2013 5:49 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

Thanks much. As always.

From: Ruda, Lisa M. (DCPS)
Sent: Friday, January 11, 2013 5:47 PM
To: Murphy, Christopher (EOM)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

You got it.
LMR

From: Murphy, Christopher (EOM)
Sent: Friday, January 11, 2013 5:46 PM
To: Ruda, Lisa M. (DCPS)
Subject: FW: Media availability: Ballou Marching Band -- 1/15, 4pm

Lisa Just to give you background on this request: weeks ago, after it was announced that Ballou has been selected, we had reached out to the band director Darrell Watson for a chance for the mayor to just stop by and congratulate the band on this honor in a low key way (he had earlier asked the mayor for a recommendation letter to the PIC which we were happy to provide and he informed us Ballou had been selected and thanked the mayor for the letter). We kept having a problem finding a time that the mayor could go by. We weren’t looking to make a big deal out of it and still aren’t.

When we learned of the event below we thought we’d just join forces with you all so the mayor will come by and share his congrats and pride.

Perhaps you could make sure Melissa has this information. Alex is concerned Melissa may think we’re trying to join something we have no connection to at the last minute. I just want you all to know that we’ve been involved all the way.

Thanks much,
Chris
Hi Alex -- here's what I sent out.

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

Begin forwarded message:

From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: January 10, 2013, 11:20:17 AM EST
To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Subject: Media availability: Ballou Marching Band -- 1/15, 4pm

Hi thanks for reaching out about Ballou High School's marching band participating in the Inaugural parade. As you can imagine, we've received a number of media requests to film the students in action.

We're holding a media availability at the school on **Tuesday, January 15 at 4pm** to accommodate these requests. There will be students available for interviews, as well as the Ballou band director Darrell Watson and Ballou principal Rahman Branch.

Please let me know if you plan to join us. You will have to check in to the school by 3:50.

The run of show for the media availability (which could change) is as follows:

- 3:50 press checks in
- 4:05 press gets b-roll/footage of band (this continues while interviews are conducted)
- 4:15 interviews available with band leader, students, principal
- 4:45 end

As always, please let me know if you have any questions.

Thanks,
Melissa

Melissa Salmanowitz
Press Secretary
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.578.1264
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Yes.

As I understand it, Kaya and the Mayor were talking about meeting this weekend to review the final plan (Kaya made it sound like Sunday, but I don’t see it on the calendar -- also, not sure how firm they were about meeting).

My plan would be to get you the order Monday (probably hand it to you at the Cabinet meeting my guess is I will step in for Kaya) once I know Kaya and the Mayor have connected.

The announcement is Thursday so I would think on Tuesday we can run through everything.

LMR

---

From: Murphy, Christopher (EOM)  
Sent: Friday, January 11, 2013 5:56 PM  
To: Ruda, Lisa M. (DCPS)  
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

I just asked the mayor about the formal process last night. Neither of us knew. Yes, work it directly through me. My discretion is known throughout the land. :)

Do you want to have it hand-delivered to me?

Can your team working on the rollout of the consolidations connect with Pedro and brief him on how it will go down? We need to think through how, if at all, we talk about it. And obviously when.

---

From: Ruda, Lisa M. (DCPS)  
Sent: Friday, January 11, 2013 5:50 PM  
To: Murphy, Christopher (EOM)  
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

Chris,

Did Kaya mention to you that we need to have the Mayor sign the order closing schools by 1/17? I am a little reluctant to send the order via the normal channels as it will include the list of schools that will actually close. Is this something you or someone you can point me to can assist with? I hate to have this floating around before the public announcement.

Thank you,

LMR
From: Murphy, Christopher (EOM)
Sent: Friday, January 11, 2013 5:49 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

Thanks much. As always.

From: Ruda, Lisa M. (DCPS)
Sent: Friday, January 11, 2013 5:47 PM
To: Murphy, Christopher (EOM)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

You got it.
LMR

From: Murphy, Christopher (EOM)
Sent: Friday, January 11, 2013 5:46 PM
To: Ruda, Lisa M. (DCPS)
Subject: FW: Media availability: Ballou Marching Band -- 1/15, 4pm

Lisa Just to give you background on this request: weeks ago, after it was announced that Ballou has been selected, we had reached out to the band director Darrell Watson for a chance for the mayor to just stop by and congratulate the band on this honor in a low key way (he had earlier asked the mayor for a recommendation letter to the PIC which we were happy to provide and he informed us Ballou had been selected and thanked the mayor for the letter). We kept having a problem finding a time that the mayor could go by. We weren't looking to make a big deal out of it and still aren't.

When we learned of the event below we thought we'd just join forces with you all so the mayor will come by and share his congrats and pride.

Perhaps you could make sure Melissa has this information. Alex is concerned Melissa may think we're trying to join something we have no connection to at the last minute. I just want you all to know that we've been involved all the way.

Thanks much,
Chris

From: Salmanowitz, Melissa (DCPS)
Sent: Friday, January 11, 2013 4:44 PM
To: Simba, Alex (EOM)
Subject: Fwd: Media availability: Ballou Marching Band -- 1/15, 4pm

Hi Alex -- here's what I sent out.

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264
Hi + thanks for reaching out about Ballou High School’s marching band participating in the Inaugural parade. As you can imagine, we’ve received a number of media requests to film the students in action.

We’re holding a media availability at the school on **Tuesday, January 15 at 4pm** to accommodate these requests. There will be students available for interviews, as well as the Ballou band director Darrell Watson and Ballou principal Rahman Branch.

Please let me know if you plan to join us. You will have to check in to the school by 3:50.

The run of show for the media availability (which could change) is as follows:

1. 3:50 press checks in
2. 4:05 press gets b-roll/footage of band (this continues while interviews are conducted)
3. 4:15 interviews available with band leader, students, principal
4. 4:45 end

As always, please let me know if you have any questions.

Thanks,
Melissa

Melissa Salmanowitz
Press Secretary

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.578.1264

E melissa.salmanowitz@dc.gov
W dcps.dc.gov
@dcpubllicschools

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From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Friday, January 11, 2013 5:50 PM
To: Murphy, Christopher (EOM)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

Chris,

Did Kaya mention to you that we need to have the Mayor sign the order closing schools by 1/17? I am a little reluctant to send the order via the normal channels as it will include the list of schools that will actually close. Is this something you or someone you can point me to can assist with? I hate to have this floating around before the public announcement.

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To: Ruda, Lisa M. (DCPS)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

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From: Ruda, Lisa M. (DCPS)
Sent: Friday, January 11, 2013 5:47 PM
To: Murphy, Christopher (EOM)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

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Sent: Friday, January 11, 2013 5:46 PM
To: Ruda, Lisa M. (DCPS)
Subject: FW: Media availability: Ballou Marching Band -- 1/15, 4pm

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Perhaps you could make sure Melissa has this information. Alex is concerned Melissa may think we’re trying to join something we have no connection to at the last minute. I just want you all to know that we’ve been involved all the way.
Hi Alex -- here's what I sent out.

Melissa Salmanowitz  
Press Secretary, DCPS  
Work: 202-535-1096  
Cell: 202-578-1264

Begin forwarded message:

From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>  
Date: January 10, 2013, 11:20:17 AM EST  
To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>  
Subject: Media availability: Ballou Marching Band -- 1/15, 4pm

Hi thanks for reaching out about Ballou High School's marching band participating in the Inaugural parade. As you can imagine, we've received a number of media requests to film the students in action. We're holding a media availability at the school on Tuesday, January 15 at 4pm to accommodate these requests. There will be students available for interviews, as well as the Ballou band director Darrell Watson and Ballou principal Rahman Branch.

Please let me know if you plan to join us. You will have to check in to the school by 3:50.

The run of show for the media availability (which could change) is as follows:

? 3:50 press checks in  
? 4:05 press gets b-roll/footage of band (this continues while interviews are conducted)  
? 4:15 interviews available with band leader, students, principal  
? 4:45 end

As always, please let me know if you have any questions.

Thanks,  
Melissa

Melissa Salmanowitz  
Press Secretary  
District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE
Support the DC One Fund Campaign, Each One Give One.
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Does the Mayor know the order to close schools is coming to him on Monday? Who should I use over there as the POC to walk the order through for signature? The order will include a list of schools to be closed so there is a bit of confidentiality involved.

I drafted the order and it is with the legal folks (and Claudia) for review - but will be ready to go to the Mayor on Monday assuming we finalize the list of schools to be closed. Right now, Malcolm X is on the list of schools to be closed. Tell me if I am taking it off the list.

Thank you,
LMR
No idea. I don’t think there are any savings left to use. Also, this is a proposal only. The Chancellor has not approved it.

LMR

---

From: Michel-Herf, Nadja (DCPS)
Sent: Friday, January 11, 2013 10:52 AM
To: Ruda, Lisa M. (DCPS); Rinkus, Christopher (DCPS); Petersen, John (DCPS)
Subject: RE: Early Learning Center (ELC) proposal

So would these be new local costs or a transition of funds from consolidated schools?

---

From: Ruda, Lisa M. (DCPS)
Sent: Friday, January 11, 2013 10:41 AM
To: Rinkus, Christopher (DCPS); Petersen, John (DCPS); Michel-Herf, Nadja (DCPS)
Subject: FW: Early Learning Center (ELC) proposal

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From: Gordon, Dan (DCPS)
Sent: Friday, January 11, 2013 10:40 AM
To: Henderson, Kaya (DCPS); Ruda, Lisa M. (DCPS); Weber, Peter (DCPS)
Cc: Wright, Carey (DCPS); Ewen, Danielle (DCPS); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Pick, Brian (DCPS)
Subject: Early Learning Center (ELC) proposal

Good morning.

Please find attached a proposal for the creation of two Early Learning Centers (ELCs), including a two-page narrative and a draft budget. As you’ll see we propose locating the ELCs in the (currently unused) annexes at Ketcham and Stanton.

Note the budget is a rough estimate at this point — the good news is we feel the enrollment projection is conservative. We didn’t include costs for getting the facility ready because at this point we simply don’t know about what would really be needed.

Please let us know if there’s any further information we can provide.

Dan

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New release just came out -- they pushed it to January 15th (next Tuesday).

LMR

-----Original Message-----
From: Henderson, Kaya (DCPS)
Sent: Friday, January 11, 2013 8:44 AM
To: Ruda, Lisa M. (DCPS)
Cc: Robinson, Josephine B. (DCPS); Salmanowitz, Melissa (DCPS); Weber, Peter (DCPS)
Subject: Re: Ward 8 Democrats School Resolution - We Say No!

It was originally supposed to be last night. My people....

Kaya Henderson
Sent from my IPad

On Jan 11, 2013, at 8:25 AM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

> FYI Only: There is an additional news release that indicates they are having a candlelight vigil at the Mayor's house tonight.
> LMR
> > From: Pho S. Palmer [mailto:phopalmer@gmail.com]
> > Sent: Thursday, January 10, 2013 11:58 PM
> > To: Henderson, Kaya (DCPS)
> > Cc: Barry, Marion (COUNCIL); JClementsSmith@dccouncil.us <JClementsSmith@dccouncil.us>; jlashleyward@yahoo.com <jlashleyward@yahoo.com>
> > Subject: Ward 8 Democrats School Resolution - We Say No!
> > > Ward 8 Democrats Opposes D.C. Public Schools’ Proposal to Close Four Ward 8 Schools
> > > For Immediate Release
> > > January 11, 2013
> > > Contact:
> > > Pho Palmer
> > > (202) 997-1704
> > > phopalmer@gmail.com<mailto:phopalmer@gmail.com>
> > > Washington, D.C., (Friday, January 11, 2013) The Ward 8 Democrats released today a Resolution outlining its opposition to the Office of the Chancellor for D.C. Public Schools’ (DCPS) proposal to consolidate and restructure three (3) Ward 8 elementary schools and one (1) Ward 8 middle school. The Chancellor’s proposal entitled, “DCPS Proposed Consolidations and Reorganization: Better Schools for All Students,” suggest closing Ferebee-Hope, M.C. Terrell/McGogney and Malcolm X Elementary Schools, and repurposing Johnson Middle School. Ward 8 Democrats is calling for a moratorium on school closings and charter conversions in Ward 8, and request that the Office of the Chancellor develop and implement a realistic and
comprehensive plan working with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students that attracts and retains students and family.


> On November 13, 2012, the Office of the Chancellor announced that 20 schools in DCPS’ systems are closing. On the list were four Ward 8 schools. The press announcement was followed by a proposal on November 15, 2012 detailing the following reasons for school closures in Ward 8:
> • Reducing facilities will improve programming. DCPS cannot expended further resources in under-enrolled schools;
> • DCPS operates many more schools than neighboring school systems for under-enrolled facilities;
> • Population of 5-17 year olds students has declined in Ward 8;
> • Charter school enrollment has affected DCPS enrollment; and
> • Building utilization will increase after consolidation as well as enrollment, and more resources will be available for fewer schools.

> Chancellor Kaya Hendeson’s decision presents a number of inconveniences, dangers and stresses on Ward 8 students and families. The Chancellor's proposal will send students across rivalry gang boundaries; commutes for smaller children will be further and too dangerous; partnerships and services will end; and over crowding in the receiving schools is imminent. Ward 8 does not want to re-live the chaos and confusion experienced under Chancellor Michelle Rhee. Ward 8 Democrats do not want anymore charter managers in our schools. Ward 8 Democrats do not want anymore charter conversions!

> We say no to school closings!

> Ward 8 Democrats is calling for the Chancellor to work with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students to develop a comprehensive and realistic plan, and strategy to turnaround schools, and attract and retain students and families.

> Do not close Ward 8 schools!

> ####

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> <WED_2013-School_Resolution.pdf>

Support the DC One Fund Campaign, Each One Give One. Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
FYI Only: There is an additional news release that indicates they are having a candlelight vigil at the Mayor's house tonight.

LMR

---

**Ward 8 Democrats Opposes D.C. Public Schools Proposal to Close Four Ward 8 Schools**


For Immediate Release
January 11, 2013

Contact:
Pho Palmer
(202) 997-1704
phopalmer@gmail.com

**Washington, D.C., (Friday, January 11, 2013)** The Ward 8 Democrats released today a Resolution outlining its opposition to the Office of the Chancellor for D.C. Public Schools (DCPS) proposal to consolidate and restructure three (3) Ward 8 elementary schools and one (1) Ward 8 middle school. The Chancellor's proposal entitled, "DCPS Proposed Consolidations and Reorganization: Better Schools for All Students," suggest closing Ferebee-Hope, M.C. Terrell/McGogney and Malcolm X Elementary Schools, and repurposing Johnson Middle School. Ward 8 Democrats is calling for a moratorium on school closings and charter conversions in Ward 8, and request that the Office of the Chancellor develop and implement a realistic and comprehensive plan working with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students that attracts and retains students and family.


On November 13, 2012, the Office of the Chancellor announced that 20 schools in DCPS systems are closing. On the list were four Ward 8 schools. The press announcement was followed by a proposal on November 15, 2012 detailing the following reasons for school closures in Ward 8:

- Reducing facilities will improve programming. DCPS cannot expended further resources in under-enrolled schools;
- DCPS operates many more schools than neighboring school systems for under-enrolled facilities;
- Population of 5-17 year olds students has declined in Ward 8;
- Charter school enrollment has affected DCPS enrollment; and
- Building utilization will increase after consolidation as well as enrollment, and more resources will be available for fewer schools.
Chancellor Kaya Henderson's decision presents a number of inconveniences, dangers and stresses on Ward 8 students and families. The Chancellor's proposal will send students across rivalry gang boundaries; commutes for smaller children will be further and too dangerous; partnerships and services will end; and over crowding in the receiving schools is imminent. Ward 8 does not want to re-live the chaos and confusion experienced under Chancellor Michelle Rhee. Ward 8 Democrats do not want anymore charter managers in our schools. Ward 8 Democrats do not want anymore charter conversions!

We say no to school closings!

Ward 8 Democrats is calling for the Chancellor to work with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students to develop a comprehensive and realistic plan, and strategy to turnaround schools, and attract and retain students and families.

Do not close Ward 8 schools!

###

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Resolution of the Ward 8 Democrats

Opposing D.C. Public School’s Proposal to Close or Repurpose Four (4) Ward 8 Schools: Ferebee-Hope Elementary School, Malcolm X Elementary School, Terrell/McGogney Elementary School, and Johnson Middle School.

WHEREAS, the Office of the Chancellor for D.C. Public Schools (DCPS) November 13, 2012, press release announced a proposal to consolidate and/or reorganize three (3) Ward 8 elementary schools and one (1) Ward 8 middle school.

WHEREAS, DCPS’ full proposal dated November 15, 2012, entitled “DCPS Proposed Consolidations and Reorganization: Better Schools for All Students” details the following:

- Reducing facilities will improve programming. Resources are being expended in under-enrolled schools;
- DCPS operates more schools than neighboring school systems for under-enrolled facilities;
- Population of 5-17 year olds has declined in Ward 8;
- Charter school enrollment has affected DCPS enrollment; and
- Building utilization and enrollment will increase after consolidation. More resources will be available for fewer schools.

WHEREAS, DCPS proposes the following for FEREabee-Hope ELEMENTARY SCHOOL for the 2013-2014 school year:

- Send students to Hendley Elementary School (school will be modernized this summer);
- Hendley ES is a half mile from Ferebee-Hope ES; DCPS to identify safe passages;
- Teachers from Ferebee-Hope can apply to open positions at Hendley ES for 2013-2014 school year; and
- DCPS will maintain Ferebee-Hope ES in its inventory, and work with parents and community members to identify uses.

WHEREAS, Ward 8 Democrats strongly opposes DCPS’ proposal for Ferebee-Hope ES for the following:

- Relationships have been cultivated with parents, guardians and students that will be disrupted, potentially halting progress.
- The commute to Hendley ES is dangerous. The half-mile walk to Hendley ES is down a steep hill too dangerous a commute for small children. There is a small market near Hendley ES that encourages criminal activity. Parents do not want their children exposed to any potential danger near this market.
- Over crowding at Hendley ES is inevitable. Enrollment at Hendley ES will decline because of over crowding in the classrooms.
WHEREAS, the Washington-Highlands community cannot afford to lose this asset. Currently, Ferebee-Hope ES houses a homework help center, a recreation center used by the entire community, a computer lab, swimming pool, basketball courts and tennis courts. Partnerships have been forged with the National Association for the Advancement of Colored People, Dream Academy, U.S. Marshalls, City Year, Reebok, and the Black Ski Club. These programs and relationships may disappear if the school closes.

WHEREAS, parents of Ferebee-Hope ES have stated that they will not enroll their children in Hendley ES. Closing Ferebee-Hope ES will scatter families throughout the ward and city. Enrollment at Hendley ES will potentially decline and face closure in the near future.

WHEREAS, Parents and community members do not want taxpayer dollars wasted by closing this school. Ferebee-Hope ES received Phase I modernization in 2009.

WHEREAS, Ward 8 Democrats recommends for Ferebee-Hope ES gender-specific classes with no more than 22 students per classroom. Smaller schools and classes work. Over crowded classes are an environment of disruption and bullying. Bring in special education students to increase enrollment. UDC needs to return programming to Ferebee-Hope ES. Strengthen programming and partnerships. Develop an early education program for the Washington-Highlands community. Build a strategic plan with community input on student retention. Work with ANCs and civic associations on strengthening and promoting the feeder patterns. Create a realistic and comprehensive marketing strategy promoting the feeder pattern.

WHEREAS, DCPS proposes the following for MALCOLM X ELEMENTARY SCHOOL for the 2013-2014 school year:
• Send students to Turner Elementary School (Turner has been modernized);
• Turner is a half mile from Malcolm X ES; DCPS to identify safe passages;
• Teachers from Malcolm X ES can apply to open positions at Turner ES; and
• DCPS to identify a high-performing charter school to use Malcolm X ES.

WHEREAS, Ward 8 Democrats strongly opposes charter schools taking measurements at and in Malcolm X ES before DCPS’ November 13, 2012 press release.

WHEREAS, Ward 8 Democrats strongly opposes renderings in circulation of the Congress Height Metro station where Malcolm X ES is clearly demolished before DCPS’ November 13, 2012 press release. Planning is underway to demolish Malcolm X ES to build office buildings and retail near Congress Heights metro.

WHEREAS, Ward 8 Democrats strongly opposes DCPS’ proposal for Malcolm X ES for the following:
• The commute to Turner ES will strain low-income households. The distance will contribute to truancy and dropout rates.
• Community resources will be lost. The basketball courts at Malcolm X ES are enjoyed by residents of Congress Park and Henson Ridge.
• Malcolm X ES’ close proximity to the Congress Heights metro station is a much needed amenity for parents and guardians.
• Programs and partnerships will be lost. Currently, Reebok, DIA, 3 Set, and Flamboyan provide programming in the school. These programs will not follow students. Malcolm X ES boasts an arts, string and drum line program that will be lost to students and family that work hard in these programs.
• Loss of Saturday learning, extended day program and home visits.
• Closing Malcolm X ES will cause instability. Malcolm X ES offers wraparound services that will be disrupted. Social workers at Malcolm X ES provide services to entire families that do not want disruption or a lost of services.
• Teacher, parent, guardian and student relationships will be disrupted severely impacting learning.

WHEREAS, Ward 8 Democrats recommends for Malcolm X ES gender-specific classes with no more than 22 students per classroom. Bring in special education students to increase enrollment. Smaller schools and classes work. Over crowded classes are an environment of disruption and bullying. Open space learning environments do not work. Invest in Malcolm X ES and modernize the school. Give the school walls and a state-of-the-art library. Convert the bottom floor to a library accessible to the public. Consider a partnership with D.C. Public Library. Strengthen programming and partnerships. Build a strategic plan with community input on student retention. Work with ANCs and civic associations on strengthening and promoting the feeder patterns. Create a realistic and comprehensive marketing strategy promoting the feeder pattern.

WHEREAS, DCPS proposes the following for TERRELL/MCGOGNEY ELEMENTARY SCHOOL for the 2013-2014 school year:
• Send students to M.L. King Elementary School; School did receive some modernization in 2011.
• M.L. King ES is a half-mile from Terrell/McGogney ES; DCPS to identify safe passages;
• Teachers from Terrell/McGogney ES can apply to open positions at M.L. King ES;
• DCPS will work with the community to identify best practices for operating the Parent Resource Center; and
• DCPS has no plan for Terrell/McGogney ES. DCPS will work with parents and community members to identify uses.

WHEREAS, Ward 8 Democrats strongly opposes DCPS' proposal for Terrell/McGogney ES for the following:
• Development is happening around Terrell/McGogney ES. Families will need a DCPS facility.
• The 2008 consolidation plan closed McGogney ES. The community does not desire to have its only options charter schools.
• The Parent Resource Center is a much needed asset and needs to remain at Terrell/McGogney ES in Congress Heights.

WHEREAS, Ward 8 Democrats recommends for Terrell/McGogney ES gender-specific classes with no more than 22 students per classroom. Smaller schools and classrooms work. Enrollment declined once 6th graders were moved to Hart MS. To increase the school's population, bring in special education students. Invest in Terrell/McGogney ES and modernize the school. Develop an early education program at Terrell/McGogney ES. Strengthen programming and partnerships. Build a strategic plan with community input on student retention. Work with ANCs and civic associations on strengthening and promoting the feeder patterns. Create a realistic and comprehensive marketing strategy promoting the feeder pattern.
WHEREAS, DCPS proposes the following for JOHNSON MIDDLE SCHOOL for the 2013-2014 school year:

• Split students to Hart and Kramer Middle Schools; Hart was modernized in 2011. Kramer has 50% of learning online;
• Hart is one and a half-mile walk from Johnson MS. Kramer MS is two-mile walk from Johnson MS. DCPS to identify safe passages;
• Teachers from Johnson MS can apply to open positions at Hart MS and Kramer MS; and
• DCPS to open an alternative education school for truant students. School will open August 2014. DCPS will continue to renovate Johnson MS.

WHEREAS, Ward 8 Democrats recommends for Johnson MS gender-specific classes with no more than 22 students per classroom. To increase the school’s population, right size the school and bring in special education students and high-performing programming. OR Right size Johnson MS and develop a high-performing program for truant students. Strengthen programming and partnerships. Build a strategic plan with community and student input on retention and attraction. Work with ANCs and civic associations on strengthening and promoting the feeder patterns. Create a realistic and comprehensive marketing strategy promoting the feeder pattern.

WHEREAS, Ward 8 Democrats calls for a moratorium on school closings and charter school conversion.

WHEREAS, when a DCPS school is closed, DCPS Central Office needs to downsize as well. To fill service gaps in DCPS, the conversation should not impact communities only. Unemployment and inconveniences are experienced at the community level only and never the executive level of DCPS systems. There needs to be across the board cuts.

WHEREAS, Ward 8 Democrats recommends that DCPS develop and deliver high-performing programming for special education students to increase enrollment. The District spends millions of dollars shuttling special education students to specialized schools and programs outside of the city. Create specialized programs or partner with special education providers to address the needs of special education students, and house much needed programming at Ward 8 schools.

WHEREAS, Ward 8 Democrats request that the Office of the Chancellor develop with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families, students and community members a realistic and comprehensive plan to attract and retain students and families in Ward 8 schools.

WHEREAS, calls for the Office of the Chancellor to show an accounting of the Race to the Top and Enhancing Education through Technology funds, and where funds have been expended to improve Ward 8 schools.
THEREFORE, BE IT RESOLVED that the November 15, 2012 proposal entitled “DCPS Proposed Consolidations and Reorganization: Better Schools for All Students” from the Office of the Chancellor for D.C. Public Schools is not in the best interest of Ward 8 students and families.

Ward 8 Democrats officially declares its opposition to D.C. Public Schools proposal and any further considerations to close Ferebee-Hope Elementary School, Malcolm X Elementary School, Terrell/McGogney Elementary School, and reorganizing Johnson Middle School.

DO NOT CLOSE WARD 8 SCHOOLS!

INTRODUCED AND PASSED with amendments this 22\textsuperscript{nd} day of December 2012 by the Ward 8 Democrats.

APPROVED AND ADOPTED this 7th day of January 2013 by the Executive Committee of the Ward 8 Democrats.
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Friday, January 11, 2013 8:23 AM
To: Groomes, Diane (MPD); Ballard, Reginald (DCPS); Robinson, Charnette (MPD); Caldwell, Renato (MPD)
Subject: RE: Ward 8 Democrats School Resolution - We Say No!

Thank you,
LMR

From: Groomes, Diane (MPD)
Sent: Friday, January 11, 2013 12:08 AM
To: Ruda, Lisa M. (DCPS); Ballard, Reginald (DCPS); Robinson, Charnette (MPD); Caldwell, Renato (MPD)
Subject: Fw: Ward 8 Democrats School Resolution - We Say No!

From: Pho S. Palmer [mailto:phopalmer@gmail.com]
Sent: Thursday, January 10, 2013 11:58 PM
To: Henderson, Kaya (DCPS)
Cc: Barry, Marion (COUNCIL); JClementsSmith@dccouncil.us <JClementsSmith@dccouncil.us>; jlashleyward@yahoo.com <jlashleyward@yahoo.com>
Subject: Ward 8 Democrats School Resolution - We Say No!

Ward 8 Democrats Opposes D.C. Public Schools Proposal to Close Four Ward 8 Schools

For Immediate Release
January 11, 2013

Contact:
Pho Palmer
(202) 997-1704
phopalmer@gmail.com

Washington, D.C., (Friday, January 11, 2013) The Ward 8 Democrats released today a Resolution outlining its opposition to the Office of the Chancellor for D.C. Public Schools (DCPS) proposal to consolidate and restructure three (3) Ward 8 elementary schools and one (1) Ward 8 middle school. The Chancellor’s proposal entitled, DCPS Proposed Consolidations and Reorganization: Better Schools for All Students, suggest closing Ferebee-Hope, M.C. Terrell/McGogney and Malcolm X Elementary Schools, and repurposing Johnson Middle School. Ward 8 Democrats is calling for a moratorium on school closings and charter conversions in Ward 8, and request that the Office of the Chancellor develop and implement a realistic and comprehensive plan working with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students that attracts and retains students and family.


On November 13, 2012, the Office of the Chancellor announced that 20 schools in DCPS systems are closing. On the list were four Ward 8 schools. The press announcement was followed by a proposal on November 15, 2012 detailing the following reasons for school closures in Ward 8:

Reducing facilities will improve programming. DCPS cannot expended further resources in under-enrolled schools;
DCPS operates many more schools than neighboring school systems for under-enrolled facilities; Population of 5-17 year olds students has declined in Ward 8; Charter school enrollment has affected DCPS enrollment; and Building utilization will increase after consolidation as well as enrollment, and more resources will be available for fewer schools.

Chancellor Kaya Henderson’s decision presents a number of inconveniences, dangers and stresses on Ward 8 students and families. The Chancellor’s proposal will send students across rivalry gang boundaries; commutes for smaller children will be further and too dangerous; partnerships and services will end; and over crowding in the receiving schools is imminent. Ward 8 does not want to re-live the chaos and confusion experienced under Chancellor Michelle Rhee. Ward 8 Democrats do not want anymore charter managers in our schools. Ward 8 Democrats do not want anymore charter conversions!

We say no to school closings!

Ward 8 Democrats is calling for the Chancellor to work with Ward 8 Democrats, Ward 8 Education Council, Ward 8 families and students to develop a comprehensive and realistic plan, and strategy to turnaround schools, and attract and retain students and families.

Do not close Ward 8 schools!

###

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Thanks. We have a couple of loose ends to add from our meeting.

LMR

On Jan 10, 2013, at 12:59 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

> Kaya, before you address this list with Catania, let's you me and Lisa sit down. I think we have some time tomorrow. I totally agree that you need to talk to Catania to set some realistic expectations. At the same time, we need to start with some initial meetings (for example, we need to meet on the schools reprogramming tomorrow so that council will sign off).
> No need to recall the list, Fonda, but let's talk before any of us take action with Catania.
>
> -----Original Message-----
> From: Ruda, Lisa M. (DCPS)
> Sent: Thursday, January 10, 2013 12:54 PM
> To: Sutton, Fonda (DCPS); Henderson, Kaya (DCPS); Weber, Peter (DCPS)
> Cc: Williams, Shereen L. (DCPS)
> Subject: RE: Chancellor's Briefing to Council on School Closures
>
> Can you pull this back (recall)? I want to make sure we have everything in one place and would prefer to review with the Chancellor when we meet with her tomorrow a.m.
>
> LMR
>
> -----Original Message-----
> From: Sutton, Fonda (DCPS)
> Sent: Thursday, January 10, 2013 12:50 PM
> To: Henderson, Kaya (DCPS); Weber, Peter (DCPS)
> Cc: Williams, Shereen L. (DCPS); Ruda, Lisa M. (DCPS)
> Subject: RE: Chancellor's Briefing to Council on School Closures
>
> Chancellor - here are the requests we've received this week from CM Catania's office. I am also working on an information request that Erika sent last week on DCPS-DCPL collaboration. Carey and Josephine have helped me on that.
>
> Fonda Sutton
> Deputy Chief of Staff for Intergovernmental Affairs
> DC Public Schools
> 1200 First Street, NE
> Washington, DC 20002
> (202) 442-5035
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From: Henderson, Kaya (DCPS)
Sent: Thursday, January 10, 2013 12:06 AM
To: Sutton, Fonda (DCPS); Weber, Peter (DCPS)
Subject: RE: Chancellor's Briefing to Council on School Closures

Can you pls send me a list of all the pending requests? I need to call Catania and let him know that I'm holding on these.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

From: Sutton, Fonda (DCPS)
Sent: Tuesday, January 08, 2013 1:30 PM
To: Henderson, Kaya (DCPS); Weber, Peter (DCPS)
Subject: FW: Chancellor's Briefing to Council on School Closures

Here's another request from CM Catania's office. I'm collecting all of them to discuss with Pete tomorrow, and after his meeting with the CM today. They're coming in steadily. Can't wait to hear what you all have discussed....

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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From: Williams-Kief, Brendan (Council)
Sent: Tuesday, January 08, 2013 1:26 PM
To: Sutton, Fonda (DCPS)
Subject: Chancellor's Briefing to Council on School Closures

The Chancellor met with my boss last week and said she would like to brief Councilmembers on the 17th on the final school closure decisions.
David asked that I helped coordinate with your team and the Chairman's office to get the briefing set.
I can begin working with the chairman's office on logistics if the Chancellor has settled on a time. She had mentioned times around noon on the 17th.
I'd like to be as helpful as I can be on this, so please let me know what you're thinking is and I can do the leg work here in the Wilson Buidling.
Can you pull this back (recall)? I want to make sure we have everything in one place and would prefer to review with the Chancellor when we meet with her tomorrow a.m.

LMR

-----Original Message-----
From: Sutton, Fonda (DCPS)
Sent: Thursday, January 10, 2013 12:50 PM
To: Henderson, Kaya (DCPS); Weber, Peter (DCPS)
Cc: Williams, Shereen L. (DCPS); Ruda, Lisa M. (DCPS)
Subject: RE: Chancellor's Briefing to Council on School Closures

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Deputy Chief of Staff for Intergovernmental Affairs

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Office of the Chancellor
District of Columbia Public Schools
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From: Williams-Kief, Brendan (Council) [mailto:BWilliamsKief@DCCOUNCIL.US]
Sent: Tuesday, January 08, 2013 1:26 PM
To: Sutton, Fonda (DCPS)
Subject: Chancellor's Briefing to Council on School Closures

Fonda-

The Chancellor met with my boss last week and said she would like to brief Councilmembers on the 17th on the final school closure decisions. David asked that I helped coordinate with your team and the Chairman’s office to get the briefing set.
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I’d like to be as helpful as I can be on this, so please let me know what you’re thinking is and I can do the leg work here in the Wilson Buidling.

Best,

Brendan Williams-Kief
Director, Committee on Education
Office of David Catania | DC Councilmember At Large 1350 Pennsylvania Avenue, NW Washington, DC 20004
202.724.8081 DIRECT | 202.905.6284 CELL
bwilliamskief@dccouncil.us | www.davidcatania.com
@Catania_EdCmte | Sign Up for Councilmember Catania's Newsletter
FYI

From: McNeil, Joyce (DCPS)
Sent: Tuesday, January 08, 2013 5:26 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Follow up on DCPS school closing case

There’s an active shooter training on your schedule 9:30-11:30. Is that just an FYI?

Joyce McNeil
Executive Assistant to the Chief of Staff
DC Public Schools
Office of the Chancellor
1200 First St., NE, 12th Floor
Washington, DC 20002
T: 202-442-5075
F: 202-442-5026
E: joyce.mcneil@dc.gov
W: dcps.dc.gov

From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, January 08, 2013 5:25 PM
To: DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS)
Cc: McNeil, Joyce (DCPS)
Subject: RE: Follow up on DCPS school closing case

Joyce,
Can you look at early next Tuesday and let DOE know? LMR

From: DeGuzman, Anthony D. (DCPS)
Sent: Tuesday, January 08, 2013 2:50 PM
To: Ruda, Lisa M. (DCPS); Lujan, Claudia (DCPS)
Cc: McNeil, Joyce (DCPS)
Subject: Re: Follow up on DCPS school closing case

This week is very full at this point. How about early next Tuesday?

A
Is this week or next week (early) better for you?
LMR

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From: Kallem, Howard [mailto:Howard.Kallem@ed.gov]
Sent: Tuesday, January 08, 2013 1:38 PM
To: Ruda, Lisa M. (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Wender, Alice; Rhines, Dale; Ehrenfeld, Jane; Trice, Betsy
Subject: Follow up on DCPS school closing case

Lisa,

Happy new year! I hope your year is off to a good start. I wanted to follow up on your email from last week. We still have not heard anything from your team about a follow-up meeting. I know you are on a tight schedule as far as the school closures decision goes. If we are to draft an agreement that can be announced as contemporaneously as possible with the final list of closures, the meeting should be scheduled sooner rather than later. Is Thursday a possibility for your team? Or early next week?

On another matter, at one of our previous meetings, I had mentioned another complaint we have involving DCPS and you agreed to follow up. I have attached an email message I had sent you about the matter.

Thanks -- Howie
Joyce,
Can you look at early next Tuesday and let DOE know?
LMR

From: DeGuzman, Anthony D. (DCPS)
Sent: Tuesday, January 08, 2013 2:50 PM
To: Ruda, Lisa M. (DCPS); Lujan, Claudia (DCPS)
Cc: McNeil, Joyce (DCPS)
Subject: Re: Follow up on DCPS school closing case

This week is very full at this point. How about early next Tuesday?
A

From: <Ruda>, Lisa Ruda <lisa.ruda@dc.gov>
Date: Tuesday, January 8, 2013 2:18 PM
To: Teacher <anthony.deguzman@dc.gov>, Claudia Lujan <claudia.lujan@dc.gov>
Cc: "McNeil, Joyce (DCPS)" <joyce.mcneil@dc.gov>
Subject: FW: Follow up on DCPS school closing case

Is this week or next week (early) better for you?
LMR

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From: Kallem, Howard [mailto:Howard.Kallem@ed.gov]
Sent: Tuesday, January 08, 2013 1:38 PM
To: Ruda, Lisa M. (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Wender, Alice; Rhines, Dale; Ehrenfeld, Jane; Trice, Betsy
Subject: Follow up on DCPS school closing case

Lisa,

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On another matter, at one of our previous meetings, I had mentioned another complaint we have involving DCPS and you agreed to follow up. I have attached an email message I had sent you about the matter.
Thanks -- Howie
Looks like your RQs are popping up now. I will get them approved.
LMR

Yup. have given her that message.

I would like to have the discussion with Kaya tomorrow. Can you ask Fonda to hold on responding to Erika (who seems to be the only person asking) until we get through our discussion with Kaya tomorrow?
LMR

See below and relevant to your email on tomorrow’s meeting with kaya. We should close out the “how to deal with DC” conversation tomorrow. One possibility would be to have Fonda cover all other councilmembers and have you cover DC. Fonda could then report to either me or you (though under this scenario you would make more sense).

Either way, we need to get things clarified with Fonda quickly.

Here’s another request from CM Catania’s office. I’m collecting all of them to discuss with Pete tomorrow, and after his meeting with the CM today. They’re coming in steadily. Can’t wait to hear what you all have discussed....

Fonda Sutton

Office of the Chancellor

District of Columbia Public Schools
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From: Williams-Kief, Brendan (Council) [mailto:BWilliamsKief@DCCOUNCIL.US]
Sent: Tuesday, January 08, 2013 1:26 PM
To: Sutton, Fonda (DCPS)
Subject: Chancellor's Briefing to Council on School Closures

Fonda-

The Chancellor met with my boss last week and said she would like to brief Councilmembers on the 17th on the final school closure decisions.

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Best,

Brendan Williams-Kief
Director, Committee on Education
Office of David Catania | DC Councilmember At Large
1350 Pennsylvania Avenue, NW
Washington, DC 20004
202.724.8081 DIRECT | 202.905.6284 CELL
bwilliamskief@dccouncil.us | www.davidcatania.com
@Catania_EdCmte
Sign Up for Councilmember Catania's Newsletter
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Office of the Chancellor

District of Columbia Public Schools

202.442.5035

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Best,

Brendan Williams-Kief  
Director, Committee on Education  
Office of David Catania | DC Councilmember At Large  
1350 Pennsylvania Avenue, NW  
Washington, DC 20004  
202.724.8081 DIRECT | 202.905.6284 CELL  
bwilliamskief@dccouncil.us | www.davidcatania.com  
@Catania_EdCmte  
Sign Up for Councilmember Catania's Newsletter
Our One City action plan is unequivocal in its commitment to ensuring that every student in the District has access to a world-class education. Earlier this year, Chancellor Henderson shared five big goals from DCPS’s strategic plan, A Capital Commitment. The goals build on the work of our One City plan and can be seen throughout the District in initiatives like Rise DC, our efforts to reduce truancy, and efforts to ensure that students have safe passage to and from school. While we have accomplished a great deal, we still have to make improvements to create a system that best positions us to offer the highest quality programs to all of our students in every neighborhood in the city.

We must also use all our resources well – every dollar, every building, and every minute of instructional time. Unfortunately, as we are now organized, our students cannot realize their full potential and our schools cannot offer everything our students deserve. That is because too many of our schools are too small and not located near where our children live. With so many small schools, we cannot make smart investments in high-quality programming. We cannot organize teachers and schedules to provide the most benefit to children. We cannot get the most out of our modernized buildings.

At the end of November, I released a proposal to consolidate a number of schools and reorganize our school district. We proposed closing Spingarn Senior High School and the Spingarn STA Y adult education program which is located in it, as part of the consolidation and reorganization plan. Over the past month, we have embarked on a journey to fully engage the community around the proposal. The community provided important feedback that will be used to shape our final plan which we will announce at the end of January 2013. The community was clear that they wanted to identify creative and innovative ways to reorganize our school district. Moreover, the community supported what we know -- our One City action plan is a collective effort to ensure every resident has access to a world-class education and opportunities to learn from early childhood through their senior years.

We are working hard to ensure all students have the opportunity to succeed at DCPS, but believe we can best serve the adults who currently attend Spingarn STA Y through leveraging partnerships with CCDC. We have begun important work at Ballou STA Y. Our partnership signals a new day where city agencies work together to support our residents. We would like to explore other opportunities to serve the adults currently attending Spingarn STA Y as early as August 2015.

I would welcome the opportunity to sit with you to explore possible options for us to continue our work together. My office will reach out to schedule a meeting with you as a next step in this work.

Thank you,

Kaya

As an agency partner, we want to continue to work with you in three specific areas:

- Identify creative and innovative ways to reorganize our school district;
- Address issues and specific concerns that may be raised as we engage communities around individual schools and neighborhoods. Issues associated with transportation, crossing guards, crews
and gangs are very real when students move from one school to another. We need your help to address these issues as we consider the consolidation proposals and the transitions that will occur; and

- Generate ideas as to how these buildings can still serve our neighborhoods and collective goals if the decision is made to consolidate a school. Building reuse is paramount. As we seek to strengthen the District, a vacant school building weakens a neighborhood as much, if not more, than a poor performing school. We want to work together to determine how our facilities can better serve our neighborhoods.

At the upcoming Cabinet meeting, the Chancellor plans to discuss her vision and proposal with all agency directors. However, I wanted to reach out to you directly prior to that meeting because of our frequent collaboration. Together, we can create a school district that does everything it can to serve our students now and that is flexible enough to serve our students as our population grows in the future.

Once the proposal is announced, I will be certain to forward it to you. Please let me know if you have any questions or need additional information.

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Friday, January 04, 2013 1:55 PM
To: Sutton, Fonda (DCPS)
Subject: RE: DCPS ANC Office Hours, Friday, November 16, 2012
Attachments: image005.png; image006.gif; image009.gif; image007.gif; image010.gif; image002.png; image003.png; image001.gif; image008.gif; image004.png

Thank you,
LMR

From: Sutton, Fonda (DCPS)
Sent: Friday, January 04, 2013 1:07 PM
To: Ruda, Lisa M. (DCPS)
Subject: FW: DCPS ANC Office Hours, Friday, November 16, 2012

Correction – we notified ANC on 11/13! The DC Register publication was 11/23.

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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From: Robinson, Josephine B. (DCPS)
Sent: Tuesday, November 13, 2012 4:27 PM
To: jeremy_leffler@hotmail.com; waltcain@gmail.com; mikesilversteinusa@yahoo.com; sandi31268@aol.com; bsb@quixnet.net; rrob.king@comcast.net; gnauden@gmail.com; janisdhazel@gmail.com; antawan@gmail.com; anc7b@earthlink.net; phopalmer@gmail.com; Leffler, Jeremy (ANC 1B02); Benardo, Michael B. (ANC 2F06); Silverstein, Mike (ANC 2B06); Vaughan, Joseph (ANC 4C05); Vaughan, Joseph (ANC 4C05); Washington, Sandi (ANC 5A07); Blacknell, Bernice (ANC 5B12); Blacknell, Bernice (ANC 5B12); Wiggins, Thalia (ANC 5B06); King, Robert (ANC 5C03); Ronneberg, Drew (ANC 6A02); Ross, Willie H. (ANC 7D03); Browne, George B. (ANC 7E01); Pecot, Liz (ANC 7D05); Kone, Keith (ANC 7C07); Martin, Robin Lewis (ANC 7B05); Martin, Nicole (ANC 8E01); Seegars, Sandra (ANC 8E02); Slaughter, Stephen A. (ANC 8E07); Burnette, Joyce D. (ANC 8E05)
Cc: Burney, Shanita (DCPS); Skates, Jennifer (DCPS)
Subject: DCPS ANC Office Hours, Friday, November 16, 2012

Dear ANC Commissioner or Commissioner-Elect,

A school in your district has been proposed for consolidation next year. I have attached a press release with additional details for your review. I also encourage you to visit to the DCPS website to find additional material related to this announcement. http://dcps.dc.gov
Because you are an elected official in your neighborhood, your voice is critical as we consider next steps. **We are providing ANC office hours this Friday, November 16, from 3pm – 9pm, to discuss initial feedback and ideas from your constituents.** Please sign up for a meeting time, which will not exceed 20 minutes. Preference for specific timeslots will be granted in the order that they are received.

In preparation for this meeting, I encourage you to think about two key areas to frame your thoughts:

1. Of the five factors used by DCPS to determine which schools consolidate, what challenges will remain for your school community following this consolidation?
2. What ideas do you have for your school building’s future use?

We recommend you arrive at least 10 minutes prior to your appointment. Please respond to this email to register for meeting time or call 442-8824. Thank you for your partnership in education, and we look forward to seeing you this Friday, November 16.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

If you’re having trouble viewing this email, you may see it online.

---

DCPS Families and Community,

Earlier today, I released my proposal to consolidate and reorganize our school system to better support the five big goals we announced last spring when we released our strategic plan, *A Capital Commitment*. To reach these goals, we need our schools to look very different. We need elementary schools that can offer students a wide range of opportunities, and we need middle schools with robust course offerings to prepare students for high school. We need high schools that provide challenging coursework to college-ready students; alternative schools that offer students a second chance; and career and technical education programs that prepare our students for great jobs.

Unfortunately, as we are now organized, our students cannot realize their full potential and our schools cannot offer everything our students deserve. That is because too many of our schools are too small and not located in close proximity to where our children live. With so many small schools, we cannot make smart investments in better programming. We cannot organize teachers and schedules to provide the most benefit to children, and we cannot get the most out of our modernized buildings.

We have a chance to make a big investment in our children. We have the opportunity to
consolidate and reorganize schools so that we can offer the programs our students deserve. The proposal I just released begins to do just that. You can find the full proposal at dcps.dc.gov/DCPS/cr. This proposal does not impact any schools during the current school year, school year 2012-2013. If the final decision is to consolidate a school, the earliest the school will consolidate is June 2013 after the last day of school.

**This is a proposal and not a final decision.** Final decisions have not, and will not be made until after the community has an opportunity to provide feedback through a series of meetings scheduled in the coming weeks. I expect the Mayor and I will finalize decisions in January 2013, prior to the opening of the out of boundary lottery.

I want to make sure that you have as much information as possible about why we decided to propose schools for consolidation. All of the information regarding the proposal can be found in one of three places: our main website (dcps.dc.gov); our online discussion room (engagedcps.com); or one of the public meetings that’s been scheduled in your community (the schedule is at the end of this email).

I remain excited to work with you to meet our commitment to our students. As I visit schools, I see tremendous potential and energy in our students. I want to ensure that our priority is always investing in our children's education. I know that by working together, we can create a system that provides our students with the world-class education they deserve.

Thank you for your ongoing support,

Kaya Henderson
Chancellor

### Meetings

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building 1350 Pennsylvania Ave, NW</td>
<td>November 15, 2012</td>
<td>4-8 p.m.</td>
</tr>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building 1350 Pennsylvania Ave, NW</td>
<td>November 19, 2012</td>
<td>2-6 p.m.</td>
</tr>
<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES 2400 Shannon Place, SE</td>
<td>November 27, 2012</td>
<td>6-8 p.m.</td>
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<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS 3650 Ely Place, SE</td>
<td>November 28, 2012</td>
<td>6-8 p.m.</td>
</tr>
<tr>
<td>Wards 5 Community Dialogue</td>
<td>Langley EC 101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6-8 p.m.</td>
</tr>
<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC 1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6-8 p.m.</td>
</tr>
</tbody>
</table>
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
First column and second to last column will get you there.

LMR

----- Original Message ----- 
From: Weber, Peter (DCPS)
Sent: Friday, January 04, 2013 10:34 AM
To: Ruda, Lisa M. (DCPS)
Subject: Re: Turn over estimate

Thanks. Will just extract some.

----- Original Message ----- 
From: Ruda, Lisa M. (DCPS)
To: Weber, Peter (DCPS)
Sent: Fri Jan 04 10:33:12 2013
Subject: RE: Turn over estimate

Yep. This is the estimate on the original proposal. We have run the same with respect to the "final plan" (changes by about 40 people), but I have not run that by Kaya yet.

You can go with the full chart - or just extract positions and numbers. Happy to draft a paragraph if that makes more sense for this meeting. Just let me know.

LMR

----- Original Message ----- 
From: Weber, Peter (DCPS)
Sent: Friday, January 04, 2013 10:30 AM
To: Ruda, Lisa M. (DCPS)
Subject: Turn over estimate

Do you have your turnover of staff after school consolidation estimate?

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Yep. This is the estimate on the original proposal. We have run the same with respect to the "final plan" (changes by about 40 people), but I have not run that by Kaya yet.

You can go with the full chart - or just extract positions and numbers. Happy to draft a paragraph if that makes more sense for this meeting. Just let me know.

LMR

-----Original Message-----
From: Weber, Peter (DCPS)
Sent: Friday, January 04, 2013 10:30 AM
To: Ruda, Lisa M. (DCPS)
Subject: Turn over estimate

Do you have your turnover of staff after school consolidation estimate?

Support the DC One Fund Campaign, Each One Give One. Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Team,

The Chancellor is meeting with the Mayor later today. One of the items on her agenda is the consolidation plan. Pete and I sat briefly with her this morning and think the attached reflects the decisions we have made and those decisions we still need to hammer out.

The Chancellor is set for her meeting, but want to make sure that everyone has the attachment to ensure we are on the same page particularly as we start the drafting. Please shout if anything seems off.

LMR

Josephine and Anthony,

I’ve added a few thoughts in blue below that you may have already considered, but I wanted to make sure is factored into the pieces that are written. This outline looks good.

Thanks.

Shanita

Merry New Year Folks!

I hope everyone enjoyed their well-deserved holiday break and returns refreshed, renewed and ready for the fun 2013 will bring us! To kick us off, I’ve attached below for your review, the draft outline Anthony, Claudia and I have cobbled together to guide us in crafting the final plan and summary report of our engagement process from these past 6 weeks. We are striving for this to be a concise report of no more than 22-25 pages, the bulk of which will be a ½ page for each of the 20 schools which will detail the original proposal and the final decision.
The headings note the overall owner of the section. We tried to make practical assignments of the various subsections and ask that you please review this closely with attention, of course, to those areas where your initials appear. With so many contributors, it will prove challenging to coordinate and consolidate drafts, but it is too large a task for one person to undertake. If you believe this to be unclear, or that a major theme or focus area is missing, please “reply to all” with your feedback by 1 pm, Wednesday, 1/2. Anthony and I will be meeting at 1:30 tomorrow to review and flesh out the timeline for receipt of the drafts. We will review this further with the team at the Thursday morning school consolidation meeting and then with the full management team that afternoon.

Thanks for your anticipated assistance with this.

Kindly,
Josephine

Intro (PW) (2-3 pgs.)
- Letter from the Chancellor
- Review timeline
- Set context
  o Reiterate challenges
    (ensure challenges reflects those that we have no control over that have significantly contributed to the challenges and/or our ability to address them without using aggressive reforms. i.e. proliferation of charters, no control over charters, degree of movement between schools both charter and DCPS, the achievement gap that is impacting education nationwide, etc.)
  o What did we learn from 2007?
  o Our focus is improving programs
  o This is a part of bigger portfolio planning process (potentially discuss comprehensive education plan)
  o We will revise school budgets and reinvest any savings
  o We will hold buildings in our portfolio and explore practical re-use options

What We Heard (JBR) (3-4 pgs.)
- Engagement process overview
  o Summary of public and individual meetings
- Summary of themes (emphasize this section is “what DCPS heard” from families and the community)
  o Quality programming
  o Safety/Walkability
  o Charter school impact
  o Cost Savings
  o Transitions
    ▪ merging school communities
    ▪ changing grade structures/6-12 model
    ▪ SPED integration
- Include link to more detailed summary of feedback

Our Revised Plan (AdG) (15 pgs.)
- Responses to each Theme
  o Cost Savings (LMR/PW)
  o Quality programming (JD,NB)
  o Safety/Walkability (LMR, AdG)
  o Charter school impact (AdG/PW ?)
  o Transitions (JBR, JD, NB)
- School specific plans (AdG)
  o Half page for each school (AdG)
  o Includes top 3 things we heard from this community (JBR)
How are we responding to these issues/concerns (Team-TBD)

Next Steps (AdG) (2 pgs.)
- Bring back to bigger portfolio planning process – set up for boundaries/feeders
- General building re-use plan and process going forward
  (discuss next steps for school transitions, parent roles, and if possible dates for initial school meetings or who to contact for more questions, etc.)

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Thanks for circulating.
LMR

From: Burney, Shanita (DCPS)
Sent: Wednesday, January 02, 2013 10:24 AM
To: Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS)
Cc: Weber, Peter (DCPS); Beers, Nathaniel (DCPS); Davis, John L. (DCPS); Lujan, Claudia (DCPS)
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

Josephine and Anthony,

I’ve added a few thoughts in blue below that you may have already considered, but I wanted to make sure is factored into the pieces that are written. This outline looks good.

Thanks.

Shanita

From: Robinson, Josephine B. (DCPS)
Sent: Tuesday, January 01, 2013 6:17 PM
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); DeGuzman, Anthony D. (DCPS); Beers, Nathaniel (DCPS); Davis, John L. (DCPS)
Cc: Lujan, Claudia (DCPS); Burney, Shanita (DCPS)
Subject: Draft Outline for final plan and Consolidation & Reorganization Report
Importance: High

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Some thoughts are attached.

LMR

---

Can you guys take a look at the attached memo? This summarizes a bunch of ERS’ recommendations. It is short, but I think if we pair it with the powerpoints that ERS shared with us (particularly the small school one) that we have a nice package.

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Learn more at [www.dconefund.org](http://www.dconefund.org) or [www.onefund.dc.gov](http://www.onefund.dc.gov). One City, Working Together!
Thank you,
LMR

From: Weber, Peter (DCPS)
Sent: Thursday, December 20, 2012 10:21 AM
To: Ruda, Lisa M. (DCPS)
Subject: Re: School Consolidation Analysis Next Steps

Yes.

From: Ruda, Lisa M. (DCPS)
To: Weber, Peter (DCPS)
Sent: Thu Dec 20 09:51:26 2012
Subject: Re: School Consolidation Analysis Next Steps

Can you let Pras/Greg know?
LMR

On Dec 20, 2012, at 9:38 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

Definitely after consolidation.

From: Ruda, Lisa M. (DCPS)
Sent: Thursday, December 20, 2012 9:30 AM
To: Weber, Peter (DCPS)
Subject: School Consolidation Analysis Next Steps
Importance: High

Can ODA wait until we announce the consolidations? Seems premature also, not sure that ODA is the right group to be reaching out to receiving schools.

LMR
From: Ranaweera, Pras (DCPS)
Sent: Thursday, December 20, 2012 7:49 AM
To: Michel-Herf, Nadja (DCPS)
Cc: Garrison, Greg (DCPS)
Subject: School Consolidation Analysis Next Steps

Nadj.

Greg and I have talked previously with Pete about contacting principals in the schools which will receive students following consolidation to see what data could help them prepare for the possible changes. If this proves to be a good idea, Greg's team will do the analysis early in Jan 2013.
We might send out projected enrollment and student proficiency data. Depends what is useful to principals. Greg is going to reach out to a few principals shortly to understand precisely that, but we wandered if you have a little context on the school budget timeline and how much flex is there for change after the consolidations are announced?

If, for example we send information to a principal that shows he should expect a large number of ELL students, at what point in the year is it too late for principals to allocate more funding to ELL support?

Thanks

Pras

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Can you let Pras/Greg know?

LMR

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Thanks

Pras

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Resource Implications of School Size

DC Public Schools

July 2, 2012
DCPS partnered with ERS to rethink the use of people, time and money

ERS Partnership
- Education Resource Strategies is a non-profit that partners with urban districts to change the way people, time, and money are used so that all students receive the support they need to succeed

Resource Mapping
- Detailed analysis of district and school level resource allocation and use
- Designed to support the alignment of resources with the district’s strategic goals and strategic resource use principles
- Resources analyzed are people, time, and money

Project Goal
- Help DCPS determine how limited resources are best organized to support effective schools and an effective school system

Project Timeline
- September 2011 – August 2012
Investigating the impact of school size on DCPS’ resource use was one part of the larger resource mapping project

- In the current tough times, many districts are looking closely at their school portfolio – particularly at small schools - to manage cost and maximize the number of students served in high performing schools

- Districts typically spend more per pupil on small schools, though the differential can vary significantly

- While districts and communities often seek specific benefits from small school size, small schools also face specific barriers to strategic resource use, so districts need to make deliberate trade-offs when they choose to invest in small schools to maximize their return

- In other words, it’s important for schools to be small “by design” not “by default”

To inform DCPS strategy on small schools moving forward, it must be clear to stakeholders:
- How much more DCPS spends on small schools and towards what ends
- What design challenges DCPS small schools must overcome to warrant the extra investment (from an ROI perspective)?
Agenda/Table of Contents

- Differences in level and nature of resources in small schools
- Barriers to effective resources use in small schools
DC has more schools below 350 in its ES/K-8 portfolio than most districts ERS has studied

% of Schools by Size Bucket - Elementary/K8

<table>
<thead>
<tr>
<th>Size Bucket</th>
<th>Charlotte</th>
<th>Duval</th>
<th>Denver</th>
<th>PGCPS</th>
<th>Philadelphia</th>
<th>Atlanta</th>
<th>Boston</th>
<th>Wash, D.C.</th>
<th>Rochester</th>
<th>Newark</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;200</td>
<td>107</td>
<td>489</td>
<td>489</td>
<td>449</td>
<td>543</td>
<td>415</td>
<td>371</td>
<td>452</td>
<td>443</td>
<td></td>
</tr>
<tr>
<td>200-349</td>
<td>692</td>
<td>578</td>
<td>578</td>
<td>543</td>
<td>543</td>
<td>415</td>
<td>371</td>
<td>452</td>
<td>443</td>
<td></td>
</tr>
<tr>
<td>350-499</td>
<td>127</td>
<td>107</td>
<td>88</td>
<td>127</td>
<td>166</td>
<td>58</td>
<td>69</td>
<td>40</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>500-999</td>
<td>166</td>
<td>88</td>
<td>88</td>
<td>127</td>
<td>166</td>
<td>58</td>
<td>69</td>
<td>40</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>1000+</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
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<td>58</td>
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</tr>
</tbody>
</table>

63% of ES are <350

Source: DPS SY0910 Expenditures and Enrollment; Excludes Charter Schools ERS analysis

Education Resource Strategies
DC also has more very small secondary schools

% of Schools by Size Bucket – Middle, High, and Secondary Schools

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>&gt;200</td>
<td>49</td>
<td>44</td>
<td>26</td>
<td>46</td>
<td>78</td>
<td>27</td>
<td>26</td>
<td>28</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>200-349</td>
<td>Low $/pp</td>
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<td>350-499</td>
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<td>500-999</td>
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<tr>
<td>1000+</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average School Size</td>
<td>1,356</td>
<td>1,271</td>
<td>854</td>
<td>1,242</td>
<td>796</td>
<td>795</td>
<td>549</td>
<td>521</td>
<td>667</td>
<td>627</td>
</tr>
<tr>
<td>Year of analysis</td>
<td>0809</td>
<td>0910</td>
<td>0910</td>
<td>0910</td>
<td>0506</td>
<td>0708</td>
<td>0809</td>
<td>1112</td>
<td>0809</td>
<td>1112</td>
</tr>
</tbody>
</table>

Source: DPS SY0910 Expenditures and Enrollment; - Excludes Charter Schools ERS analysis
Education Resource Strategies
DCPS generally spends more per pupil on small schools across all school types

*See Appendix for explanation of ERS methodology for calculating school allocated dollars per weighted pupil
Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data

Education Resource Strategies
This is typical across districts - though the relationship between size and spending is weaker in DC than other districts studied.

ERS has found that the cost curve in most districts starts to get significantly steeper for schools smaller than 350-400.

Notes: Per Pupil spending amounts adjusted for student need, not adjusted for regional cost differences across districts.
Several factors cause DC’s cost curve to be flatter at the ES/K8 level

- DC’s size distribution is more narrow, with the large majority of ES/K8 schools below 400 students

- DCPS does not subsidize spending on instruction in small schools
  - Many districts either explicitly subsidize small schools in teacher allocations or “round up” teacher allocations, which has the ultimate effect of creating more teacher positions in small schools
Despite its flatter cost curve, DCPS’ large number of small schools means it spends more per pupil to subsidize size than other districts ERS has studied.

**How did we calculate this? For example at Elementary/K8 Schools …**

If we brought ES under 350 to the average $pwp for a 550 student school -> $16.4 M

Note: ES/K8 shown as an example. Per-pupil small school premium is equal or greater at other levels.

<table>
<thead>
<tr>
<th>DC</th>
<th>District A</th>
<th>District B</th>
<th>District C</th>
<th>District D</th>
<th>DC (ES)</th>
<th>DC (K-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending on the avg. school of 550</td>
<td>$9.1 K</td>
<td>$10.6 K</td>
<td>$9.2 K</td>
<td>$9.7 K</td>
<td>$12.7 K</td>
<td>$13.2 K</td>
</tr>
<tr>
<td>Small Schools &lt; 350: avg. SA $pwp</td>
<td>$11.6 K</td>
<td>$13.2 K</td>
<td>$10.7 K</td>
<td>$11.9 K</td>
<td>$14.1 K</td>
<td>$15.5 K</td>
</tr>
<tr>
<td>Small School Premium (as % over avg. 550)</td>
<td>$2.5 K (28%)</td>
<td>$2.6 K (25%)</td>
<td>$1.5 K (15%)</td>
<td>2.3K (24%)</td>
<td>$1.4 K (11%)</td>
<td>$2.3K (17%)</td>
</tr>
<tr>
<td>% Small Schools</td>
<td>8%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>69%</td>
<td>44%</td>
</tr>
<tr>
<td>% of Students in Schools &lt;350</td>
<td>4%</td>
<td>8%</td>
<td>11%</td>
<td>12%</td>
<td>57%</td>
<td>34%</td>
</tr>
<tr>
<td>Total small school premium ($/ES pupil)</td>
<td>$5.9 M ($92)</td>
<td>$12.6M ($205)</td>
<td>$6.3M ($147)</td>
<td>$17.8M ($273)</td>
<td>$16.4 M ($801)</td>
<td>$5.3 M ($776)</td>
</tr>
</tbody>
</table>

Total spending on size in DC’s ES/K8 portfolio is $21.7M

Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data
In ES, extra spending on small schools is concentrated in Instr. Support/Prof. Dev. (ISPD), Leadership and Oper. & Maint. (O&M) functions.

$ per Weighted Pupil by “Use” across ES* School Size Groups

<table>
<thead>
<tr>
<th>$ per Weighted Pupil ($)</th>
<th>&lt;200</th>
<th>200-349</th>
<th>350-499</th>
<th>500-999</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
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<td></td>
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<tr>
<td>$2,000</td>
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<td></td>
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</tr>
<tr>
<td>$4,000</td>
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<td></td>
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<tr>
<td>$6,000</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>$8,000</td>
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<tr>
<td>$10,000</td>
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<td>$12,000</td>
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<tr>
<td>$14,000</td>
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<td></td>
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<tr>
<td>$16,000</td>
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</tr>
</tbody>
</table>

- **Bus services**: $113, $115, $109, $132
- **ISPD**: $1,005, $796, $745, $401
- **Leadership**: $1,404, $1,050, $864, $896
- **Pupil services**: $1,488, $1,373, $1,346, $745
- **O&M**: $2,058, $1,485, $1,070, $1,007
- **Instruction**: $8,853, $9,272, $9,402, $8,870

# of schools:
- <200: 6
- 200-349: 38
- 350-499: 16
- 500-999: 4

Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data.
Leadership and ISPD premium is even higher at the secondary level, particularly at MS.

$ per Weighted Pupil by “Use” across SS* School Size Groups

**ES Level**
- <350: $814
- >350: $675

**HS Level**
- <650: $106
- >650: $113

Leadership & ISPD differentials greatest at MS

Source: DCPS FY12 budget data; fall 2011 student enrollment data and schools data

Education Resource Strategies
Much of higher spending driven primarily by “one-per” and “step-function” allocated positions, which are all non-teacher positions

Example: “One-per” allocation:
- 1 Principal for every school

Example: “Step-function” allocation:
- 0.5 business manager for every school ≤250
- 1 business manager for every school >250

<table>
<thead>
<tr>
<th>School Name</th>
<th>ERS Use</th>
<th>Stuart-Hobson Middle School</th>
<th>Jefferson Middle School</th>
<th>Deal Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>N/A</td>
<td>179</td>
<td>415</td>
<td>945</td>
</tr>
<tr>
<td>Students/non-teacher FTE</td>
<td>N/A</td>
<td>20</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>Students/teacher FTE</td>
<td>N/A</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Principal</td>
<td>Leadership</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Media/Librarian</td>
<td>Instruction</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Literacy PD</td>
<td>ISPD</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cust Foreman</td>
<td>O&amp;M</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Leadership</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Admin Aide</td>
<td>Leadership</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sped Coord</td>
<td>ISPD</td>
<td>0</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed teachers</td>
<td>Instruction</td>
<td>9</td>
<td>20.8</td>
<td>47.3</td>
</tr>
</tbody>
</table>

Small schools have much higher student-non-teacher staff ratios than larger schools

This is because many non-teacher positions are flat and step-function allocations, and therefore small schools receive the same or similar FTE, though they have fewer students...

...while teacher allocations are adjusted on the basis of the number of pupils at the school.

Source: DCPS FY2012 local budget allocations worksheet “final model technical adjustments”
This is part of the reason that DCPS schools have more non-teacher personnel than schools in most other districts ERS has studied.

Cross-District Comparison of School Allocated MS FTE by Job Type

Note: showing MS level as example, but same trend exists at other levels.

<table>
<thead>
<tr>
<th></th>
<th>CMS</th>
<th>Duval</th>
<th>Denver</th>
<th>Baltimore</th>
<th>DC MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg School Size</td>
<td>886</td>
<td>956</td>
<td>545</td>
<td>357</td>
<td>387</td>
</tr>
<tr>
<td>Stu:Tchr Ratio</td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Stu:All Staff Ratio</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>% of staff that are teachers</td>
<td>73%</td>
<td>69%</td>
<td>60%</td>
<td>51%</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Note: Teacher includes all staff with IMPACT group 1-7; **K8 class size is based on middle grades only, but position analysis includes teachers for grades K-8.
Agenda/Table of Contents

- Differences in level and nature of resources in small schools
- Barriers to effective resources use in small schools
ERS has found that high-performing schools organize resources consistent with three principles

TEACHING EFFECTIVENESS: Build teaching effectiveness through teams that maximize combined expertise and have time and support for effective collaboration

INDIVIDUAL ATTENTION: Create targeted individual attention for students and foster personal relationships between students and teachers

ACADEMIC TIME: Organize and use time strategically, maximizing time on core academics, and linking learning to needs
Though the district spends more in its smallest schools, small schools face more barriers to using resources well.

1. **Very small teacher teams**
   - Grade level (ES) and subject (MS/HS) teams are often only 1-2 teachers, which is too small for effective collaboration & means broader teacher expertise is required.

2. **Targeting resources for small and flexible groups is more difficult**
   - Too few classes per grade make it harder to:
     - Strategically vary class sizes
     - Create small, skill-based regroupings across classes

3. **Harder to efficiently utilize specialized staff (SPED & ELL)**
   - Specialized staff in small schools often have lower case-loads

4. **Very expensive for small high schools to offer comprehensive programming**
   - Maintaining broad elective and advanced programming means these courses are often very small at smaller schools

There are often design options available that mitigate these challenges. But in schools that are small by default vs. small by design, available options are often misaligned with the school’s needs and characteristics.
Teacher teams leverage combined teacher expertise to improve instruction

EXAMPLE: Grade level teams at a hypothetical K-5 school

<table>
<thead>
<tr>
<th>Grade</th>
<th>Team Leader</th>
<th>Data Analysis Guru</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Novice Teacher (0-3 years experience)</td>
<td>Struggling, but great at student relationships</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Good planner</td>
</tr>
</tbody>
</table>

When teacher teams with combined expertise have significant time to work together to plan and adjust instruction based on data, each teacher’s individual work benefits from the combined knowledge of the group.
But, due to their small size, DC schools have very small teacher teams

<table>
<thead>
<tr>
<th>Grade-Span</th>
<th>Avg. team size (core only)*</th>
<th>% of teams with &gt;2 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>MS</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>HS</td>
<td>1.5</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Note: teacher teams are defined for the purposes of this analysis as those that share content (grade-level at ES, course (e.g. English I at MS/HS)

The smaller the teacher team...

...the greater the onus is on each individual teacher to have a breadth of skills.

...the more isolated the teaching job is, with less support from peers.

...the less the system is able to leverage its best teachers to improve instruction system-wide.

Note: HS metrics include only grade 9 and 10 ELA and Math teams at comprehensive HS; K8’s are not included in the analysis.

Source: DCPS SY1112 Course Schedule data
Very Small Teacher Teams: Mitigating the Design Challenge

- Organize cross-grade or cross-school teams
- Invest more in non-teacher instructional expertise (e.g. coaches)
- Planning time must be coordinated across multiple schools & with all teachers off at the same time
- Because all teams would meet at the same time (vs. staggered throughout the day), non-teacher instructional experts can support fewer teams
- Extra cost: paying for non-teacher experts costs more than creating teams that maximize collective expertise

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
It’s harder for small schools to strategically vary class sizes (ES/K8/MS)

Class size is the largest single driver of school-level per-pupil cost. ERS has found that resources are often tied up in non-deliberate class size reductions and therefore not optimally aligned with a school’s priorities. Small schools have far fewer degrees of freedom to be strategic about class size.

EXAMPLE: Two principals want to use their resources to lower group size in their K-2 grades to align with their early reading strategy. They both have 1 teacher for every 20 students...

...but the principal at this small school doesn’t achieve her goal. Instead, she prioritizes more teacher resources to grades with the largest cohort sizes.

...while the principal at this larger school can achieve her goal & save 4 teacher positions to create small group reading specialists.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cohort size</th>
<th># of tchrs</th>
<th>Avg. class sz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>27</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>1</td>
<td>37</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cohort size</th>
<th># of tchrs</th>
<th>Avg. class sz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>118</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>105</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>105</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>125</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>116</td>
<td>4</td>
<td>29</td>
</tr>
</tbody>
</table>

Because a difference of 1 teacher position in any grade has such a big impact in small schools, class size varies more across grades. At the elementary level, class size varies at small schools 33% more than at large schools. But, this difference is unlikely to be deliberate.
Further, it’s more difficult for small schools to flexibly group students based on their needs

- ERS has found that high-performing schools create targeted small groups in high priority areas.

- Larger schools are able to mix students across classrooms of the same grade (ES) or grade-subject combination (MS/HS) to match both group size and teacher expertise to student need.

- The fewer classrooms at each grade level, the harder it is to create groups targeted to students’ needs & the fewer specialist resources will be available at each grade level.

DCPS ES grades have an average of 2 teachers per grade. At the SS level, MS/HS have an average of 1.3 teachers per subject grade combination.
Targeting Resources for Small and Flexible Groups: Mitigating the Design Challenge

• In ES grades, create **multi-grade classrooms** and groups to allow more flexibility in organizing resources for group size

• In MS and HS grades, support **multiple certifications for teachers** (e.g. math and science) so that schools don’t have to have different teachers for every subject

• At MS & HS grades, teach **integrated subjects** (e.g. humanities), doubling the number of teachers and increasing flexibility in group size

• To ensure schools can create small, flexible groups, **fund more teachers per student** at very small schools with high needs populations

• Higher teacher capacity

• Curriculum and assessment system flexible to competency-based instruction

• Higher teacher capacity

• Higher teacher capacity

• Curriculum and assessment system flexible to integrated core content

• Resources would have to be diverted from elsewhere in the system

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
SPED and ELL staff are more likely to be under-utilized in schools with small numbers of students requiring services.

*Fill rate* is a measure of efficiency of instructional staffing.

**Fill Rate Example**

DCPS SPED staffing policy says 10:1 student:teacher ratio.

If the teacher only has 7 of her 10 "spots" filled with students, the class' fill rate is 70%.

Average Fill Rate for Elementary Schools, grouped by SPED enrollment quartiles:

<table>
<thead>
<tr>
<th>Average School Fill Rate</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPED Enrollment Quartiles**

- **Q1**: Avg Size of SPED pop. = 17
- **Q2**: Avg Size of SPED pop. = 26
- **Q3**: Avg Size of SPED pop. = 32
- **Q4**: Avg Size of SPED pop. = 48

Raising the fill rate at the half of Elementary schools with the smallest SPED pop to the fill rate for the largest would save $2.8M.

Source: DCPS SY2012 Special Education data, position file.
Under-utilized SPED and ELL staff: Mitigating the Design Challenge

• Cluster SPED and ELL students in certain schools so that no one school has a small number of students needing services (self-contained only)

• Dual certification (SPED and Gen Ed) makes service model in small schools more flexible

• Use itinerant staff to serve special needs populations

• Higher transportation costs

• Higher teacher capacity

• Potential new investment to provide/incentivize dual certification

• Schools sharing staff must coordinate schedules such that itinerant staff can be used productively and efficiently

For any design option to work, the resulting requirements/consequences must be aligned with schools' needs and characteristics.
Advanced and non-core courses are often very expensive at small HS attempting to offer comprehensive programming.

- Very small class sizes in non-core and advanced courses result in fewer resources available to spend on core subjects and struggling students who have farther to go.
- Raising non-core class size to 25 would save $3+M (>5% of total DCPS’s HS investment).

9-12th grade average GenEd class size (comprehensive HS)

- On Standard Core: 23
- Above standard Core: 17
- Non-core: 10

Source: DCPS SY1112 Course Schedule data

Education Resource Strategies
Comprehensive Programming at Small High Schools: Mitigating the Design Challenge

• Narrow programming at comprehensive high schools

• Reorganize comprehensive high schools to be themed schools that each offer a more narrowed, but different set of electives.

• Reduce cost of broad programming through community partnerships and technology-based delivery

• Fewer course options for students attending neighborhood schools

• Students will continue to exit neighborhood schools to seek better options

• To ensure all students have a broad set of options, district would have to shift to an entirely choice-based high school portfolio, where students apply to theme school based on interests (higher transportation costs)

• Requires new infrastructure and partnerships to support

For any design option to work, the resulting requirements/consequences must be aligned with schools’ needs and characteristics.
Organizing high quality school designs in very small schools would require investing even more in small school size

- Creating high quality school designs in small schools would require additional instructional spending, which DCPS currently does not provide
  - Small schools require more non-teacher instructional expertise
  - At ES, MS grades, more teacher positions per student to make flexible grouping work
  - More SPED/ELL specialists per student served
  - At HS grades, more teacher positions to facilitate investment in broad non-core offerings without taking away from core

- Additional spending could be offset in part by making trade-offs in other areas (if DCPS felt reductions weren’t excessively harmful to school program and student experience); trade-offs could include:
  - Reduction of non-core/elective course offerings
  - Reduction/elimination of foreign language in K-8’s; reduction in # of languages offered in small HS
  - Shift to PT/contracted service providers for low-demand classes
If DCPS subsidized instructional spending in small schools as much as other districts studied, it would spend $22.3M more in ES/K8 alone.

Percentage increase in per-pupil spending at schools below 350 (as compared to schools 550 and above)

These other three districts all subsidize instructional spending in their small schools. If DC were to spend as much more on its small schools as these districts, it would cost the district $22.3 Million in addition to the $21.7M already spent on ES/K8 small schools.
How should DCPS determine optimal school sizes?

To answer this question, DCPS must balance the following sets of trade-offs:

- Benefits of small-ness (convenience of location, etc.)
- School program (breadth of course offerings, targeted class sizes)
- Strategic school design imperatives (teacher teams, flexible grouping)
- Cost

Note: These trade-offs may not apply to all schools in the same way (the small-ness of a school with no others close to it may be valued differently than one with several others within walking distance).

In all, DCPS should structure its portfolio to maximize enrollment in highly-effective or high-potential schools in a cost-sustainable manner.
Appendix
Methodology

Comparing two schools shows why we need to try to "adjust" a school’s per-pupil spending for student need

1. These two schools have the same per pupil amount but Barnard ES serves a needier student population ...

   Simon ES  |  Barnard ES
   $13,953   |  $14,007

2. ... so ERS takes the student type weights that we calculated to adjust each school’s enrollment to create an "adjusted" per-pupil amount

   Simon ES  |  Barnard ES
   $14,526   |  $12,386

   Enrollment |  251       |  483
   Weighed Enrollment* |  241   |  546

*For example: We know that the district overall spending on SPED-Resource students is 2.4 weight--> so any SPED-Resource students at Simon and Barnard are weighted 2.4 in the school's weighted enrollment. Across the district, the weighted enrollment is then grossed down proportionally to get to the district’s actual enrollment.

Source: DCPS FY12 budget and student files
Education Resource Strategies
ERS codes spending to quantify the district's investment at the following four “levels”:

<table>
<thead>
<tr>
<th>DC: % of Expenses</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>Leadership &amp; Management</td>
</tr>
<tr>
<td>9%</td>
<td>Support Services</td>
</tr>
<tr>
<td>16%</td>
<td>School on Central</td>
</tr>
<tr>
<td>63%</td>
<td>School Reported</td>
</tr>
</tbody>
</table>

Source: DCPS FY12 Budget File

Education Resource Strategies
Can ODA wait until we announce the consolidations? Seems premature – also, not sure that ODA is the right group to be reaching out to receiving schools.

LMR

From: Ranaweera, Pras (DCPS)
Sent: Thursday, December 20, 2012 7:49 AM
To: Michel-Herf, Nadja (DCPS)
Cc: Garrison, Greg (DCPS)
Subject: School Consolidation Analysis Next Steps

Nadj.

Greg and I have talked previously with Pete about contacting principals in the schools which will receive students following consolidation to see what data could help them prepare for the possible changes. If this proves to be a good idea, Greg’s team will do the analysis early in Jan 2013.

We might send out projected enrollment and student proficiency data … Depends what is useful to principals. Greg is going to reach out to a few principals shortly to understand precisely that, but we wandered if you have a little context on the school budget timeline and how much flex is there for change after the consolidations are announced?

If, for example we send information to a principal that shows he should expect a large number of ELL students, at what point in the year is it too late for principals to allocate more funding to ELL support?

Thanks

Pras

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Last week, we committed that AdG’s team would be putting a document together that summarizes what we heard for the various schools proposed for consolidation and how we could consider responding to what we heard. I am hoping this slot right before Chiefs meeting works for the group to start this review.

LMR

Support the DC One Fund Campaign. Each One Give One. Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Subject: School Consolidation Proposal

Location: Room 1212

Start: 12/11/2012 2:00 PM
End: 12/11/2012 4:00 PM

Recurrence: (none)

Required Attendees: DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Robinson, Josephine B. (DCPS); Beers, Nathaniel (DCPS); Weber, Peter (DCPS); Davis, John L. (DCPS)

Resources: Room 1212

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Subject: School Consolidation Proposal
Location: Room 1212
Start: Tue 12/11/2012 2:00 PM
End: Tue 12/11/2012 4:00 PM
Recurrence: (none)
Organizer: Ruda, Lisa M. (DCPS)

When: Tuesday, December 11, 2012 2:00 PM-4:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Room 1212

Note: The GMT offset above does not reflect daylight saving time adjustments.

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Room 1212

Tue 12/11/2012 2:00 PM
Tue 12/11/2012 4:00 PM

Ruda, Lisa M. (DCPS)

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Thank you Joyce.

LMR

From: McNeil, Joyce (DCPS)
Sent: Friday, December 07, 2012 2:51 PM
To: Wender, Alice; Ruda, Lisa M. (DCPS)
Subject: RE: Follow-up Meeting next Thursday

We’re confirmed for Dec. 13, 2-3:30 pm.

Joyce McNeil
Executive Assistant to the Chief of Staff

DC Public Schools
Office of the Chancellor
1200 First St., NE, 12th Floor
Washington, DC 20002
T: 202-442-5075
F: 202-442-5026
E: joyce.mcneil@dc.gov
W: dcps.dc.gov

Great.

From: Wender, Alice [mailto:Alice.Wender@ed.gov]
Sent: Friday, December 07, 2012 12:36 PM
To: Ruda, Lisa M. (DCPS)
Cc: McNeil, Joyce (DCPS)
Subject: RE: Follow-up Meeting next Thursday

Joyce is checking with folks now. We are shooting for 2-3:30 p.m. without the Chancellor. If the Chancellor can ultimately join, great – but right now her schedule is packed on Thursday.

LMR

From: Wender, Alice [mailto:Alice.Wender@ed.gov]
Sent: Friday, December 07, 2012 12:33 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Follow-up Meeting next Thursday
Absolutely. I really do not think she needs to be there. Let me know what time on Thursday. Ideally, it would be great if you could give us 90 minutes this time. We may use less, but we really need to start working on this if we are going to resolve in keeping with your January timeframe. Thx alice

From: Ruda, Lisa M. (DCPS) [mailto:Lisa.Ruda@dc.gov]
Sent: Friday, December 07, 2012 12:29 PM
To: Wender, Alice
Subject: RE: Follow-up Meeting next Thursday

The Chancellor’s schedule seems to be moving a bit on Thursday to accommodate a bunch of meetings (around consolidations!). Can we still meet if the Chancellor cannot attend? I think this was the original meeting we discussed/planned before the Chancellor asked to sit with you personally. I can get the team together on Thursday. If you want the Chancellor to be in the meeting, Thursday may be a challenge. Please let me know.

LMR

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From: Wender, Alice [mailto:Alice.Wender@ed.gov]
Sent: Friday, December 07, 2012 12:26 PM
To: Ruda, Lisa M. (DCPS)
Subject: Follow-up Meeting next Thursday
Importance: High

Lisa

The Chancellor identified you as our contact for the school closure case (11-12-1494). We agreed at our meeting yesterday that OCR would attend the last 30 minutes of the Thursday, December 13th meeting with her closure team. We will use this time to discuss our collaborative approach to resolving the complaint. We also agreed that her team would be available for a longer period of time to begin to have a fuller discussion with OCR staff. In response to the Chancellor’s request, OCR would also use this time to provide DCPS staff with guidance on the civil rights criteria they should be applying as they continue their decision making.

While I know the meeting is scheduled for next Thursday, we did not confirm the time. Can you email me that information so my staff can plan accordingly.

Also, Kaya said if we already have an idea of additional information we need, to let you know so her team can have it available at the meeting. I will get back to you early next week.

The staff from OCR that will be attending the meeting, besides myself, are -- Howard Kallem, Dale Rhines, and Jane Ehrenfeld.

With regards,

Alice
202-453-5932
Subject: FY 13 Operating Plans Review
Location: Room 910

Start: Thu 12/13/2012 8:30 AM
End: Thu 12/13/2012 11:00 AM

Recurrence: (none)
Organizer: Ruda, Lisa M. (DCPS)

When: Thursday, December 13, 2012 8:30 AM-11:00 AM (GMT-05:00) Eastern Time (US & Canada).
Where: Room 910

Note: The GMT offset above does not reflect daylight saving time adjustments.

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Thank you,

LMR

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Joyce is checking with folks now. We are shooting for 2-3:30 p.m. without the Chancellor. If the Chancellor can ultimately join, great – but right now her schedule is packed on Thursday.

LMR

Absolutely. I really do not think she needs to be there. Let me know what time on Thursday. Ideally, it would be great if you could give us 90 minutes this time. We may use less, but we really need to start working on this if we are going to resolve in keeping with your January timeframe. Thx alice

The Chancellor’s schedule seems to be moving a bit on Thursday to accommodate a bunch of meetings (around consolidations!). Can we still meet if the Chancellor cannot attend? I think this was the original meeting we discussed/planned before the Chancellor asked to sit with you personally. I can get the team together on Thursday. If you want the Chancellor to be in the meeting, Thursday may be a challenge. Please let me know.

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Location: Room 910

Start: 12/13/2012 8:30 AM

End: 12/13/2012 11:00 AM

Recurrence: (none)

Required Attendees: DeGuzman, Anthony D. (DCPS); Davis, John L. (DCPS); Beers, Nathaniel (DCPS); Weber, Peter (DCPS); Kamras, Jason (DCPS); Robinson, Josephine B. (DCPS)

Resources: Room 910

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## Aggregate Data

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>FY13 Unit Cost</th>
<th>FY14 Unit Cost</th>
<th>FY13 # of Positions</th>
<th>FY13 Total Cost of Positions</th>
<th>FY13 Baseline</th>
<th>FY14 Baseline Total Cost</th>
<th>FY14 Baseline Variance</th>
<th>FY14 Baseline Cost Variance</th>
<th>FY14 # of Positions</th>
<th>FY14 Total Cost of Positions</th>
<th>Variance in # of Positions</th>
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DC GOVERNMENT Confidential  1/24/2014  Page 1
### Aggregate Data

#### ET-15 FTE Table

<table>
<thead>
<tr>
<th>Type</th>
<th>FY13 ET-15 FTE</th>
<th>FY14 ET-15 FTE</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET-15 Position</td>
<td>3,641</td>
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</tbody>
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#### Enrollment Table

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### Variance

- -$2,254,016
- -$1,264,184
- $71,926
- $69,426
- $70,676
- $345,000
- $230,000
- -$101,241
- -$187,142
- -$199,413
- -$979,523
- -$1,503,888
- $1,430,000
- $0
- $521,250
- $52,500
- $0
- $122,848
- $587,296
- $480,000
- -$257,954
- -$367,230
- -$755,136
- $323,901
- -$40,881
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## Itemized Consolidation Scenarios

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<td>Overall cost is limited as Langdon's current budget can absorb more students.</td>
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**Notes:** Even after receiving students, Woodson remains under their current budgeted projection and would see a reduction next year.
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## Aggregate Data

### ET-15 FTE Table

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### Enrollment Table

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### Assumptions

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1. Variance in Cost
2. ET-15 FTE Table
3. Enrollment Table
4. Assumptions

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**Page 2**

DC GOVERNMENT Confidential

1/24/2014

DCPS 008216
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<td>Marie Reed ES New Costs</td>
<td>$721,984</td>
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<td>$505,440,871</td>
<td>$3,016,197</td>
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<td>Hardy already budgeted at or above the projected number of students to receive and would not require add'l funding.</td>
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Page 9 of 12
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<td>61</td>
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<td>Cost</td>
<td>Total Cost vs FY13</td>
<td>ET-15 Cost</td>
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<td>JOHNSON MS CLOSURE</td>
<td>Johnson MS Closure</td>
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<td>Hart MS New Costs</td>
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<td>Kramer MS New Costs</td>
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<td>-</td>
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<tr>
<td>67</td>
<td>MACFARLAND MS CLOSURE</td>
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<td>-15.4</td>
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<tr>
<td>68</td>
<td></td>
<td>Roosevelt HS New Costs</td>
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<td>$1,038,412</td>
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<td>71</td>
<td>RON MS CLOSURE</td>
<td>Ron Brown MS Closure</td>
<td>-$1,917,251</td>
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This cost increase accounts for a large overall increase in HS student projection.
## Itemized Consolidation Scenarios

### Spingarn HS Closure

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Total</th>
<th>Total Cost vs FY13</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Miller MS New Costs</td>
<td>$886,249</td>
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### Eastern HS New Costs

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
<th>Total</th>
<th>Total Cost vs FY13</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
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</thead>
<tbody>
<tr>
<td>$181,041</td>
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### Dunbar HS New Costs

<table>
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<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
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<tbody>
<tr>
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### Woodson HS New Costs

<table>
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<th>Item</th>
<th>Cost</th>
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<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>-$842,335</td>
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<td>-8.3</td>
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</table>

**Subtotal**:

- $3,317,707
- -24.0
- -35.9

Even after receiving students, Woodson remains under their current budgeted projection and would see a reduction next year.

### Spingarn STAY Closure

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Total</th>
<th>Total Cost vs FY13</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
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</thead>
<tbody>
<tr>
<td>Spingarn STAY Closure</td>
<td>-$795,295</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Total</th>
<th>Total Cost vs FY13</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
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<tbody>
<tr>
<td>Ballou STAY New Costs</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Total</th>
<th>Total Cost vs FY13</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roosevelt STAY New Costs</td>
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**Subtotal**:

- -$362,000
- 0.0
- -4.5
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<td>F</td>
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<td>School Name</td>
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<td>FY13 Per Pupil Spend</td>
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<td>Average of ALL Schools</td>
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Schools proposed for consolidation are ABOVE average in administration.
# Schools Proposed for Consolidation

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<th>Art, Music, Physical Education Teachers; School Librarians</th>
<th>Special Education Teachers &amp; Aides</th>
<th>ELL Counselors, Teachers &amp; Aides</th>
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</thead>
<tbody>
<tr>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
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<td>6</td>
<td>9%</td>
<td>2.5</td>
<td>5%</td>
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<tr>
<td>7</td>
<td>7%</td>
<td>1.5</td>
<td>2%</td>
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<tr>
<td>8</td>
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<tr>
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<td>3</td>
<td>5%</td>
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<tr>
<td>19</td>
<td>9%</td>
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<td>3%</td>
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</table>

Schools proposed for consolidation have fewer Art, Music, PE Teachers or Librarians than average.

# Schools Proposed for Receiving

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<tr>
<th>Administrative (Admin. Asst., Clerk, Business Manager, Registrar, Attendance Counselor)</th>
<th>Art, Music, Physical Education Teachers; School Librarians</th>
<th>Special Education Teachers &amp; Aides</th>
<th>ELL Counselors, Teachers &amp; Aides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
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<tr>
<td>24</td>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
<td>Cost as % of School Budget</td>
</tr>
</tbody>
</table>

Page 2 of 16
<table>
<thead>
<tr>
<th>R</th>
<th>S</th>
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<th>W</th>
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<th>Y</th>
<th>Z</th>
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<tr>
<td>2</td>
<td></td>
<td></td>
<td>Custodial Staff</td>
<td>Other Costs (Overtime, Supplies &amp; Materials, Technology, Contracts)</td>
<td>Instructional Aides</td>
<td>Classroom Teachers</td>
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<td>3</td>
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<td></td>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
<td>Cost as % of School Budget</td>
</tr>
<tr>
<td>4</td>
<td>1%</td>
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<td>6%</td>
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<td>3.0</td>
<td>4%</td>
<td>8.0</td>
<td>32%</td>
<td>23</td>
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<td>2%</td>
<td>5.0</td>
<td>6%</td>
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<td>Other Costs (Overtime, Supplies &amp; Materials, Technology, Contracts)</td>
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<td>School Name</td>
<td>FY13 Enrollment Projection</td>
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<td>FY13 Per Pupil Spend</td>
<td>School Leadership (Principal, Assistant Principal, Dean of Students)</td>
<td>Schoolwide Instructional Support (Instructional Coach, Social Worker, School Psychologist, Guidance Counselors, Academic Coordinators)</td>
<td>Administrative (Admin. Asst., Clerk, Business Manager, Registrar, Attendance Counselor)</td>
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<tr>
<td><strong>Physical Teachers; Librarians</strong></td>
<td><strong>Special Education Teachers &amp; Aides</strong></td>
<td><strong>ELL Counselors, Teachers &amp; Aides</strong></td>
<td><strong>Custodial Staff</strong></td>
<td><strong>Other Costs (Overtime, Supplies &amp; Materials, Technology, Contracts)</strong></td>
<td><strong>Instructional Aides</strong></td>
<td><strong>Classroom Teachers</strong></td>
<td><strong># of Students per Classroom Teacher</strong></td>
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<table>
<thead>
<tr>
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<th><strong># of Full-Time Employees</strong></th>
<th><strong>Cost as % of School Budget</strong></th>
<th><strong># of Full-Time Employees</strong></th>
<th><strong>Cost as % of School Budget</strong></th>
<th><strong>Cost as % of School Budget</strong></th>
<th><strong># of Full-Time Employees</strong></th>
<th><strong>Cost as % of School Budget</strong></th>
<th><strong>Cost as % of School Budget</strong></th>
<th><strong># of Full-Time Employees</strong></th>
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## Closures and Consolidations: Before/After

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<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<td>10</td>
<td></td>
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<tr>
<td>Wheatley</td>
<td>70</td>
<td>470</td>
<td>na</td>
<td>42</td>
<td>26</td>
<td>30</td>
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- Students from Webb are in a higher enrolled and higher performing school now.

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<th>DC-07 Audited Enrollment</th>
<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<td>25</td>
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<tr>
<td>Amidon</td>
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<td>293</td>
<td>36</td>
<td>22</td>
<td>22%</td>
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- Students from Backus are in a higher-performing school now.

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<th>DC-07 Audited Enrollment</th>
<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<tr>
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<td>17</td>
<td>13</td>
<td></td>
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<td>Smothers</td>
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<td>283</td>
<td>32</td>
<td>20</td>
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<td>31%</td>
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</table>

- Students from Benning are in a higher performing school now.

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<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<tr>
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<td>44</td>
<td>39</td>
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<td>Brevikans</td>
<td>254</td>
<td>273</td>
<td>63</td>
<td>60</td>
<td>37%</td>
<td>38%</td>
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<th>DC-07 Audited Enrollment</th>
<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<td>28</td>
<td>26</td>
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<td>Brotz Moore</td>
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<td>442</td>
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<td>40</td>
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<td>41%</td>
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- Students from Park View are in a higher performing school now.

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<th>DC-07 Reported Enrollment</th>
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<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<td>51%</td>
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<tr>
<td>Raymond</td>
<td>237</td>
<td>451</td>
<td>46</td>
<td>38</td>
<td>40%</td>
<td>42%</td>
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- Students from Gage-Eckington are in a higher performing school now.

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<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<tr>
<td>Emery (Langley)</td>
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<td>37%</td>
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- Students from Gibbs are in a higher performing school now.

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<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
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<td>22%</td>
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<tr>
<td>Browne</td>
<td>335</td>
<td>364</td>
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- Students from Young are in a higher performing school now.

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<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young</td>
<td>313</td>
<td>26</td>
<td>11</td>
<td>19%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Browne</td>
<td>335</td>
<td>364</td>
<td>18</td>
<td>25</td>
<td>19%</td>
<td>22%</td>
</tr>
</tbody>
</table>

- Students from Green are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>268</td>
<td>25</td>
<td>19</td>
<td>19%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Turner</td>
<td>387</td>
<td>339</td>
<td>23</td>
<td>14</td>
<td>22%</td>
<td>22%</td>
</tr>
</tbody>
</table>

- Students from Hine are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-07 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hine</td>
<td>379</td>
<td>21</td>
<td>18</td>
<td>18%</td>
<td>22%</td>
<td>22%</td>
</tr>
</tbody>
</table>
- Students from Hine are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>JF Cooke</td>
<td>194</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emery</td>
<td>200</td>
<td>46</td>
<td>36</td>
<td>41%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Walker-Jones</td>
<td>403</td>
<td>427</td>
<td>16</td>
<td>29%</td>
<td>31%</td>
<td></td>
</tr>
</tbody>
</table>
- Students from Cooke are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merritt</td>
<td>247</td>
<td>11</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ron Brown</td>
<td>254</td>
<td>204</td>
<td>20</td>
<td>12</td>
<td>18%</td>
<td>36%</td>
</tr>
</tbody>
</table>
- Students from Merritt are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meyer</td>
<td>194</td>
<td>36</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD Cooke</td>
<td>292</td>
<td>392</td>
<td>37</td>
<td>30</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td>Tusman</td>
<td>420</td>
<td>509</td>
<td>34</td>
<td>25</td>
<td>52%</td>
<td>65%</td>
</tr>
</tbody>
</table>
- Students from Meyer are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilkinson</td>
<td>364</td>
<td>32</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslin</td>
<td>237</td>
<td>335</td>
<td>20</td>
<td>4</td>
<td>19%</td>
<td>21%</td>
</tr>
</tbody>
</table>

- Students from Wilkinson are in a higher performing school now.
• Students from PR Harris are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudolph</td>
<td>268</td>
<td>29</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treadwell</td>
<td>315</td>
<td>469</td>
<td>42</td>
<td>35</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>Whittier</td>
<td>365</td>
<td>339</td>
<td>54</td>
<td>48</td>
<td>39%</td>
<td>43%</td>
</tr>
</tbody>
</table>

• Students from Rudolph are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garnet-Patterson</td>
<td>265</td>
<td>20</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaw</td>
<td>333</td>
<td>131</td>
<td>21</td>
<td>26</td>
<td>32%</td>
<td>33%</td>
</tr>
</tbody>
</table>

• Students from Garnet-Patterson are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slowe</td>
<td>169</td>
<td>36</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burroughs</td>
<td>247</td>
<td>289</td>
<td>56</td>
<td>42</td>
<td>53%</td>
<td>55%</td>
</tr>
</tbody>
</table>

• Students from Slowe are in a higher performing school now.

<table>
<thead>
<tr>
<th>School</th>
<th>DC-07 Audited Enrollment</th>
<th>DC-13 Reported Enrollment</th>
<th>DC CAS 2007 Reading % Proficient</th>
<th>DC CAS 2007 Math % Proficient</th>
<th>DC CAS 2012 Reading % Proficient</th>
<th>DC CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stevens</td>
<td>236</td>
<td>46</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francis</td>
<td>319</td>
<td>225</td>
<td>37</td>
<td>35</td>
<td>52%</td>
<td>50%</td>
</tr>
</tbody>
</table>

• Students from Stevens are in a higher performing school now.
<table>
<thead>
<tr>
<th>School</th>
<th>07-08 Audited Enrollment</th>
<th>12-13 Reported Enrollment</th>
<th>DC-CAS 2008 Reading % Proficient</th>
<th>DC-CAS 2008 Math % Proficient</th>
<th>DC-CAS 2012 Reading % Proficient</th>
<th>DC-CAS 2012 Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birney</td>
<td>278</td>
<td></td>
<td>30%</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sevy</td>
<td>191</td>
<td>387</td>
<td>46%</td>
<td>39%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>Montgomery</td>
<td></td>
<td></td>
<td>32</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walker Jones</td>
<td>189</td>
<td>427</td>
<td>16</td>
<td>11%</td>
<td>29%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Is this Garrison info still solid? Do we need to address anything on the site size issue?

LMR

Fonda Sutton  
Office of the Chancellor  
District of Columbia Public Schools  
202.442.5035

I added a performance section at the bottom of this email (not in the attachment), but not sure we need that. We have talked about this not being about performance, so may not make sense to include, but since we had pulled the info – figure I would share and you can decide.

Enrollment

- Garrison ES is under-enrolled with 228 students. Twenty of these students are in three city-wide autism classrooms.
  - Enrollment without autism students - 208
  - 11/15 total enrollment - 227

- With only 45% in-boundary, there are approximately 94 students that currently attend from the boundary/neighborhood.
  - 45% of 208 = 94

Population/Neighborhood

- According to Census data, from 2000 to 2010, the number of elementary-age children in the Garrison boundary dropped 48% from 475 to 247. We see a similar decrease in the Seaton boundary, where they experienced a
40% loss over the same period of time. It is evident we don’t currently have the school-age population needed to sustain two full elementary schools in such close proximity.

- The school-age population is projected to increase in the Garrison/Seaton area, with significant increases after 2015. We will work closely with the Office of Planning to track population increases.
- There are 11 charter schools within one mile of Garrison that serve elementary age children. There are 8 charters schools within one mile of Seaton that serve elementary age children.

**Building Capacity/Site**

- Garrison is utilizing 64 percent of its building. This is based on a 356 capacity (which already accounts for the space used by the Office of Bilingual Education)
- Seaton is .4 miles from Garrison- less than a 10 minute walk - with excess capacity and a classroom modernization. It is not efficient to sustain two under-enrolled schools in such close proximity.
- We invested $4.3M in the classroom modernization at Seaton in 2011
- We know that the building capacity for Seaton is less than the capacity for Garrison, but the Seaton building and site is more conducive to expansion.
- Seaton has significantly more site space than Garrison, with a site size of 6.1 acres compared to the 3.7 acres of DCPS property at Garrison. The Garrison site may appear to be just as large as the Seaton site, but a portion of Garrison’s land belongs to DPR.
- Seaton having a higher acreage will enable us to expand the building without compromising outdoor play space.
- Seaton's adjacency to the Shaw MS campus (literally across the street) is a desirable feature, as we plan to rebuild Shaw MS in the future.

**Performance:**

**Garrison**
- Garrison saw large gains in Math this year (up +27.5 percentage points) and more modest gains in reading (up +2.6 percentage points)
- Overall, their performance has been very up and down since 2008. They have negative average growth in both math (-1.2%) and reading (-3.1%) over the past 5 years, and their % change has been negative in both reading and math.

**Seaton:**
- Seaton saw more modest gains in Math (+10.2 percentage points) and decreased slightly in reading (-1.0%).
- Seaton’s performance has been consistent since 2008 (average growth in math is +0.2 percentage points, reading +0.3 percentage points), having a modest, but positive % change in both math (+1.6 %) and reading (+3.0%).

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Garrison ES</td>
<td>47.8%</td>
<td>15.0%</td>
<td>55.6%</td>
<td>38.2%</td>
<td>45.2%</td>
<td>23.5%</td>
<td>50.7%</td>
<td>-8.7%</td>
<td>-1.2%</td>
<td>57.3%</td>
<td>38.4%</td>
<td>51.6%</td>
<td>42.2%</td>
</tr>
<tr>
<td>Seaton ES</td>
<td>43.0%</td>
<td>4.5%</td>
<td>44.4%</td>
<td>47.2%</td>
<td>40.2%</td>
<td>35.0%</td>
<td>45.2%</td>
<td>1.6%</td>
<td>0.2%</td>
<td>39.7%</td>
<td>29.0%</td>
<td>47.9%</td>
<td>41.9%</td>
</tr>
</tbody>
</table>
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Chris,

Really helpful. Are schools that participate in Fillmore Art factored at all into the “Schools without Coverage”? Can you give me the lists of schools that currently do not have art (19), pe (15) or music (17)?

My big take-aways for the art, music and pe staffing include the following:

- We have not abandoned the CSM. In fact, DCPS invested significant funding into art, music and pe after the 2008 consolidations. That manifests itself in the fact that we have more art, music and pe teachers than we did in 2008 and the fact we have fewer schools without art, music and PE than we did in 2008.

Please let me know if that works for you or if you have any other conclusions with respect to the art, music and pe analysis.

LMR

From: Rinkus, Christopher (DCPS)
Sent: Friday, November 16, 2012 11:28 PM
To: Ruda, Lisa M. (DCPS)
Subject: Data Request

LMR,

Here is what I was able to put together from today. I am going up to Delaware tomorrow but will be available tomorrow morning and then again later in the day if you need follow up. Two docs:

1. On the first attachment, look at tab "Receiving and Consolidated". (The other tab is all schools.) What this sheet does is take the school positions grouped by function and provides the # of FTEs and the % of the total budget. It's pretty illustrative. I've included some conclusions below the consolidated schools tab. This should help answer what CM Catania was looking for.
2. The second sheet is a table of Art/Music/PE/Librarian before 2008 consolidations and now. Again, somewhat illustrative—shows that we've made huge progress in staffing Art, Music & PE (although with some work remaining) even in light of big cost increases. Librarian hasn't fared so well but we are still net spending +$13M on these positions than we were before the earlier round of consolidations.

Please let me know if you have questions. Thanks,

Chris Rinkus
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Inform first responders in advance!
Thanks. I'll be in today to review and will shout if questions/ideas.

LMR

From: Lujan, Claudia (DCPS)
Sent: Saturday, November 17, 2012 8:24 AM
To: Ruda, Lisa M. (DCPS)
Cc: Rinkus, Christopher (DCPS); Sutton, Fonda (DCPS)
Subject: Before/After

Attached are the past/present comparisons of previous closures. Possible good stories include: Backus, Gage-Eckington, Gibbs, Hine, JF Cooke, Meyer, PR Harris, Rudolph, Slowe, and Stevens.

Notes:

- In none of the cases do we have a good enrollment story. While there are some examples of the consolidated schools having higher enrollment than the closed school pre-closure, it never equals the full sum of the enrollment of both schools.
- While there are examples of the consolidated school currently having higher scores than the closed school, there are only a few cases where the current scores are better now for both the closed and receiving school.
  - Hine and Eliot
  - Meyer and Tubman
  - Shaw and GP!!
  - Francis and Stevens!!
  - Slowe and Burroughs are very close

Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002

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Inform first responders in advance!
Can you print 5 copies of this email (color) for my 10:30 a.m. meeting?
LMR

From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]  
Sent: Friday, November 16, 2012 9:55 AM  
To: McNeil, Joyce (DCPS)  
Subject: FW: To Dos

Thanks. My notes follow. Shout if you disagree otherwise I will get it to folks when I meet with them at 10:30.
LMR

Here are the things that Kaya whispered in my ear during the hearing.

She wants to look at all of the closing school budgets she is particularly interested in staffing based on Catania's questions. (Chris or I can pull this)

She wants a summary of the recruitment work we have done and how many kids we have gotten. (This will need to be Claudia).

We need a summary of test scores from sending and receiving schools. (You or Claudia)

She wants to show what investments we made after the 2008 school closures. (Not sure who can do this on a school by school basis).

She wants to look at overall DCPS enrollment before the 2008 closures and after. (I am pulling this)

We need to summarize our arguments on teacher turnover. Should have some data on the number of teachers that turn over as well as articulate our approach to turnover. (You or Jason)

Kaya wants a summary of the ward 5 and ward 6 investments (Not sure who can do this on a school by school basis).

We need an answer to the IG report showing that school closing in 2008 was really expensive. (I can do this.)

She wants a summary of our central office budget need to convey that we are not flush and that some of the strategic investments are grant funded (e.g. impact) (You We will also need the central headcount comparison).

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Inform first responders in advance!
Ughhh. Pretzels or melted candy?
LMR

From: Weber, Peter (DCPS)
Sent: Friday, November 16, 2012 9:54 AM
To: Ruda, Lisa M. (DCPS)
Subject: Re: To Dos

Meant to ask, what dish did you bring?

From: Ruda, Lisa M. (DCPS)
To: Weber, Peter (DCPS)
Sent: Fri Nov 16 09:50:37 2012
Subject: RE: To Dos

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LMR

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We stink at the qualitative investment summary. The Ward 6 plan (Claudia will have) will give us some guidance. We may just have to go school by school and brainstorm.

LMR

Yup. My only worry is the ward 5 and 6 stuff. I don't know it and I don't know who does.

Thanks. My notes follow. Shout if you disagree otherwise I will get it to folks when I meet with them at 10:30.

LMR

Here are the things that Kaya whispered in my ear during the hearing.

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LMR  

Here are the things that Kaya whispered in my ear during the hearing.

She wants to look at all of the closing school budgets – she is particularly interested in staffing based on Catania’s questions. (Chris or I can pull this)

She wants a summary of the recruitment work we have done and how many kids we have gotten. (This will need to be Claudia).

We need a summary of test scores from sending and receiving schools. (You or Claudia)

She wants to show what investments we made after the 2008 school closures. (Not sure who can do this on a school by school basis).

She wants to look at overall DCPS enrollment before the 2008 closures and after. (I am pulling this)

We need to summarize our arguments on teacher turnover. Should have some data on the number of teachers that turn over as well as articulate our approach to turnover. (You or Jason)

Kaya wants a summary of the ward 5 and ward 6 investments (Not sure who can do this on a school by school basis).

We need an answer to the IG report showing that school closing in 2008 was really expensive. (I can do this.)

She wants a summary of our central office budget – need to convey that we are not flush and that some of the strategic investments are grant funded (e.g. impact) (You – We will also need the central headcount comparison).

From: Weber, Peter (DCPS)  
Sent: Friday, November 16, 2012 9:31 AM  
To: Ruda, Lisa M. (DCPS)  
Subject: RE: To Dos  

Here are the things that Kaya whispered in my ear during the hearing.

She wants to look at all of the closing school budgets – she is particularly interested in staffing based on Catania’s questions.

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Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
### Generic School Staffed According to DCPS Staffing Model

<table>
<thead>
<tr>
<th>Position Type</th>
<th>Number of Positions Needed</th>
<th>Position Cost</th>
<th>Total Cost</th>
</tr>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
<td>$140,876</td>
<td></td>
</tr>
<tr>
<td>Instructional Coach</td>
<td>1.0</td>
<td>$98,074</td>
<td></td>
</tr>
<tr>
<td>Art Teacher</td>
<td>1.0</td>
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<tr>
<td>Music Teacher</td>
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<tr>
<td>PE Teacher</td>
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<tr>
<td>Librarian</td>
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<tr>
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<tr>
<td>Psychologist</td>
<td>1.0</td>
<td>$98,074</td>
<td></td>
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<tr>
<td>Pre-S Aide</td>
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<tr>
<td>Pre-K Aide</td>
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<tr>
<td>K Aide</td>
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<tr>
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<td>General Education Teachers</td>
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<td>Office Assistant</td>
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<tr>
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<tr>
<td>Custodians</td>
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<tr>
<td>Supplies &amp; Materials</td>
<td>-</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>37.0</strong></td>
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</tbody>
</table>

### Number of Students | Per Pupil Funding Yield (at $9,124/student) | Difference from Staffing Model Cost
--- | --- | ---
50 | $456,200 | ($2,631,953)
100 | $912,400 | ($2,175,753)
150 | $1,368,600 | ($1,719,553)
200 | $1,824,800 | ($1,263,353)
250 | $2,281,000 | ($807,153)
300 | $2,737,200 | ($350,953)
338 | $3,088,153 | 0
350 | $3,193,400 | $105,247
400 | $3,649,600 | $561,447
450 | $4,105,800 | $1,017,647
500 | $4,562,000 | $1,473,847
550 | $5,018,200 | $1,930,047

In order to do all this...  
...You need at least this  
We then move this money...  
...To support these schools.
<table>
<thead>
<tr>
<th>Budget Item</th>
<th>FY13 Unit Cost</th>
<th>FY14 Unit Cost</th>
<th>FY13 # of Positions</th>
<th>FY13 Total Cost of Positions</th>
<th>FY14 # of Positions</th>
<th>FY14 Total Cost of Positions</th>
<th>Variance in # of Positions</th>
<th>Variance in Cost</th>
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<tbody>
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<td>$140,876</td>
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DC GOVERNMENT Confidential 1/24/2014
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<th>Position</th>
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<th>Total</th>
<th>%</th>
<th>Total</th>
<th>%</th>
<th>Total</th>
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### ET-15 FTE Table

<table>
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<tr>
<th>Type</th>
<th>FY13 ET-15 FTE</th>
<th>FY14 ET-15 FTE</th>
<th>Variance</th>
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<td>ET-15 Position</td>
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### Enrollment Table

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<th>FY14 Student Enrollment</th>
<th>Variance</th>
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<td>After Scenarios</td>
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### Assumptions

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<th>Impact</th>
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<tr>
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<tr>
<td>Item</td>
<td>Cost</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>Davis ES Consolidation</td>
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<tr>
<td>CW Harris ES New Costs</td>
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<td>Subtotal</td>
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<td>Houston ES New Costs</td>
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# Itemized Consolidation Scenarios

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<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
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<td>-$746,277</td>
<td>-3.0</td>
<td>-9.9</td>
<td></td>
</tr>
</tbody>
</table>

| Marshell ES |       |            |                |       |
| Consolidation | -$1,803,893 | -12.0     | -23.4          | Overall cost is limited as Langdon's current budget can absorb more students. |
| Langdon EC New Costs  | $414,750 | 3.0       | 5.1            |       |
| Subtotal       | -$1,389,143  | -9.0       | -18.3          |       |

| MC Terrell ES |       |            |                |       |
| Consolidation | -$1,835,575 | -13.0     | -22.9          |       |
| King ES New Costs  | $832,960 | 7.0       | 10.4           |       |
| Subtotal       | -$1,002,615  | -6.0       | -12.5          |       |

| Winston EC |       |            |                |       |
| Consolidation | -$2,285,651 | -17.0     | -26.6          |       |
| Stanton ES New Costs  | $1,237,602 | 11.0      | 14.8           |       |
| Kramer MS New Costs  | $689,981 | 5.0       | 7.4            |       |
| Subtotal       | -$358,068  | -1.0       | -4.4           |       |

| Francis-Stevens EC |       |            |                |       |
| Consolidation | -$2,242,889 | -14.0     | -24.7          |       |
### Itemized Consolidation Scenarios

<table>
<thead>
<tr>
<th>Item</th>
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<th>Total FTE Cost</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Francis-Stevens</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Marie Reed ES New Costs</td>
<td>$721,984</td>
<td>5.0</td>
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<tr>
<td>Hardy MS New Costs</td>
<td>$0</td>
<td>0.0</td>
<td>0.0</td>
<td>Hardy already budgeted at or above the projected number of students to receive and would not require add'l funding.</td>
</tr>
<tr>
<td>Subtotal</td>
<td>-$1,520,905</td>
<td>-9.0</td>
<td>-15.8</td>
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<tr>
<td><strong>Shaw MS</strong></td>
<td></td>
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</tr>
<tr>
<td>Shaw MS Consolidation</td>
<td>-$1,176,594</td>
<td>-6.0</td>
<td>-12.2</td>
<td>This cost increase accounts for a large overall increase in HS student projection.</td>
</tr>
<tr>
<td>Cardozo HS New Costs</td>
<td>$1,185,025</td>
<td>11.0</td>
<td>11.8</td>
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<tr>
<td>Subtotal</td>
<td>$8,431</td>
<td>5.0</td>
<td>-0.4</td>
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<thead>
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<tbody>
<tr>
<td><strong>Johnson MS</strong></td>
<td></td>
<td></td>
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<tr>
<td>Johnson MS Consolidation</td>
<td>-$1,940,809</td>
<td>-13.0</td>
<td>-20.2</td>
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<tr>
<td>Hart MS New Costs</td>
<td>$654,846</td>
<td>6.0</td>
<td>6.5</td>
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</tr>
<tr>
<td>Kramer MS New Costs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New costs for Kramer MS covered under Winston EC closure.</td>
</tr>
<tr>
<td>Subtotal</td>
<td>-$1,285,963</td>
<td>-7.0</td>
<td>-13.7</td>
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</tbody>
</table>

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<tbody>
<tr>
<td><strong>MacFarland MS</strong></td>
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<tr>
<td>MacFarland MS Consolidation</td>
<td>-$1,456,429</td>
<td>-9.0</td>
<td>-15.4</td>
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<tr>
<td>Roosevelt HS New Costs</td>
<td>$756,176</td>
<td>7.0</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>-$700,253</td>
<td>-2.0</td>
<td>-7.9</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
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### Itemized Consolidation Scenarios

<table>
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<tr>
<th>RON BROWN MS</th>
<th>Item</th>
<th>Cost</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
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<tbody>
<tr>
<td>Ron Brown MS Consolidation</td>
<td>-$1,917,251</td>
<td>-12.0</td>
<td>-19.9</td>
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<tr>
<td>Kelly Miller MS New Costs</td>
<td>$886,249</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>-$1,031,002</strong></td>
<td><strong>-4.0</strong></td>
<td><strong>-11.1</strong></td>
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### SPINGARN HS

<table>
<thead>
<tr>
<th>Item</th>
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<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
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</thead>
<tbody>
<tr>
<td>Spingarn HS Consolidation</td>
<td>-$3,200,172</td>
<td>-23.0</td>
<td>-35.1</td>
</tr>
<tr>
<td>Eastern HS New Costs</td>
<td>$181,041</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Dunbar HS New Costs</td>
<td>$543,759</td>
<td>5.0</td>
<td>5.5</td>
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<tr>
<td>Woodson HS New Costs</td>
<td>-$842,335</td>
<td>-8.0</td>
<td>-8.3</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>-$3,317,707</strong></td>
<td><strong>-24.0</strong></td>
<td><strong>-35.9</strong></td>
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</table>

Even after receiving students, Woodson remains under their current budgeted projection and would see a reduction next year.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>ET-15 Cost</th>
<th>Total FTE Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spingarn STAY Consolidation</td>
<td>-$795,295</td>
<td>-4.0</td>
<td>-8.9</td>
</tr>
<tr>
<td>Ballou STAY New Costs</td>
<td>$219,770</td>
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<tr>
<td>Roosevelt STAY New Costs</td>
<td>$213,525</td>
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<td>2.2</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>-$362,000</strong></td>
<td><strong>0.0</strong></td>
<td><strong>-4.5</strong></td>
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### GRAND TOTAL

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Cost</th>
<th>Total ET-15 Cost</th>
<th>Grand Total FTE Cost</th>
</tr>
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<tbody>
<tr>
<td>All Changes</td>
<td>-$14,297,297</td>
<td>-71.0</td>
<td>-168.6</td>
</tr>
</tbody>
</table>

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*Page 9 of 9*
Cool.
LMR

From: Lujan, Claudia (DCPS)  
Sent: Thursday, November 15, 2012 5:04 PM  
To: Ruda, Lisa M. (DCPS)  
Subject: Re: Garrison Info

Ok, we will work to clean up and double check numbers. My goal is to get to you tomorrow afternoon.

Sent from my iPhone

On Nov 15, 2012, at 4:57 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

Cool. This stuff is real helpful for the entire team. We should plan to send the full set of sheets with the Chancellor when she leaves for Nashville on Saturday.

LMR

From: Lujan, Claudia (DCPS)  
Sent: Thursday, November 15, 2012 3:34 PM  
To: Ruda, Lisa M. (DCPS)  
Subject: FW: Garrison Info

We originally created this template for Anthony to use as a cheat sheet, but can clean it up for everyone to use. Let me know if there is any data/information that is missing that you want me to include.

Also, we have updated %IB data for this year (based on reported numbers). I am going to include the two numbers in these sheets.

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!

From: Lujan, Claudia (DCPS)  
Sent: Thursday, November 15, 2012 3:15 PM  
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); Sutton, Fonda (DCPS-OOC) (fonda.sutton2@dc.gov); DeGuzman, Anthony D. (DCPS); Williams, Shereen L. (DCPS)  
Subject: Garrison Info

I added a performance section at the bottom of this email (not in the attachment), but not sure we need that. We have talked about this not being about performance, so may not make sense to include, but since we had pulled the info I would share and you can decide.
Enrollment

- Garrison ES is under-enrolled with 228 students. Twenty of these students are in three city-wide autism classrooms.
  - Enrollment without autism students - 208
  - 11/15 total enrollment - 227
- With only 45% in-boundary, there are approximately 94 students that currently attend from the boundary/neighborhood.
  - 45% of 208 = 94

Population/Neighborhood

- According to Census data, from 2000 to 2010, the number of elementary-age children in the Garrison boundary dropped 48% from 475 to 247. We see a similar decrease in the Seaton boundary, where they experienced a 40% loss over the same period of time. It is evident we don’t currently have the school-age population needed to sustain two full elementary schools in such close proximity.
- The school-age population is projected to increase in the Garrison/Seaton area, with significant increases after 2015. We will work closely with the Office of Planning to track population increases.
- There are 11 charter schools within one mile of Garrison that serve elementary age children. There are 8 charters schools within one mile of Seaton that serve elementary age children.

Building Capacity/Site

- Garrison is utilizing 64 percent of its building. This is based on a 356 capacity (which already accounts for the space used by the Office of Bilingual Education).
- Seaton is .4 miles from Garrison - less than a 10 minute walk - with excess capacity and a classroom modernization. It is not efficient to sustain two under-enrolled schools in such close proximity.
- We invested $4.3M in the classroom modernization at Seaton in 2011.
- We know that the building capacity for Seaton is less than the capacity for Garrison, but the Seaton building and site is more conducive to expansion.
- Seaton has significantly more site space than Garrison, with a site size of 6.1 acres compared to the 3.7 acres of DCPS property at Garrison. The Garrison site may appear to be just as large as the Seaton site, but a portion of Garrison’s land belongs to DPR.
- Seaton having a higher acreage will enable us to expand the building without compromising outdoor play space.
- Seaton’s adjacency to the Shaw MS campus (literally across the street) is a desirable feature, as we plan to rebuild Shaw MS in the future.

Performance:

Garrison

- Garrison saw large gains in Math this year (up +27.5 percentage points) and more modest gains in reading (up +2.6 percentage points)
- Overall, their performance has been very up and down since 2008. They have negative average growth in both math (-1.2%) and reading (-3.1%) over the past 5 years, and their % change has been negative in both reading and math.

Seaton

- Seaton saw more modest gains in Math (+10.2 percentage points) and decreased slightly in reading (-1.0%).
Seaton’s performance has been consistent since 2008 (average growth in math is +0.2 percentage points, reading +0.3 percentage points), having a modest, but positive % change in both math (+1.6%) and reading (+3.0%).

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<td>45.2%</td>
<td>23.5%</td>
<td>50.7%</td>
<td>-8.7%</td>
<td>-1.2%</td>
<td>57.3%</td>
<td>38.4%</td>
<td>51.6%</td>
</tr>
<tr>
<td>Seaton ES</td>
<td>43.0%</td>
<td>4.5%</td>
<td>44.4%</td>
<td>47.2%</td>
<td>40.2%</td>
<td>35.0%</td>
<td>45.2%</td>
<td>1.6%</td>
<td>0.2%</td>
<td>39.7%</td>
<td>29.0%</td>
<td>47.9%</td>
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Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002
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<td>29.0%</td>
<td>47.9%</td>
<td>41.9%</td>
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Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002
|   | A                   | B       | C       | D       | E       | F       | G       | H       | I       | J       | K       |
|---|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | **AGGREGATE DATA**  |         |         |         |         |         |         |         |         |         |         |
| 2 | **Budget Item**     | **FY13 Unit Cost** | **FY14 Unit Cost** | **FY13 # of Positions** | **FY13 Total Cost of Positions** | **FY14 Baseline Cost of Positions** | **FY14 Baseline Total Cost** | **FY14 Baseline Variance** | **FY14 # of Positions** | **FY14 Total Cost of Positions** | **Variance in # of Positions** |
| 3 | Principal           | $140,876 | $140,876 | 122.0   | $17,186,872 | 122.0 | $17,186,872 | 0.0     | $0      | 106.0   | $14,932,856 | -16.0   |
| 4 | Instructional Coach | $95,574  | $98,074  | 122.0   | $11,660,028 | 122.0 | $11,965,028 | 0.0     | $305,000 | 106.0   | $10,395,844 | -16.0   |
| 5 | Art Teacher         | $95,574  | $98,074  | 68.0    | $6,499,032  | 68.0  | $6,669,032  | 0.0     | $170,000 | 67.0    | $6,570,958  | -1.0    |
| 6 | Music Teacher       | $95,574  | $98,074  | 67.0    | $6,403,458  | 67.0  | $6,570,958  | 0.0     | $167,500 | 66.0    | $6,472,884  | -1.0    |
| 7 | PE Teacher          | $95,574  | $98,074  | 67.5    | $6,451,245  | 67.5  | $6,619,995  | 0.0     | $168,750 | 66.5    | $6,521,921  | -1.0    |
| 8 | Social Worker       | $95,574  | $98,074  | 138.0   | $13,189,212 | 138.0 | $13,534,212 | 0.0     | $345,000 | 138.0   | $13,534,212 | 0.0     |
| 9 | Psychologist        | $95,574  | $98,074  | 92.0    | $8,792,808  | 92.0  | $9,022,808  | 0.0     | $230,000 | 92.0    | $9,022,808  | 0.0     |
| 10| Pre-School Aide     | $30,679  | $30,679  | 142.2   | $4,362,554  | 142.2 | $4,362,554  | 0.0     | $0      | 138.9   | $4,261,313  | -3.3    |
| 11| Pre-K Aide          | $30,679  | $30,679  | 172.1   | $5,279,856  | 172.1 | $5,279,856  | 0.0     | $0      | 166.0   | $5,092,714  | -6.1    |
| 12| K Aide              | $30,679  | $30,679  | 201.2   | $6,172,615  | 201.2 | $6,172,615  | 0.0     | $0      | 194.7   | $5,973,201  | -6.5    |
| 13| Custodial Foreman   | $57,619  | $57,619  | 139.0   | $8,009,041  | 139.0 | $8,009,041  | 0.0     | $0      | 122.0   | $7,029,518  | -17.0   |
| 14| Custodians          | $44,232  | $44,232  | 343.5   | $15,193,692 | 343.5 | $15,193,692 | 0.0     | $0      | 309.5   | $13,689,804 | -34.0   |
| 15| Special Education Teachers | $95,574  | $98,074  | 572.0   | $54,668,328 | 572.0 | $56,098,328 | 0.0     | $1,430,000 | 572.0 | $56,098,328 | 0.0     |
| 16| Special Ed Aides    | $30,679  | $30,679  | 261.0   | $8,007,219  | 261.0 | $8,007,219  | 0.0     | $0      | 261.0   | $8,007,219  | 0.0     |
| 17| ELL Teachers        | $95,574  | $98,074  | 208.5   | $19,927,179 | 208.5 | $20,448,429 | 0.0     | $521,250 | 208.5   | $20,448,429 | 0.0     |
| 18| ELL Counselor       | $95,574  | $98,074  | 21.0    | $2,007,054  | 21.0 | $2,059,554  | 0.0     | $52,500 | 21.0    | $2,059,554  | 0.0     |
| 19| ELL Aides           | $30,679  | $30,679  | 5.0     | $153,395  | 5.0 | $153,395  | 0.0     | $0      | 5.0     | $153,395  | 0.0     |
| 20| General Education Teachers | $95,574  | $98,074  | 2,144.0 | $204,910,656 | 2,144.0 | $210,270,656 | 0.0     | $5,360,000 | 2,090.6 | $205,033,504 | -53.4   |
| 21| Librarian /Media Specialist | $95,574  | $98,074  | 78.0    | $7,454,772  | 78.0 | $7,649,772  | 0.0     | $195,000 | 82.0    | $8,042,068  | 4.0     |
| 22| Assistant Principal | $120,000 | $120,000 | 106.5   | $12,780,000 | 106.5 | $12,780,000 | 0.0     | $0      | 110.5   | $13,260,000 | 4.0     |
| 23| Guidance Counselor  | $104,176 | $106,676 | 63.1    | $6,427,256  | 63.1 | $6,427,256  | 0.0     | $0      | 60.5    | $6,169,302  | -2.6    |
| 24| Business Manager    | $66,769  | $66,769  | 99.0    | $6,610,131  | 99.0 | $6,610,131  | 0.0     | $0      | 93.5    | $6,242,902  | -5.5    |
| 25| Administrative Aide | $47,196  | $47,196  | 122.0   | $5,757,912  | 122.0 | $5,757,912  | 0.0     | $0      | 106.0   | $5,002,776  | -16.0   |
| 26| Clerk               | $37,230  | $37,230  | 91.9    | $3,421,437  | 91.9 | $3,421,437  | 0.0     | $0      | 100.6   | $3,745,338  | 8.7     |
| 27| Registrar           | $40,881  | $40,881  | 18.0    | $735,858   | 18.0 | $735,858   | 0.0     | $0      | 17.0    | $694,977   | -1.0    |
## Aggregate Data

### ET-15 FTE Table

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### Enrollment Table

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DC GOVERNMENT Confidential
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Hardy already budgeted at or above the projected number of students to receive and would not require add'l funding.
### Shaw MS Closure

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This cost increase accounts for a large overall increase in HS student projection.

### Johnson MS Closure

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New costs for Kramer MS covered under Winston EC closure.

### MacFarland MS Closure

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### Ron Brown MS Closure

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### Itemized Consolidation Scenarios

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<td>92</td>
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<td><strong>Total Cost</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total Cost vs FY13</strong></td>
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<td><strong>Total ET-15 Cost</strong></td>
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<td>93</td>
<td>GRAND TOTAL</td>
<td>All Changes</td>
<td>-$14,297,297</td>
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<td>-71.0</td>
</tr>
</tbody>
</table>
Thank you,
LMR

From: Groomes, Diane (MPD)
Sent: Wednesday, November 14, 2012 5:12 PM
To: Ruda, Lisa M. (DCPS)
Subject: FW: School consolidation plan / Proposed

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!

Dear Friends:

DCPS Chancellor Kaya Henderson announced a proposal to close 20 DC Public Schools beginning next school year. The decision directly affects Cardozo High School and Garnett Patterson / Shaw in Ward One and Garrison Elementary School, which borders Ward One on S Street. The announcement and various ways for you to participate in this dialogue are included in the links below.

I have discussed the proposed closures with the Chancellor and I have questions. Particularly regarding Garrison Elementary which has made significant accomplishments over the last year and approximately 40% of the student body is from Ward One. While Seaton Elementary is not too far away, there are many challenges that are associated with that commute to school.

I am more open to the decision to combine Cardozo and Garnett Patterson / Shaw on one campus - - particularly with the $123 million in modifications taking place at Cardozo right now. The Bell / Lincoln campus, now known as the Columbia Heights Educational Campus,
may provide a relevant model. However, I do have concerns about CHOICE also being a part of that model, at least initially. There is also the very important issue of what happens to the historic Garnet Patterson building.

There are Council hearings scheduled on November 15 and November 19 and several community forums. You can also provide feedback at any time at EngageDCPS.org.

Please let me know your thoughts.

Bests, Councilmember Jim Graham

http://dcps.dc.gov/DCPS/Parents+and+Community/DCPS+Proposed+Consolidations+and+Reorganization

### Our Proposal

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
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<th>Enrollments</th>
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<tbody>
<tr>
<td>Francis-Stevens ES</td>
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<td>MacFarland MS</td>
<td></td>
<td>4</td>
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<td>Shiloh Health School</td>
<td>2014-15</td>
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<td>Mannie D Lee School</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CHOICE at Hamilton</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Marshall ES</td>
<td></td>
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<td>Springarn HS</td>
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<td>6, 5, 7</td>
<td>608, 604, 822</td>
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<td>Springton STAY</td>
<td>2013-14</td>
<td>8, 4</td>
<td>719 and 711</td>
</tr>
<tr>
<td>Prospect ES</td>
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<td></td>
</tr>
<tr>
<td>Shaw at Garnet Patterson</td>
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<td>Davis ES</td>
<td></td>
<td>2</td>
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<tr>
<td>Kornbluth ES</td>
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<tr>
<td>Ron Brown MS</td>
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<td>Winston ES</td>
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<tr>
<td>Peresbee-Mapu ES</td>
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<td>8</td>
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<tr>
<td>Johnson MS</td>
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<tr>
<td>Malcolm X ES</td>
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<td>8</td>
<td></td>
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<tr>
<td>MC Tercell-McCoy ES</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
I typically answer emails before 9 AM on weekdays. If you email me after that, it is likely that you will hear from me the next weekday. If there is a need to communicate prior to that, you may wish to call me. For most effective communication, please use my direct email address: jim@grahamwone.com


Website: www.grahamwone.com
5:00 p.m. should be fine. You move slowly!

LMR

Worse comes to worse- I can cab it here.

Flight lands @ 4:10 and I have to clear customs.

MLO

On Nov 14, 2012, at 1:58 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

5:00 p.m. should be okay right?

LMR

-----Original Appointment-----
From: Henderson, Kaya (DCPS)
Sent: Friday, November 09, 2012 4:17 PM
To: Henderson, Kaya (DCPS); Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); Sutton, Fonda (DCPS); Williams-Skelton, Angela (DCPS); Williams, Shereen L. (DCPS); DeGuzman, Anthony D. (DCPS)
Subject: Prep Meeting for Council Hearing on School Closures (Yes, SUNDAY)
When: Sunday, November 18, 2012 3:00 PM-5:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Chancellor's conference room

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Wednesday, November 14, 2012 1:57 PM
To: Outlaw, Mary L. (DCPS)

5:00 p.m. should be okay right?

LMR

-----Original Appointment-----
From: Henderson, Kaya (DCPS)
Sent: Friday, November 09, 2012 4:17 PM
To: Henderson, Kaya (DCPS); Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); Sutton, Fonda (DCPS); Williams-Skelton, Angela (DCPS); Williams, Shereen L. (DCPS); DeGuzman, Anthony D. (DCPS)
Subject: Prep Meeting for Council Hearing on School Closures (Yes, SUNDAY)
When: Sunday, November 18, 2012 3:00 PM-5:00 PM (GMT-05:00) Eastern Time (US & Canada).
Where: Chancellor's conference room

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Inform first responders in
DCPS Invites Community Feedback on Proposed List of School Consolidations

DC Public Schools (DCPS) Chancellor Kaya Henderson today announced and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. The list includes eight elementary schools, two education campuses, four middle schools, one high school, one STAY program, the CHOICE program and three special education campuses. Most school consolidations would go into effect for the 2013-2014 school year.

Challenges with Current Configuration of Schools:

“The challenge we face in DCPS is clear – our buildings are wildly under-enrolled, our resources are stretched too thin and we’re not providing the complement of academic supports that our students and families deserve,” said Henderson. “Consolidating schools is our best option to better utilize our facilities and work more efficiently for our schools, our teachers, our students and our city.”

Facilities: A priority for DCPS is ensuring as many students as possible are in modernized buildings. Since 2007, DCPS has modernized 45 of the current total of 117 school buildings. Taking into account buildings that were previously modernized, 57 schools – almost half of the school system inventory still await modernization. Even after an enormous, city-wide investment of over $1.3 billion since 2007, almost 20,000 students still attend schools that need modernization.

Funds: Overall, DCPS spends less in large and fully-enrolled schools than it does at small and under-enrolled schools. Because DCPS has many under-enrolled schools, DCPS invests in maintaining these schools when it makes more sense to invest more in programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.

Staffing: 45 percent, or nearly half of DCPS schools, have only one teacher per grade level, making shared planning time impossible and forcing teachers to work on lesson plans by themselves. With only one teacher per grade level, small changes in student populations at a specific grade can force larger class sizes. In addition, schools cannot provide flexible grouping to meet specific student needs (for example, small groups for struggling learners.)
Consolidation Plan:

“To achieve our goals of a great school for every single student, we have to use all of our resources well – every dollar, every building, and every minute of instructional time. As our schools are currently organized, we can’t achieve our goals,” said Henderson.

When making the proposed list, DCPS considered student enrollment and demographic trends in the community, building utilization rates, building condition and modernization status and the availability of receiving schools to offer students an improved education experience. Consolidating these 20 schools will allow DCPS to offer a high-quality education to all students, use all resources more effectively, establish a flexible district that can account for future population growth and ensure the district’s long-term financial stability.

The portfolio of schools in DCPS will shift dramatically after these consolidations. The average school enrollment will increase to 432 students, up from 376. Overall building utilization rate will be 84 percent, an increase from 72 percent. Only 26 elementary schools will have fewer than 350 students, instead of 41. 1,700 additional students will have the opportunity to attend school in a modernized building.

<table>
<thead>
<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM:</th>
<th>TO</th>
<th></th>
<th>WARD</th>
<th>RECEIVING SCHOOLS</th>
<th>CONSOLIDATED ENROLLMENT</th>
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<tr>
<td>2</td>
<td>Francis-Stevens EC</td>
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<td>Marie Reed ES (Elementary Grades)</td>
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<td>Garrison ES</td>
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<td>Hardy MS (Middle Grades)</td>
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<td>Seaton ES</td>
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<td>2</td>
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<td>Roosevelt HS</td>
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<td>Spingarn HS</td>
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<td></td>
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<td>Eastern (9-11th), Dunbar, Woodson</td>
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<td>Davis ES</td>
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<td>C.W. Harris ES</td>
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<td>Ron Brown MS</td>
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<td>Kelly Miller MS</td>
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<td>7</td>
<td>Smothers ES</td>
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<td>Aiton ES and Plummer ES</td>
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<td>Ferebee-Hope ES</td>
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<td>Kramer MS (Middle Grades)</td>
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<td>Johnson MS</td>
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<td>Hendley ES</td>
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<td>Hart and Kramer MS</td>
<td>617 and 379</td>
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<td>MC Terrell-McGogney ES</td>
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<td>Turner ES</td>
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<td></td>
<td></td>
<td>8</td>
<td>King ES</td>
<td>479</td>
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</table>

DCPS 008294
Boundary and Feeder Patterns:

There are no proposed consolidations in Wards one and three. As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns to more evenly distribute students. DCPS has engaged data experts to analyze population and enrollment data. Community engagement will begin this winter and continue through the spring of 2013. New boundaries and feeder patterns will not take effect until the 2014-2015 school year.

Community Engagement:

“This proposal is a conversation with our communities,” said Henderson. “We need to hear from families and community members. We are relying deeply on community feedback and engagement to ensure our success. We want to hear the innovative and creative ideas that come from our school communities to help make sure that our consolidation plan represents the best thinking of the city.”

DCPS will hold a variety of stakeholder meetings to get feedback on the proposed consolidations, including four scheduled ward-based meetings. In addition, DCPS officials will meet with ANC members, ward-based education councils and other community groups. The DCPS Office of Family and Public Engagement will host office hours in December to meet with other interested groups to ensure that all public concerns are accounted for as the school configuration plan is finalized. DCPS will also provide a platform for online feedback.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>City Council Hearing</td>
<td>1350 Pennsylvania Ave, NW</td>
<td>November 15, 2012</td>
<td>4-8 pm</td>
</tr>
<tr>
<td></td>
<td>Wilson Building</td>
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<td>City Council Hearing</td>
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<td>November 19, 2012</td>
<td>2-6 pm</td>
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<td>Savoy ES</td>
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<tr>
<td>Ward 8 Community Dialogue</td>
<td>2400 Shannon Place, SE</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
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<td>Sousa MS</td>
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<tr>
<td>Ward 7 Community Dialogue</td>
<td>3650 Ely Place, SE</td>
<td>November 28, 2012</td>
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<tr>
<td></td>
<td>Langley EC</td>
<td></td>
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<tr>
<td>Wards 5 Community Dialogue</td>
<td>101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
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<tr>
<td>Wards 1-4, 6 Community</td>
<td>Brightwood EC</td>
<td></td>
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<tr>
<td>Dialogue</td>
<td>1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
</tbody>
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More information and materials are available here.

###

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
This looks really good. Tell me if this assumptions/conclusions are correct:

- **Overall, we are looking at a reduction of under 200 staff positions.** The categories that get hit the hardest are the positions that are assigned “per school” — every school has one, regardless of size (principal, instructional coach, custodial foreman/custodians, administrative aides). The teacher reduction is pretty deminimis and should be covered by normal attrition.

- **Hardy and Woodson don’t see any kind of funding increase** b/c they are over-funded in FY 13 so with even the additional influx of receiving school students, their FY 14 budget is under their FY 13 allocation.

- **We are assuming that CHOICE Is funded at the same level as FY 13** (b/c they are moving as opposed to closing or merging with another program).

- **The model is premised on the assumption that the FY 14 staffing model is the same as FY 13.** If we adjust the FY 14 model in any way, that could change the numbers. For example, if we increased the librarian allocation, that would impact the staffing numbers.

- **The ET-15 cost increase assumption is $2,500** and we are expecting about 1,000 student decline in enrollment as a result of the closings.

- **We have not in any way factored in IMPACT ratings.** In other words, while the “position loss” in terms of FTEs will likely be far less than the people who lose jobs due to IMPACT ratings.

A couple of questions:

- How did you handle the SPED staffing for self-contained and cluster programs at the consolidated schools? For example, Davis is going to CW Harris, but the autism classroom is going to Plummer ES. Is that factored in at all?

- How did you factor in Prospect LC since the students are moving to neighborhood schools?

- Why does the total on the school by school sheet get to $14.3M but on the aggregate data sheet get to $3.6M? The latter was more of what I expected.

LMR
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Wednesday, November 14, 2012 11:28 AM
To: Henderson, Kaya (DCPS)
Subject: RE: DCPNI Statement on Proposed Kenilworth Elementary School Closing

Cool. Thank you.
LMR

From: Henderson, Kaya (DCPS)
Sent: Wednesday, November 14, 2012 11:28 AM
To: Robinson, Josephine B. (DCPS); Ruda, Lisa M. (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Subject: RE: DCPNI Statement on Proposed Kenilworth Elementary School Closing

I sent Irasema a thank you email.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov

From: Robinson, Josephine B. (DCPS)
Sent: Wednesday, November 14, 2012 11:20 AM
To: Ruda, Lisa M. (DCPS); Henderson, Kaya (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Subject: RE: DCPNI Statement on Proposed Kenilworth Elementary School Closing

Exactly what we want for them to say. We’ll outreach to them and set some time to talk through what next steps can be at the appropriate time.
Thanks for sharing.

From: Ruda, Lisa M. (DCPS)
Sent: Wednesday, November 14, 2012 11:02 AM
To: Henderson, Kaya (DCPS); Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Subject: DCPNI Statement on Proposed Kenilworth Elementary School Closing

Nice tone,
LMR

From: The DC Promise Neighborhood Initiative [mailto:infodcpni@gmail.com]
Sent: Wednesday, November 14, 2012 10:16 AM
To: Groomes, Diane (MPD)
Subject: DCPNI Statement on Proposed Kenilworth Elementary School Closing

Having trouble viewing this email? Click here
DC Promise Neighborhood Initiative, Inc.
Statement on Proposed Consolidation and Reorganization of Kenilworth Elementary School

(11/14/12) - Chancellor Kaya Henderson announced yesterday that several schools city-wide are being considered for consolidation and reorganization in the 2013-2014 school year. Among these is Kenilworth Elementary School, a school within the DCPNI footprint serving 147 students. If the proposal is finalized, students will be reassigned to Houston Elementary School, located approximately one mile from the DCPNI footprint.

Through our existing partnership with DC Public Schools, DCPNI will be collaborating with DCPS to provide support to families with affected children and working with our partners to continue to provide families with supports and programs to ensure our complete cradle to college to career continuum of services is available to all Kenilworth-Parkside residents.

"DCPNI wishes to reaffirm our commitment to the children of Kenilworth-Parkside, and to their families. We will continue to work to serve every child living in this community regardless of where they attend school, that always has been and always will be our goal. Should Kenilworth close, I look forward to forging a strong DCPNI partnership with the leadership of Houston Elementary School and further increasing our out of school time activities in the footprint to serve our students," says Executive Director for the DC Promise Neighborhood Initiative, Ayris T. Scales.

Looking ahead, DCPNI will work with parents, students, DCPS and other important stakeholders during the coming months to address the long-term education options for students within the Kenilworth-Parkside neighborhood. DCPNI affirms that all children deserve access to high quality educational opportunities, and encourages parents and partners to visit to the DCPS website to find additional material related to this announcement. http://dcps.dc.gov

###

The mission of the DC Promise Neighborhood Initiative, Inc. is to increase the number of children in Kenilworth-Parkside who complete their education from cradle to college & career and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities.
Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Sounds good. Ang should be set for this week (I also gave her my 100!), but I am sure as time goes on, she will need more.

Thank you,
LMR

---

Ok.

Anthony gave Angie a pack of 100 yesterday and we have a few hundred more to hold us until new order.

Sent from my iPhone

---

On Nov 14, 2012, at 11:16 AM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

Thanks. I think the Chancellor's office will need a stack. My guess is that in the days/weeks ahead she will be using them as handouts (as opposed to the deck) when she meets with various groups.

LMR

---

Deliveries are happening today by 2pm. Don't have many extra. We are ordering additional copies from printer for schools and community meetings. Will have an eta on delivery of new order later today. Probably Monday.

Sent from my iPhone

---

On Nov 14, 2012, at 9:48 AM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

What should I be telling consolidated schools about brochures? How many can they reasonably expect and can we fill additional needs?

Thanks,
LMR

---

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the
event of an emergency call today at www.smart911.com. Inform first responders in advance!
Nice tone,
LMR

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To: Henderson, Kaya (DCPS); Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Subject: DCPNI Statement on Proposed Kenilworth Elementary School Closing

From: The DC Promise Neighborhood Initiative [mailto:infodcpni@gmail.com]
Sent: Wednesday, November 14, 2012 10:16 AM
To: Grooms, Diane (MPD)
Subject: DCPNI Statement on Proposed Kenilworth Elementary School Closing

Having trouble viewing this email? Click here

DC Promise Neighborhood Initiative

DC Promise Neighborhood Initiative, Inc.
Statement on Proposed Consolidation and Reorganization of Kenilworth Elementary School

(11/14/12) - Chancellor Kaya Henderson announced yesterday that several schools city-wide are being considered for consolidation and reorganization in the 2013-2014 school year. Among these is Kenilworth Elementary School, a school within the DCPNI footprint serving 147 students. If the proposal is finalized, students will be reassigned to Houston Elementary School, located approximately one mile from the DCPNI footprint.

Through our existing partnership with DC Public Schools, DCPNI will be collaborating with DCPS to provide support to families with affected children and working with our partners to continue to provide families with supports and programs to ensure our complete cradle to college to career continuum of services is available to all Kenilworth-Parkside residents.

"DCPNI wishes to reaffirm our commitment to the children of Kenilworth-Parkside, and to their families. We will continue to work to serve every child living in this community regardless of where they attend school; that always has been and always will be our goal. Should Kenilworth close, I look forward to forging a strong DCPNI partnership with the leadership of Houston Elementary School and further increasing our out of school time activities in the footprint to serve our students," says Executive Director for the DC Promise Neighborhood Initiative, Ayris T. Scales.

Looking ahead, DCPNI will work with parents, students, DCPS and other important stakeholders during the coming months to address the long-term education options for students within the Kenilworth-Parkside neighborhood. DCPNI affirms that all children deserve access to high quality educational opportunities, and encourages parents and partners to visit to the DCPS website to find additional material related to this announcement. http://dcps.dc.gov

###
The mission of the DC Promise Neighborhood Initiative, Inc. is to increase the number of children in Kenilworth-Parkside who complete their education from cradle to college & career and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities.
Thank you,
LMR

From: Groomes, Diane (MPD)
Sent: Wednesday, November 14, 2012 10:18 AM
To: Robinson, Charnette (MPD); Ruda, Lisa M. (DCPS); Contee, Robert (MPD)
Subject: Fw: DCPNI Statement on Proposed Kenilworth Elementary School Closing

From: The DC Promise Neighborhood Initiative [mailto:infodcpni@gmail.com]
Sent: Wednesday, November 14, 2012 10:16 AM
To: Groomes, Diane (MPD)
Subject: DCPNI Statement on Proposed Kenilworth Elementary School Closing

Having trouble viewing this email? Click here

DC Promise Neighborhood Initiative

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<table>
<thead>
<tr>
<th>Forward this email</th>
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This email was sent to diane.grooms@dc.gov by infodcpni@gmail.com | Update Profile/Email Address | Instant removal with SafeUnsubscribe | Privacy Policy |
The DC Promise Neighborhood Initiative | c/o Chavez Schools | 3701 Hayes Street NE | Washington | DC | 20019

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Here is a sample. I'll make sure Angie gets you the actual.

LMR

Begin forwarded message:

From: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Date: November 13, 2012 12:30:29 PM EST
To: "Williams-Skelton, Angela (DCPS)" <angela.williams-skelton@dc.gov>
Subject: Chancellor Email to Nathan Saunders: 4:00 p.m, Copy Jason, Include Attachment

Nathan,

I just released my proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, A Capital Commitment. You can find the full proposal at www.dcps.dc.gov.

Principals of schools impacted by the consolidation have met with their staff, and students have gone home with specific information about the proposal relative to their respective schools. We have also shared the attached information sheet with staff at schools proposed for consolidation.

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at www.engagedcps.org. We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and I will finalize the plan in early January 2013.

As a leader of one of our employee unions, you remain a critical partner in our work. We want your feedback to this proposal and other creative and innovative ideas to reorganize our school district. Our school district is only as good as the employees who work here. We must work with you to address questions and issues that our employees and your members have. I have asked Jason Kamras to continue to work closely with you in the weeks and months ahead. I remain your partner in this work and remain available to discuss these issues with you.

I remain excited to work with you to meet our commitment to our students and staff. Our staff is some of the best in the Nation. I know that, by working together, we can create a system that provides our students with the world-class education they deserve.

The schedule of our upcoming meetings is included below. As always, we appreciate your support for DC Public Schools. If you have any questions, please do not hesitate to email or call me at (202) 442-5035.
Thank you for your ongoing support,

Kaya

__DCPS Consolidation and Reorganization Proposal
Public Meeting Schedule__

<table>
<thead>
<tr>
<th>Meetings</th>
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<td>November 27, 2012</td>
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<td>Ward 7 Community Dialogue</td>
<td>3650 Ely Place, SE</td>
<td>November 28, 2012</td>
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</tr>
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<td>Wards 5 Community Dialogue</td>
<td>101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
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<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC</td>
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</table>

_School Consolidation Staffing Overview (Final).pdf_
Thank you,
LMR

From: Salmanowitz, Melissa (DCPS)
Sent: Tuesday, November 13, 2012 4:42 PM
To: Henderson, Kaya (DCPS); Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS); Lujan, Claudia (DCPS)
Subject: Coverage: School consolidations announcement

Full stories attached


Melissa Salmanowitz
Press Secretary
District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
Cell: 202.578.1264
E melissa.salmanowitz@dc.gov
W dcps.dc.gov
@dcpublschs

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
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**When can staff members start interviewing with principals at other schools?**
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**Can staff members participate in the school consolidation decision-making process?**
Definitely. Information will soon be available about community meetings and other forums at which you can make your voice heard. You can find specific dates and times on the DCPS website.

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**How will school consolidation affect WTU members?**
WTU members at consolidated schools will be subject to the excessing process as outlined in the Washington Teacher’s Union contract. Please note that no one will be excessed until the end of the 2012-13 school year.
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Contractors

How will school consolidation affect contracted employees?
Contracted employees, such as food service workers and security personnel, should contact their employer for additional information.

Additional Questions

If you have any questions or concerns, please contact the DCPS Office of Human Capital by emailing dcps.hranswers@dc.gov or calling (202) 442-4090. We know that school consolidation can cause anxiety so please do not hesitate reach out!
DCPS Consolidation and Reorganization: Better Schools for All Students

Please help us make sure that ...

All schools can offer robust programming

We are poised to support the needs of our community now and in years to come

We are using all of our resources effectively

We capitalize on our investments in great teachers, principals, and staff
Our Goals

Our purpose is to ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

1. Increase achievement for all students
2. Invest in struggling schools
3. Increase graduation rates
4. Improve satisfaction
5. Increase enrollment

Our Assets

We have made strategic investments in effective teachers, principals, support staff and facilities in schools throughout the District.

We have increased student performance, along with a commitment to serve ALL children for academic success.

We have, according to the Office of the State Superintendent of Education, the city's highest-performing public schools and many great neighborhood school options for young families.

We have schools in every ward and community, with families and students from economically, racially, and culturally diverse backgrounds.

We have the infrastructure to support long-term enrollment growth.

Facilities. DCPS operates many schools that are very under-enrolled and under-utilized. Schools with fewer than 350 students need additional per-pupil funding to offer a full range of services. Sixty-four percent of DCPS elementary schools have fewer than 350 students.

Staff. Our small schools do not allow our staff to work collaboratively, do not give our students access to the staffing resources they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers.

Even after an enormous commitment of just over $1.3 billion since 2007, almost 20,000 students attend schools awaiting modernization.

Funds. Because DCPS has many under-enrolled schools that are more expensive to support, DCPS invests in maintaining these schools when we would prefer to invest in programs to help low-performing students, increase opportunities for advanced learners and develop specialized programs to engage students.

Because every school requires some basic administrative and maintenance support, DCPS spends disproportionately high sums on noninstructional staff in small schools.

Source: School districts' budgeted enrollment for the 2011–12 school year

DCPS is behind other major systems in average school enrollment

<table>
<thead>
<tr>
<th>District</th>
<th>Students</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfax County</td>
<td>177,629</td>
<td>200</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>146,497</td>
<td>200</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>123,317</td>
<td>193</td>
</tr>
<tr>
<td>San Francisco</td>
<td>122,824</td>
<td>102</td>
</tr>
<tr>
<td>Boston</td>
<td>56,990</td>
<td>125</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>47,247</td>
<td>123</td>
</tr>
</tbody>
</table>
To address enrollment and building use challenges while meeting our Capital Commitment goals, DCPS is proposing a series of short- and long-term strategic objectives.

For 2013–2014

- Offer a high-quality education to all students;
- Use all of our resources effectively;
- Establish a flexible district that can account for future population growth; and
- Ensure the district’s long-term financial stability.

DCPS proposes the following changes, which would take effect at the end of this school year (June 2013):

### SCHOOL STUDENTS REASSIGNED FROM | RECEIVING SCHOOL | PROGRAMMATIC IMPROVEMENTS
--- | --- | ---
**Elementary and Middle Schools**

<table>
<thead>
<tr>
<th>Wards 2, 4 and 8</th>
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<tbody>
<tr>
<td>Garrison ES (Ward 2)</td>
<td>Seaton ES</td>
<td>Beginning in August 2013, Roosevelt HS will house a 6–12 grade model similar to that at the Columbia Heights Education Campus. Roosevelt HS is in the design phase of its modernization and will open its newly modernized building in August 2014. As demand increases, DCPS can rebuild Shaw MS at its former location.</td>
</tr>
<tr>
<td>MacFarland MS (Ward 4)</td>
<td>Roosevelt HS</td>
<td></td>
</tr>
<tr>
<td>Shaw at Garnet-Patterson (Ward 6)</td>
<td>Temporarily move to Cardozo HS</td>
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<table>
<thead>
<tr>
<th>Ward 5</th>
<th></th>
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<tbody>
<tr>
<td>Marshall ES</td>
<td>Langdon EC</td>
<td>Beginning in August 2013, McKinley Technology HS will house a 6–12 grade model similar to that at the Columbia Heights Education Campus. In August 2014, DCPS will open a middle school dedicated to rigorous arts and world language instruction. If there is demand, as the population on the east side of Ward 5 grows, Marshall ES will be available to reopen; until that time we will provide students transportation to their receiving school.</td>
</tr>
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<table>
<thead>
<tr>
<th>Ward 7</th>
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<tbody>
<tr>
<td>Kenilworth ES</td>
<td>Houston ES</td>
<td>In August 2014, the former River Terrace ES campus will house special education programs for students from Mamie D. Lee and Sharpes Health, allowing DCPS to continue to improve special education services while providing schooling options closer to students’ homes. DCPS has also partnered with DC Scholars to provide new programming at Stanton ES, focusing on rigorous instruction, school culture and innovative approaches to parental engagement.</td>
</tr>
<tr>
<td>Smothers ES</td>
<td>Alton ES and Plummer ES</td>
<td></td>
</tr>
<tr>
<td>Winston ES</td>
<td>Stanton ES/Kramer MS</td>
<td></td>
</tr>
<tr>
<td>Davis ES</td>
<td>CW Harris ES</td>
<td></td>
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<tr>
<td>Ron Brown MS</td>
<td>Kelly Miller MS</td>
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<tr>
<th>Ward 8</th>
<th></th>
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<tbody>
<tr>
<td>Ferebee-Hope ES</td>
<td>Hendley ES</td>
<td>In August 2014, DCPS will reopen the Johnson campus to support an alternative school to provide a second chance to students who have not been successful in traditional middle schools and high schools.</td>
</tr>
<tr>
<td>MC Terrell-McCoy ES</td>
<td>ML King ES</td>
<td></td>
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<tr>
<td>Malcolm X ES</td>
<td>Turner ES</td>
<td></td>
</tr>
<tr>
<td>Johnson MS</td>
<td>Hart MS and Kramer MS</td>
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**Special Education and Alternative Education**

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<table>
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<tbody>
<tr>
<td>Sharpe Health (June 2014)</td>
<td>River Terrace Campus</td>
<td>Students will be transitioned from the Prospect Learning Center into their respective neighborhood schools. This transition will enable students to attend schools closer to their home and will also build capacity within the neighborhood schools to serve this population. DCPS has established a promising partnership with UDC’s Community College at Ballou STAY.</td>
</tr>
<tr>
<td>Mamie D. Lee (June 2014)</td>
<td>River Terrace Campus</td>
<td></td>
</tr>
<tr>
<td>Prospect LC</td>
<td>Neighborhood Schools</td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>Move CHOICE program to Cardozo HS</td>
<td></td>
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**High Schools**

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<tr>
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<tbody>
<tr>
<td>Francis-Stevens EC</td>
<td>Marie Reed ES/Hardy MS</td>
<td>Campus will be used to expand the number of 9–12 grade seats available at School Without Walls HS.</td>
</tr>
<tr>
<td>Spingarn HS</td>
<td>Dunbar HS, Woodson HS and Eastern HS</td>
<td>Campus will be rebuilt into a career and technical education hub including a transportation specialization.</td>
</tr>
</tbody>
</table>

The challenge that Ward 3 and some Ward 1 schools face is overcrowding, which we will address as part of changes to boundaries and feeder patterns that will not take effect until the 2014–15 school year.
We cannot achieve our vision or goals unless we work together to address our shared challenge.

**Our Request to You:** To effectively reorganize our school system, we need your creative solutions, workable proposals and innovative ideas. We want to hear from you about how to build the best programs we can in your neighborhood now and in the future.

Building on the extensive input already received at the Deputy Mayor for Education’s meetings on “quality schools,” from the Ward 5 Great Schools Planning Group, and at DCPS’ eight ward-based State of the Schools meetings, we will hold several additional parent and community meetings in November and December.

In addition, DCPS Chancellor Kaya Henderson and DCPS staff will meet with ANC members, ward-based education councils and other community groups to ensure that we can account for public concerns as we finalize our work.

Parents and community members will also have a chance to comment 24/7 through our expanded website at EngageDCPS.org.

<table>
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<tr>
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</tr>
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<td>Langley EC</td>
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-----Original Message-----
From: King, Mark (DCPS)
Sent: Tuesday, November 13, 2012 1:44 PM
To: Ruda, Lisa M. (DCPS); Stefanus, Mary (DCPS)
Cc: Davis, John L. (DCPS)
Subject: RE: Important Update

I had the conversation with her over the phone and she said she was good. She will meet with
the staff by department and send the information home today with the students.

-----Original Message-----
From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, November 13, 2012 1:42 PM
To: Stefanus, Mary (DCPS)
Cc: King, Mark (DCPS); Davis, John L. (DCPS)
Subject: RE: Important Update

Mary,
Do you have what you need at this point?

LMR

-----Original Message-----
From: Stefanus, Mary (DCPS)
Sent: Tuesday, November 13, 2012 12:32 PM
To: Ruda, Lisa M. (DCPS)
Cc: King, Mark (DCPS)
Subject: RE: Important Update

I was unable to get to the call because we were holding Open House. What do I need to know
please?...thanks...Dr. Mary

202.531.2191

From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, November 13, 2012 7:53 AM
To: Pinkard, Eugene (DCPS); Stefanus, Mary (DCPS); Jackson, Kim (DCPS); Foster, Shannon
(DCPS); Muhammad, Shahid (DCPS); Gray, Christopher (DCPS); Clemmons, Tiffany (DCPS); Whitten-
Watkins, Charlotte (DCPS); John, Caroline (DCPS); Simmons, Kwame (DCPS); Davis, Sean A.
(DCPS); Daniels, Asa (DCPS); Gregory, Robert L. (DCPS); Zaki, Abdullah (DCPS); Humes,
Clarence (DCPS); Mitchell, Ivor D. (DCPS); Roane, Tanya (DCPS); Jackson, Stephen (DCPS);
Skerritt, Rachel (DCPS); Jackson, Richard (DCPS); Fuller, Cara (DCPS); Yisreal, Shamba
(DCPS); King, Mark (DCPS); Zagami, Stephen (DCPS); Davis, John L. (DCPS); McNeil, Joyce
(DCPS)
Cc: Alexander, Amanda (DCPS); Haws, Lolli (DCPS); Greene, Errick (DCPS); Canty, Clara (DCPS);
DeCarbo, Terry (DCPS); Adderley, Barbara (DCPS); Shea, Daniel (DCPS); Anderson, Thomas (DCPS)
Later today, Chancellor Henderson will release her plan to consolidate and reorganize DCPS. Your school is not one of the schools proposed for consolidation. However, it is likely to receive students from the proposed consolidated schools as early as next school year (August 2013). We wanted to quickly update you on what to expect today.

Please call in at the number below. The call will be brief, but include important information for you and your staff.

Superintendents you are invited, but not required, to join the call.

Thank you,
LMR

Call In Information
1-866-830-7256
Pass code: 7459167

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Mary,

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Cc: Alexander, Amanda (DCPS); Haws, Lolli (DCPS); Greene, Errick (DCPS); Canty, Clara (DCPS); DeCarbo, Terry (DCPS); Adderley, Barbara (DCPS); Shea, Daniel (DCPS); Anderson, Thomas (DCPS)
Subject: Important Update

When: Tuesday, November 13, 2012 9:45 AM-10:15 AM
Where: Conference Call - 1-866-830-7256 (Pass code: 7459167)

When: Tuesday, November 13, 2012 9:45 AM-10:15 AM (GMT-05:00) Eastern Time (US & Canada).
Where: Conference Call - 1-866-830-7256 (Pass code: 7459167)

Note: The GMT offset above does not reflect daylight saving time adjustments.

*~*~*~*~*~*~*~*~*~*~*~*~*~*~*~*~

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Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Thank you for the time you gave last week to review our plan to consolidate and reorganize DCPS schools. Your comments and insight were so very important to my team and me as we finalized our proposal, which we released to the community this afternoon. You can find the full proposal at www.dcps.dc.gov.

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at www.engagedcps.org. We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and I will finalize the plan in early January 2013.

The schedule of our upcoming meetings is included below. As always, we appreciate your support for DC Public Schools. Our partnership remains important to me. If you have any questions, please do not hesitate to email or call me at (202) 442-5035.

Thank you for your ongoing support,

Kaya

**DCPS Consolidation and Reorganization Proposal**

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Overall, things are going as expected at the consolidated schools. My ops team has reported from the schools proposed for consolidations. Here are the most notable reports:

- Spingarn: Subdued. Questions about where they will attend. But, no issues to report. Media was onsite.
- Kenilworth: Staff is very sad, but okay.
- Johnson: Staff is sad, said they will protest. Otherwise, nothing unusual.
- Malcolm X: Staff somewhat upset. Canty onsite talking with teachers. Questions about why reconstitute last year if only to close this year.

LMR

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Scott,

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From: Sutton, Fonda (DCPS)
Sent: Tuesday, November 13, 2012 12:35 PM
To: Ruda, Lisa M. (DCPS); Weber, Peter (DCPS)
Subject: RE: DRAFT email for Council, SBOE

Got it. And that students will take home...

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, November 13, 2012 12:34 PM
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Subject: RE: DRAFT email for Council, SBOE

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To: Ruda, Lisa M. (DCPS); Weber, Peter (DCPS)
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Fonda Sutton
Deputy Chief of Staff
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5035
F 202.442.5026
E fonda.sutton2@dc.gov
W dcps.dc.gov

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 Principals of schools impacted by the consolidation have met with their staff, and students have gone home with specific information about the proposal relative to their respective schools. We have also shared the attached information sheet with staff at schools proposed for consolidation.

We look forward to a broad public engagement process around the proposal, including two D.C. Council hearings and four ward-based public meetings. We have also established an online forum at [www.engagedcps.org](http://www.engagedcps.org). We will listen to and strongly consider all of the feedback we receive. After our public engagement period, Mayor Gray and I will finalize the plan in early January 2013.

As a leader of one of our employee unions, you remain a critical partner in our work. We want your feedback to this proposal and other creative and innovative ideas to reorganize our school district. Our school district is only as good as the employees who work here. We must work with you to address questions and issues that our employees and your members have. I have asked Jason Kamras to continue to work closely with you in the weeks and months ahead. I remain your partner in this work and remain available to discuss these issues with you.

I remain excited to work with you to meet our commitment to our students and staff. Our staff is some of the best in the Nation. I know that, by working together, we can create a system that provides our students with the world-class education they deserve.

The schedule of our upcoming meetings is included below. As always, we appreciate your support for DC Public Schools. If you have any questions, please do not hesitate to email or call me at (202) 442-5035.

Thank you for your ongoing support,

Kaya

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School Consolidation and Reorganization Staffing FAQ

Staff members at schools proposed for consolidation and reorganization may have a number of questions about their positions for the upcoming school year. Below, we try to answer some of these questions. Once the consolidation list is finalized, DCPS staff from the Office of Human Capital will visit schools to provide additional information. Please note that no changes will take place before the end of the 2012-13 school year.

General Questions

Can staff members from consolidating schools move to the schools receiving their students? We understand that many staff members have a strong bond with their current students. To the extent possible, DCPS will offer staff members from consolidating schools an opportunity to interview for positions at the school(s) receiving their students. But placements will not be guaranteed at the receiving schools.

When can staff members start interviewing with principals at other schools? Principals will begin to schedule interviews after their budgets for the 2013-14 school year are finalized in the spring. DCPS is committed to helping staff members from consolidated schools find new positions. Towards this end, in the spring, DCPS will hold a series of hiring events for staff members from the consolidated schools.

How can staff members learn about vacancies at other schools? Once school budgets are finalized in the spring, DCPS will publish an official vacancy list on its website.

Can staff members at consolidated schools start transferring now? No. The students at your school need you through the end of this year. As noted above, DCPS will work to ensure that employees at consolidated schools have multiple opportunities to find positions for the 2013-14 school year.

Can staff members participate in the school consolidation decision-making process? Definitely. Information will soon be available about community meetings and other forums at which you can make your voice heard. You can find specific dates and times on the DCPS website.

Questions Related to WTU Members

How will school consolidation affect WTU members? WTU members at consolidated schools will be subject to the excessing process as outlined in the Washington Teacher's Union contract. Please note that no one will be excessed until the end of the 2012-13 school year.
What happens to excessed WTU members?
After being excessed, WTU members will have 60 days to interview for new placements. After that period, WTU members who are unable to find placements may be eligible for a buyout or an extra year of employment to find a permanent position. These options will only be available to WTU members who are in their third year and beyond, and whose most recent IMPACT rating is Effective or Highly Effective. All other WTU members who are unable to find positions will be separated from the system.

Will excessed WTU members be given preference over external hires?
In accordance with the WTU contract, DCPS principals will have the authority to hire from whichever source they choose. That said, DCPS will work to facilitate the placement of as many excessed WTU members as possible.

Can WTU members affected by school consolidation still submit a Declaration of Intent to Not Return (DINR)?
Yes. More information about the DINR process will be communicated in the early spring.

Teamsters, AFSCME, and CSO Members (Except Principals and APs)

How will school consolidation affect staff members in the Teamsters, AFSCME and CSO unions?
For employees in job titles where the overall number of positions is increasing from this year to next, the employees will be guaranteed a job at another school as long as they have an Effective or Highly Effective rating. Those with lower ratings may be separated from the school system if they are unable to find a placement at another school. For employees in job titles where the overall number of positions is decreasing from this year to next, a reduction in force may be necessary.

How will employees know if the number of positions in their job title is increasing or decreasing from this year to next?
After school budgets are completed in the spring, DCPS will announce the list of job titles seeing an increase as well as those seeing a decrease.

Will staff members in these unions be given preference over external candidates?
Yes. DCPS will not hire external candidates until all employees with an Effective or Highly Effective rating have been placed.

Principals and Assistant Principals

How will school consolidation affect principals and assistant principals?
As we do every year, DCPS will evaluate all principals and assistant principals for reappointment in the spring. School leaders from consolidated schools may have opportunities to panel or interview at other schools. Principals and assistant principals who are not reappointed may be eligible to retreat to their last permanent position.
Contractors

How will school consolidation affect contracted employees?
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From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Tuesday, November 13, 2012 12:30 PM
To: Williams-Skelton, Angela (DCPS)
Subject: Chancellor Email to Tommy Ratcliffe: 4:00 p.m, Copy Jason, Include Attachment
Attachments: School Consolidation Staffing Overview (Final).pdf

Tommy,

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Sousa doesn't need to send it home today, they are only mentioned on the back side of the one pager. Kelly Miller is the stated receiving school for Ron Brown.

LMR

From: King, Mark (DCPS)  
Sent: Tuesday, November 13, 2012 12:08 PM  
To: Ruda, Lisa M. (DCPS)  
Cc: Davis, John L. (DCPS)  
Subject: FW: Sousa MS: Important Information for Receiving Schools

The attachment/ letter from the chancellor, is this something that needs to go home today?  
C. Humes Jr. 
Principal  
John Philip Sousa Middle School

From: Ruda, Lisa M. (DCPS)  
To: Humes, Clarence (DCPS)  
Cc: King, Mark (DCPS); Davis, John L. (DCPS)  
Sent: Tue Nov 13 11:07:28 2012  
Subject: Sousa MS: Important Information for Receiving Schools

Principal Humes,

As a follow-up to this morning's call, I wanted to be certain that you had the following information:

? Sousa MS has been proposed as a receiving school for some special education classes from Ron Brown MS for the 2013-2014 school year.
I am attaching a staffing summary sheet that was distributed to staff at schools proposed for consolidation. While the proposed plan should not significantly affect your staff as a receiving school, the summary may be useful for you.

The full consolidation and reorganization proposal will be available on the DCPS website after 4:00 p.m. today.

If you have any questions, please do not hesitate to ask John or me.

LMR

Help 9-1-1 Save Your Life!
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.
Inform first responders in advance!
Sousa only receives special education classrooms. They are not a receiving sense like many of the other schools. They are one of about 3 schools that receive special education classrooms but not the bulk of the students. They are referenced on the back side (questions) of the Ron Brown one-pager. Hart is in the same boat with respect to Ron Brown.

LMR

Mark, let's talk right now. I'm on my way back to the room.

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Inform first responders in advance!
I like it! Don’t forget Holmes Norton unless the Chancellor decided not to send it.

LMR

From: Sutton, Fonda (DCPS)
Sent: Tuesday, November 13, 2012 11:37 AM
To: Ruda, Lisa M. (DCPS); Weber, Peter (DCPS)
Subject: DRAFT email for Council, SBOE

DRAFT

//

Chancellor Henderson has just released her proposal to consolidate and reorganize our school system to better support the five goals we announced last spring when we released our strategic plan, A Capital Commitment. Principals of schools impacted by the consolidation have met with their staff, and students have gone home with specific information about the proposal relative to their respective schools. You can find the full proposal at www.dcps.dc.gov.

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<td>November 27, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Ward 7 Community Dialogue</td>
<td>2400 Shannon Place, SE</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Wards 5 Community Dialogue</td>
<td>3650 Ely Place, SE</td>
<td>November 29, 2012</td>
<td>6-8 pm</td>
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</tbody>
</table>
Fonda Sutton  
Deputy Chief of Staff  
Intergovernmental Relations and Legislative Affairs

District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC  20002  
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E  fonda.sutton2@dc.gov  
W  dcps.dc.gov

Help 9-1-1 Save Your Life!  
Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an emergency call today at www.smart911.com.  
Inform first responders in advance!
Speaks volumes.

LMR

Greetings Mrs. Ruda,

Thank you for this update.

Can you give me more clarity on how middle school students will merge into a high school? I just was not clear. Is the thinking that when they become 9th graders at the end of 2012-2013 that they would be matriculated to Roosevelt? Or is it that they would transition to Roosevelt in January of 2013? I know that there will be more information in the near future but that is the key question that my staff will ask.

Thanks!

Principal Mitchell,

As a follow-up to this morning’s conference call, we wanted to be certain that you had the following information:

- Roosevelt SHS has been proposed as a receiving school for MacFarland MS for the 2013-2014 school year. I also wanted to ensure that you were aware that Roosevelt STAY is a proposed receiving school for Spingarn STAY.
• This morning, we are delivering letters to your school for distribution home today with your students if possible. The letter will be accompanied by a one-page flyer about the consolidated school that you are proposed to receive from. Electronic copies of both documents are attached to this email. The documents should arrive by 1:00 p.m. You will not need to make copies. Please advise Claudia Lujan (claudia.lujan@dc.gov) if you do not receive the documents by 1:00 p.m.

• In addition, I am attaching a staffing summary sheet that was distributed to staff at schools proposed for consolidation. While the proposed plan should not significantly affect your staff as a receiving school, the summary may be useful for you.

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If you have any questions, please do not hesitate to ask John or me.

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2013–14 Proposal for WINSTON EDUCATION CAMPUS

Beginning in August 2013, assign the elementary students from Winston and its boundary to Stanton Elementary School. Middle school students will be assigned to Kramer Middle School.

- Winston EC is under-enrolled with only 308 students across 11 grades and a declining enrollment.
- Winston EC cannot support a full PS–8 program with so few students.
- The school uses only 56 percent of its building.
- Winston EC is within one mile of two under-utilized schools.

### Winston Education Campus

<table>
<thead>
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<tbody>
<tr>
<td>308</td>
<td>Reading: 24% Math: 25%</td>
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### Stanton Elementary School

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<tbody>
<tr>
<td>391</td>
<td>Reading: 19% Math: 28%</td>
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### Kramer Middle School

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<tbody>
<tr>
<td>281</td>
<td>Reading: 17% Math: 25%</td>
<td>379</td>
</tr>
</tbody>
</table>

- Partnership with DC Scholars
- Academic Power Hour
- City Year
- Girl Scouts, Rotary Club
- Basketball team
- Dance team
- And more...
- Blended Learning model
- Math club
- Football, cross country, track
- Cheerleading
- Robotics
- City Year
- And more...

For more information, go to: EngageDCPS.org
What Does This Mean for My Child?

When will students be reassigned?
If the proposal is finalized, Winston students will go to Stanton ES and Kramer MS in fall 2013. This proposal does not impact the current school year.

How was the receiving school chosen?
We considered the state of the facility, availability of space and program offerings. Ultimately, we want the receiving school to be a better option for students. DCPS has partnered with DC Scholars to provide innovative programming at Stanton ES. We also launched a Blended Learning model at Kramer MS.

What benefits will there be for the students at the consolidated school?
Consolidating enrollment will benefit students from both schools, as the higher enrollment will enable the receiving school to build the stronger student supports and programming needed to provide high-quality educational opportunities.

What steps will DCPS take to ensure the safety of my child as he or she travels to school?
Stanton ES is less than a half a mile from Winston EC. Kramer MS is just over a mile and a half from Winston EC. We will work closely with the community and the appropriate city agencies to identify safe travel routes for families.

How will DCPS support the consolidation process?
If the proposal is finalized, interested parents, teachers, staff and community members from both schools would come together to develop a shared vision for success and a transition plan with central office support. Depending on identified needs, other DCPS staff and representatives of city agencies would also provide support.

How will our students with disabilities be accommodated?
We are committed to a smooth transition for all of our students with special needs. For individual students, the proposed new school may not be appropriate. In these cases, the Office of Special Education will work with schools to find an appropriate placement.

What other school options do I have for the next school year?
If you would like to explore your other options within DC Public Schools, we encourage you to take advantage of the online Out-of-Boundary Lottery (January 28, 2013 through February 25, 2013). The DCPS Critical Response Team is also available to help families with their choices.

How will staff at the closing school be affected?
We know that continuity in relationships with teachers and other staff is important to families. Impacted staff will be supported if interested in applying to open positions at the receiving school.

What will happen to the school building?
We hope to work with the community to identify uses for the building that will benefit the children and families of that neighborhood.

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Principals Jackson, Skerritt and Jackson:

Thank you for joining this morning’s call. We wanted to be certain that you had the following information:

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2013–14 Proposal for
SHAW AT GARNET-PATTERSON MS

Shaw will merge with Cardozo HS to make a 6-12 campus in August of 2013. Should the population growth result in increased demand, DCPS can rebuild Shaw at its original location at Rhode Island Ave. and 10th St. N.W. and the Shaw students will move back to their original location.

- Shaw at Garnet-Patterson MS is extremely under-enrolled with only 131 students and declining enrollment for the past three years.
- The school only utilizes 27 percent of its building.

- Shaw at Garnet-Patterson MS cannot support a comprehensive middle school program with so few students.
- Cardozo HS is under-utilized, less than a half mile away and will open next year in a brand new state-of-the-art facility.

<table>
<thead>
<tr>
<th>Shaw at Garnet-Patterson Middle School</th>
<th>Cardozo High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
<td>Reading: 32% Math: 33%</td>
</tr>
</tbody>
</table>

- Modernized building in August of 2013
- AP classes
- Construction Academy

- Athletic fields and outdoor recreation spaces
- Band
- Newspaper

- Robotics
- Trans-tech Academy
- And more...

For more information, go to: EngageDCPS.org
When will students be reassigned?
If the proposal is finalized, students from Shaw @ Garnet-Patterson MS will consolidate into Cardozo HS in fall 2013. Should the population growth result in increased demand, DCPS can rebuild Shaw at its original location at Rhode Island Ave. and 10th St. N.W. and the Shaw students will move back to their original location. This proposal does not impact the current school year.

How was the receiving school chosen?
We considered the state of the facility, availability of space, and program offerings. Ultimately, we want the receiving school to be a better option for students. Cardozo is scheduled to open its brand new facility in August 2013 with ample space for the Shaw at Garnet-Patterson students.

What benefits will there be for the students at the consolidated school?
Consolidating enrollment will benefit students from both schools, as the higher enrollment will enable the receiving school to build the stronger student supports and programming needed to provide high-quality educational opportunities.

What steps will DCPS take to ensure the safety of my child as he or she travels to school?
Cardozo HS is less than a half a mile from Garnet-Patterson MS. We will work closely with the community and the appropriate city agencies to identify safe travel routes for families.

What will DCPS do to ensure that my child is safe in a high school environment?
We understand that families will have concerns about safety and school culture when considering sending their middle schooler to Cardozo HS. We are committed to working with the community, school leaders and staff to build a safe and positive environment.

How will our students with disabilities be accommodated?
We are committed to a smooth transition for all of our students with special needs. For individual students, the proposed new school may not be appropriate. In these cases, the Office of Special Education will work with schools to find an appropriate placement.

How will DCPS support the consolidation process?
If the proposal is finalized, interested parents, teachers, staff and community members from both schools would come together to develop a shared vision for success and a transition plan with central office support. Depending on identified needs, other DCPS staff and representatives of city agencies would also provide support.

What other school options do I have for the next school year?
If you would like to explore your other options within DC Public Schools, we encourage you to take advantage of the online Out-of-Boundary Lottery (January 28, 2013 through February 25, 2013). The DCPS Critical Response Team is also available to help families with their choices.

How will staff at the closing school be affected?
We know that continuity in relationships with teachers and other staff is important to families. Impacted staff will be supported if interested in applying to open positions at the receiving school.

What will happen to the Garnet-Patterson building?
We would like to work with the community to identify uses for the Garnet-Patterson building. DCPS is also interested in retaining the building in the inventory for possible use as an alternative education campus.

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